

INSTITUTIONAL PROGRAM REVIEW 2014 – 2015
Program Efficacy Phase: Instruction
DUE: April 13, 2015

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each Fall, and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each Fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written (and submitted to the Dean) so that your review team can work with you at the small-group workshops (Feb 13, Feb 27, Mar 27, and Apr 10, 2015). Final documents are due to the Committee co-chair by **Friday, April 13, 2015** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will work with the writer as they draft their documents during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. As such, the efficacy process now incorporates the EMP sheet, a curriculum report, SLO/SAO documentation already generated elsewhere. The committee continues to strive to reduce duplication of other information while maintaining a high-quality efficacy process.

Program Efficacy 2014 – 2015

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Sociology

Name of Division

Social Science, Human Development and Physical Education
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Name of Person Preparing this Report

Extension

Romana Pires – Faculty Chair, Sociology Faculty	x8602
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Names of Department Members Consulted

Dr. Melissa King – Anthropology Faculty

Name of Reviewers

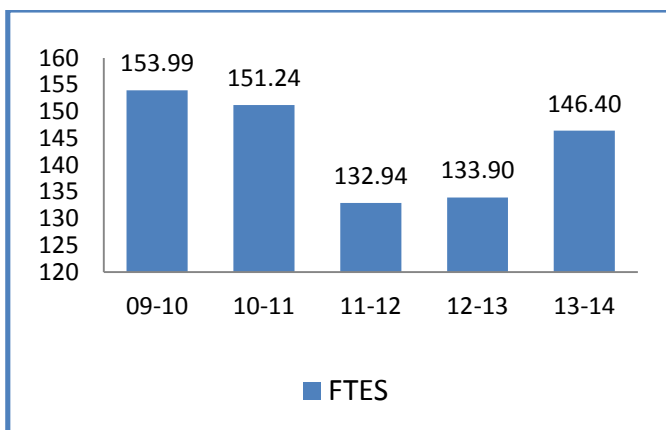
Joel Lamore and Guy Hinrichs

Work Flow	Due Date	Date Submitted
Date of initial meeting with department		
Final draft sent to the dean & committee		
Report submitted to Program Review Team		
Meeting with Review Team	n/a	n/a
Report submitted to Program Review co-chair	4/13/15	4/13/15

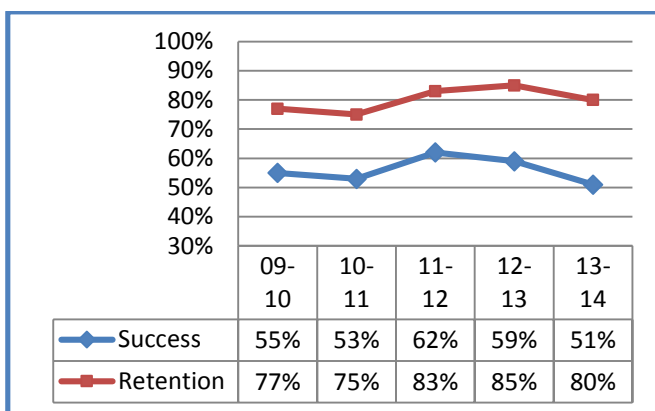
Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers	1	n/a	n/a
Faculty	1	n/a	7
Classified Staff	3	n/a	n/a
Total	5	n/a	7



	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	1,545	1,517	1,303	1,315	1,472
FTEF	7.80	8.00	6.80	6.80	7.40
WSCH per FTEF	592	567	574	591	594



	09-10	10-11	11-12	12-13	13-14
Sections	41	42	36	36	40
% of online enrollment	49%	48%	50%	50%	48%
Degrees Awarded	N/A	N/A	N/A	N/A	12
Certificates awarded	N/A	N/A	N/A	N/A	N/A

*A.A.-T Degrees were established in 2013.

Description: Top Code 2208.00 – Sociology

Human society, social institutions, and social relationships, including such things as the development, purposes, structures, functions, and interactions of human groups. Sociologists examine the systems of social action including single social acts, social relationships, organizations, institutions, communities, and societies. The study of sociology prepares students for further study of and careers in social work, probation, corrections, human services, law enforcement, research, public policy, law, and education.

Assessment: FTES have increased since the budget cuts but not to previous levels. Efficiency continues to be above the institutional average and the program has a load for three full time faculty. Both retention and success rates continue to fluctuate. Retention rates are consistent at or above 80% and this is an improvement. Success rates are still below departmental goals. Most likely this is due to the program offering almost 50% of its courses online and 72% of courses taught by adjunct faculty. A baseline for the new AA-T degrees shows that 12 sociology degrees were awarded.

Department Goals:

1. Long term planning of course offerings to increase access to students seeking transfer degree and student success.
2. Update curriculum and continue to assess and evaluate SLOs with an emphasis on increasing student success rates.
3. Promote the AA-T sociology degree to increase productivity.
4. Continue to advocate for a full time sociology instructor through the program review needs assessment processes.
5. Keep faculty in the program informed of professional development opportunities related to technology and student success.

Challenges & Opportunities:

Course offerings still do not meet student demand and program needs another full time instructor. Recent funding allotment for equipment and supplies creates opportunities to increase student success. Classroom space is limited which results in the program offering a high percentage of courses online. The program is undergoing curriculum review, SLO review, and efficacy and this will allow faculty to make modifications with the intent to increase student success rates.

Action Plan:

1. Move a few online sections to on-campus.
2. Increase access to students seeking AA-T degree by offering non SOC 100 courses on-campus.
3. Complete curriculum review of all sociology courses and degree.
4. Complete review of verbiage of SLOs for all sociology courses.
5. Submit for a program budget and additional faculty.
6. Complete program efficacy.
7. Adopt clickers for availability to program faculty.
8. Continue to participate in the sociology peer-tutor program and encourage all program faculty to utilize services.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	<p>The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.</p> <p>If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.</p>
Pattern of Service	The program's pattern of service is not related to the needs of students.	<p>The program provides <u>evidence</u> that the pattern of service or instruction meets student needs.</p> <p>If warranted, plans or activities are in place to meet a broader range of needs.</p>

Demographics - Academic Years - 2011-12 to 2013-14		
Demographic Measure	Program: Sociology	Campus-wide
Asian	5.2%	5.2%
African-American	19.0%	14.2%
Hispanic	58.1%	59.2%
Native American	0.7%	0.3%
Pacific Islander	0.7%	0.4%
White	14.6%	16.8%
Unknown	1.7%	3.9%
Female	70.4%	54.8%
Male	29.6%	45.1%
Disability	6.7%	5.7%
Age Min:	18	14
Age Max:	81	84
Age Mean:	29	29

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

Demographic Data

SBVC is a designated Hispanic serving campus. During academic years 2011-2012 to 2013-2014, in demographic categories related to ethnicity, disability, and the age mean, the sociology program reflected campus wide data in these categories except for African-American students who were overrepresented by 5% in the program.

