

Institutional Program Review—2018-2019
Program Efficacy Phase: Instruction
DUE: Monday, March 18, 2019 by NOON

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.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy 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 early so that your review team can work with you at the **small-group workshops:**
Friday, February 22 from 9:30 to 11:00 a.m. in NH-222
Friday, March 1 from 9:30 to 11:00 a.m. in B-204

Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at pferri@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by **NOON on Monday, March 18, 2019.**

SUBMISSION FORMAT:

- 1) Use this current efficacy form and attach as a MICROSOFT WORD DOCUMENT (do NOT convert to PDF)**
- 2) Do NOT change the file name**

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

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric, the curriculum report (if applicable), and the SBVC demographic data. **If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at cgabriel@sbccd.cc.ca.us by February 25. If you have additional data requests, those requests must be submitted to Christie Gabriel by February 8.** Following is the link to Program Review Efficacy Resources, which will be useful as you complete your efficacy report:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/17-efficacy.php>

Program Efficacy

2018 – 2019

Program Being Evaluated

Sociology

Name of Division

Social Science, Human Development, and Kinesiology (SSHDPE)

Name of Person Preparing this Report

Romana Pires

Extension

x8602

Names of Department Members Consulted

Anthony Blacksher

Names of Reviewers

Jose Recinos, Christie Gabriel, David Smith

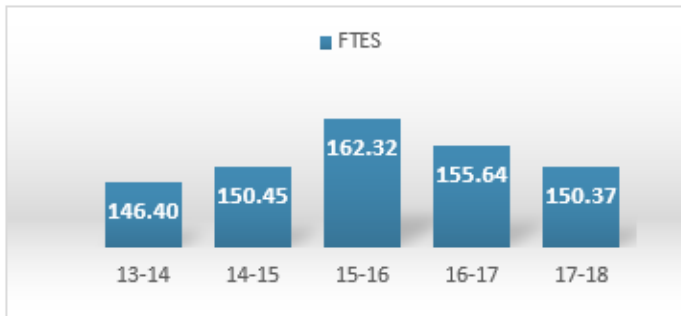
Work Flow	Date Submitted
Initial meeting with department	
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	by NOON on March 18

Staffing

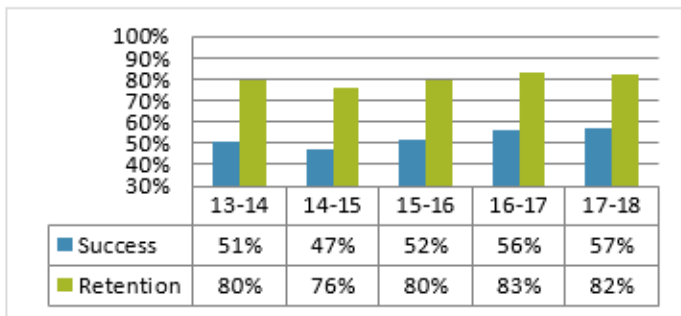
List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers	1	0	0
Faculty	2	0	6
Classified Staff	2	0	0
Total	5	0	6

Sociology EMP Report 2017-2018



	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	1,472	1,505	1,628	1,558	1,508
FTEF	7.40	7.60	8.97	9.4	8.4
WSCH per FTEF	594	594	543	497	537



	13-14	14-15	15-16	16-17	17-18
Sections	40	40	47	49	44
% of online enrollment	48%	48%	43%	43%	58%
Degrees Awarded	12	17	15	24	37
Certificates awarded	N/A	N/A	N/A	N/A	N/A



SOCIOLOGY – 2017-2018

Description: (Provide an updated overview of your program/area. 225 Words Max)

Sociology is a social science involving the study of societies. Through analyses of society, its institutions, groups, processes, and social lives of people, sociologists attempt to understand and predict social interactions and change. Sociology prepares students for further study of and careers in social work and counseling, social services, probation, corrections, law enforcement, research, public policy, law, education, and other fields which require an understanding of social life. The sociology program includes basic introductory courses in sociology, social problems, institutions, and social inequality.

Sociology EMP Report 2017-2018 Continued Page Two

Assessment: (Provide an analysis based on the data provided. As you do so, address each of the tables/charts. 225 Words Max)
While FTES decreased slightly year to year, the department is steady at an average of 152.6 and this is consistent with the 150 FTES figure for 2017-2018. Both success rate increased and retention rate decreased by one percentage point. The retention rate is not cause for concern and the success rate continues to slightly trend upward. While still below average when compared to statewide data, it is positive development for the department. The department continues to offer a 50% of its sections in the online format and also has begun to offer more hybrid courses, both to meet student demand. An emphasis on short term classes might also be increasing the success rates for the department. There is no data available for AA-T degrees awarded, but a significant number of students in non SOC 100 classes qualitatively report sociology as their major.)

Progress from Last Year's Action Plan: (Provide an update on the progress made from last year's Action Plan. 225 Words Max)

The slight drop in FTES is most likely related to the goal of increasing efficacy and consequently WSCH per FTEF increased year to year from 497 to 537. The department continues to focus on student success strategies including providing students access to sociology tutors, and other department communication efforts. Faculty are also encouraged to communicate with students campus wide student success and opportunities for professional development. In the recent year a higher number of departmental faculty have adopted OER resources.

SAOs/SLOs/PLOs: (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. 200 Words Max)

The department continues to assess SLOs and PLOs every semester, with an overwhelming majority of departmental faculty participating in the process through the SLO Cloud. Course and program reports are posted in the department Canvas shell. Last year all SLOs and PLOs were evaluated and this year SLOs language will be reviewed and updated.

Departmental/Program Goals: (Goals should be specific, measurable, linked to your data analysis, and reflected in the Action Plan section). Tie goals to the college.

