

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Sociology	ALSSS	Sarah Thompson

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (e.g., Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

The Sociology Program provides students with the option of a Sociology AA-T degree for transfer, as well as elective opportunities for other majors and general education requirements.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

The Sociology Program provides opportunities for Transfer.
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II. PROGRAM ANALYSIS**A. Courses (For Instructional Programs Only)**

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
SOC 3	C-ID Compliance
SOC 11	C-ID Compliance

2. Will new curriculum (*e.g.*, course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO

If yes, please describe briefly what new curriculum is planned.

Course Outlines of existing courses being offered in Hybrid format
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B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES NO

If yes, please describe briefly what new initiatives are planned.

One method of delivery we discussed in detail was to move towards a hybrid model of

instruction. This was viewed as necessary to a) address the lower success rates of online delivery; b) create a faster path for students wishing to complete the AA-T degree in Sociology; c) address the facilities crunch at LPC

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
9	7	2

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

Once a year

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
1	1	2

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

We discussed SLOs at our Summer Part Time Retreat. We looked at SLOs outcomes from my SOC 1 classes and the current SLO descriptors for SOC 3.

b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

We came to the conclusion that the current SOC 1 SLOs weren't measuring what we wanted students to improve on. We wanted students to improve their student skills so

that a) reading would be done regularly and b) collegiate level notes taken. We identified these as the primary indicator of student success in face to face courses. As I have only DE SLO evidence for SOC 1, we stressed the need for part time faculty to do SLOs. We agreed upon possible ways to measure this, and plan to meet again in the Fall to review. The group reviewed the current SLOs for SOC 3 (Cultural and Racial Minorities), and changed those to better reflect the Course Outline.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

We have so few measured SLOs (since I was on 50% reassigned time for 4 years and gone on work load banking for one semester) – all that was measured for SOC 5 (Global Change) and SOC 1. The majority of my courses are taught by adjuncts, so I am hoping the measurements will go up this year, but as I have no way to require they do SLOs, I am not certain the measurements will go up dramatically.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

Test and review the new SLOs for SOC 1 and SOC 3. Review the SLOs for SOC 4 (Marriage and Family), SOC 5 (Global Change), and SOC 6 (Social Problems). Review and amend the Sociology Program Level SLOs to better match the requirements of the AA-T degree.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

We discussed the data at the Part Time Summer Retreat.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

Sociology continues to have a high head/enrollment count – average of 524 headcount per semester, and 543 enrollment count per semester (over 5 semesters). The productivity was on average 626.62 (compared to 522.5 college average). The students are younger

overall than the LPC average (SOC median age 19, LPC 21), suggesting that they are transfer track students (coming right out of high school – over 90% of my students are in their first year of college or are continuing students – almost 2/3 are full time). The percentage of male students has increased, following the institution wide trend of older female student enrollments dropping (my over 30 numbers have dropped – largely because my number of returning students has dropped). This age and gender data reveal a need for the Sociology Program to focus on providing students what they need to transfer. My ethnicity demographic has remained relatively stable with one significant change – a 6% increase of Latino students, which reflects the college's changing demographics moreso than the discipline's.

The student success rate has increased over the 5 semester evaluation, although the course completion rate remains stable. There may be two reasons for the increase – 1) with the reduced number of classes, students are motivated to be more successful in their classes, 2) the shift coincides with my reassigned time (although for the first two Fall semesters, I was only down one class). Luckily, the success rates in the DE classes I taught (the only semester by semester data I have) increased over the time period, so I am at least hoping that number 1 is the primary reason. I do have part time instructors with extremely high rates of success, but there may be issues of rigor involved.

The success rates of two courses merited additional discussion. SOC 5 (Global Change) was discussed in great detail in the last Program Review. The success rates were significantly attached to the skill level of students. It is currently on “the cusp” of may or may not needing a prerequisite. The discussion on whether or not to go forward is still ongoing. I am hoping that moving to a hybrid format in this course might merit the same successes a prerequisite would. The low success rates of SOC 12 (Popular Culture) may be the growing pains of a new course. I am offering it again this semester and made many adjustments in terms of how the term project gets completed (last year I had an “honor system” – bring in your term project step and we'll go over it in groups – this year they upload everything for points).