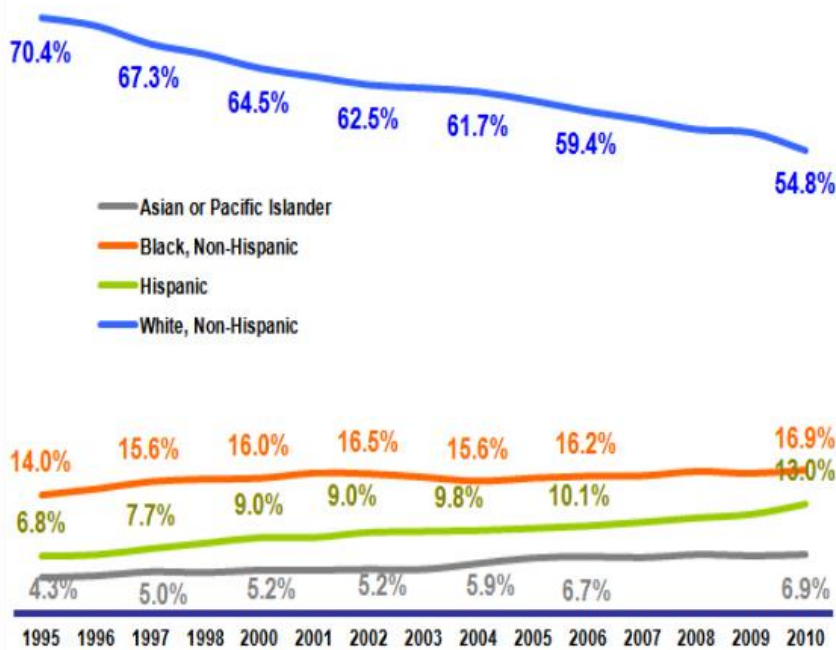
In terms of gender, females were 70.4% and males were 29.6% of the sociology student demographic population and this discrepancy is more than quadruple at 40.8% when compared to the 9.7% percentage difference among female and male students campus wide. While this is a significant difference between male and female students in the program and when compared to the campus wide data, it should be pointed out that male sociology students have increased by 3.2% since the last efficacy report. In 2010-2011, there was a 44% difference between female (71%) and male (27%) students. While this is an incremental increase, in 2010-2011 the program reported that the new course at the time SOC 135: Sociology of Crime and Deviance may attract more male students into the program seeking careers in the administrative and criminal justice fields. To illustrate, in spring 2015 at census, SOC 135: Sociology of Crime and Deviance had 18% of male students enrolled compared to SOC 130: Marriage and the Family which had 5% male enrollment.

The significant discrepancy in gender between program and campus wide data tends to be related to cultural expectations that are reflected in the types of majors and careers, and courses chosen by male and female students. On the surface the gender discrepancy between the campus wide and sociology percentages is cause for concern, but generally social science disciplines tend to attract a higher percentage of female students. When compared to the 2014 demographic data at CSUSB, females made up 81% in comparison to 19% male undergraduate sociology majors with a 62% differences between female and male students

(http://ir.csusb.edu/students/documents/f2014_Demos.pdf).

The American Sociological Association tracks demographic data for degree attainment.

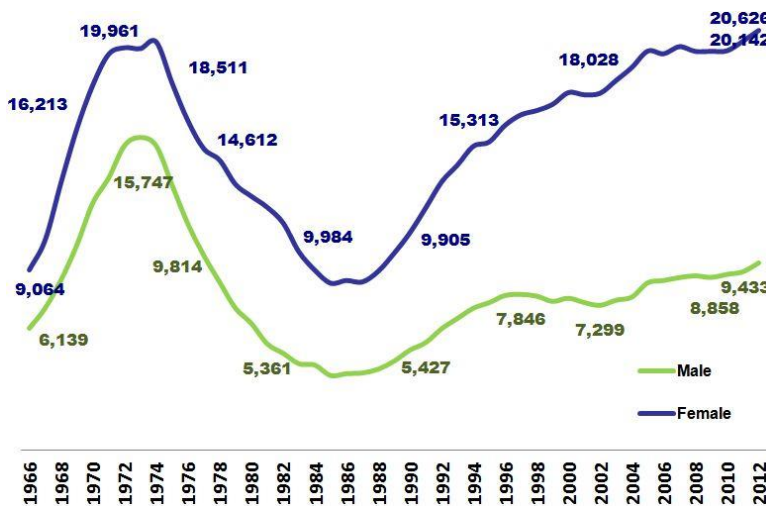
Bachelors Degrees in Sociology by Race/Ethnicity, 1995 - 2010
(Percent of Bachelors Degrees Awarded)



In terms of race and ethnicity, between the years 1995-2010, the attainment of sociology bachelor degrees dropped among whites, incrementally increased among blacks, and steadily increased among Hispanic undergraduate students. Nationwide, data shows that the attainment of sociology bachelor degrees among minority students have been increasing. Of the sociology bachelor degrees awarded in 2010, 37% were earned by

minority students. Therefore the 5% overrepresentation of African American students in the sociology program at SBVC is interpreted as a positive trend (http://www.asanet.org/research/stats/race_ethnicity/bachelors_degrees_percents.cfm).

Number of Bachelor Degrees Awarded in Sociology by Gender Since 1966



Similarly, while historically a greater percentage of females have earned bachelor degrees in sociology when compared to males, nationwide trends closely reflect local trends. In 2012, there was a 38% discrepancy between females (69%) and males (31%) earning sociology bachelor degrees. This is reflective of the 40.8% discrepancy between

female and male students enrolled in sociology courses at SBVC. Additionally, the nationwide data also indicates an upward trend among both genders in the attainment

of sociology bachelor degrees

(http://www.asanet.org/research/stats/gender/number_bachelors.cfm). This trend effects the sociology program at SBVC as reflected by initial data regarding AA-T sociology degree attainment.

The sociology program is cognizant of the gender discrepancy when compared to the general campus population data and it continues to search for means to decrease this disparity. The impact is not necessarily a concern when it comes to choice of major or careers but rather it does effect the dynamics and learning of students within the classroom when an overwhelming number of students enrolled in a general education course such as SOC 100 are females and may further exasperate the disparity as male students might begin to choose alternative general education courses that meet the social science graduation requirements.

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

According to the U.S. News College Compass by the U.S. News and World Report which ranks colleges and universities, sociology was the fifth most popular major at CSU, San Bernardino among the 2013 graduation class or 5% of students that graduated from CSUSB in 2013 were sociology majors

(<http://colleges.usnews.rankingsandreviews.com/best-colleges/csusb-1142/academics>).

Since the social work undergraduate program at CSUSB continues to be an impacted program, and with the discontinuation of the human services program a few years ago, sociology and psychology are alternative transfer majors for students seeking majors and careers in social work and related social services and mental health careers. At SBVC, students interested in social service and mental health related careers have opportunities to earn various certificates in human services and some of these students attempt and/or complete the new AA-T sociology degree. It is anticipated that the AA-T sociology degree will be a popular choice for students at SBVC in the coming years as evidenced by both CSUSB and nationwide trends in sociology including preliminary EMP data.

Per the California Student Success Initiative

(http://www.californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/SSI_Brochure/PDF/2014_SSI_Brochure.pdf) and SBVC Strategic Goals, increasing student transfer rates and degree completion have become measures of student success and contribute to the economic wellbeing of the community which SBVC serves. The AA-T degrees are meant to ease the transfer process to CSUs. All sociology courses are classified as GE transfer courses and students who complete the AA-T sociology degree are guaranteed transfer per the state stipulations of this degree.

Between 2012-2022, the Bureau of Labor Statistics expects the following careers related to the sociology major to grow faster than average or fast as average: sociologists 15%, social workers 19%, mental health workers 29%, rehab counselors 20%, school counselors 12%, social and community managers 21%, social and human service assistants 22%, substance abuse and behavioral disorder counselors 31%, survey researchers 18%, market research analysts 32%, and statisticians 27% (<http://www.bls.gov/ooh/>). Some of these positions only require an AA degree with training or certificate but many of these positions also require four year and graduate degrees and therefore the AA-T sociology degree is an important component in the encouragement and ease of transfer. The state of California Employment Development Department shows a positive outlook and growth for the above careers as well (<http://tinyurl.com/jwt8joy>).

The most popular sociology course in the program is SOC 100: Introduction to Sociology and this is because it is a required, suggested, or an elective option in other AA-T degrees, AA/AS degrees, certificates, or programs. Students seeking healthcare related degrees such as nursing are required to complete SOC 100. The Alcohol and Drug Studies certificate was ranked third in the top SBVC awarded certificates from 2008-2012 and requires students to complete SOC 100 (http://www.valleycollege.edu/~media/Files/SBCCD/SBVC/research/reports/SBVC_Top_Certificates_08-12.pdf). The Human Services certificate requires SOC 100, and SOC 110 or SOC 141.