1. *Increase Access* – the program will continue to monitor and modify section offerings to increase efficacy
2. *Promote Student Success* – the program will continue to focus on increasing student success rates
3. *Improve Communication, Culture, and Climate* – the program will continue to facilitate access to resources that promote positive learning and teaching environments for both students and departmental faculty
4. *Maintain Leadership and Promote Professional Development* – the program will continue to keep faculty abreast of current division, campus, and state professional development opportunities
5. *Effective Evaluation and Accountability* – program will evaluate and meet curriculum content review, program efficacy review, and SLO/PLO deadlines
6. *Provide Exceptional Facilities* – program will continue to advocate for faculty and student access to on-campus and online resources available in the on-campus sociology classroom and Canvas.

Sociology EMP Report 2017-2018 Continued Page Three

Challenges & Opportunities: (Challenges and opportunities should be reflected in the Action Plan. 200 words maximum).

The department continues to evaluate student success strategies and encourage faculty to communicate to students various college and department resources. The retention of adjunct faculty continues to be a challenge and the continual revolving door presents challenges for the faculty chair, division administrative resources, and student success. Various changes in technology systems adopted by the college and district are also beginning to overwhelm faculty.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
Evaluate SLO/PLO language for every course and program N/A Fall 2018			
Complete Curriculum Content Review for every course #1, #2, #4, #5 N/A Spring 2019			
Complete Program Efficacy Report #3, #4, #5 N/A Spring 2019			
Promote OER Instructional Materials to Faculty #1, #2, #3, #4 N/A 2018-2019			
Monitor and Communicate to Faculty OEI Developments #3, #4, #6 N/A 2018-2019			
Update department Canvas shell as necessary #3, #4 N/A 2018-2019			

Sociology EMP Report 2017-2018 Continued Page Four

Continue to evaluate, develop, and purchase materials for on-campus classroom #1, #2, #5 Unknown Spring 2019			
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Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Demographics	The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan <u>demonstrates a need</u> for increased resources.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>

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

Demographics – 2015-16 to 2017-18 Academic Years		
Demographic Measure	Program: Sociology	Campus- wide
Asian	4.4%	4.8%
African-American	16.8%	12.4%
Hispanic	66.8%	65.3%

Native American	0.6%	0.2%
Pacific Islander	0.3%	0.2%
White	10.4%	13.2%
Unknown	0.7%	3.9%
Female	72.6%	57.5%
Male	27.3%	42.5%
Disability	1.3%	5.4%
Age 19 or Less	3.5%	22.5%
Age 20 to 24	45.6%	34.7%
Age 25 to 29	26.0%	17.7%
Age 30 to 34	10.1%	9.3%
Age 35 to 39	5.6%	5.5%
Age 40 to 49	6.1%	6.2%
Age 50+	3.1%	4.1%

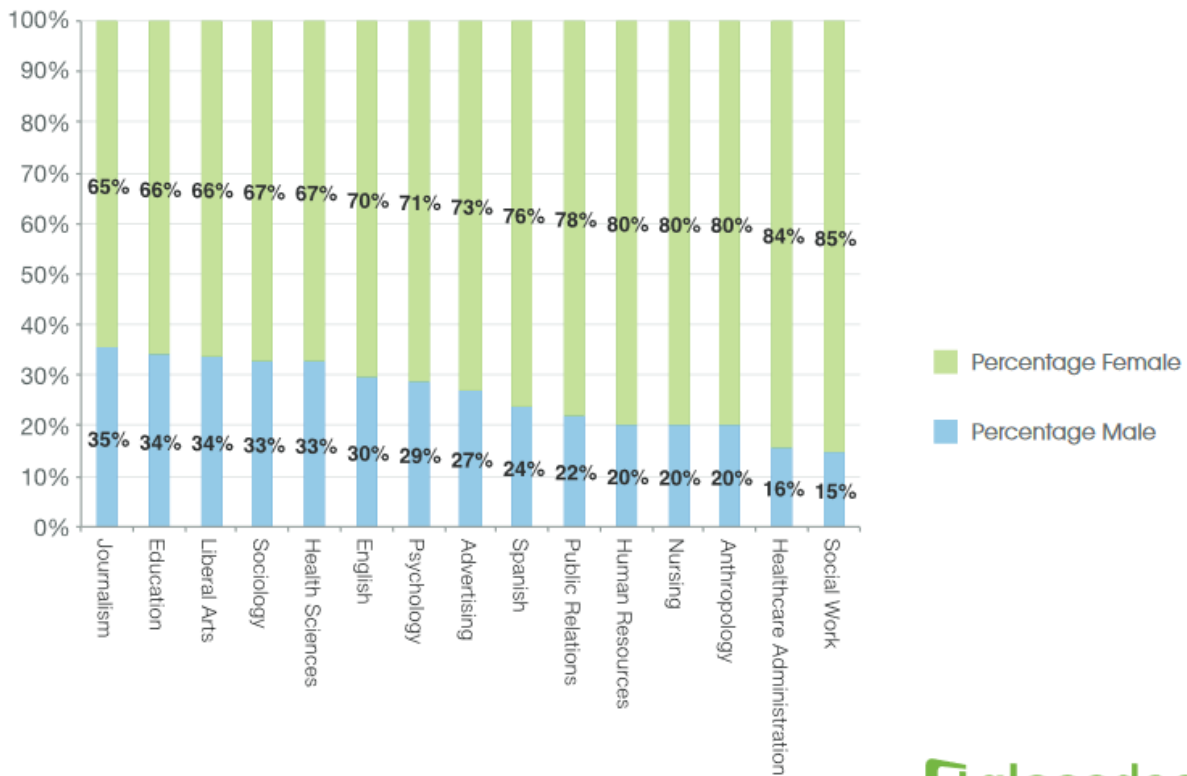
Demographics:

Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

SBVC is a designated Hispanic serving campus. Since the program’s last efficacy report, during the following two timeframes of 2011-2012 to 2013-2014 and 2015-2016 to 2017-2018, the Hispanic population of students increased by 6% campus-wide and this trend was reflected in the program’s demographic data, as the population of Hispanic students increased by 9%. African-American students were also slightly overrepresented by 4% with a 1% decrease between the two timeframes. White students were slightly underrepresented by 3%. The variance in this race and ethnicity data is not cause of concern for the program due to the slight differences.

