



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

Cañada College

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



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Document Map:

- 0) Key Findings
- 1) Planning group
- 2) Authors
- 3) Program
- 4) Responses to previous Annual Program Plan & Review (APP&R)
- 5) Curricular Offerings
- 6) Program Level Data
- 7) Action Plan
- 8) Resource Identification



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Note: To complete this form, SAVE it on your computer, then send to your Division Dean as an ATTACHMENT to an e-mail message.

Department/Program Title:

Date submitted:

0. Key Findings:

1. Planning Group (include PT& FT faculty, staff, stakeholders)

List of names and positions: Robert Lee

2. Writing Team and Contact Person: Robert Lee

3. Program Information

A. Program Personnel

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

FT Faculty: Robert Lee **PT Faculty:** Rika Fabian **FTE FT Classified**

PT Classified (hrs/wk) **Volunteers** **Student Workers**

B. Program mission and vision

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

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.

C. Expected Program Student Learning Outcomes



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Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each

Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.

The program level SLOs are embedded in the assessment tools used to measure course-level SLOs. This general rubric below was developed in the fall of 2013.

<i>Course Learning Outcomes</i>	<i>Program Learning Outcomes</i>	<i>Institutional Learning Outcomes</i>	<i>Example Assessment Options</i>
<i>See specific Social Science courses.</i>	<i>(P1) Analyze Social Science concepts and theories</i>	<i>(I1) Select, evaluate, and use information to engage in creative problem solving, investigate a point of view, support a conclusion, or engage in creative expression.</i>	<i>Multiple choice exams, including pre- and post- test survey or test (P1, P2, P3, I1, I3, & I4)</i>
	<i>(P2) Evaluate diverse viewpoints related to the human experience</i>	<i>(I2) Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and discipline standards.</i>	<i>Oral Presentations (P1, P2, P3, I1, I2, & I3)</i>
	<i>(P3) Produce evidence based arguments</i>	<i>(I3) Understand and interpret various points of view that emerge from a diverse world of peoples and cultures.</i>	<i>Essays or Research papers (P1, P2, P3, I1, I2, I3, & I4)</i>
		<i>(I4) Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to make judgments and draw appropriate conclusions.</i>	<i>Reflections/Critical Self-Analysis – could include essays with reflections and/or oral presentation videos or a portfolio (P2, P3, I1, & I2)</i>



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Social Science PLOs:

1. Students will be able to analyze social science concepts and theories.
2. Students will be able to produce evidence based arguments.
3. Students will be able to evaluate diverse viewpoints related to the human experience.

Methods of Assessment:

1. The primary method of assessment for PLOs are to embed questions on assignments and exams and then to directly link the results to PLOs. Please see rubric above. As students are evaluated every semester on various course SLOs, these SLOs are directly linked to PLOs using Tracdat.

4. Response to Previous Annual Program Plan & Review

Tool: <http://sharepoint.smccd.edu/SiteDirectory/canio/ipc>

(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

Guideline: Original documents can be linked or attached, as needed.

The previous program review has been analyzed. There are no recommendations from the previous year.

5. Curricular Offerings (*current state of curriculum and SLOAC*)

All curriculum and SLOAC updates must be completed when planning documents are due.

SLOAC = Student Learning Outcomes Assessment Cycle

Tools: **TracDAT folders in SLOAC** sharepoint

<http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

Curriculum Committee <http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/>

A. Attach the following TracDat and Curriculum data in the appendix:



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- List courses, SLOs, assessment plans, and results and action plans (attach report from [TracDAT folders in SLOAC sharepoint](#)).

Sociology 100: Introduction to Sociology

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

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

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

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

Sociology 105: Social Problems

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

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

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

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.

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

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

Sociology/Psychology 205: Social Science Research Methods

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

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

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

SLO information attached in pdf.

Assessment cycles are almost complete. After this semester all SLOs will have been evaluated: Sociology 100, Sociology 105, Sociology 141, and Sociology/Psychology 205.

- List courses with COR's over 6 years old (attach documents from [Curriculum Committee](#))



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There are no CORs over 6 years old. They have all been recently updated.

Sociology 100: Updated Fall 2013

Sociology 105: Updated Fall 2013

Sociology 141: Updated Fall 2013

Sociology/Psychology 205: Updated Fall 2013

B. Identify Patterns of Curriculum Offerings

Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

Curriculum 2-Year Cycle of Course Offerings:

Fall: 4 sections of Soc 100 (2 online), 1 section of Soc 105, 1 section of Soc 141, 1 section of Soc 205

Spring: 4 sections of Soc 100 (2 online), 1 section of Soc 105, 1 section of Soc 141, 1 section of Soc 205

Summer: 2 sections of Soc 100 (1 online)

Fall: 4 sections of Soc 100 (2 online), 1 section of Soc 105, 1 section of Soc 141, 1 section of Soc 205

Spring: 4 sections of Soc 100 (2 online), 1 section of Soc 105, 1 section of Soc 141, 1 section of Soc 205

Summer: 1 or 2 sections of Soc 100 (1 online)

Strengths of the Curriculum: There are 4 different sociology courses offered at Cañada College. Each one of these courses is required for sociology majors and is eligible for transfer credit to the CSU and UC systems. Currently, there are enough courses for students to graduate within a two-year time frame. In addition, 2 online sections have been added each semester increasing student flexibility. This was an area of need identified in a previous annual review and has now been addressed.