In addition there are many skills that students learn through sociology courses that are useful in other majors and careers in particularly critical thinking skills, understanding of diversity, and awareness of social issues that are placed in both historical and contemporary contexts. The following excerpts are taken from an article published by the Huffington Post in 2012 and written by Daniel Little regarding the benefits of the sociology discipline:

“First, sociology is a scientific discipline. It teaches students to use empirical data to understand current social realities... Second, the content of sociology is particularly important in our rapidly changing social world... It provides a foundation for better understanding and engaging with the globalizing world our young people will need to navigate and lead. It provides students with the intellectual tools needed to make sense of the shifting and conflictual social world we live in, and this in turn permits them to contribute to solutions for the most difficult social problems that we face”

(http://www.huffingtonpost.com/daniel-little/college-sociology-major_b_1641546.html).

The following is a CSU GE categorization of the sociology courses:

Area D: Social Sciences

D3 Ethnic Studies: SOC 141

D4 Gender Studies: SOC 145

D0: Sociology and Criminology: SOC 100, 100H, 110, 120, 130, 135, 141, 145, 150, SOC 110H (starting 2015-2016)

Area E: Lifelong Learning and Self-Development

SOC 130 (and SOC 150 anticipated starting 2015-2016 or 2016-2017)

The following is an outline of all sociology courses and delivery of sections:

SOC 100 Introduction to Sociology: offered every semester; on-campus during day and evening hours, late start, online, Fridays

SOC 100H Introduction to Sociology Honors: offered every semester in online format

SOC 110 Social Problems: offered every semester in online format

SOC 120 Health and Illness in Society: offered once every two years in online format

SOC 130 Marriage and the Family: offered once every two years in online format

SOC 135 Sociology of Crime and Deviance: offered once every two years in online format

SOC 141: offered once every academic year in on-campus format

SOC 145: offered once every academic year in online format

SOC 150: offered once every two years in online format

During the last cycle since the last program review efficacy review in 2010-2011, the program faced a decrease in FTES due to budget cuts. Since the sociology program is only allotted one physical classroom on-campus and with the overwhelming demand for SOC 100 during this timeframe, a decision was made to utilize the physical on-campus space and only offer SOC 100 on-campus with all other non SOC 100 courses offered in the online format. Additionally, courses were offered in such a way that a student could complete sociology courses required for the the AA-T sociology degree in one year through a combination of on-campus (SOC 100) and online classes (all other required sociology courses) or all online classes with the exception of a required statistics course usually offered on-campus by the psychology, economics, and math departments.

As FTES were restored to the program, this has a positive effect on the sociology program. During summer 2015, students will be able to complete all required sociology courses for the AA-T sociology degree through the combination of on-campus and online courses offered during the two summer sessions.

Starting fall 2015, students will be able to complete all sociology courses in one semester through the combination of on-campus and online courses or one year by taking only online or only on-campus required sociology courses. This will benefit students working toward the AA-T sociology degree tremendously since it shortens the attainment of required sociology courses to one semester for students who enroll in a combination of on-campus and online classes. It also benefits students who desire to only enroll in online classes or vice versa on-campus classes, although these routes will still take one year to complete.

Also starting in fall 2015, students will have opportunities to enroll in more late start sociology courses to increase the diversity of offerings. As it is anticipated that a larger number of students will transfer to CSU with the AA-T sociology degree there is an attempt to prepare students for the quarter system at CSUSB as well as an effort to increase the success rates.

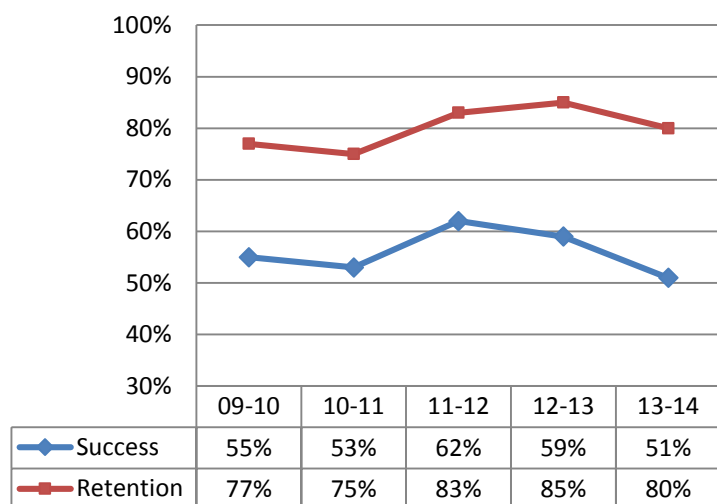
During the current 2014-2015 academic year, the sociology program secured two bulletin boards both on the third floor of the North Hall building with bulletin board #1 located in a prime location and bulletin #2 located in the faculty office corridor. Both of these spaces are maintained with current sociology related information including AA-T Sociology degree requirements and information about the discipline.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

Overall, an analysis of the data shows that retention rates have slightly increased while success rates trended downward but still remain steady when examined longitudinally. Both retention and pass rates are below the campus wide average and statewide sociology average.



Retention rates (top line) from 2009-2010 to 2013-2014 fluctuated marginally upward and averaged 80% which is a slight increase from 2009-2010 (77%) and representative of 2013-2014 (80%). During the fall 2014 semester, the statewide retention rate for sociology courses in all teaching modalities was 86% (CCCCO, Datamart).

	09-10	10-11	11-12	12-13	13-14
Sections	41	42	36	36	40
% of online enrollment	49%	48%	50%	50%	48%
Degrees Awarded	N/A	N/A	N/A	N/A	12
Certificates awarded	N/A	N/A	N/A	N/A	N/A

*A.A.-T Degrees were established in 2013.

One possible explanation for the 6% difference is that during the last five years, the sociology program offered on the average 49% or almost half of all of its offerings in the distance education format. For example at SBVC from fall 2012 to spring 2014 on the average there is a 5% difference in retention between distance education and non-distance education sections

(<http://www.valleycollege.edu/~media/Files/SBCCD/SBVC/online-classes/success-retention/14sucrDEFALL12SP14.pdf>).

Retention Rates By Departments 2007-2008 to 2012-2013

Sociology ←	74.66%	68.25%	76.89%	74.88%	83.12%	85.25%
Student Development	82.90%	87.62%	86.17%	88.42%	93.28%	97.61%
Theater Arts	83.84%	84.49%	90.58%	87.33%	93.49%	95.23%
Water Supply Technology	88.96%	89.06%	86.43%	85.71%	90.49%	95.27%
Welding Technology	90.88%	90.96%	88.94%	93.48%	86.63%	95.80%
Total for all Departments ←	78.63%	78.94%	80.59%	81.00%	84.28%	89.11%

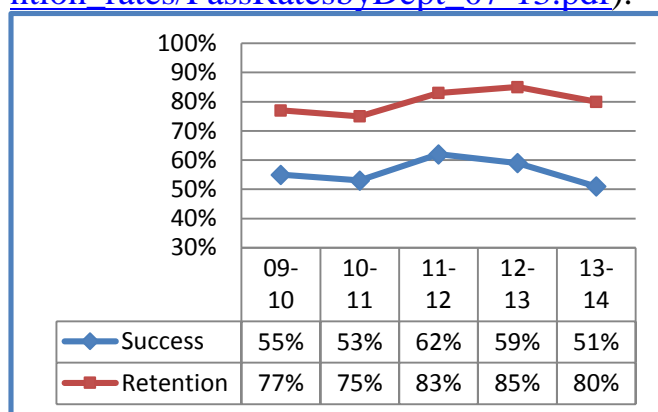
The most recent SBVC campus wide retention rates for all programs for a six year period from 2007-2008 to 2012-2013 is 82% compared to 77% for the sociology program. It can be concluded that during recent years while the retention rates for the sociology program are below average when compared to both the overall campus wide retention rate and statewide sociology retention rate, the program although it fluctuated, showed slight improvement

(http://www.valleycollege.edu/~media/Files/SBCCD/SBVC/research/reports/pass_retention_rates/RetentionRatesbyDept_07-13.pdf).

