

# LMC Comprehensive Program Review

## Instructional Units

2017-2018

### Program/Discipline: **SOCIOLOGY PROGRAM**

The following provides an outline of the required elements for a comprehensive unit/program review for Instructional Programs and Units. Upon completion of this report, please upload your document in the unit/program review application data/documents tab.

#### 1. Program Changes

- 1.1. How have your degree and certificate offerings changed over the last 5 years? ( e.g. new programs, discontinued or major changes to existing programs)

**The Associate in Arts for Transfer in Sociology has not changed over the last five years. The curriculum for the AAT in Sociology was determined by the state chancellor's office. These requirements are still being adhered to as part of the sociology program. The Psychology 12 course (Marriage and Family) was changed to Sociology 12 (Marriage and Family) because there was no course designation for a Marriage and Family course being offered under the discipline of psychology.**

- 1.2 What changes are you planning to your degree and certificate offering over the next 5 years? What is the rationale for the anticipated changes? Will these changes require any additional resources?

**Since the requirements for the AAT in Sociology were determined by the state chancellor's office, no changes in degree curriculum are expected.**

#### 2. Degree and Certificate Requirements

Please review the data provided on all degree/certificate completions in your program, including locally approved College Skills Certificates from Fall 2012—Spring 2017.

- 2.1 For each degree/certificate offered, map a pathway to completion of courses within the major in a maximum of 4 semesters, assuming a maximum of 6-10 units of major courses within a semester.

Use the following format:

The Sociology Roadmap for Transfer/AAT in Sociology consist of:

Name of Degree or Certificate				
Semester	Semester 1	Semester 2	Semester 3	Semester 4
List Courses Needed for Degree or Certificate in each semester.	Socio-015 Math-034 English-100 GE GE or Elective	Socio-016 Psych-011 English-220 or 221 Speech-110 or 120 GE or Elective	Socio-012 GE- Physical Science GE GE	Socio-017 GE-Biological Science GE or Elective GE or Elective

### 3. Frequency of Course Offerings

Please review the data provided on frequency of all courses offered in your discipline in the last 2 years (Fall 2015-Spring 2017).

3.1. If a course has not been offered in the past two years, but is required for a degree or certificate, please explain why it has not been offered, and what the plan is to offer it in the future.

N/A

3.2 If the course is not required for a degree or certificate, is the course still needed in the curriculum or is the department considering deleting it?

N/A

3.3 For the next two years, project how frequently your program intends to offer each course. Please provide a rationale for any major changes from the last 2 years that you anticipate.

Course	Estimated Number of Sections Offered by Semester			
	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Sociology-015	7 Sections	7 Sections	7 Sections	7 Sections
Sociology-016	2 Sections	1 Section	2 Sections	1 Section
Sociology-012	3 Sections	4 Sections	3 Sections	4 Sections
Sociology-017	0 Section	1 Section	0 Section	1 Section

Rational for any Major Changes
N/A

#### 4. Existing Curriculum Analysis

##### 4.1. Course Outline Updates

Please review the data provided on the status of COORs in your discipline. (Note: This data does not reflect courses submitted after May 2017.) For each COOR that has *not* been updated since Spring 2012, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by April 18, 2018.

Course	Faculty Responsible for COOR Update
<b>All course outlines of record have been updated for the Sociology Program.</b>	

##### 4.2. Course Offerings/Content

How have your courses changed over the past 5 years (new courses, significant changes to existing courses)?	<b>The requirements for the AAT in Sociology have remained the same because the state requirements for the AAT in Sociology have remained constant. Course development in Anthropology, Psychology, and Sociology remains tied to the state requirements for each AAT discipline. Only one significant Sociology and Psychology program change has been made. (Read: How have these changes enhanced your program?)</b>
How have these changes enhanced your program?	<b>Psychology and Sociology shared the same required research course until the state determine that Psychology 017 (research course) had to include Math 034 (Introduction to Statistics) as a prerequisite course. Sociology 017 (research course) did not have the same Math 034 state prerequisite. This state requirement ended the combined research course and necessitated the creation of an independent Psychology and Sociology research course. Students can now enroll in Sociology 017 without the completion of Math 034.</b>

## 5. New Curriculum Analysis

5.1. If you are creating new degrees or certificates in the next 5 years: (Indicate N/A if no new degrees or certificates are planned.)