The data from the SOC 1 courses vary by delivery. Not surprisingly, DE success rates are lower than Face to Face success rates. The interesting thing is that Non-Success rates are about the same. It's just the withdrawal rates which are much higher. The concern is that the success rates of repeaters are MUCH higher in face to face and really low in DE courses. This may indicate that some type of intervention is needed for students trying to repeat DE courses. I wonder if other disciplines are facing similar data – there may need to be a systemic solution here. This is particularly an important issue for Sociology as almost 1/3 of our offerings are online.

One method of delivery we discussed in detail was to move towards a hybrid model of instruction. This was viewed as necessary to a) address the lower success rates of online delivery; b) create a faster path for students wishing to complete the AA-T degree in Sociology; c) address the facilities crunch at LPC.

The size of the program enrollments and the program offerings do indicate a need for an additional full time instructor. This Fall 2013 our FTEF is 2.6, with 38% of the courses being taught by myself. This Spring 2014 our FTEF is 2.8, with 36% of the course being taught by myself.

- c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

The size of the program enrollments and the program offerings do indicate a need for an additional full time instructor. This Fall our FTEF is 2.6, with 38% of the courses being taught by myself. This Spring our FTEF is 2.8, with 36% of the course being taught by myself.

2. Enrollment Management (**Instructional programs only**)

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

2.4 for Fall 2011

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

2.8 Fall 2010 – two courses cut for work load reductions

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

I could add an additional Online SOC 1 for the summer session – last summer I had 60 students waiting for a spot in the two that were offered. I could add additional SOC 1 and SOC 3 courses during the regular academic year.

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

(<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
2.4	.6	25%

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
regular hourly classified staff**	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
student assistants	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

The size of the program enrollments and the program offerings do indicate a need for an additional full time instructor. This Fall our FTEF is 2.6, with 38% of the courses being taught by myself. This Spring our FTEF is 2.8, with 36% of the course being taught by myself.

3. Are there Staff Development needs for the academic year 2014-15?

YES NO

If yes, elaborate. Provide any data which support these needs.

I need more opportunities to collaborate with my part time faculty if I am to successfully do Program and Course Level Student Learning Outcomes.

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

Click here to enter text.

G. Facilities, Equipment, and Supplies Resources

Are there any **new** facility, equipment or supply needs for the academic year 2014-15?
(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

Click here to enter text.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES NO

If yes, please briefly describe amount and general uses.

Click here to enter text.

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

We will need support from the instructional designer for moving towards a hybrid model. Also, in my last program review I outlined the need for additional documentaries as ours are aging woefully.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data *(data not discussed above)*

Click here to enter text.

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

Since my last program review, I have established the AA-T Degree in Sociology and began offering two new courses: SOC 12 (Popular Culture) and SOC 13 (Research Methodology).

B. Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

I have not yet addressed: the need for additional faculty, exploration into hybrid format, purchasing much needed documentaries, or establishing the SOC 5 prerequisite.

C. What are the objectives for the academic year 2014-15?

(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

Address: establishing a website for majors and/or potential majors, the need for additional faculty, exploration into hybrid format, purchasing much needed documentaries, or establishing the SOC 5 prerequisite.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

It's really difficult for me to even assess my program's outcomes with only myself doing the SLOs. I have part time faculty interested in doing them, but they are low on the seniority list, and do not teach many classes. I am hopeful that even their contributions this year may make a difference in improving our SOC 1 curriculum. I think the varying success rates from course to course would stabilize somewhat with having more consistency in instruction. Also, since very few of my faculty can teach content courses, that means that most of our Introductory classes are taught by part time faculty. And since our goals include recruiting majors and then streamlining their progress, having consistency up front is very important. In addition, it is very difficult to assure quality control when there are so many part time instructors.

The Hybrid format also is intended to help students get through their sociology requirements more quickly, and increase the success rates of purely online sociology classes and the aforementioned SOC 5 (Global Change).

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective ‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	Additional Faculty Line	Click here to enter text.		Increased measurements of SLOs, number of majors	Human	Faculty member	FHC
2	2	Hybrid Courses	Click here to enter text.		Success rates SOC 1, SOC 5, SLO proficiency rates	Technological	Resources to get course online	Staff Development Curriculum
3	2	Documentaries	Click here to enter text.		Average age of documentary	Supplies	DVDS	RAC
4	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
5	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

*human, technological, facilities/supplies, financial, other

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Click here to enter text.	Click here to enter text.	Click here to enter text.

‡When College Goals become available, this column will be activated.