In terms of gender, there were significant discrepancies compared to campus-wide trends. Females were overrepresented while males were underrepresented both by 15% between 2015-2016 to 2017-2018. These percentages decreased incrementally from 16% in 2015-2016 to 2017-2018 for both genders. While the variance in this data continues to be a concern for the program, as detailed in the 2014-2015 program efficacy report, males tend to be underrepresented in the sociology and other social science disciplines. In a recent report by Glassdoor titled: *The Pipeline Problem: How College Majors Contribute to the Gender Pay Gap* (Chamberlain and Jayaraman, 2017), data showed that nationwide, in the sociology major, males make up 33% of sociology majors and sociology is listed as one of the most female dominated majors. For the fall 2018 semester, CSUSB reported 616 female and 117 male sociology students (<https://www.csusb.edu/sites/csusb/files/Page%2018-%20%20Demographics%20by%20Academic%20Plan.pdf>).

FIGURE 4. 15 Most Female-Dominated College Majors



Source: Glassdoor Economic Research ([glassdoor.com/research](https://www.glassdoor.com/research))



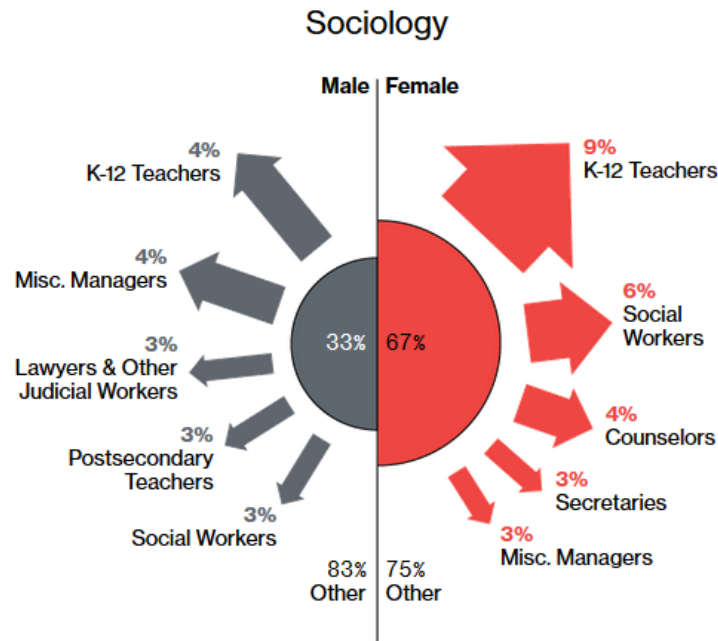
The Pipeline Problem: How College Majors Contribute to the Gender Pay Gap - Glassdoor Economic Research. (2017). Retrieved from <https://www.glassdoor.com/research/studies/pipeline-problem-college-majors-gender-pay-gap/>.

Comparatively, the program was 6% below the reported 33% of male sociology majors nationwide and significantly above the 16% reported snapshot of the fall 2018 semester at CSUSB. Given that campus-wide and nationwide overall higher education male enrollment trends lag behind females, this is a complicated issue exasperated by gender inequalities, economic, and other cultural gender norms.

Male Percentages in Sociology Major	SBVC Males (SBVC Reported Data) 2015-2016 to 2017-2018	CSUSB Males (Campus Reported Data) Fall 2018	Nationwide (Glassdoor Report) 2017
	27%	16%	33%

Still, there is a need for greater male participation in female dominated occupations such as social work and other mental health occupations and for male students to have male role models in higher education. Similarly, there is also a need to encourage female sociology students into higher paying occupations within the discipline. In a 2018 Bloomberg article titled: *Women Lose Out to Men Even Before They Graduate From College*, the following was reported: “male sociology graduates tend to

become managers and lawyers, whereas common careers for female sociology graduates are, again, social workers and counselors” (Gu, 2018).



Bloomberg - Women Lose Out to Men Even Before They Graduate From College (2018). Retrieved from <https://www.bloomberg.com/graphics/2018-women-professional-inequality-college/>

Since the last efficacy report, the program focused on developing general departmental literature, college departmental website, and social media channels. The program has plans to continue to develop outreach literature including posters or infographics, newsletters, and flyers to inform students both male and female about occupations, transfer options, and contemporary sociologists as role models.

SBVC age demographic data between 2015-2016 to 2017-2018 reported an underrepresentation of students ages 19 or less and an overrepresentation of students ages 20-24 and 25 to 29. At this point the explanation for this is most likely due to the program having implemented English and Math advisories since the last efficacy cycle and therefore recent high school graduates might be encouraged by counselors to enroll in basic skills courses prior to enrolling in sociology courses. A mean age of 29 was reported between 2011-2012 to 2013-2014 for both campus and program. Given the sober nature of sociology curriculum with a heavy emphasis on societal inequalities and other social problems, students are more likely to process the course objectives having developed greater maturity for critical thought and access to social support networks than age groups 19 years and younger. The program has chosen not to participate in offering sociology courses at local high schools for this reason. Therefore, this data does not raise alarm.