Pass Rates By Departments 2007-2008 to 2012-2013

Sociology	53.19%	49.23%	55.15%	52.54%	61.93%	58.94%
Student Development	52.24%	63.81%	69.61%	81.33%	84.66%	87.48%
Theater Arts	78.35%	75.63%	74.47%	78.71%	83.43%	85.43%
Water Supply Technology	77.15%	65.87%	74.52%	71.43%	72.89%	78.36%
Welding Technology	70.80%	80.72%	81.25%	75.69%	72.19%	85.08%
Total for all Departments	60.58%	61.71%	62.98%	63.84%	67.71%	69.13%

The most recent SBVC campus wide pass rates for all programs for a six year period from 2007-2008 to 2012-2013 was 64% compared to 55% for the sociology program (http://www.valleycollege.edu/~media/Files/SBCCD/SBVC/research/reports/pass_retention_rates/PassRatesbyDept_07-13.pdf).



Pass rates (bottom line) from 2009-2010 to 2013-2014 averaged 56%. During the fall 2014 semester, the statewide pass rate for sociology courses in all teaching modalities was 65% (CCCCO, Datamart).

The pass rates during the recent years for the sociology program are 9% below average when compared to both the overall campus wide pass rate and statewide sociology pass rate.

At SBVC from fall 2012 to spring 2014 on the average there is a 8% difference in pass rates between distance education and non-distance education sections

(<http://www.valleycollege.edu/~media/Files/SBCCD/SBVC/online-classes/success-retention/14sucrctDEFALL12SP14.pdf>) and since the sociology program in the last five years offered on the average 49% of its sections in the online format this may be a possible explanation for the below average success rates when compared to the overall college and statewide sociology pass rates.

Sociology EIS Data for 2000, 2005, 2010, and 2014

Spring & Fall*	Retention Rate	Pass Rate
2000	77%	59%
2005	76%	56%
2010	75%	52%
2014	76%	49%
Average	76%	54%
Excludes summers		

Examining the retention and pass rates over a 15 year period at five year intervals, the retention rates have been steady and averaged 76%. When compared to the current 80% five year average retention rate the program has been somewhat successful in increasing its retention rate.

The 15 year pass rate at five year intervals showed a clear downwardly trend and averaged 54%. When compared to the current 56% five year average pass rate the program however has held a steady pass rate. A possible explanation for the downwardly trend is the program in 2000 and 2005 had two full time sociology instructors while in 2010 and 2014 there was only one full time sociology instructor.

Through the analysis of annual EMP data on retention and pass rates, the sociology program strives to make improvement through its planning and implementation efforts as will be detailed in the planning section of this report.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

In fall 2014, all sociology courses underwent curriculum review and with the exception of SOC 120 Health and Illness in Society, and SOC 150 Aging and the Life Course, all sociology courses now have standardized curriculum aligned with the C-ID statewide transfer model curriculum for the AA-T sociology degree. This may contribute to the success of students since the curriculum has been vetted by CCC and CSU faculty statewide.

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Sections	41	42	36	36	40
% of online enrollment	49%	48%	50%	50%	48%
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Certificates awarded	N/A	N/A	N/A	N/A	N/A

*A.A.-T Degrees were established in 2013.

In 2013-2014, 12 AA-T sociology degrees were awarded which was an increase by four degrees or 50% from 2012-2013 to 2013-2014

(http://www.valleycollege.edu/~media/Files/SBCCD/SBVC/research/reports/6-Year%20Total%20Degrees%20Awarded_07-14.pdf). Given that the majority of students most likely were not aware of this degree option and that it takes several semesters to complete the requirements for the degree, it is predicted that growth will occur at a consistent basis from year to year.

SBVC AA-T Degrees Awarded

Program	2013-2014	2012-2013
Administrative Justice	12	n/a
Sociology	12	8
Psychology	11	n/a
Communication Studies	4	n/a
English	2	n/a
Anthropology	1	n/a

http://www.valleycollege.edu/~media/Files/SBCCD/SBVC/research/reports/6-Year%20Total%20Degrees%20Awarded_07-14.pdf

It should also be noted that in 2013-2014, sociology tied with administrative justice for the number of AA-T degrees awarded at SBVC. Both the year to year growth and the amount of degrees

awarded are viewed as positive indicators for the success of the program. The sociology program does not offer any certificates.

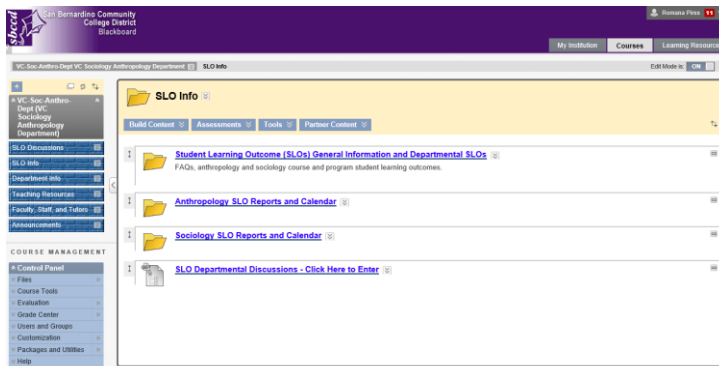
Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs. **(INSERT SLO COURSE GRID)**

See [Strategic Goal 2.11](#)

The sociology program continually assesses and evaluates course student learning outcomes and is up to date on the assessment and evaluation of all current

sociology courses. Information, evaluation reports, and assessment calendar has been maintained in a departmental Blackboard shell since 2008-2009 and is accessible to all departmental faculty (anthropology and sociology).



Enlarge document to view graphic.

Per the Accreditation/SLO committee mandate, during the last two years, faculty have been assessing course SLOs, every section, every semester, to gather

and evaluate data every three years per the departmental calendar. All sociology courses are up to date on their three year evaluation cycles.

DEPARTMENT: Sociology

Courses:

Last Assessed:

Next Assessment (3 year cycle):

	09/10	10/11	11/12	12/13	13/14	14/15	15/16
SOC 100			X			X	
SOC 100H			X			X	
SOC 110			X			X	
SOC 130			X			X	
SOC 141	X			X			X
SOC 145			X			X	
SOC 150		X				X	
SOC 120				X			X
SOC 135					X		

Note: all sociology sections will be assessed every semester fall 2013-spring 2015.

AA-T Sociology Transfer degree will be assessed in 2013-2014 academic year for the first time.

For the last three semesters, when a course comes up for its three year evaluation cycle faculty reflect on the assessment data. Currently, SOC 100 Introduction to

Sociology is the only course offered with more than one section and for this course, the faculty chair writes an overall evaluation report which includes data analysis. Evaluation reports for all sociology courses are posted in the Bb departmental shell. A few years prior to the SLO MOU, adjunct faculty were not being asked to assess SLOs, and some of the most recent three year evaluation reports are based on sociology EIS success rates and compared to state success rates or only include data for the one full time instructor in the program. The assessment and evaluation of course SLOs has resulted in the examination of SLO verbiage and the department is currently on a second cycle of evaluating SLO verbiage. During the current 2015 spring semester, full time sociology instructor is the lead for all of the 10 current and new sociology courses, has made modifications and these modifications are being vetted by sociology adjunct faculty with a 4/15/15 deadline to submit feedback comments, and/or revisions. Sociology faculty are being asked to reflect on the following questions for each course student learning outcome (including the program level outcomes):

1. Is the modification (or lack of modification) agreeable to you?
2. Do the SLOs for given course reflect the main overarching expectations?
3. Can the SLOs be embedded in your existing assessment(s)?
4. Do you have suggestions for a revision(s)?
5. Anything else?

