

1. Executive Summary

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The department of sociology at Cañada College has a mission to help students understand, analyze, and critique the modern social order empowering them to act as agents for self and social transformation. The program strives to implement the highest level of teaching introducing students to the basic concepts, theories, methodologies, and epistemological assumptions associated with the contemporary field of sociology. This program is designed to serve students interested in transfer, especially but not exclusively to the CSU and UC systems. It is designed to facilitate the completion of lower division sociology courses so that students will be able to transfer to nearby institutions as juniors.

The sociology department remains a productive, efficient, and growing department within the Humanities and Social Sciences division. Overall, headcounts are up and efficiency measures remain one of the highest within the division. Student enrollment includes an extremely wide-range of students in terms of race, gender, age, and more, and, course offerings include a wide-range of modalities from face-to-face, online, and hybrid courses. Furthermore, students are graduating and transferring to local institutions. In 2015, 28.9% of all AA degrees awarded at Cañada College were in Interdisciplinary Studies with an Emphasis in Social and Behavioral Sciences. Last semester 9 students transferred majoring in sociology to the UC and CSU systems which constituted 17.3% of all the AA-T degrees awarded at the college.

Despite these positive results and trends, there are some challenges and opportunities. First, the sociology department has only one full-time faculty. Most of the teaching and virtually all non-teaching activities are administered by one person. Second, a somewhat limited number of sociology classes are offered each year. For example, this past semester, though more sections of Introduction to Sociology were offered, no other course was offered more than once. These limitations are a challenge to students wanting to quickly complete their degrees and transfer. Yet, many students are choosing sociology as a major and working towards graduation. Faculty morale is strong and the support of the division dean is greatly appreciated. In many ways, the sociology department should continue to grow and remain a productive department at Cañada College.

2. Program Context

1. **Mission:** How does your program align with the college's mission? If your program has a mission statement, include it here

The department of sociology at Cañada College has a mission to help students understand, analyze, and critique the modern social order empowering them to act as agents for self and social transformation. The program strives to implement the highest level of teaching introducing students to the basic concepts, theories, methodologies, and epistemological assumptions associated with the contemporary field of sociology. This program is designed to serve students interested in transfer, especially but not exclusively to the CSU and UC systems. It is designed to facilitate the completion of lower division sociology courses so that students will be able to transfer to nearby institutions as juniors. However, since sociology courses can serve various needs (i.e., GE requirements, general interest) all types of students are welcome.

2. **Articulation:** Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.

The sociology department aspires to stay updated with curriculum and degree requirements, especially in relation to the UC and CSU systems. The goal is to create a program whereby

increasing numbers of students are able to transfer as juniors into sociology programs across the state.

To accommodate this goal, the sociology department has integrated itself with the Course Identification System (C-ID). C-ID is a supra-numbering system developed to ease the transfer and articulation burdens in California's higher educational institutions. All four sociology classes (Introduction, Social Problems, Ethnicity and Race in Society, and Social Science Research Methods) have been aligned and accepted into the C-ID system.

To further facilitate transfers to the CSU, the Sociology AA-T degree has been implemented. The degree is designed to create a clear pathway to the CSUs whereby students are guaranteed junior standing in their major.

In the spring of 2015, 9 students transferred from Cañada College with a major in sociology to the CSU system (6 students) and to the UC system (3 students).

3. Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group? recommendations for your program.

N/A

3. Looking Back

4. Curricular Changes: List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

The most significant changes entailed the addition of sections of Introduction to Sociology (Sociology 100) now offered at different times and in different modes. At the time of the previous program review (2014), only 5 regular sections and 1 online section of sociology were offered. This spring, 5 regular sections (including 1 honors), 1 evening section, two online sections, and 1 CWA (College for Working Adults) section has been added. These changes flow from very strong enrollment demand, especially in the online sections, as well as, a desire by faculty and the dean, to support the CWA program.

5. (A) Progress Report-IPC Feedback: Provide your responses to all recommendations received in your last program review cycle.

The previous program review has been analyzed. There are no recommendations from the previous year except a recommendation to add professional development through CIETL. CIETL, however, has been deactivated.

(B) Progress Report-Prior Action Plans: Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

In the previous program review 3 strategic actions plans were identified: 1) measuring PLOs and finishing the SLO cycle 2) adding at least 1 or 2 more sections of sociology, and 3) completing all sociology course outlines ensuring none are older than 5 years old.

Since the last program review, all three goals have been met. PLOs are assessed every semester. All SLOs have completed at least one cycle, and more sections of sociology sections have been added to the schedule, including online sections.

6. (A) Impact of Resources Allocation: Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write not applicable.