Issues with Curriculum: Although all 4 courses are offered, the overall number of sections remains small. In 2012/13 only 13 sociology sections were offered (including summer). This



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gives students very little flexibility because, outside of Sociology 100, each of the remaining 3 courses is only offered once a semester.

Future Plans for Development: The goal is to maintain and possibly supplement the offerings, especially Sociology 100—a course that remains in strong demand. Since online sections have been added, the next step is to add another regular section of Sociology 100. Also, adding one or more sections of either Soc 105, Soc 141, or Soc/Psych 205 would increase student flexibility and increase the diversity of course offerings.

6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.

Tool: http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:

- Describe trends in the measured parameters.
- Reflect and analyze causes of trends.

Department Data Packet Analysis

The sociology enrollment patterns and course offerings both correlate with the larger college patterns of enrollment and course offerings but also have interesting divergences. In terms of average course offerings the sociology department parallels the patterns of the college: the number of course offerings peaked in the spring of 2009 and 2010, dipped in the spring of 2012 and 2013, and then saw an increase in 2014. In addition, the drop in Load and FTES in sociology correlates with Cañada as a whole. In the sociology department, FTES dropped from 26.8 to 22.1 and Load dropped from 670 to 550 from the spring of 2009 to the spring of 2013.

Although there is not enough data to determine causal factors, it is the opinion of the lead faculty member of the sociology department that these larger trends are influenced by larger economic forces. After the 2008 financial crisis, unemployment rates across the state skyrocketed. Because many of the students enroll when the labor market is weak, it was expected that enrollment would increase soon after the crisis began. However, the Bay Area has been slowly recovering, and Silicon Valley in particular has seen more robust economic activity with the result that more students are pulled away from college.

The data also indicates that the performance of students measured by success and retention rates have remained stable and relatively unchanged. The success rate has



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hovered from 58% to 72% and the retention rate from 82.7% to 91%. Both data points overlay closely with the college averages.

However, when examining student enrollment status between the college and the sociology department, one can observe a declining number of first time students and an increasing number of continuing students in the sociology department—data that does not correspond to the college. In the spring of 2009, 8% of the sociology students were first time students, but by 2013 only 3% were. Conversely, in the spring of 2009, 75% of students were continuing students, but by 2013 the figure increased to 80%. The drop in first time students seems to be the result of the decreasing number of sections being offered, especially introductory sections. In the spring of 2011 and 2012 only 5 sections of sociology courses were offered at Cañada. In response, the department has taken action and made plans to offer more sections of courses (see 2-year schedule cycle). It is expected that as the number of sections increase, the overall percentage of first time students will increase as well.

Furthermore, student goal orientation has changed in respect to the percentage of students who plan to transfer, increasing from 62% of all students enrolled in sociology to 70% by 2013. Although, it is unclear what is causing this shift, it is the opinion of the lead sociology faculty that with the decreased number of introductory courses being offered, and as a result an increase in the ratio of non-introductory courses offered, that the configuration of courses tends to draw more experienced students who have transfer as a goal.

Sociology student's demographic data parallels the college at large with the steady rise of students who identify as multi-racial. Remarkably, 0% identified as multiracial in the spring of 2009, but by 2013 the percentage had increased to 16%. This is probably both due to the increasing diversity of the Bay Area and a growing cultural trend among Americans to identify themselves as multiracial.

Finally, student demographic data in terms of gender overlays closely with the college totals, and more generally, corresponds with the national trend of more females in higher education. As of the spring of 2013, 64% of all students enrolled in sociology were female. In terms of age, however, the sociology data does not correspond to the college data. Cañada college students who are from 20-24 years of age constitute 29% of the totals while among sociology students the percentage is 52%. This variance is most likely attributable to both the times sociology courses are offered (majority in the mornings or afternoon) as well as the type of students sociology courses draw (night and vocation courses should draw older students).

Finally, the percentage of students enrolled in sociology courses tends to have at least a high school degree or the equivalent. In the spring of 2013, only 2% did not have a high school degree which is much higher than the college figure of 12%. The differences are



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probably attributable to the fact that a lower percentage of basic skill students do not have high school degrees and tend to enroll in courses outside of sociology.

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

Tool: **TracDAT folders in SLOAC** sharepoint

<http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

Guidelines:

- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

The Social Sciences program consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. In order to assess the PLOs, the Social Science faculty have created a general analytic rubric to be used across the departments to score 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.