There was a shift in the disability demographic measures which is concerning. While the campus-wide average of 5% between 2011-2012 and 2013-2014 and 2015-2016 and 2017-2018 has remained steady, the program average decreased from 7% to 1%. A meeting with a representative(s) from DSPS will be scheduled to determine possible causes for this decrease and plan steps to

increase this percentage to a more acceptable average. Faculty chair will request that additional data be provided annually with EMP reporting for the program to track annual progress.

Pattern of Service:

Describe how 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.

Sociology is a transfer discipline and courses primarily meet the Social and Behavioral Sciences general education (GE) categories for graduation and transfer to CSU and UC. SOC 130 Family Sociology and SOC 150 Aging and the Life Course also meet CSU Category E: Lifelong Learning and Self-Development. Recently, SOC 120 Health and Social Justice was accepted by CCC as an equivalent public health science course with a C-ID number PHS 102 Health and Social Justice (effective fall 2019). SOC 120 is the only course at SBVC that has C-ID Public Health Science designation.

School Type: Community College | School: San Bernardino Valley College | Department Name: | Department Number: |

Discipline: Public Health Science (1) | Descriptor: No descriptors defined |

C-ID #: | Course Title: | Active From: mm/dd/yyyy | Active To: mm/dd/yyyy |

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Show 10 entries

C-ID #	C-ID Name	Course(s)	Course Title	COR Effective Term
PHS 102	Health and Social Justice	SOC 120	Health and Social Justice	Fall 2019

<https://www.c-id.net/courses/search>

SOC 100 Introduction to Sociology tends to be a requirement or recommended course for various health, social science, child development, human services, and administrative justice majors, AA-T degrees, and certificates. The AA-T sociology degree was one of the first offered at SBVC with the first AA-T sociology degrees awarded in 2013-2014. Between 2011-2016 the AA-T sociology degree was ranked #17 across campus in number of degrees awarded. Both CSUSB and UCR offer undergraduate and graduate sociology degrees. At CSUSB, students can choose one of two sociology major tracks: general or social work, and earn certificates in gerontology and social services. At UCR, students can choose either BA or BS degrees in either general sociology, administrative studies, or law and society. UCR also offers a doctoral program in sociology.

Below are the college's top degrees and certificates awarded between 2011-2016 that list sociology course(s) as a requirement, from a list of elective required courses, or electives.

Sociology Courses Campus-wide at SBVC	Area of Study	Rank 2011-2016 in awarded degrees	Rank 2011-2016 in awarded certificates
	Liberal Arts AA	1	
	Nursing	2	
	Administration of Justice	4	
	Child Development Teacher		6
	Alcohol/Drug Studies		2
	Human Services	5	
	Human Services		13
	Psychology	14	

According to the California Occupational Guides; a branch of California’s EDD department, the following occupations have positive job outlooks in San Bernardino County until 2024. These occupations are a sample of occupations for students with different levels of sociology courses, degrees, and training.

- Child, Family, and School Social Workers
 - Educational, Guidance, School, and Vocational Counselors
 - Mental Health Counselors
 - Probation Officers and Treatment Specialists
 - Substance Abuse and Behavioral Disorder Counselors
 - Market Research Analysis and Marketing Specialists
 - Operations Research Analysts
 - Social and Human Service Assistants
 - Social and Community Service Managers
- <https://www.labormarketinfo.edd.ca.gov/occguides/>

Since the last efficacy report in spring 2014, the program has expanded its pattern of scheduling and course delivery options. Students pursuing the AA-T sociology degree can complete sociology requirements for the degree completely online or a combination of on-campus and hybrid courses. Over the last few semesters, online courses have become a popular choice. The program now offers a wide variety of hybrid courses with weekly online and on-campus required hours. Students can register for sociology courses all-year round as the program offers full semester, 15-week, 14-week, 12-week, 8-week, first and third summer section options. Afternoon time periods are more in demand than in previous years, while early morning 8am courses have become less popular options. Evening and Friday sections have remained about the same in terms of demand and tend to fill slower than mid-morning sections. These trends are most likely affected by more robust Inland Empire economic conditions as many students juggle both college and employment responsibilities. The program now offers almost all non SOC 100 courses every semester and SOC 100 Honors and SOC 110 Honors are offered annually. During the summer sessions, there is a diversity of sociology courses offered to meet the sociology course requirements for the AA-T degree. During this 2018-2019 academic year, SBVC joined the Online Education Initiative (OEI) exchange, and consequently all CI-D approved sociology courses are now part of this exchange. It is anticipated that as departmental faculty have their courses officially badged in the

OEI exchange (fulfill OEI course design requirements and professional development online teaching training), it is anticipated that there will be a greater demand on the department to offer online sections especially for SOC 135 Introduction to Crime and SOC 120 Health and Social Justice since these two courses are not commonly offered at other CCC campuses and both have C-ID designations.

