

PROGRAM REVIEW Fall 2017

Program: Sociology

Division: CATSS

Date: October 16, 2017

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.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 13.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 16

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<https://goo.gl/WuR9cQ>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

The total student enrollment in the program shows no significant change when we compare the data from Academic Year (AY) 2016-2017 (1,232) to that of AY 2015-2016 (1,234). However, the comparison between individual semesters shows a slightly different pattern. The total student enrollment for fall semester decreased from 704 in Fall 2015 to 657 in Fall 2016. This is the first drop in the total student enrollment number for a fall semester for the program since Fall 2012 data. Until Fall 2016, the total student enrollment number grew steadily. In contrast, the total enrollment number in spring semester showed a slight increase from 530 in Spring 2016 to 575 in Spring 2017. Typically, the total enrollment number is smaller in Spring compared to Fall. We observed a slight decrease in Spring enrollment in the last Program Review Update in 2016. For this most recent year, the drop in Fall 2016 enrollment was somewhat offset by the increase in Spring 2017 enrollment. Even though the decrease in the fall enrollment is alarming, the change in the total enrollment for the academic year (i.e., 1,234 to 1,232) is too small for us to conclude with any meaningful interpretation.

We increased data input for Student Learning Outcome (SLO) during AY 2016-2017. Even though the data are still not robust enough to identify general patterns, our analysis of SLO data seems to suggest that the assessment results are responsive to the changes we made to our instructional strategies.

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

One of the most significant changes that the discipline of Sociology experienced during AY 2016-2017 was a shortage of human resources stemming from a medical emergency involving one of our full-time faculty's family members. The severity of the emergency negatively and significantly affected the faculty's workload. To be sure, this was the result of an unfortunate accident and the faculty member still managed to complete her teaching duties in a professional manner. At the same time, since the discipline of Sociology has only two full-time faculty members, some of our plans for AY 2016-2017	Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrxt
	<input type="checkbox"/> Community Partnerships/Outreach
	<input type="checkbox"/> Curriculum*
	<input type="checkbox"/> Enrollment Management
<input type="checkbox"/> External Factors	

<p>needed to be reassessed and put on hold. For instance, our plan for AY 2016-207 included an in-depth review of our SLO and its assessment strategies. We plan to revisit the review of SLO during AY 2017-2018. We feel that this unforeseeable event highlighted the need to develop a larger human resource capacity.</p>		Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary
	X	Human Resources
		Learning Support
		LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
		Professional Development
		Services to Students
	X	SLO/SAO Process
		Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
	**Facilities will also be addressed in Question H.	

C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

<p>For AY 2016-2017, we had planned to strengthen our curriculum. Specifically, we planned to create more flexibility in offering various courses to students with different life circumstances by making all existing courses ready for distant education (DE) online courses. We felt that providing a DE option would be effective both pedagogically and administratively. It is effective pedagogically by supporting student learning with flexibility in learning styles. It is also administratively effective since it would provide the program with adaptability in offering various courses with our limited instructional human resources. By using CurricUNET and working closely with the chair of the curriculum committee, we acquired DE options for Sociology courses that needed DE online statuses (i.e., SOC 5, SOC 7, and SOC 12). The changes for these courses were approved for later implementation. While we still need to improve our online pedagogical approach and technological competency for all DE courses, this is a crucial step in improving our ability to support student learning.</p>		Mark an X next to each area that is addressed in your response.
	Definitions of terms: https://goo.gl/23jrxt	
		Community Partnerships/Outreach
	X	Curriculum*
		Enrollment Management
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		Professional Development
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X	Technology Use	
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D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

<p>We completed the scheduled evaluation of teaching of three part-time faculty members. This is important for our discipline to ensure a quality pedagogy that positively impacts student learning. All three part-time evaluations were completed successfully and they were evaluated as satisfactory. Constructive comments were provided for each part-time instructor in order to further improve their instructional ability.</p>	<p>Mark an X next to each area that is addressed in your response.</p>
	<p>Definitions of terms: https://goo.gl/23jrxt</p>
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	<p><input type="checkbox"/> Curriculum*</p>
	<p><input type="checkbox"/> Enrollment Management</p>
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	<p>X <input checked="" type="checkbox"/> Pedagogy</p>
	<p>X <input checked="" type="checkbox"/> Professional Development</p>
	<p><input type="checkbox"/> Services to Students</p>
	<p><input type="checkbox"/> SLO/SAO Process</p>
<p><input type="checkbox"/> Technology Use</p>	
<p>*Curriculum will also be addressed in Part 2 (Curriculum Review).</p>	
<p>**Facilities will also be addressed in Question H.</p>	