Once final revisions are made, updated SLOs will be forwarded to the SLO coordinator. Next evaluation will take place during the 2017-2018 academic year.

Instructional Program SLOs. If your program offers a degree, certificate, or TMC, describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Include a discussion of how the **courses are mapped to the program**, and how this set of data is either being evaluated or is planned to be evaluated. If your program does not offer a degree, certificate, or TMC, this section is optional (but encouraged). **(INSERT MAPPING GRID & RECENT PROGRAM EVAL INFORMATION)**

See [Strategic Goal 2.11](#)

Since the AA-T sociology degree has only become available to students during the 2012-2013 year, assessment and evaluation is not meaningful. However through the collection of course SLO data and mapping of course SLOs to the PLOs the program collected assessment data in fall 2013 and spring 2014 semesters and completed an initial PLO evaluation during 2013-2014. During the current spring

2015 semester, PLO verbiage was also examined for currency. The AA-T sociology degree has a number of courses outside of the sociology program and in the near future as course SLO data becomes available through the SLO Cloud, data from all course SLOs outside of the sociology program can be analyzed and evaluated.

	Sociology: AA Transfer Degree	Students will demonstrate their understanding of society and human behavior utilizing the sociological perspective evaluated by written or objective assessments.	Students will demonstrate their ability to use a paradigmatic approach to critically analyze social institutions and social acts evaluated by written or objective assessments.
CLASSES			
SOC 100		X	X
SOC 100H		X	X
SOC 110		X	X
SOC 120		X	X
SOC 135		X	X
SOC 141		X	X
SOC 145		X	X
SOC 150		X	X
List B: Choose 2 courses			
SOC 120		X	X
SOC 135		X	X
SOC 141		X	X
SOC 145		X	X
SOC 150		X	X
List C: Choose 1 course (or 1 additional course from List B)			
ADJUS 101			
ANTHRO 102			
ENGL 102/H			
PHIL 102			
PHIL 103			
PSYCH 100/H			
SOC 120		X	X

Enlarge image to view grid of program level outcomes to sociology course student learning outcomes. Note that there is not a requirement to map non sociology course SLOs to PLOs.

PLO #1: Students will demonstrate their understanding of society and human behavior utilizing the sociological perspective evaluated by written or objective assessments.

PLO #2: Students will demonstrate their ability to use a paradigmatic approach to critically analyze social institutions and social acts evaluated by written or objective assessments.

Information from initial **2013-2014** program level assessment and evaluation report:

Program SLO Assessment Methodology

Fall 2013 data from course level assessment across program.

Criteria – What is “good enough”?

70% of students will score in the “good enough” category in courses that were assessed during fall 2013 semester. Data will be calculated based on the number of students that attempt the SLO assessments.

What % of students met the criteria? Is this % satisfactory?

70% of students met the criteria. This is satisfactory.

Were trends evident in the outcomes? Are there learning gaps?

70% of students who attempted SLO assessments met the SLO as defined by individual faculty criteria and assessment methods.

22% of students enrolled at census did not attempt assessment.

49% of students enrolled at census either did not attempt or meet SLO as defined by individual faculty criteria and assessment methods.

52% of students enrolled at census met SLO as defined by individual faculty criteria and assessment methods.

This data reflects the annual EMP data regarding student success.

What content, structure, strategies might improve outcomes?

Students who attempt the SLO assessment generally meet the criteria for success.

However, retention and lack of students attempting the assessments may need to be addressed. This may or may not be related to student learning.

Will you change evaluation and/or assessment method and or criteria?

Faculty will be examining the verbiage of individual and program level SLO. As faculty assess SLO on a routine basis, an examination will take place to align assessment methods with SLO expectations. It may be helpful to attempt different assessment strategies to control or to be inclusive of non-participating students via traditional assessment methods (objective and subjective exams, quizzes, and written assignments).

Evidence of Dialogue

During fall 2013, faculty only participated in the assessment of SLO in individual courses with very limited discussions taking place. Discussions will take place during fall 2014 semester. *(This did not take place, rather as noted earlier, faculty are in the process of examining course verbiage based on their assessment results throughout the last three semesters).*

The next cycle for the evaluation of PLOs for the sociology program is fall 2016.

Institutional SLOs/Core Competencies. Complete the **Core Competency grid** below (**INSERT CORE COMPETENCY GRID**). Describe how the Institutional SLOs/Core Competencies are being used to improve student learning in your program (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs.

See [Strategic Goal 2.11](#)

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into CurricUNET by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

The sociology program does not have a mission statement. Rather the program follows the California Community College State Chancellor's Top Code for the sociology discipline.

Description: Top Code 2208.00 – Sociology

Human society, social institutions, and social relationships, including such things as the development, purposes, structures, functions, and interactions of human groups.

How does this purpose relate to the college mission?

The sociology program meets the mission of the college in the following ways:

- SOC 100 has the greatest demand and is therefore offered in a variety of formats, days and times
- All courses are transferable and meet the CSU Breadth Requirements in Area D and UC GE Area 4 with SOC 130 Marriage and Family also meeting CSU Area E

- Sociology participates in the honors program
- Sociology courses prepare students to work in and understand social environments that include people with varying opportunities, resources, and cultures
- Sociology courses teach and encourage students to become critical thinkers and lifelong learners
- The sociology AA-T degree encourages students to transfer to four year institutions.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTE and WSCH per FTE) on page 3 of this form). Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

“Weekly Student Contact Hours/Full-time Equivalent Faculty is the productivity measure used for instruction, where 525 is the norm for California community colleges”
<http://www.valleycollege.edu/~media/Files/SBCCD/SBVC/research/Call%20to%20Action%20Data/glossary.pdf>.

	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	1,545	1,517	1,303	1,315	1,472
FTEF	7.80	8.00	6.80	6.80	7.40
WSCH per FTEF	592	567	574	591	594

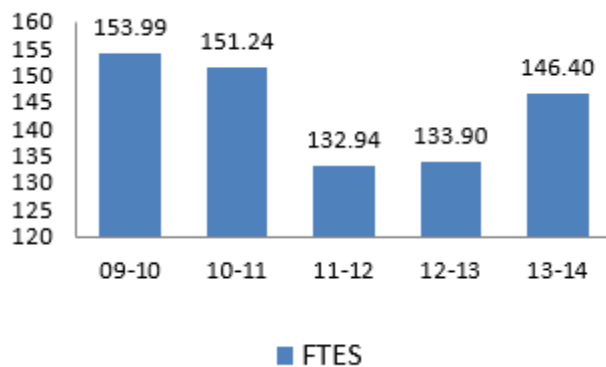
The sociology program’s WSCH/FTEF for the last five years was consistently above the 525 CCC norm at 584. This means the sociology program has an above average efficiency and is productive. Sociology courses have 40 student capped enrollments and consistently fill quickly and before the start of the semester. All sociology instructors are cognizant of student enrollment needs and are willing to add

students above the cap within reason and classroom space.

	04-05	05-06	06-07	07-08	08-09	09-10
Duplicated Enrollment	1,595	1,521	1,343	1,318	1,556	1,545
FTEF	8.00	8.40	8.40	8.20	8.40	7.80
WSCH per FTEF	598	543	480	482	556	592

Comparing the six year average of 541 WSCH/FTEF from the previous 2011

efficacy report to the current average of 584, productivity has increased.