Part II: Questions Related to Strategic Initiative: Promote Student Success

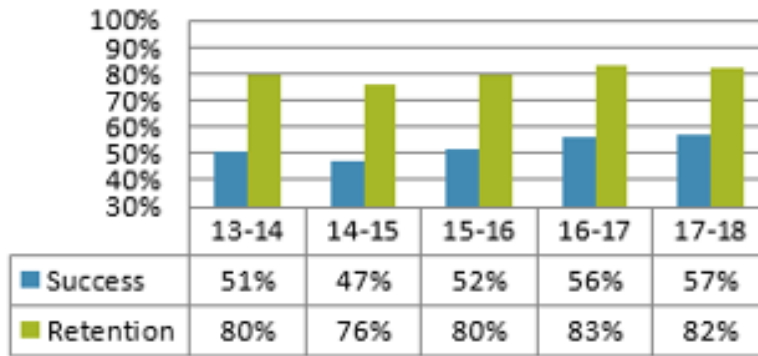
Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

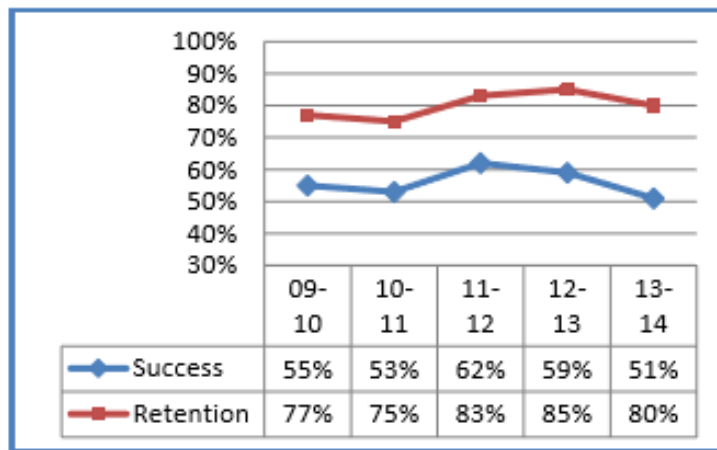
	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program does not provide an adequate analysis of the data provided with respect to relevant program data.	Program provides an analysis of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program uses the achievement data in concrete planning and demonstrates that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes	Program has not demonstrated that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete .	Program has demonstrated that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth.

Student Success:

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 that address Success & Retention and Degrees and Certificates Awarded”)



With the exception of one year, the program student success rates have trended upward and retention rates were slightly higher over the last five-year period. Over the last five years, success and retention rates averaged 53% and 80%. The overall SBVC campus retention and success rates from 2013-2014 to 2016-2017 were 90% and 73%.



During the previous five-year cycle, program success and retention rates averaged 56% and 80% (2013-2014 overlapped with both cycles).

Sociology EIS Success Data for 2000, 2005, 2010, 2014-2015, and 2017-2018.

Spring & Fall*	Retention Rate	Success Rate
2000	77%	59%
2005	76%	56%
2010	75%	52%
2014-2015	76%	47%
2017-2018	82%	57%
Average	77%	54%
*Excludes Summer		

Comparatively, the recent five-year success rate of 53% was one percentage point off the long term 54% success rate and 3% points below the last five-year cycle of 56%. The recent five-year retention rate of 82% is two and five points above the last five-year cycle and long-term retention rates. Both the short and long-term success data were relatively stable.

*Sociology CCCCO Data Mart for Fall 2013 to Fall 2018 Sociology Success
/and Retention Rates for CCC campus and all curriculum delivery modalities.*

Semester	Retention	Success
Fall 2013	87%	67%
Spring 2014	86%	66%
Fall 2014	86%	65%
Spring 2015	86%	66%
Fall 2015	87%	67%
Spring 2016	86%	68%
Fall 2016	87%	68%
Spring 2017	87%	70%
Fall 2017	88%	70%
Spring 2018	88%	71%
Fall 2018	88%	70%
Average	87%	68%

<https://datamart.cccco.edu/>

Over the last five years the CCCCO Data Mart statewide sociology retention rates were also stable and averaged 87% compared to SBVC sociology retention rates of 82%. This 5% points difference is not cause for great concern even though the program's planning takes into account its below average status. On the other hand, and of concern, is the disproportionate percentage difference between the statewide success rate average of 68% compared to the program's average of 53%. While success rates for both the program and statewide averages did not increase significantly, there was a significant 15% points difference between the two statewide and local data points.

On the other hand, compared to a few local peer community colleges with similar student populations, the program's success rate is within a normal range.

2017-2018 Sociology Success Rates Comparisons

College	Success Rate
East LA	64%
Rio Hondo	60%
Victor Valley	57%
San Bernardino Valley	57%
Long Beach City	54%

<https://datamart.cccco.edu/>

SBVC EMP

Over the recent five years, the program has had a strong emphasis on increasing its pass (success) rates and overall is satisfied that the data is stable. More work however needs to be done to increase the trajectory and decrease the significant discrepancy when compared to statewide pass rates. Due to the emphasis on program goals reflective of student success that have been enacted since the last efficacy cycle, the program is hopeful that success rates will trend upward. The program now has two full-time faculty, a small departmental budget, equipment and instructional materials located at the campus classroom, course ENGL and Math advisories (will be replaced with READ advisories upon AB 705 implementation), and there has generally been a

positive departmental attitude toward the use of open educational resources (OER) in the recent past. All of these recent adjustments are generally believed to increase student success.

The program is pleased with the data regarding AA-T degrees awarded.

	13-14	14-15	15-16	16-17	17-18
Sections	40	40	47	49	44
% of online enrollment	48%	48%	43%	43%	58%
Degrees Awarded	12	17	15	24	37
Certificates awarded	N/A	N/A	N/A	N/A	N/A

Since the first AA-T sociology degrees only began to be awarded in 2013-2014, as anticipated in the last efficacy report, there would be a steady uptick in the number of degrees awarded each year, however it is still too early to predict what defines success in degrees awarded from year to year. The future goal for the program is certainly to continue to increase the number of degrees awarded annually and analyze data regarding what percentage of these students transferred to CSUSB or other universities and the percentage of degree completions compared to number of students who indicated the degree on their educational plans. The state Scorecard measures student success such as AA degree attainment in six-year blocks and so at this time the program has not yet started requesting this data from the college institutional research office. It is however promising that between 2011-2016 the AA-T sociology degree was ranked #17 in top degrees awarded across campus, again taking into account that the first AA-T sociology degrees began to be awarded in 2013-2014. The CCC Datamart system for 2017-2018 reported that across the system, 3,934 Associate in Arts for Transfer (A.A.-T) degrees in the Top Code 2208 Sociology were awarded. While not every CCC offers the AA-T Sociology degree, this averages 35 degrees per college across the system, compared to the program’s 37-degree awards during this time period.

https://www.valleycollege.edu/about-sbvc/offices/office-research-planning/reports/top_degrees_11-16.pdf

https://datamart.cccco.edu/Outcomes/Program_Awards.aspx

The program does not offer any certificates.

