# Instructional Units Program Review Year Five Update - Sociology Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

## Instructional Units Program Review Year Five Update

### 1. Program Update : Version by **Sample, Alexander** on **12/06/2021 22:35**

**1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)**

- The Sociology program curriculum consist of courses required for the Associate in Arts for Transfer in Sociology. The Sociology program curriculum has not changed since the last Program Review was completed.
- The Sociology program had to make adjustments to COVID-19 health requirements. All courses in sociology were moved from IN-PERSON to ONLINE scheduling in Spring Semester 2020. Scheduling in the Sociology program is still ONLINE in Fall Semester 2021.
- The success of ONLINE courses in Sociology has created a discussion in the Behavioral Science Department about offering more Sociology ONLINE courses in future semesters-- especially a Hybird type course.
- Course assessments conducted Spring Semester 2021 for Socio-015 (Introduction to Sociology) and Socio-016 (Introduction to Social Problems) indicated that students have been able to transition from IN-PERSON to ONLINE course scheduling successfully.
- Course Outlines of Record were updated Fall Semester 2021 for Socio-015 (Introduction to Sociology) and Socio-016 (Introduction to Social Problems).

**1b. Please address the following enrollment data provided for your program.**
**1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill        rate, and productivity (FTES/FTEF)**
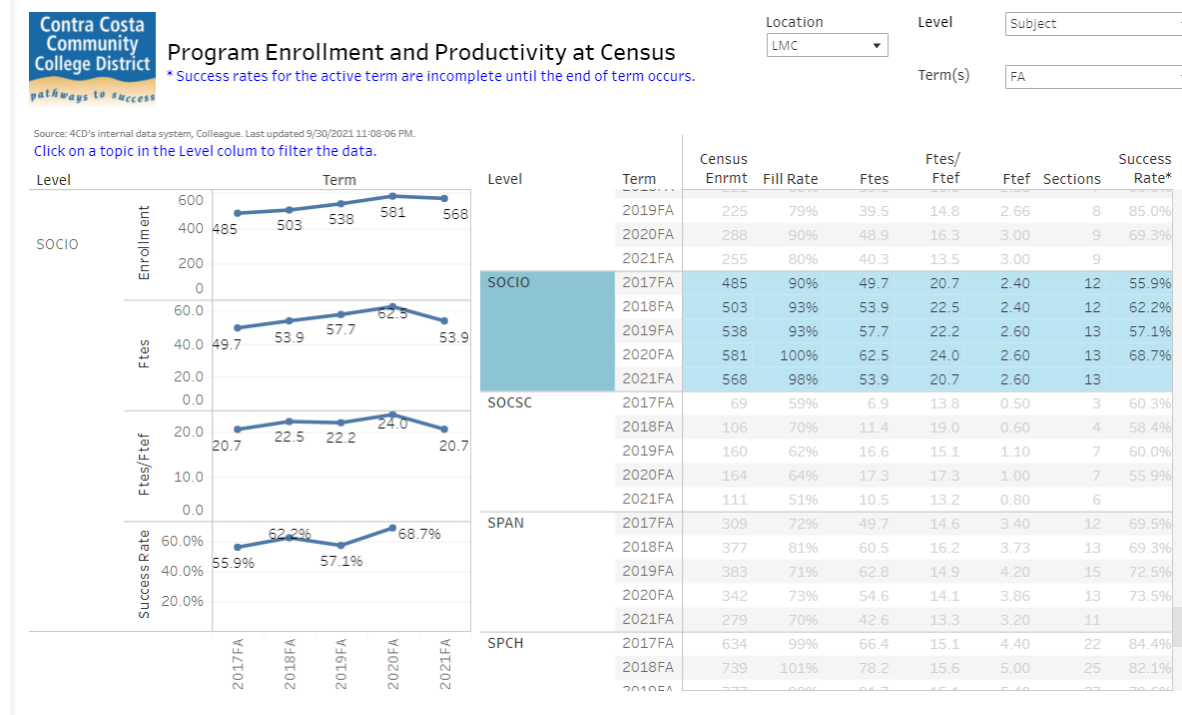


| | Census Enrollment | Census Fill Rate | Productivity (FTES/FTEF) |
|---|---|---|---|
| 2018 FA | 503 | 93% | 22.5 |
| 2019 FA | 538 | 93% | 22.2 |
| 2020 FA | 581 | 100% | 24.0 |

Enrollment patterns have been stable over the past 3 years. There have been some increases in Census Enrollment (78 students)--Census Fill Rate (7%)--and productivity (+2) between 2018 FA and 2020 FA.