What additional courses will need to be created to support the new degree or certificate?	N/A
What significant changes to existing course content would need to be made to support the new degree or certificate?	N/A

## 6. Advisory Board Update (For all CTE TOP coded programs)

Give an overview of the current purpose, structure, and effectiveness of your Advisory Board. Include: membership, dates of last meetings over the past two years.

N/A

## 7. Assessment Effectiveness:

### 7.1. Course Level Assessment

**Please review the data provided on assessment status of courses in your discipline in Cycle 1 (2012-2017).**

7.1.1. If there were any courses that were not assessed in Cycle 1, please explain why they were not assessed.

N/A

7.1.2. If a course was not assessed in Cycle 1 because it was not offered, what is the future of that course?

N/A

- a. Delete the course
- b. Market/promote the course to gain enrollments
- c. Other

7.1.3. Course level assessment should be meaningful, measurable and manageable. Overall, reflecting on the course level assessment, please rate the degree to which you feel your assessments meet these 3M's.

**Meaningful: 3**

1	2	3
The assessment was not meaningful in collecting data or information that supported course improvement or pedagogical changes.	The intent was understood, but the outcome fell short of meeting the objective of course of assessment, which is to improve student learning. The changes to the course or pedagogy to support the course were not clear.	Changes were made to the course content or delivery to improve course effectiveness. The process promoted pedagogical dialog within the department, and changes were adopted accordingly.

**Measurable: 3**

1	2	3
The data collected did not inform teaching and learning.	The assessment produced some measurable information, but created more questions than answers.	Results were straightforward and easy to interpret. The course of action to improve the course or its delivery was clear from the data that was collected.

**Manageable: 3**

1	2	3
Assessment was not manageable.	The assessment process was somewhat manageable, but posed challenges to implement across the program.	The assessment was easily scaled across the department so that full- and part-time faculty could participate with meaningful outcomes.

7.1.4. What changes in the assessment process itself would result in more meaningful data to improve student learning?

**The assessment process involved combining the CSLO's and the PSLO's. This combination created a smooth assessment process resulting in valuable student data and information.**

7.1.5. Share an outcome where assessment had a positive impact on student learning and program effectiveness.

**The data from the program review indicates that student outcome in course completion was very good. This assessment data confirms that the program is moving in the right direction for student success.**

7.2. Program Level Assessment

7.2.1. In 2016-2017, units engaged in program level assessment. **Please submit all Program Level Assessment Reports using the link provided.** Describe one important thing you learned from your program level assessment.

**The assessment data indicated that students in the Sociology AAT Program were doing very well in fundamental sociology courses. The assessment data indicated that 85% of the assessed students in the Sociology Program (PSLOs) were either at the High Proficiency Level or the Meets Proficiency Level. The remaining AAT Sociology Program courses (Sociology 012- Introduction to Marriage and Family and Sociology 017- Introduction to Research Methods) are directly related to the sociology foundation courses. Success in the foundation courses is a good indicator of student success in the Sociology AAT program.**

7.2.2. What was the biggest challenge in conducting program level assessment?

**There were no major challenges in conducting the program level assessment.**

7.2.3. What resource needs, if any, were identified in your program level assessment?

**The major resources needed in the Sociology Program are video productions to illustrate how social problems and issues are being examined and solved in American society.**

## 8. Course Success/Retention Analysis

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to “Increase successful course completion, and term to term persistence.” Our Equity Plan identifies African- American and low income students as disproportionately impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	<b>African-American</b>	<b>Low Income Students</b>	<b>All students in program/discipline</b>
<b>Completion Rate (program/discipline)</b>	<b>2014FA-2017SP Sociology Average 73.6%</b>	<b>2014FA-2017SP Sociology Average 78.3%</b>	<b>2014FA-2017SP Sociology Average 79.7%</b>

<b>Success Rate (program/discipline)</b>	<b>2014FA-2017SP Sociology Average 49.3%</b>	<b>2014FA-2017SP Sociology Average 58.4%</b>	<b>2014FA-2017SP Sociology Average 60.3%</b>
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8.1. In looking at disaggregated data on success/retention, is there anything else that stands out?

