

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Social Sciences

Response Types: All Responses Types

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

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 steady 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.

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 moral 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.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

2	Program Context
1	Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

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No Response Information to Display

Narrative

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 with the intention that students will transfer to nearby institutions. However, since sociology courses can serve various needs (i.e., GE requirements, general interest) all types of students are welcome and will be served.

Suggested Follow Ups

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No Suggested Follow Ups to Display

2 Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail

No Response Information to Display

Narrative

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.

Suggested Follow Ups

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No Suggested Follow Ups to Display

3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

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No Response Information to Display

Narrative

Not Applicable.

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No Suggested Follow Ups to Display

3 Looking Back

4 Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Response Detail

No Response Information to Display

Narrative

The most significant change in the program's curricular offerings is the creation of Sociology 325: The Sociology of Human Personhood. Sociology 325 resembles Political Science 325 in its honors designation and seminar format and is designed for sociology majors that want to go beyond the standard course offerings, explore new cutting-edge areas in sociological theory, and/or add honors units for the honors program.

The course examines the critical realist school of thought within sociology and philosophy and synthesizes new and important ideas on the nature of human personhood. Rejecting social science paradigms that privilege overly reductionist and contingent notions of personhood, the course explores human personhood as an emergent property of social life that both shapes and is shaped by social structures and culture with ramifications for how human flourishing and failure can be understood within the social sciences.

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5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail

No Response Information to Display

Narrative

A new three-year process for assessing SLOs was established this past year. From 2017-2019, the lead faculty of the sociology department will identify one SLO from one class each semester and make the appropriate assessments. For example, SLO #1 for Sociology 100 was successfully assessed in the fall of 2017. This semester (Spring 2018) one SLO from Sociology 105 will be assessed followed by Sociology 141 and Sociology 205. Every two years, all 4 sociology courses offered at Canada College will have been evaluated.

This process was implemented for two reasons. First, it will allow each course to be assessed at least once every two-years without the burden of having to assess every SLO for every class ever year. Second, this process will allow for a more detailed and thorough investigation of SLO practices and results with the expectation more will be learned about the best strategies for implementing SLOs.

Suggested Follow Ups

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No Suggested Follow Ups to Display

5.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.

Response Detail

No Response Information to Display

Narrative

There were no action plans identified in the last program review.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

6.A. Impact of Resource Allocations

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?.

Response Detail

No Response Information to Display

Narrative

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.

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6.B. Impact of Staffing Changes

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".

Response Detail

No Response Information to Display

Narrative

There have been no changing to the number of faculty.

Suggested Follow Ups

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No Suggested Follow Ups to Display

4 Current State of the Program

7 Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

Response Detail

Response Status: Complete

Percent Complete: 0 %

Narrative

Enrollment trends in the sociology department have moved in parallel with the college as a whole. Overall headcount numbers are up down from 2012-2016. In terms of FTES, the rates have been somewhat stable rising from 2.80 in 2013, peaking at 3.40, and then dropping back down again to 2.80 in 2017. Load has been stable with the except of 2016/17 as it dropped below 500 to 461, the lowest on recent record. This aberration, however, is likely the result of the full-time faculty member taking paternity leave in the fall semester having a new set of adjuncts to teach his courses. I expect to see Load increase from the 2017/18 academic school year.

It is not clear from the data what could improve these trends in light of the general decline of student enrollment at Canada College, but here are two different ideas. First, the sociology department might consider offering more sections of Introduction to Sociology since that class is in high demand. Although, only two morning sections are typically offered each semester, a third offering should be considered later in the day, perhaps in the afternoons. Second, the sociology department should consider expanding its online offerings from one section a semester to two. Online sections are in high demand and are likely to be filled if offered.

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8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

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Response Detail

No Response Information to Display

Narrative

There are three categories of students identified in the Equity Supplement packet that have more at least 3% points of difference with the general student population in terms of access are: Males (-4.9), Non-Hispanic Whites (-6.3), and Asian students (-7.2). In terms of categories of students identified in the Equity Supplement packet that have at more than 3% points difference with the general student population in terms of completion rates are: Hispanic students (-3.4) and Pacific Islanders (-42.8). Two figures standout. First, the category with the largest access gap are Asian students (-7.2). The college should consider ways of marketing sociology classes to more Asian students, though, it is not clear to the reviewer the best method to proceed. Perhaps the college could sponsor an event for Asian students interested in sociology, or, the social sciences in general? Second, the category with the largest completion gap are Pacific Islanders (-42.8). This gap is large, but it should be noted that this figure is comprised of only 8 students. More data should be carefully accumulated in the next two years.

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No Suggested Follow Ups to Display

8-B. Completion - Success Online

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The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

There remains an average success gap between Non-DE and DE of 15% from 2012-2017. In terms of average retention gap between Non-DE and DE, the figure is 12.2% for the same time period. This gap is consistent with the college as a whole, though, is it not clear from the data provided what is causing this gap.

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9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

Yes, all SLOs for every sociology course at Cañada College has been assessed at least once during the past 4 years (2012-2017). For a detailed review, including the results, please see Tradact. The coordination process going forward will involve a new 3-year cycle established with the coordination of the social science faculty from 2017-2020. This schedule covers every sociology course currently offered at the college.
Fall 2017: Sociology 100
Spring 2018: Sociology 105
Fall 2018: Sociology 141
Spring 2019: Sociology/Psychology 205
Fall 2019: Sociology 100
Spring 2020: Sociology 105
This process was implemented for two reasons. First, it will allow each course to be assessed at least once every two-years without the burden of having to assess every SLO for every class ever year. Second, this process will allow for a more detailed and thorough investigation of SLO practices and results with the expectation more will be learned about the best strategies for implementing SLOs.

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No Suggested Follow Ups to Display

9.B. SLO Assessment - Impact

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Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

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 and recalibrated. For example, this past year it was decided after looking at SLO results for Sociology 141 to provide students a sample essay and to spent a portion of class time helping students to understand the basics of writing before the exam. Although the results were not improved students reported that they thought the exercise was helpful. This plan will continue to be implemented in Sociology 141 as more data comes in over the semesters.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

10	PLO Assessment
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Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail

No Response Information to Display

Narrative

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. The results have been inconclusive, but more data will be collected and assessed this year to see if there are clear patterns and justifications for strategic actions.

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5 Looking Ahead

11 Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

Response Detail

No Response Information to Display

Narrative

Please see program planning module.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

12 Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display