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.

	13-14	14-15	15-16	16-17	17-18
Sections	40	40	47	49	44
% of online enrollment	48%	48%	43%	43%	58%

While the EMP data regarding percentage of sections that are offered online appears to have had a significant increase from 2016-2017 to 2017-2018, the college course numbering system does not distinguish between 100% online sections and hybrid sections. In order to more efficiently use the dedicated sociology on-campus classroom, to measure the effectiveness of hybrid modalities on student success, and to meet student diverse scheduling needs, the increase in online sections year to year was due to the introduction of hybrid sections in the program. All hybrid sections offered by the department include both weekly on-campus and online hours. While data is still inconclusive on the outcomes of these hybrid sections it should be noted that the success rate for 2017-2018 was 57% or the highest percentage over the last five years and higher than the 54% long term program success rate. The program is hopeful that recent discussions in the campus curriculum committee about hybrid course designations will result in changes to the course numbering system for the college and how success data is presented on EMP reports.

(INSERT SLO and/or SAO and PLO DATA as appropriate FROM CURRENT REPORT. INSERT COURSE MAP IF AVAILABLE. Refer to prior reports as needed for the analysis.) (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at chuston@valley.edu if you need assistance.) **NOTE: Do NOT include the summaries of the outcomes in this document.**

*Sociology Course SLO Data 2017-2018, 2016-2017, 2015-2016**

Course SLO	# of Students Assessed	# of Students Who Met SLO	% of Students Who Met SLO	Evaluation of SLO
SOC 100 SLO #1	2,280	1,661	73%	Satisfactory
SOC 100 SLO #2	2,124	1,663	78%	Satisfactory
SOC 100 Honors SLO #1	17	16	94%	Satisfactory
SOC 100 Honors SLO #2	17	16	94%	Satisfactory
SOC 100 Honors SLO #3	14	12	86%	Satisfactory
SOC 110 SLO #1	207	158	76%	Satisfactory
SOC 110 SLO #2	202	152	75%	Satisfactory
SOC 110 Honors SLO #1	23	20	87%	Satisfactory
SOC 110 Honors SLO #2	23	20	87%	Satisfactory
SOC 110 Honors SLO #3	21	12	57%	Flagged
SOC 120 SLO #1	76	45	59%	Flagged
SOC 120 SLO #2	76	44	58%	Flagged
SOC 130 SLO #1	146	110	75%	Satisfactory
SOC 130 SLO #2	143	105	73%	Satisfactory
SOC 135 SLO #1	162	141	87%	Satisfactory
SOC 135 SLO #2	157	133	85%	Satisfactory
SOC 141 SLO #2	102	87	85%	Satisfactory
SOC 141 SLO #2	98	73	74%	Satisfactory
SOC 145 SLO #1	79	61	77%	Satisfactory
SOC 145 SLO #2	78	64	82%	Satisfactory
SOC 150 SLO #1	73	61	84%	Satisfactory
SOC 150 SLO #2	73	61	84%	Satisfactory

*Data collected from SLO Cloud Report Option

*Sociology PLO Data 2017-2018, 2016-2017, 2015-2016**

Program PLOs	# of Students Assessed	# of Students Who Met SLO	% of Students Who Met SLO	Evaluation of SLO
PLO #1	5972	4544	76%	Satisfactory
PLO #2	5972	4544	76%	Satisfactory

*Data collected from SLO Cloud Report Option

Student Learning Outcomes:


Course SLOs/SAOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.


The program currently assesses course SLOs every semester (excluding summer sessions). Since adjunct faculty are not required to participate in the overall SLO processes, section SLO data collection is not 100%. The program operates on a three-year cycle during which time faculty reflect on assessment data for their sections in the SLO Cloud, and course summary evaluation reports are prepared. The program maintains all summary evaluation reports for every course and the program in the Sociology Canvas shell which allows departmental faculty to access. The departmental Canvas shell has reports dating back to Fall 2008 and is evidence of data collection and evaluation.

Program Level Outcome Reports

PLO Fall 2017 [PLOSsummary.docx](#) 

PLO 2017 - [ProgramSociologyThreeYearReport2017.docx](#) 

PLO 2014 - [SOCProgramSLOSpring2014.docx](#) 

PLO 2013 - [SOCProgramSLOSpring2013.docx](#) 

SOC 100 Introduction to Sociology

Fall 2017 [SOC100CourseSummary.docx](#) 

2014-2015 SLO #1 and #2 - [SOC100Fall2014Evaluation.doc](#) 

2011-2012 SLO #1 - [SOC100SLO1Cycle2012.doc](#) 

2011-2012 SLO #2 - [SOC100SLO2Cycle2012.doc](#) 

Fall 2008 SLO #1 - [SLO1SOC1002008.doc](#) 

Fall 2008 SLO #2 - [SOC1002008SLO2.doc](#) 

SOC 100H Introduction to Sociology Honors

Fall 2017 [SOC100HCourseSummary.docx](#) 

2014-2015 - [SOC100HFall2014Evaluation.doc](#) 