The SS HUB has been incorporated to serve sociology students in many ways. The most meaningful usage has been periodic meetings with prospective sociology students. Every semester, meetings are held to gather and inform students on the sociology major. Handout are passed out, questions are answered, and most importantly, student solidarity around the major is developed.

(B) Impact of Staff Changing: Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable"

No full-time faculty have been added to the sociology department. This past year, however, three new adjunct faculty have been hired to teach various sections. This has had a significant impact on the number of course offering, as well as, the times they are offered to students. For the first time at Cañada College, sociology is offered in the mornings, in the evenings, online, and, to adults enrolled in the CWA program. This is a significant expansion meeting the strong student demand for sociology.

4. Current State of the Program

7. (A) Connection & Entry-Observation: Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and identify the specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

Enrollment trends in the sociology department have moved in opposite directions. Overall headcount numbers are up almost 11% from 2011-2015. In terms of FTES, the rates have significantly risen over the past 5 years as well. In 2011, FTES was only 49.34. With the exception of 2012—which experienced a small drop— FTES has gradually increased: 2015 had a rate of 54.73. On the other hand, Load and Fill Rates have moved in the opposite direction. With a high of 617 in 2011, the Load measures have gradually dwindled so that in 2015 Load was 513. Similarly, Fill Rates have dropped from a high in 2011 (98.4%) to a low in 2015 (82.5%).

(B) Connection & Entry-Evaluation: Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends in enrollment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

At this junction, it is unwise to make drastic changes to the scheduling of sociology classes. The primary reason headcounts and FTES have gone up but Load and Fill Rates have gone down is because more sections at different times and in different modes are being offered. This is a great development and something that was requested in the previous program review. (In 2012, for example, there was only 12 sociology sections offered the entire year taught by one full-time faculty and one adjunct).

8. (A) Progress & Completion-Observation: Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and

identify specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

There are a number of interesting trends in relation to success and retention disaggregated by various demographic factors. In terms of race, success rates have fluctuated up and down depending on the group without a clear and identifiable pattern. For example, success rates for African Americans was only 57% in 2011, dropped to 46% in 2014, but rose significantly to 63% in 2015. This up and down pattern is observable among other groups like Hispanics and whites. Part of the wide variance is related to the small sample sizes. For example, in 2012 there were only 12 students who identified themselves as African American. On the other hand, retention rates have shown less variance across the semesters and groups. The averages for all groups from 2011-2015 ranged from 84% to 87%, a three percentage range across five years. Individual groups had a larger variance, but not significantly more. For example, Hispanic retention rates ranged from a low of 83% in 2011 to a high of 91% in 2012.

Success and retention rates disaggregated for gender reveal a very consistent pattern. Female and male success rates remain similar and stable, ranging from a low of 63% (males in 2011) to a high of 74% (males in 2015). All other semesters disaggregated for gender are within these ranges. A similar pattern is evident in retention rates: the lowest rates were in 2014 when female students were retained at a percentage of 83%; the high was in 2015 where males were retained at a percentage of 90%. There wasn't much fluctuation.

Success and retention rates disaggregated for age and enrollment status reveal some interesting trends. Age is roughly correlated with success and retention with older students generally are higher (the exception is students 18 and under). However, no pattern is discernable when disaggregating for enrollment status as the ranges move to the extremes. For example in 2015 returning students succeeded at 38%. In 2014, the success rate was 68%. These broad fluctuations are probably a function of the small sample sizes.

(B) Progress & Completion Online-Observation: Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses.

Yes, when comparing success and retention rates with online vs. face-to-face courses, consistent divergences are evident whereby face-to-face courses maintain consistently higher success and retention rates. From 2011-2015, face-to-face courses had success rates ranging 68%-75% with very small variance. The retention rates were similarly stable with a range from 87% to 91% within the same 5 year period. This is in contrast to online courses: in the three years of offering online classes success rates ranged from 56% to 62% and retention rates ranged from 74% to 76%. The most significant difference is the retention levels between these two modalities. In 2015, for example, retention rates were 91% in face-to-faces courses and only 74% in online courses, a 17% difference.

(C) Progress & Completion-Evaluation: Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation. Although certain trends are identifiable, causes factors are difficult to tease out. In many cases, sample sizes were small (in a few cases N=1) and incomplete, and, the disaggregation of data was limited to certain parameters. On the other hand, some trends, such as the divergence between face-to-face courses and online courses was substantial. There are a few plausible explanations: online students are a self-selecting population that, on average, are less academically prepared or determined. Or, the data,

which only covered three years (2013-2015) was too limited. One way of learning more about these differences is to continue to tabulate more data, especially in reference to online education. It may be possible in the future with more data to tease out these factors.

9. (A) SLO Assessment-Compliance: Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time

Yes, all SLOs for every sociology course at Cañada College has been assessed at least once during the past 4 years (2011-2015). Below is a short description of the coordination across sections and time. For a detail review, including the results, please see Tradact.