E. Obstacles: What obstacles has your program faced in achieving plans and goals?

<p>As noted above, one significant obstacle we faced was a family emergency experienced by one of our full-time faculty members which impacted not only her personal and professional life, but also some of the goals that we aimed to accomplish as a discipline for AY 2016-2017. Even though such obstacles did not hinder any normal instructional or other professional activities, we decided to postpone our plans to review SLOs.</p> <p>We submitted a request for a new hire since the lack of human resources has always been a serious obstacle not only in maintaining a quality instructional environment, but also in</p>	<p>Mark an X next to each area that is addressed in your response.</p>
	<p>Definitions of terms: https://goo.gl/23jrxt</p>
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	<p><input type="checkbox"/> Enrollment Management</p>
	<p>X <input checked="" type="checkbox"/> External Factors</p>
	<p><input type="checkbox"/> Facilities,** Supplies and Equipment (Including</p>

<p>improving our ability serve student learning. The request was rejected. While we understand that hiring decisions are based on various priorities among programs and it is a common problem for many other programs, the shortage of human resource remains one of our biggest obstacles.</p>		Software)
		Financial/Budgetary
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		Pedagogy
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		Technology Use
	*Curriculum will also be addressed in Part 2 (Curriculum Review).	
	**Facilities will also be addressed in Question H.	

F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

<p>We plan to strengthen our curriculum. Just as we did during AY 2015-2016, we will continue to aim to improve our practices related to Student Learning Outcomes. We aim to improve on each step involved in SLO assessments, such as review of SLOs, data collection, data analysis, and outcome assessments. We plan to establish more effective communication among both full and part-time faculty members to increase the SLO data input and usefulness. The SLOs of each course and the program SLOs will be reviewed as well.</p> <p>Just as we did during AY 2015-2016, we will continue to aim to expand and strengthen our human resource pool. We aim to acquire another full-time faculty member although this plan is entirely dependent on formal approval as the request was rejected during AY 2016-2017.</p>	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrx	
		Community Partnerships/Outreach
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G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

N/A	Mark an X next to each area that is addressed in your response.
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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

N/A

I. Mission: Explain how your program’s plans and accomplishments support the mission of Las Positas College:

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

Our plans for AY 2017-2018, which include enhancing the human resource capacity, are entirely consistent with LPC's mission to support educational opportunities for students. This is also consistent with the institution's Planning Priorities for 2016-2017. For example, ACCJC standards state that "The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes." By seeking to rectify the issues involving the lack of human resources in the discipline of Sociology, we aim to meet ACCJC standards. Moreover, acquiring DE online status for our courses is entirely consistent with the LPC's mission focusing on providing educational opportunities for students. By increasing the repertoire of our instructional format, we are strengthening our ability to support student learning.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? yes no

(This data can be found here: <https://goo.gl/b59nCy>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

N/A

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: Sociology, SOC 3 Cultural and Racial Minorities
Text of the CSLO, SAO, or PSLO: Upon completion of SOC 3, the students should be able to produce an academic document that connects sociological research methods to sociological theory.
Describe the quantitative or qualitative results: This assessment used the final paper assignment to measure the competency of students in terms of producing an academic paper by linking theoretical ideas to empirical data. When compared with data from the previous academic year (AY 2015-2016), the data from Spring 2017 shows that the percentages of students who performed at the level of "mastery" increased from 13% to 29%. And those who performed at the level of "above average" also increased from 21% to 44%. Conversely, the portion of students who performed at the level of "average" decreased from 35% to 21%.

Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:

We feel that the change in SLO data for the assessment above is partially result of the changes in the instruction for the specific assignment. The instructions were made more specific by providing highly structured guidance. We plan to expand our analysis to longer periods.

What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?

It is premature to even tentatively conclude with our limited data over one semester in 2016 to another in 2017. As noted above, the change in student achievement data might be attributable to the change in the instructional strategies. However, we also suspect other factors contributing to this change, such as variations in student demographics and educational preparedness. We will need to monitor this specific assessment to give a more informed interpretation.

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One:

CSLO PSLO SAO

Course, Program Name, or Student Service Area:

Sociology, SOC 1 Principles of Sociology

Text of CSLO/PSLO/SAO:

Upon completion of SOC 1, the students should be able to produce an academic document that connects sociological research methods to sociological theory.

If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

We will use this Course Student Learning Outcome (CSLO) to extend our analysis because this introductory course (SOC 1) always has the biggest number of sections and instructors. We feel that the use of this CSLO not only promotes more data input, but also encourages a deeper dialogue regarding instructional strategies among the faculty members of the program.

**Section Two: Curriculum Review
(Programs with Courses Only)**

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

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

We updated all our courses by working closely with the chair of curriculum committee.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

No.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

N/A

**Section Three: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

N/A

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

N/A

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

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

N/A

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

N/A

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

N/A

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

N/A