Results. 18 student writing assignments were scored using the rubric. 14 writing samples were scored to assess students’ competency of PLO 1, with 3 papers marked as “not applicable” for this learning outcome. The average score for PLO 1 was 1.17, exceeding the minimum average score of 1.0. 13 writing samples were scored to assess students’



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competency of PLO 2, with 3 papers marked as “not applicable” for this learning outcome. The average score for PLO 2 was 1.0, meeting the minimum average score of 1.0. 17 writing samples were scored to assess students’ competency of PLO 3, with 1 paper marked as “not applicable” for this learning outcome. The average score for PLO 3 was 1.09, exceeding the minimum average score of 1.0.

Reflection. The criterion was met, as the average competency for each of the three PLOs was found to be “acceptable.” Because this was the first time the rubric was used to assess students’ competency of the PLOs, qualitative feedback was gathered from the scoring faculty. There was 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). This may have resulted in unnecessary scores of 0 (“incomplete”), or a no-score (“not applicable”). Faculty also 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 a refreshing given the diversity of the social sciences program. By discussing and reading what is done in others’ departments and classes, several faculty viewed the assessment process as valuable.

It is difficult to assess significant changes in the community. However, technological changes are enabling more students to take sociology courses online. The sociological department recognizes these changes and have responded appropriately by creating more online courses. The transfer requirements with the UC and CSM remain the same from last year.

7. Action Plan

Include details of planning as a result of reflection, analysis and interpretation of data.

Guidelines:



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- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.
 - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
 - > Describe what you expect to learn from the assessment efforts.

1. **Measuring PLOs:** Students are evaluated every semester on various course SLOs, these SLOs are directly linked to PLOs using Tracdat. The results from the previous semester are described above in the previous section. For the next year, another round of assessment will take place. The assessment will likely take place at the end of spring 2014 or early fall of 2014.

Assessing Writing Samples: Before the writing samples are scored using the rubric, the faculty will take a few moments to review the PLOs and the descriptive feedback for each level of competency of the rubric as a group. This will help the scoring faculty familiarize themselves with the assessment tool before evaluating the writing assignments and ask any questions, if necessary. Once the scoring faculty have randomly selected the writing assignments that they will score, each faculty will briefly describe how the assignment from their department directly connects to social sciences theories. One data is tabulated across semesters, the department leads will be able to see whether or not the objectives (identified earlier) are being met.

2. **Start a new SLO cycle:** In the previous program review, the department planned to finish the SLO cycle. That goal will be met at the end of this semester. For the 2014-2015 academic year, the action plan is to start a new SLO cycle and to compare the results with previous assessments. This will help determine which SLO goals are being met and not met.
3. **Add 1-2 More Sections of Sociology:** In the previous program review, the department planned to expand the course offerings, especially in respect to online courses. That goal was met as there are currently two sections of Soci 100 offered online each semester.

The action plan for the coming year is to add one or two more sections of sociology courses: either Soci 100 or Soci 141. There newer offerings will not be online but traditional face-to-face classes.

4. **Outlines:** In the previous program review, the department planned to update all the older course outlines. This goal was met, as there are no outlines older than 5 years. The action plan for this year is to make some course modifications, especially in the area of distance education. Currently, only Soci 100 has a DE addendum. Next year, a DE addendum will be added to Sociology/Psychology 205.



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8. Resource Identification

A. Faculty and Staff hiring requests

Guidelines:

- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

As of the spring of 2014, there are only 2 sociology faculty: one full time and one adjunct. Adding more sections will give students more scheduling options that will facilitate their degree completion. Since there are only about 7 sections being offered per semester and 4 different sociology classes are required to graduate, students currently have little scheduling flexibility. This lack of flexibility may delay the completion of their degrees.

It is the desire of the sociology department to add at least one more adjunct in the next 2 years and one full time faculty within the next 5 years.

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

This past academic year, the lead sociology faculty attended a series of sociology colloquiums at UC Berkeley. In addition, a variety of sociology journals and new sociology books were analyzed and incorporated into the curriculum. These activities have broadened and enhanced the expertise of the faculty and kept them up-to-date with new material. These professional development activities facilitated the improvement of student learning outcomes. Specifically, listening to other professional sociologists at conferences and reading new research material helped with the prioritization of SLOs. When you have a better grasp of sociology, you are better able to identify the salient SLOs needed for the program.

This year, the faculty plan on continuing to visit the colloquium series and read more journals and books.

C. Classroom & Instructional Equipment requests



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Guidelines:

- List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
- Explain how it will serve Department/Program/Division/College needs.
- List the requests (item description, suggested vendor, number of items, and total cost).
- List special facilities and equipment that you currently use and require.

There are no classroom and instructional equipment requests at this time.

D. Office of Planning, Research & Student Success requests

Guidelines:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Department/Program/Division/College needs.

There are no data requests at this time.

E. Facilities requests

Guidelines:

- List facilities requests.
- Explain how the requests will serve the Department/Program/Division/College needs.

There are no facilities requests at this time.