Sociology 100: Introduction to Sociology

Course SLO #1: Students will be able to analyze various sociological concepts.

Assessment Dates: 12/18/15, 4/24/11, 3/18/11

Scheduled Dates: 2016 or 2017

Course SLO #2: Students will be able to evaluate theories of social inequality.

Assessment Dates: 5/28/15, 12/18/14, 5/25/14

Scheduled Dates: 2016 or 2017

Course SLO #3: Students will be able to analyze contemporary American social institutions.

Assessment Dates: 5/26/12, 12/16/11

Scheduled Dates: 2016 or 2017

Course SLO #4: Students will be able to evaluate theories of social change.

Assessment Dates: 12/19/13, 5/25/13, 12/21/12, 8/31/11

Scheduled Dates: 2016 or 2017

Sociology 105: Social Problems

Course SLO #1: Students will be able to explain how sociologists understand social problems.

Assessment Dates: 5/28/15, 12/18/14, 5/25/14, 12/19/13

Scheduled Dates: 2016 or 2017

Course SLO #2: Students will be able to analyze various social causes to contemporary social problems.

Assessment Dates: 5/25/13, 12/21/12, 5/26/12, 12/16/11

Scheduled Dates: 2016 or 2017

Course SLO #3: Students will be able to identify solutions to social problems.

Assessment Dates: 12/18/15, 8/31/11, 4/24/11

Scheduled Dates: 2016 or 2017

Sociology 141: Ethnicity and Race in Society

Course SLO #1: Students will be able to analyze sociological concepts and theories in the areas of race, ethnicity, and nation.

Assessment Dates: 5/28/15, 4/24/11

Scheduled Dates: 2016 or 2017

Course SLO #2: Students will be able to explain how forms of racial and ethnic inequality are created and reproduced.

Assessment Dates: 12/19/13, 5/25/13, 12/21/12, 5/26/12

Scheduled Dates: 2016 or 2017

Course SLO #3: Students will be able to describe various contemporary sociological debates within the field of race and ethnicity.

Assessment Dates: 12/18/15, 12/18/14, 6/30/09

Scheduled Dates: 2017 or 2018

Sociology/Psychology 205: Social Science Research Methods

Course SLO #1: Students will be able to identify various social scientific principles.

Assessment Dates: 12/19/13, 5/25/13, 12/21/12, 5/26/12, 12/16/11

Scheduled Dates: 2016 or 2017

Course SLO #2: Students will be able to analyze and assess various social science research methods.

Assessment Dates: 12/18/15, 4/24/11, 5/31/10

Scheduled Dates: 2016 or 2017

Course SLO #3: Students will be able to explain common ethical dilemmas associated with different social science research techniques.

Assessment Dates: 5/28/15, 12/18/14, 5/25/14

Scheduled Dates: 2017 or 2018

(B) SLO Assessment-Impact: Summarize the dialogue that has resulted from these course SLO assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples

Over the past two years, sociology curriculum and SLO data have interacted in fruitful ways. Although concrete conclusions are difficult to draw from SLO data alone, reflecting on the data has helped faculty identify areas of improvement. It has also encouraged sociology faculty to experiment with different pedagogical techniques.

Teaching has been modified resulting in improved student learning outcomes. One example is from Sociology 100. SLO #1: "Students will be able to analyze various sociology concepts" was measured in the fall of 2015. In previous years, the SLO results were not satisfactory. In one previous semester, for example, only 65% of the students met the criterion of success when measuring this SLO. This past semester, however, the results exceeded faculty expectations whereby 91% of students in one section and 88% of students in another section met the basic criterion of success. Why the improved results? The improvement is largely attributable to one major change implemented this last semester: the institution of multiple review sessions before the midterm utilizing the help of tutors to assist students outside the classroom. These changes would not have been implemented without reflecting on the SLO data.

10. (A) PLO Assessment-Plan: Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.

The Social Sciences consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and have three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished". When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) for each row of the rubric to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

(B) PLO Assessment-Impact: Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment? NOTE: If you

intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

This past semester, 27 papers and exams were assessed. 85% (23/27) of the papers/exams received at least a 1 "acceptable" score. The average was 1.44, an increase from the previous assessment. The criterion was met. This was the second year the rubric was used to assess student competency. During the first year, one major area of concern that was discussed during the scoring of the samples: there was some difficulty identifying the social science theories that the writing assignments were targeting (although faculty attached the writing prompt). During the second year, there was some confusion with sampling methods. A few faculty members did not use random sampling to select their examples. This probably altered the results. It was decided all examples need to be randomly selected next semester. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

5. Looking Ahead

11. Program Improvement Initiatives:

Please see program planning module.