**African-American students are 6.1% behind the completion rate for all students in the Sociology Program.**

**Low Incomes students are 1.4% behind the completion rate for all students in the Sociology Program.**

**African-American students are 11% behind the success rate for all students in the Sociology Program.**

**Low Income students are 1.9% behind the success rate for all students in the Sociology Program.**

**The data for the Sociology Program, suggest that I consider some new strategies to improve both student completion rate and student success rate for African-American and low income students.**

8.2. What are some strategies that might help students, particularly African-American, foster youth, and low income students successfully complete courses in your discipline? What resources would be needed to implement these strategies?

**I think that the greatest resource would be college resources. African-American, foster youth, and low income students would profit from student services such as: Financial Aid and Scholarships, EOPS, Counseling Services, CalWORKs, Career Services, Center for Academic Support, Tutoring Services, Transfer Center etc.**

**Strategies: An effective and cohesive plan will be developed and implemented to provide information about student support services. These student support resources can assist students in meeting their academic goals.**

## 9. Goals

9.1. Review your program's goals as listed in response to the final question of your 2012-2013 Comprehensive Program Review posted in the Data Repository of the PRST.

Highlight some of the key goals that were achieved over the past 5 years. What were the key elements that led to success?	<ol style="list-style-type: none"> <li><b>1. To evaluate the results of our enrollment trends study and to make a determination regarding new course sections.</b></li> <li><b>2. To evaluate the transfer rate based on the state required AAT majors in Sociology.</b></li> <li><b>3. To evaluate growth in the Sociology Program and how that will impact staffing</b></li> </ol>
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	<b>needs for both full-time and adjunct faculty.</b>
Were there any goals that did not go according to plan? What were the key elements that impeded the progress on these goals?	N/A

9.2. Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

<b>College Strategic Directions 2014-2019</b>	<b>Integrated Planning Goals</b>
<p><b>1. Increase equitable student engagement, learning, and success.</b></p> <p><b>2. Strengthen community engagement and partnerships.</b></p> <p><b>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</b></p> <p><b>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</b></p>	<p><b>1. ACCESS:</b> increase access through enrollment of students currently underserved in our community.</p> <p><b>2. IDENTIFYING PATHWAYS:</b> Increase the number of students that define a goal and pathway by the end of their first year.</p> <p><b>3. COLLEGE-LEVEL TRANSITION:</b> Increase the number of students successfully transitioning into college level math and English courses.</p> <p><b>4. PERSISTENCE &amp; COMPLETION:</b> Increase successful course completions, and term to term persistence.</p> <p><b>5. EQUITABLE SUCCESS:</b> Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</p> <p><b>6. LEARNING CULTURE:</b> Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

<b>Goals</b>	<b>Aligned College Strategic Direction(s)</b>	<b>Aligned Integrated Planning Goal(s)</b>
<b>Goal 1: Incorporate information about student support services to increase equitable student learning and success.</b>	<b>Strategic Direction #1</b>	<b>Goals #4 and #5</b>



<b>Goal 2: Increase/update curriculum resources to improve and enhance student learning and success.</b>	<b>Strategic Direction #1</b>	<b>Goals #4 and #5</b>
<b>Goal 3: Provide information that will assist students in completing their ATT in Sociology.</b>	<b>Strategic Direction #1</b>	<b>Goals #2 and #5</b>
Goal 4:		
Goal 5:		

**OPTIONAL**

9.3 Resource needs to meet five-year goals

<b><u>Faculty/Staff Resource Request</u></b>			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input type="text"/>	
Justification:			

<b><u>Operating Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

<b><u>Professional Development Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