2011-2012 - [SOC100HonorsSLOCycle2.doc](#) 

2008 - [SLOAssessSoc100HF08.doc](#) 

SOC 110 Social Problems

Fall 2017 [SOC110CourseSummary.docx](#) 

Fall 2014 - [SOC110Fall2014Evaluation.doc](#) 

2011-2012 SLO #1 - [SOC110SLO1Cycle2.doc](#) 

2011-2012 SLO #2 - [SOC110SLO2Cycle2.doc](#) 

2008-2009 - [SOC110SLOF08.doc](#) 

SOC 110 Honors Social Problems Honors

Fall 2017 [SOC110HCourseSummary.docx](#) 


SOC 120 Health and Social Justice



Sociology Canvas Shell

During fall 2017, the program completed its last three-year reflection and evaluation cycle and in fall 2018 the program completed faculty discussions that focused on the examination whether SLO and PLO language adequately reflected assessments and course objectives. All departmental faculty were emailed an open-ended question survey and invited to participate in the online discussion forum created in Canvas. Consequently, no changes were made to any of the SLOs or PLOs and this most likely was due to the extensive revision that took place during the previous three-year cycle SLO/PLO cycle.

✔ Published
✎ Edit
⋮



Student Learning Outcomes Department Discussion

Romana Pires

[All Sections](#)

Jul 27, 2017 at 3:02pm

4

What are your challenges?

What strategies have you found helpful?

You can also find all of our department SLO and PLO reports in the Faculty Information Module in Canvas.

Sociology Canvas Shell

The program generally defines 70% of students who met the student learning outcome as satisfactory and 19 of the total 22 program SLOs (86%) satisfied this criterion. Non SOC 100 courses in the last three-year SLO cycle were only offered as single sections and therefore self-reflections were an important component of the SLO evaluation cycle for these courses. One of the main themes that continued to be a focus of reflection were students not demonstrating learning adequately through written work. Since the last SLO evaluation cycle, ENGL advisories were placed on all sociology courses and many (not all) SLOs were rewritten to allow faculty to choose between objective assessments, for example multiple choice exams, or subjective measures such as written papers. Faculty also reported having attempted different strategies to lower attrition throughout the semester, modifying assignments, and using different instructional materials. During the last SLO evaluation cycle SOC 110H and SOC 120 assessment data revealed unsatisfactory student learning outcomes. SOC 110H was a fairly new offering in the program and therefore the data assists in the modification of the honors specific SLO assessment(s). SOC 120 was pulled from program offerings over the last year while awaiting CI-D approval for fall 2019, and during this time, new materials and textbook are in the process of being adopted for fall 2019. In previous evaluation cycles, SLO assessment data was satisfactory and therefore there may have been issues with textbook costs and/or reading comprehension since there were textbook changes between the two cycles.

Sociology course SLO satisfactory rates are inconsistent when compared to student success rates discussed in the previous section of this report. The SLOs for all sociology courses are very general expectations for students at the most basic level and cannot realistically measure all of the course objectives in a course or curriculum content. Additionally, SLOs measure student learning only among students who complete the assessments, whereas student success rates are defined by grades submitted for students and withdrawals from course by student and instructors. However, even given these discrepancies between the two measures, SLO faculty reflections showed that most faculty are not just concerned with students meeting general learning outcomes but reflecting on the delivery of instructional materials beyond SLOs and cognizant of other factors that affect student success including access to study materials and resources, academic writing, attendance, and group participation activities, among others.

- Considering additional practice essay writing opportunities in class.
(SOC-100-07 for 2016FA)
- The students who completed all the assignments had little difficulty with these assessments, the few who failed to meet the SLO had participated very little by comparison. Perhaps students might be allowed in the future to design one of their own assignments as a means to create more engagement earlier on and so gain more participation from the start.
(SOC-100-76 for 2016FA)
- The data for both SLOs is satisfactory. Students engage in written assignments prior to each exam, and receive a variety of study resources including lectures, exam study guides, and multimedia. These contribute to the understanding of the student learning outcomes which for this class are based on objective multiple choice exams.
(SOC-135-70 for 2017SP)
- New textbook- probably will not use again.
(SOC-110-70 for 2017SP)
- I will provide more examples related to SLO 2, and give students more opportunities to practice writing a similar essay before test time.
(SOC-100-04 for 2017SP)
- I will provide students more examples related to SLO 2, and more opportunities to practice writing a similar essay as on the test.
(SOC-100-05 for 2017SP)
- Improvement / future strategies: This was the first SLO assessment of the course, therefore, this assessment does not have the past assessments to compare the results. The time to conduct quiz/small test in classroom can be changed rather than having a set time (e.g. before the end of class). This create more attention among students for class discussions and lecture since they cannot expect when the quiz / small text will be given during the class meeting time. This would improve the success rate of students throughout the course.
(SOC-100-08 for 2017SP)
- Notes: Tremendous attrition rate in this class; 17/40 absent after quiz (so 23 left); 21/40 absent after first midterm; only 10 students actually turned in a paper of the 19 students that were given the paper guidelines- and 9/10 passed. Essentially, those students that choose to attend classes regularly and turn in the assignments on time have done very well not just on the SLO assessed materials, but throughout the course. Unfortunately, that was not the norm for this section. I remain puzzled at the continuing difference(s) between the two sections I have taught regularly here at SBVC. (This is a topic I broached in a conversation during my recent evaluation process.) Since both sections are given roughly equivalent material, treatment, schedules, and so forth, any possible reason(s) for the significant ongoing differences in student attendance/attrition, performance, etc. escape me. SLO1 is based on a very widely taught- and I believe crucial- piece of the human and sociological landscape. The basic argument contained in Diamond's Guns, Germs, and Steel (GGS) helps to explain how race and inequality have come to be so inextricably linked on a global basis. Truth to tell, if I could only choose one item to teach in the class, then given our target population and the current US culture, this would be it. Diamond's argument has been reduced to about twelve items that students need to know and the material is presented though background information, videos in class and at home, charts, maps, PowerPoint slides, review sessions, office hours, and so on. Further, the GGS argument and instances of its effects across race and class during the class come more through the students' sociological perspective acquired in an later course. (SOC-100-08 for 2017SP)

SBVC SLO Cloud

Program Level Outcomes:

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 4-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

The program has two program level outcomes linked to all sociology courses:

PLO #1 Students will demonstrate understanding of the sociological perspective through the analysis of social life evaluated by written or objective assessments.