**1b. Please address the following enrollment data provided for your program.**

**1.b.2. What does the data suggest in terms of future needs/directions?**

The enrollment data suggest that the Sociology program is a strong program and is moving in the right direction. Both IN-PERSON and ONLINE courses in Sociology have been successful. Census Enrollment numbers, Census Fill Rate numbers and Productivity numbers indicate this success. The Sociology program will be able to determine future needs/directions when the pandemic becomes stable.

**1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.**

The Sociology Program will continue to work to promote student improvments and success. The timeline is ongoing. These student accomplishments will be achieved (action steps) by working with the Guided Pathways Program and other LMC Programs such as: Financial Aid and Scholarships, EOPS, Counseling Services, CalWORKs, Career Services, Center for Academic Support, Tutoring Services, the Transfer Center, etc. The Sociology programs's goals are to continue to show increases in the success rate of sociology students. Sociology professors will be the responsible parties.

**FOR CTE PROGRAMS ONLY**

**1c.  Community and Labor Market Needs (Link Ed Code 78016 (http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78016.), Title 5, 51022 (https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C? viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData= (sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2fi0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde**

No Value

**FOR CTE PROGRAMS ONLY**

**1d.  Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.**

No Value

| Goals and Objectives | | | Modified | In Progress | Abandoned | Completed |
|---|---|---|---|---|---|---|
| Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4) | | | | | | |
| Recommended Actions | The academic content of the field of Sociology discusses equity, diversity, inclusion, and racial justice. Sociology students participate in discussions of race and ethnicity. They discuss how membership in racial and ethnic categories can promote or hinder various levels of power in American society. Critical thinking exercises examine how positions of power by various social categories can encourage or discourage an American culture to be committed to equity, diversity, inclusion, and racial and social justice. | 0 linked SLOs 0 resource requests | | | | |
| Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2) | | | | | | |
| Recommended Actions | The Sociology program has maximized equitable opportunities for student success by offering online courses during the COVID pandemic. The Sociology enrollment and success data has supported how online Sociology courses have been meeting student needs for academic success. | 0 linked SLOs 0 resource requests | | | | |
| Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3) | | | | | | |
| Recommended Actions | The ADT in Sociology will prepare students to enter high-demand and living-wage occupational fields. Students will be able to transfer to upper-division programs in Sociology and other upper-division majors. | 0 linked SLOs 0 resource requests | | | | |
| Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3) | | | | | | |
| Recommended Actions | The Sociology program will help students accomplish their career goals by providing information about the various support services at LMC. These support services are available from entry to completion/transition and will enhance course-level and program-level opportunities. | 0 linked SLOs 0 resource requests | | | | |
| Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5) | | | | | | |

| Goals and Objectives | | Modified | In Progress | Abandoned | Completed |
|---|---|---|---|---|---|
| **Recommended Actions** | The Sociology program will utilize institutional resources such as the transfer center, counseling center, the veteran's center, the financial aids office as well as other LMC support resources to help students meet the college and ADT Sociology program mission of transfer. | 0 linked SLOs<br>0 resource requests | | | |

## 2. Vision for Success Goals Update : Version by **Sample, Alexander** on **12/06/2021 22:35**

**2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. ***

*NOTE - Please copy and paste the table below in your response and complete accordingly.*

| Vision for Success Indicators and ACCJC Indicator | Program Set Goals (from PR Year 3 Update) | Status (Indicate Modified, Completed, or Abandoned) | Timeline | Responsible Parties | Action Steps/ Explanation |
|---|---|---|---|---|---|
| Course Success | | | | | |
| Degrees ( AA, AS, ADT) | | | | | |
| Certificates of Achievement | | | | | |
| Unit Reduction | | | | | |
| CTE Jobs | | | | | |

| Vision for Success Indicators and ACCJC Indicator | Program Set Goals (from PR Year 3 Update) | Status (Indicate Modified, Completed, or Abandoned) | Timeline | Responsible Parties | Action Steps/ Explanation |
|---|---|---|---|---|---|
| Course Success | 2016-17 61.6%<br>2017-18 61.1%<br>2018-19 65.1%<br>2019-20 65.0%<br>2020-21 72.7% | The Sociology Program goal was 63.6% Success Rate (This was a 2% increase.) The Sociology Program Grand Total was 65.2% The Sociology program will continue to work for an increase in the student success rate by using modified course strategies (see 3b). | ongoing | Alex Sample | See 1c and 3b |
| Degrees ( AA, AS, ADT) | AAT-Grand Total Number of Records-152---Average Units earned-86 | The status of Average Units earned has been consistent over the years. | ongoing | Alex Sample | See 1c and 3b |