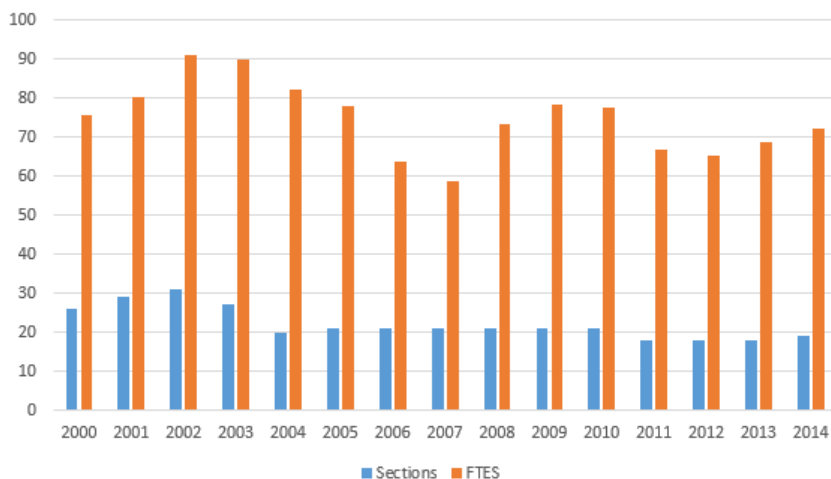
Examining the fluctuation of FTES over the last five year period, the sociology program had a decrease of 21.05 FTES from the five year high of 153.99 FTES to the five year low of 132.94. This was a 14% decrease and while this had a negative effect on the program, specifically limiting access to SOC 100 Introduction to Sociology, other

programs in the SSHDPE division faced more drastic reductions

(http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents).

Since 2011-2012, the FTES have steadily grown and it is projected that during 2014-2015, FTES for the program will almost reach the 2009-2010 levels. This increase in productivity is a welcome reprieve from the tumultuous last five years. However the sociology program continues to experience a strong demand for courses. During the spring 2015 registration period, the faculty chair examined registration patterns. The sociology program was one (if not the first) of all the programs in the college to have all of its sections fill including English and Math. This indicates that there is still not enough sections to meet student demand. On a positive note, only a few sections had a full wait list. This is a change from a few years ago in which the majority of sociology sections had the maximum amount of 20 students on wait lists and suggests that students may be seeking to enroll in alternative GE courses which may not have been the case a few years ago due to section cuts across campus.

Sociology Sections and FTES – Fall Semesters Only from 2000-2014



An examination of sections during fall semesters only from 2000-2014 indicates that they regularly fluctuate and averaged 22 sections while FTES during this same time period averaged 74.40. During the fall 2015 the sociology program will be offering 22 sections and

this means the program is on track to meet this 15 year fall to fall average in sections and FTES.

A special report issued during the fall 2014 semester by the Office of Research, Planning, and Institutional Effectiveness regarding FTEF-FT Faculty Ratio for programs with only one or no full time faculty indicated that 72% of sociology sections in fall 2014 were taught through non-contract loads

(<http://www.valleycollege.edu/~media/Files/SBCCD/SBVC/research/reports/ftef-ft-faculty-ratio-f14-B.pdf>). In terms of productivity and efficiency, this data indicates that the sociology program is a cost efficient program for the college in terms of faculty resources. This percentage is predicted to increase at minimum by 5% to 77% during fall 2015 semester and possibly to 78%-80% depending on the number of sections added to the spring 2016 schedule. The program has a current load for four full time instructors and currently only has one full time instructor. This means that the program in terms of faculty resources is very cost effective for the college, but presents real work inequities when compared to other programs that have lower FTES-FT ratios.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

All sociology courses underwent curriculum review during fall 2014 semester. A new honors courses was also created: SOC 110H: Social Problems Honors. Courses that have C-ID transfer model curriculum were aligned in terms of course description, course objectives, and course content.

The following departmental advisories were added to all regular sociology courses:

ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process. Honors courses have this advisory as a prerequisite.

MATH 962 or eligibility for MATH 090 as determined by the SBVC assessment process.

Also updated during fall 2014 was the AA-T sociology degree and here is the link to the degree information and course requirements:

Social Sciences, Human Development & Physical Education				
Sociology				
	Course	Status	Last Content Review	Next Review Date
	SOC100 Introduction to Sociology	Active	12/08/2014	12/08/2020
	SOC100H Introduction to Sociology - Honors	Active	12/08/2014	12/08/2020
	SOC110 Social Problems	Active	12/08/2014	12/08/2020
	SOC110H Social Problems - Honors	Active	12/08/2014	12/08/2020
	SOC120 Medical Sociology	Active	12/08/2014	12/08/2020
	SOC130 Family Sociology	Active	12/08/2014	12/08/2020
	SOC135 Introduction to Crime	Active	12/08/2014	12/08/2020
	SOC141 Race and Ethnic Relations	Active	12/08/2014	12/08/2020
	SOC145 Sociology of Gender	Active	12/08/2014	12/08/2020
	SOC150 Aging and the Life Course	Active	12/08/2014	12/08/2020

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
N/A		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

N/A

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

All information for 2014-2015 academic year is current in the college catalog. Since there have been changes to the AA-T sociology degree and courses during the fall 2014 curriculum review process this will be reflected in the 2015-2016 college catalog. During the current spring 2014 semester, the program is currently reviewing the sociology program descriptor and the modified version will be submitted to the instruction office by the college catalog deadline.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

As examined and explained in previous sections, there are several trends effecting the planning and efforts by the sociology program which are related to the campus wide strategic initiatives of success and access. The sociology program is a transfer discipline. Sociology courses especially SOC 100 Introduction to Sociology are popular and this is due to various programs especially those related to social services, healthcare, and mental health either require or recommend that students take one or more sociology courses. Both the BLS and CA EDD predict that careers in these areas will have faster than average growth. Sociology as a major is a popular choice among students as evidenced by the initial completion of the AA-T sociology transfer degree.

The initial popularity of this degree mirrors the attractiveness of the sociology major throughout the CSU system and especially at CSUSB which SBVC is a feeder campus and where sociology is one of the top majors. Anecdotally, students also enroll in sociology courses because they are interested in the contemporary study of people and group behaviors. The program continues to attract a much higher percentage of female students.

The program is both productive and efficient. The popularity of the program and courses consequently results in a high demand for sociology sections, especially SOC 100. The program only has one dedicated classroom space and therefore offers almost half of its section offerings in the online format. Both formats online and on-campus are in demand and fill quickly.

Based on the pass rates however, the program lags behind other transfer social science disciplines such as anthropology, political science, history, and economics. It has lower than average campus wide and statewide sociology pass rates.

The high demand and lower than average pass rates are exasperated by the program continuing to operate with only one full time sociology instructor who also serves both as the faculty chair of the sociology program and the anthropology program since the 2009 SERP retirement of Jan Pielke.

Planning efforts therefore are focused on access to meet student demand and success to improve pass rates. In terms of access, these include advocacy for additional FTES growth, and the continual examination of sociology offerings. In the area of student success, faculty are encouraged to utilize existing student service campus resources such as the Student Success Center, library, and counseling services within their own classrooms. From a departmental level, planning strategies include the examination and implementation of advisories and subsequently the possibility of placing prerequisites on sociology courses, the alignment of curriculum to the statewide transfer model curriculum, ensuring that all faculty follow the course outline of record, and continuing to devote efforts to acquire an additional full time tenure track sociology instructor through the program review needs assessment process.

The program attempts to take advantage of any financial resources to purchase instructional equipment and materials that might improve both access and success however since the program does not have its own budget, funding is limited. Also limited is human capital as the faculty chair has to balance requirements of the position and the requirements of a full time instructor versus personal professional development

opportunities. Desired efforts to increase student success and access but are limited by lack of human capital include the organization and involvement in learning communities, student events, and the development of marketing materials. This is further complicated by the fact that although anthropology and sociology are two separate programs, and each is a distinct discipline with its own TOP code, they are categorized by the instruction office as one department and the faculty chair also serves as the faculty chair of the anthropology program as noted earlier. The balancing of responsibilities of two programs, full time teaching load and one's professional growth is challenging.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

As noted in the EMP, during this academic year the program is completing curriculum review for all sociology courses and degree as well as the three year review of SLO and PLO verbiage. All sociology faculty were and are continuing to be encouraged to participate in this process. Interrelated within these processes is an emphasis on student success, in particularly student pass rates.

As a result, all sociology courses starting fall 2015 have the following advisories with SOC 100H and SOC 110H having the ENG advisory as prerequisites:

ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process.

