

PROGRAM REVIEW Fall 2021

Program: Sociology

Division: BSSL

Date: 11/1/2021

Writer(s): Aki Hirose

SLO/SAO Point-Person: Aki Hirose

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1. Most Sociology courses (i.e., 8 out of 9 courses) include the teaching of topics that address social inequality of various kinds. We also have dedicated courses that specifically teach students the issues related to race, ethnicity, gender, and sexuality. In this way, the Sociology program supports the goal of educational excellence by providing students with opportunities to learn critical concepts necessary for the promotion of equity and anti-racism.	✓	✓	✓
2. The Sociology program was able to offer all planned courses by relying on remote instruction during AY20-21 when face-to-face instructional options were not available. During the transition to distance learning, we made sure that appropriate steps were taken to provide equitable access to technology for all students.	✓	✓	✓
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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
1. Studies in the sociology of education have demonstrated that there are social structural factors that significantly influence educational achievement	✓	✓	✓

gaps among different demographic groups. We are acutely aware that many of those factors are beyond the control of individual educators and LPC as an educational institution. For instance, a structural form of racism can retain its effect even when no racist intentions of individuals are detected. The gaps among students in terms of preparedness for higher education are still one of the major challenges that we face.			
2. Due to the pandemic, many students face various challenges (i.e., emotional, mental, financial, etc.) in achieving successful learning. The Sociology program experienced a high percentage of student withdrawals during AY 20-21.	✓	✓	
3			
4			
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C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
In response to the CSU ethnic studies requirement, we shifted our curriculum focus from the Social Justice Transfer Program to Ethnic Studies. We cross-listed SOC3 with ETHS6 by modifying the course title and its outline of record and submitted for articulation. SOC 3 and ETHS 6 have been approved to meet the new CSU requirement. We will monitor the enrollment demand for SOC 3/ETHS 6 and, if necessary, will plan to seek the hiring of a fulltime instructor to strengthen our instructional resources.	✓	✓	✓	✓

Tab to add more lines as needed

D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

Campus system or Committee	How has it benefitted your students?
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Curriculum Committee	The curriculum committee and the articulation officer were indispensable in providing the necessary help for the process of modifying SOC 3 for the new CSU ethnic studies requirement.

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

___✓___N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	
What did you learn?	
How will you use the feedback?	

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2lYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

The most significant trend that we observed from the AY2020-21 data is the further decline in student enrollment numbers. The pattern is consistent with the trend that was also observed and reported in AY 2019-20 (and the year before). More specifically, the total course enrollment in Fall 2020 fell from 435 in Fall 2019 to 418. Similarly, the total course enrollment in Spring 2021 declined from 360 to 348. Some of the main reasons maybe related to larger external factors such as the COVID pandemic, the transition to remote instruction, economic trends, and policy changes. The increase in the number of withdrawals also appears to have influenced this trend.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program

does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- *Did your program meet its program-set standard for successful course completion?*
___yes ___✓___no
- *If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.*

We attribute the reason for not meeting the program-set standard to the increase in student withdrawals. This may be related to the various types of hardship (e.g., emotional, financial, medical, etc.) that students may have faced during the pandemic. But it might also be explained by the availability of the extraordinary withdrawal option. This claim can be supported by the fact that while the rate of withdrawal increased in many courses, the rate of nonsuccess decreased from AY 19-20.

SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.

PSLO "Analyze": Upon completion of Sociology AA-T program, students should be able to analyze and describe the major concepts, theoretical perspectives, empirical findings, and historical trends in sociology. This specific PSLO is suitable for the use of CSLO "paper" that is common for all SOC courses. That is why we use CSLO "paper" from each course for this assessment cycle.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). ____40____%

- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ____YES ____✓____No

Even though we collected data according to the 3-year plan, we feel that there are too many external factors relating to COVID and its associated remote learning transition that significantly influenced the outcomes for this cycle. We plan to collect more data for the analysis.

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

PSLO "Analyze": Upon completion of Sociology AA-T program, students should be able to analyze and describe the major concepts, theoretical perspectives, empirical findings, and historical trends in sociology. This specific PSLO is suitable for the use of CSLO "paper" that is common for all SOC courses. Therefore, we will use CSLO "Paper"

from each course for this assessment cycle.

(5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

N/A

(6) List changes that you plan on making to improve student learning and address inequities.

- We are planning on further analyzing more data to identify ways to improve student learning. To do so for the specific CSLO “paper,” we are aiming to revise the instructions and add more time for guiding library research.
- For addressing inequities, our data from SLO do not point us to specific factors to identify which particular student demographics are experiencing difficulties.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

SLO data do not link student demographic characteristics with their performance indicators, and anecdotal evidence from instructors would not be enough to perform any comprehensive analysis. Since racial and socioeconomic data of individual students are not available (and it is not feasible to collect such data), the biggest challenge facing us in improving student learning and equity would be external factors (i.e., social, economic, and cultural variables) influencing students that we have no control over.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

☒ YES ☐ No

We will not offer SOC 4 in Spring 22. Therefore, we will collect SLO data for SOC 1 instead.

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

- (1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

N/A

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

- (3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

- (4) Describe the pertinent findings. What, if any, equity issues emerged?

- (5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

- (1) List changes that you plan on making to improve student learning and address inequities.

- (2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

- (3) Are you planning on revising your 3-year planning template? If so, describe.

_____YES _____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

- (1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

N/A

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

- (3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

- (4) Describe the pertinent findings. What, if any, equity issues emerged?

- (5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

- (6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

(8) Are you planning on revising on your 3-year planning template? If so, describe.

_____YES _____No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

I feel that more questions relating to pedagogical issues would be more helpful to explore the performance of programs.

The instructions state on p.1: "Time Frame: This Program Review should reflect on program status during the 2021-22 academic year."

This statement is confusing because this review mostly deals with data from AY 20-21.

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

- 1. Log in to CurricUNET**
- 2. Select "Course Outline Report" under "Reports/Interfaces"**
- 3. Select the report as an Excel file or as HTML**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

____YES ____✓____No

Course Name & Number

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

____YES ____✓____No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

☒ YES ☐ Not at this time

If yes, explain details, rationale, or any support that might be helpful

SOC 12 is currently being updated for its catalog description, measurable objectives, course content, methods of instruction, assignments, methods of evaluation, and typical texts. The update is to make the course part of the Film Studies AA-T program as well as to keep the course up to date with the current research fields.

D. Does your program plan to create any new courses or programs this year?

☐ YES ☒ No

If yes, please provide details and the rationale

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Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

____YES ____No

2) Does this program represent a training need that is not duplicated in the college's service area?

____YES ____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

____YES ____No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

____YES ____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?