**2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.**

**Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.***

*NOTE - Please copy and paste the table below in your response and complete accordingly.*

| Course Success by DI Population | Program Set Goals (PR Year 3 Update) | Status (Indicate Modified, Completed or Abandoned) | Timeline | Responsible Parties | Action Steps/ Explanation |
|---|---|---|---|---|---|
| African American | | | | | |
| Low Income | | | | | |
| Foster Youth | | | | | |

*NOTE - Please copy and paste the table below in your response and complete accordingly.*

| Course Success by DI Population | Program Set Goals (PR Year 3 Update) | Status (Indicate Modified, Completed or Abandoned) | Timeline | Responsible Parties | Action Steps/ Explanation |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| **African American** | 2016-17 50.9% 2017-18 42.6% 2018-19 54.1% 2019-20 54.1% 2020-21 56.4% | The Grand Total Success Rate: 51.6% The 2017 Goal was 53.9% The success rate has been above the 50% rate for four out of five consecutive years.There however is room for continued improvement (modified course strategies-see 3b) in the success rate for this student population segment. | ongiong | Alex Sample | See 1c and 3b |
| **Low Income** | 2016-17 61.9% 2017-18 60.6% 2018-19 66.3% 2019-20 65.3% 2020-21 72.2% | The Grand Total Success Rate: 65.2% The 2017 Goal was 64.9% The success rate was above the goal of 3% increase from 2016-2017 (64.9% goal). There however is room for continued improvement (modified course strategies-see 3b) in the success rate for this student population segment. | ongoing | Alex Sample | See 1c and 3b |
| **Foster Youth** | 2016-17 49.3% 2017-18 36.2% 2018-19 46.2% 2019-20 55.9% 2020-21 56.8% | The Grand Total Success Rate: 48.4% The 2017 Goal was 52.3% The success rate was under the 3% increase from 2016-2017 (52.3% increase).There is a need for continued improvement (modified course strategies-see 3b) in the success rate for this student population segment. | ongoing | Alex Sample | See 1c and 3b |

## 3. Assessment Status Update and CSLO Assessment Effectiveness : Version by **Sample, Alexander** on **12/06/2021 22:35**

**a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.\***

*NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).*

| Course Name/ Number | Reason course was not assessed | When course will be assessed | Faculty Responsible for Course Assessment |
|---|---|---|---|
| | | | |
| | | | |

*NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).*

| Course Name/ Number | Reason course was not assessed | When course will be assessed | Faculty Responsible for Course Assessment |
|---|---|---|---|
| Socio-015 | Course Assessed Spring 2021 | Course Approved by the Curriculum Committee | Alex Sample |
| Socio-016 | Course Assessed Spring 2021 | Course Approved by the Curriculum Committee | Alex Sample |

**b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?**
The Socio-015 and Socio-016 CSLO results indicated that students achieved high scores in each CSLO assessed:

**The results of Socio-015** CSLO #1 and CSLO #4--most students (81%) indicated High Proficiency or Meets Proficiency. CSLO #2, CSLO #3 and CSLO #5--most students (97%) indicated High Proficiency or Meets Proficiency.

**Pedagogy**
I will improve student learning in Socio-015 by increasing the amount of classroom exercise and discussions related to the application of sociology in everyday life. I will do this by presenting students with more examples from newspaper stories and the local and national news. Students will be able to observe how their daily lives are influenced by current social events.

**The results of Socio-016** CSLO #1, CSLO #2, CSLO #3, and CSLO #4—most students (92%) indicated High Proficiency or Meets Proficiency. CSLO #5—most students (81%) indicated High Proficiency or Meets Proficiency.

**Pedagogy**
I will improve student learning in Socio-016 by having students participate in more classroom exercises identifying how causes and solutions to American social problems involve ethical values, obligations, and consequences that lead to the complexity of solving American social problems.

## 4. Course Outline of Record Updates : Version by **Sample, Alexander** on **12/06/2021 22:35**

**Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COOROs) to the Curriculum Committee by November 1, 2021.\***

*NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).*

| Course (Enter Course Name ex. ENGL-100) | Faculty Responsible for COOR Update |
|---|---|
| | |
| | |
| | |

*NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).*

| Course (Enter Course Name ex. ENGL-100) | Faculty Responsible for COOR Update |
|---|---|
| | |
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| | |

Size

Impact of Resource Allocation