MATH 962 or eligibility for MATH 090 as determined by the SBVC assessment process.

All sociology faculty will be encouraged to include the following in their syllabi:

The SBVC sociology department advises students to complete ENGL 015 and MATH 962 first prior to enrolling in sociology courses. Sociology courses require students to demonstrate competency through written work which involves critical thinking and interpretation of numerical tables and figures. Critical thinking is

defined as "disciplined thinking that is clear, rational, open-minded, and informed by evidence" (Dictionary.com).

During the next three years, EMP data will be examined to determine if retention and pass rates are improving and the overall effect on productivity. Since current productivity is above the 525 established norm, it is not so much a concern. If pass rates do not improve it is most likely that program faculty will have to decide to implement ENGL 015 as a prerequisite. The program goal for its pass rate is to be within a few points of the state sociology average which is around 65% as opposed to the current five year average of 56%. The program does not strive to be within the division social science discipline average pass rates because it is believed that the requirements and expectations for sociology courses are more academically challenging in terms of students being able to demonstrate written critical thinking skills that involve abstract theories and the application of theoretical concepts to analyze current events that often involve the analysis of data. Sociology students are being asked to make inferences using theories and data, and understand how historical factors shape current society whether it be in areas of social problems, globalization, aging, gender, racial and ethnic relations, etc.

The curriculum for introductory sociology courses has a heavy emphasis on critical thinking and students who are not college ready have the additional burden in terms of reading comprehension, and ability to demonstrate critical thinking through writing. These students tend to focus on summaries rather than the application and analysis of required concepts. This is the main reluctance in placing ENGL advisories and/or prerequisites on sociology courses because it is not so much that students do not have the skills to formulate grammatically correct paragraphs or understand the main components of an essay, but the ability to transition from writing summaries to application and analysis. Sociology faculty understand the role in teaching students to become critical thinkers but it might be that students who are not college ready most likely struggle much more with this process. Starting fall 2015, since all courses will have the advisories, the program will continue to study the pass rates and make adjustments as necessary from advisories to prerequisites or study other options.

In an article written by Daniel Little in the Huffington Post titled "Why Study Sociology," Little explained the value of a sociology degree. The following description of the degree is encapsulated in the curriculum of SOC 100: Introduction

to Sociology and may exemplify the rigor of the course

http://www.huffingtonpost.com/daniel-little/college-sociology-major_b_1641546.html. The reader can compare the information in these two

paragraphs with the course outline for SOC 100 as evidence that these topics are Covered in an introduction course. SOC 100 is typically a student's first exposure to the discipline. SOC 100 Course Outline of Record:

http://www.curricunet.com/SBVC/reports/course_outline_html.cfm?courses_id=3525

This comes down to several convincing points. First, sociology is a scientific discipline. It teaches students to use empirical data to understand current social realities. And sociologists use a variety of empirical research methods, from quantitative research to qualitative methods, to comparative and historical studies. Students who study sociology as undergraduates will certainly be exposed to the use of statistics as a method for representing and analyzing complex social phenomena; they will also be exposed to qualitative tools like interviews, focus groups, and participant-observer data. So a sociology education helps the student to think like a social scientist -- attentive to facts, probing with hypotheses, offering explanations, critical in offering and assessing arguments for conclusions.

Second, the content of sociology is particularly important in our rapidly changing social world. Sociology promises to provide data and theory that help to better understand the human and social realities we confront. Moreover, the discipline is defined around the key social issues we all need to understand better than we currently do, and our policy makers need to understand if they are to design policies that allow for social progress: for example, race, poverty, urbanization, inequalities, globalization, immigration, environmental change, gender, power, and class. We might say that an important part of the value of a sociology education is that it gives the student a better grasp of the dynamics of these key social processes.

http://www.huffingtonpost.com/daniel-little/college-sociology-major_b_1641546.html

As Crafton Hills College updates its sociology course outlines the same English and Math advisories are being placed on the sociology courses. It is interesting that while neither program consulted each other about these advisories, both programs reached the same conclusions about the level of English and Math that might be appropriate for the sociology courses.

With the exception of two sociology courses (SOC 120 and SOC 150) all non-honors sociology courses had their course outlines aligned with the C-ID transfer model

curriculum during this academic year. It should be noted that the transfer model curriculum for SOC 100 lists eligibility for college English as an advisory but not for any other sociology courses that are also offered at SBVC. Faculty were also asked to provide feedback on the modification of SLOs. Since the overwhelming majority of sociology faculty have been involved in the collection and assessment of SLO data for the last two years, faculty now have a better perspective regarding curriculum content and expectations. Part of the planning efforts regarding student success is to have faculty understand that they are responsible for teaching to the course outline of record and student learning outcomes. The faculty chair is in the process of designing syllabus templates which incorporate the modified changes to course titles, course description, course objectives, course content and student learning outcomes.

Since the last efficacy report during 2010-2011, faculty have become much more involved in departmental business outside of the classroom. The program currently has seven adjunct and one full time instructor with varying degrees of theoretical orientations and interests. The diversity of the faculty is greater as the growth of FTES has allowed for the hiring of additional instructors and this is interpreted positively in terms of student success because students have a greater degree of choices when it comes to different teaching styles and backgrounds. Part of the redesign of the college sociology webpage that is planned for next year will be the biographies of each faculty member. The following is a list of the current sociology adjunct faculty. Of the seven adjunct faculty two have doctorates in sociology and four are enrolled in the sociology doctorate program at UC, Riverside. SBVC students benefit from the research that these faculty are undertaking.

Alexis Alvarez

Dr. Rebecca Alvarez

Mila Huston

Ashley Koda

Jan Pielke

Dr. Christopher Schmitt

Christopher Vito

As FTES continue to grow to previous levels, and with the implementation of the AA-T sociology degree, starting 2015-2016 the program is anticipating that demand for non SOC 100 courses will grow and therefore is ensuring that students have

access to non SOC 100 courses in both the online and on-campus formats. This may increase success rates as students can choose instruction format based on their strength based on their learning preferences. A greater emphasis is also being placed on offering a higher number of short term classes as a possibility to improve student success.

Twice in the last five years (which includes needs assessment for current cycle), the sociology program ranked first in needs assessment for a tenure track full time faculty position. The program remains hopeful that the college president will remain faithful to the needs assessment college processes and a sociology tenure track full time instructor will be hired in 2015-2016. A couple of years ago the interim SSHDPE dean, Dr. Millican analyzed student success data and ranked departments by number of full time faculty and program success rates in the division. There was a clear pattern among programs having two or more full time faculty having higher success rates than those programs with one or less full time instructors. On the other hand, within the sociology program there does not appear to be any clear differences between the success rates of full time and adjunct faculty in either on-campus or online formats. This is most likely because the one full time faculty member who is also the faculty chair has various responsibilities that have to be completed without the benefit of other full time program faculty and therefore this may effect the amount of quality time spend with students outside of class that are expected of full time faculty unlike adjunct faculty.

Last year the program was able to spend approximately \$1600 through campus allocated one time funding to update its video collection for use as instructional equipment in the classroom. Part of this funding included materials related to sociology careers and major which through various bureaucratic misfortunes, the program was not able to receive however the materials are currently being reordered as part of this year's division budget allocation monies. The program also hopes to receive funds to purchase clickers and laptops or tablets for use in the classroom as part of the anticipated five year statewide funding measure which was being publicized to the campus during the fall 2014 semester. Through the needs assessment process this year, the sociology program applied for an annual budget of \$600 which would allow the program to continually spend a small amount of money on instructional materials, technology and or loaner textbooks for students. It is still unclear if the program will receive an annual budget (ranked #8) but it will continue

to reapply each year through the program review committee and advocate for funding through division funds.

The sociology program has had success with the peer tutor program although in the last few years, the center has had budget issues and has only been funding one tutor whereas in previous years there have been as many as three sociology peer tutors during fall and spring semesters with sociology tutors during certain years also being available during summer sessions. However faculty will be encouraged to participate in the Supplemental Instruction (SI) program when the Basic Skills committee seeks new members to the program. This program might actually be more beneficial to the sociology students than the peer tutor program since it appears to be more individualized to tutors working with only one instructor and h/her own students.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

As noted in the EMP, course offerings still do not meet student demand and program needs another full time instructor. Classroom space is limited which results in the program offering a high percentage of courses online.

As discussed in the previous section, the program is hopeful that the college will hire a sociology instructor during 2015-2016 since this position was ranked #1 through the most current needs assessment process. Starting 2015-2016, Dr. Melissa King and Romana Pires will share faculty chair anthropology and sociology faculty chair responsibilities. Both programs are hopeful that the instruction office will recognize both programs as two separate departments.

Classroom space will most likely continue to be a long term issue for the program especially as most programs are growing FTES. The current classroom in NH 253 during the fall 2015 semester is packed with sociology on-campus sections M-F from morning to evening with only a few sections available for on-campus sections (Thursday evening and weekend college). However the program has reorganized its offerings with the intent to increase its on-campus offerings as FTES grow and in fall 2015 only 36% of sections will be offered online as opposed to the five year

average of 49%. It is expected that this will increase student retention and pass rates.

As noted previously, human capital is a problem for the sociology program. The program has a number of projects it would like to undertake all which fall under the campus strategic initiatives of campus success and access. These include developing several different fliers for the program including a 1. General flier 2. Flier to attract a higher percentage of male students 3. AA-T sociology flier. During fall 2015, the program will be revitalizing the sociology webpage to include various information and resources for students and a FAQ subpage. Several local colleges have a gerontology certificate program linked to sociology departments and given the popularity of SOC 150: Aging and the Life Course the program would like to explore the viability of this certificate at SBVC. The program would also like to explore creating a learning community with the Human Services department as all human service students have to take at least one sociology courses depending on the certificate or degree and human service students are also more likely to struggle in sociology courses. The faculty chair has been approached to participate in other learning communities including first year experience and Tumaini programs which would have to require the participation of adjunct faculty. These various learning communities and projects require the participation of adjunct sociology faculty as the faculty chair cannot handle all this workload on her own but also depends on campus wide resources to financially support the adjunct faculty for the work they do outside of the classroom.

A 2013 report by the American Sociological Association titled: “Strong Ties, Weak Ties, or No Ties: What Helped Sociology Majors Find Career-Level Jobs?” examined how sociology undergraduate students with bachelor degrees find career level jobs, including what job hunting techniques are more likely to be successful. Among some of the findings were the following:

“We saw that despite the tough 2012 job market, with an unemployment rate of about 10% for graduating senior sociology majors, more than half of respondents agreed that they had obtained a career-level job about seven months after graduation” (pg. 6).

“For those respondents who sought advice from faculty members (who were rated in the middle of the closeness scale), 62.0% found career-level positions. Recall, however, that only 11.5% of respondents used this technique and only 13.5% said

it was the most effective job search method. The relatively high percent of respondents that believed they found a career-level job using this search technique suggests that faculty, who collect information about careers or encourage students in job search techniques, may be undervalued as a source of job search information” (pg. 6).

http://www.asanet.org/documents/research/pdfs/Bach_Beyond5_Social_Capital.pdf

What this information suggests is that the majority of students who choose sociology as a major and complete a sociology bachelor degree, even in a tough economy have solid career related opportunities within a short period of time. Faculty who go the extra mile in providing students with career related information are very effective but “undervalued” in this process. These findings underscore both that sociology as a transfer discipline is an effective route for students seeking career related employment opportunities and the role of faculty who take the time to provide career related information for students are often overlooked but also a highly effective resource.

The take away is that many SBVC students are choosing to enroll in sociology courses and ultimately a percentage of these will also choose to select the discipline as major course of study. An investment in human and instructional resources will assist the program in increasing its success rates so more of our sociology students can attain their chosen goals.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Technology

1. The sociology program has a dedicated website which has basic information and links to local universities (<http://www.valleycollege.edu/academic-career-programs/degrees-certificates/sociology>). The program has been advised to not make any majors updates as the college/district is in the process of moving to a move user friendly CMS platform. The sociology website needs to be improved and plans are to tackle this project during the 2015-2016 academic year.

2. Over the last five years, 49% of all sociology sections have been in the online

	09-10	10-11	11-12	12-13	13-14
Sections	41	42	36	36	40
% of online enrollment	49%	48%	50%	50%	48%
Degrees Awarded	N/A	N/A	N/A	N/A	12
Certificates awarded	N/A	N/A	N/A	N/A	N/A

format. Online sections fill quickly. Starting fall 2015 online section will make up approximately 36% of all sections.

3. The department (anthropology and sociology) maintains a Blackboard departmental shell. This shell is regularly updated with SLO reports

*A.A.-T Degrees were established in 2013.

and all departmental faculty have access to such resources as faculty handbook, SLO resources, information and reports, campus student service links, and teaching resources and other information.

4. Students who electronically contact the department through the college website for information about the sociology program are also directed to Curricunet, college online catalog, and other student service websites in addition to having questions answered by faculty chair.

5. Full time instructor maintains her own website and blog for students planning to register for sociology courses and students enrolled in both on-campus and online sections (www.sociologypires.weebly.com and www.sociologypires.wordpress.com).

Partnerships

1. The sociology program maintains a partnership with the counseling program. This semester, counselor Gina Curasi writes monthly messages to the program's students including information regarding deadlines, programs, graduation and transfer information. Faculty are encouraged to post message in their Blackboard course shells for both online and on-campus students and pass on information in on-campus classes.
2. Each semester, the faculty chair makes available to the faculty transfer cards from the Transfer and Career Center and encourages faculty to pass out and collect transfer cards from students seeking transfer and career information. Transfer cards are forwarded to the Transfer and Career Center.
3. The sociology program participates in the peer tutor program through the Student Success Center. At the end of every semester, faculty are encouraged to select and nominate sociology students who have excelled in their sociology courses to work as sociology peer tutors. The sociology program has a long history of working with the peer tutor program to ensure that there is at least one sociology peer tutor available to students enrolled in sociology courses.
4. The sociology program participates in the Library textbook reserve program. Faculty are encouraged to provide the library with required material for their courses to be made available to students for two hour loan periods at a time.
5. Faculty chair is a member of the sociology C-ID Discipline Input Group (DIG) and provides regular feedback on the development and review of the transfer model curriculum for sociology courses.
6. The majority of adjunct faculty teaching sociology courses at SBVC have connections to the sociology program at UC, Riverside and regularly pass on information about the program to students enrolled in their courses.

Campus Climate

Access and success are the two priorities for the sociology program in terms of campus climate. As priorities shift through different statewide policies and mandates including the Student Success Initiative, there is more of an emphasis on improving student success, graduation and transfer rates. Sociology was one of the first programs to establish the AA-T degree, and based on the initial indicators this degree is a popular choice among students which contributes to the campus success measures. The sociology program contributes to access through its diverse course

offerings of GE transfer level courses. The program continually examines access to its diverse GE transfer courses and makes adjustments based on student demand for specific courses.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.” Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

The 2011 efficacy document did not receive any “Does Not Meet Categories.”

Program Efficacy 2011 Team Evaluation Report:

https://doclib.sbccd.org/index.php?CurrentDir=%2FSBVC%2FAcademicSenate%2FProgram%20Review%2FProgram%20Review%202010_2011%2FProgram%20Efficacy%20Spring%202011%2FSociology%20%26%20Anthropology%2F

Program Efficacy 2011 Report:

https://doclib.sbccd.org/Files/SBVC/AcademicSenate/Program%20Review/Program%20Review%202010_2011/Program%20Efficacy%20Spring%202011/Sociology%20&%20Anthropology/AntSocPr11Revised.pdf