PLO#2 Students will demonstrate understanding of the major sociological perspectives through the analysis of social institutions evaluated by written or objective assessments.

Program PLOs were assessed in the same manner as college ILOs. PLOs were connected to course SLOs outcome data in the SLO Cloud. The data for the last three-year cycle showed that 76% of students met both PLOs and this was satisfactory. Faculty reflections aggregated over all SLO courses in the SLO Cloud revealed wide-ranging assessment strategies both objective and subjective. Students completing the AA-T sociology degree were therefore exposed to a variety of teaching and learning strategies, and assessments that yielded satisfactory learning outcomes. This is further evidenced by the comparison between SLOs and PLOs for mandatory sociology courses having an acceptable variation in rates. The AA-T degree is 19-units and of these 12 units are mandatory sociology courses an additional three-unit social science elective that can be an

additional sociology course (SOC 120 or SOC 150) and a mandatory statistics course offered by the math, psychology, and economics departments.

No modifications were made to the language of either of the two PLOs during the fall 2018 semester. The PLOs underwent a revision during the last evaluation cycle, the current PLOs are easily mapped to the curriculum for all sociology courses, and PLO assessment outcomes were satisfactory.

During the spring 2019 in-service session, program faculty met to map course SLOs to updated college ILOs and document was forwarded to Dr. Huston.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Communication	The program does not identify data that demonstrates communication with college and community.	The program identifies data that demonstrates communication with college and community.	In addition to the meets criteria, the program demonstrates the ability to communicate more widely and effectively, describes plans for extending communication, and provides data or research that demonstrates the need for additional resources.
Culture & Climate	The program does not identify its impact on culture and climate or the plans are not supported by the data and information provided.	The program identifies and describes its impact on culture and climate. Program addresses how this impacts planning.	In addition to the meets criteria, the program provides data or research that demonstrates the need for additional resources.

Communication, Culture & Climate:

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

Since the last efficacy cycle, the program made a strong commitment to develop new and modify existing communication resources with the campus and community.

- The program maintains a bulletin board and a flyer wall-rack on the third floor of the North Hall building near the SSHDPE division that is heavily trafficked by students.
- Inside the dedicated on-campus classroom the program has purchased a stand-alone flyer holder to disseminate both departmental and campus success and access literature.
- The program expanded and redesigned its college departmental website and webpages found at: www.valleycollege.edu/sociology. The college sociology website includes faculty contact information, course descriptors, AA-T degree requirements, sociology major and minor information, university transfer process, sociology resources, including links to universities, sociology associations, career information, and campus departments and

resources. YouTube official university videos from a sample of Southern California universities are included. The college departmental website is the main mode of communication with potential students in the community and the faculty chair fields questions from visitors to the website.

- The program created an official departmental pamphlet that includes course descriptors, sociology major, and AA-T sociology degree information, and departmental social media channels. At the beginning of every semester, faculty are encouraged to disseminate pamphlet to all on-campus registered students and post online version in Canvas for distribution to online students. Pamphlets are distributed across student success offices, in particularly counseling offices.
- The program established Facebook (@SBVCSociology), Twitter (@SBVCSociology), and Instagram (#SBVCSoc) channels that it uses to communicate with students, other SBVC programs and offices, and the community.

Majoring in Sociology
Once you transfer as a sociology major to a four-year college or university, you will be taking specialized sociology courses as part of the requirements of a Bachelor of Arts (BA) degree. After graduating with a (BA) in sociology and if you decide to attend graduate school to earn a Masters of Arts (MA), or a Doctorate (PhD) degree in sociology, you will become an expert in one of the many sub areas of sociology:

- Health, Medicine and Aging
- Families and Marriage
- Gender, Sex, and Sexuality
- Crime and Deviance
- Social Inequality
- Social Change and Movements
- Environment, Population, and Demography

Careers for Sociology Majors
A degree in sociology prepares students to pursue further studies in law, criminal and administrative justice careers, social work, counseling, and public health. Sociology students are trained in critical and analytical thinking with an emphasis on diversity, social justice, organizational knowledge, human interaction and communication. These skills are valuable in any position involving social networks and group dynamics.

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Sociology AA-T Degree
The Sociology Associate of Arts Transfer Degree, (AA-T) offered at SBVC is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major.
For more information about the Sociology AA-T degree, please see the College Catalog or the department website.
Students must update Educational Plan when making changes to their major. Students are encouraged to be aware of financial aid implications when making modifications or taking classes not part of their Educational Plan.

Department Advisories
All non-honors sociology courses at SBVC have departmental advisories which include:
• ENGL 113 or eligibility for ENGL 101 or ENGL 101B as determined by the SBVC assessment process
• MATH 982 or eligibility for MATH 990 as determined by the SBVC assessment process
Sociology Honors courses have the following departmental prerequisite and advisory.
Prerequisites:
• ENGL 113 or eligibility for ENGL 101 or ENGL 101B as determined by the SBVC assessment process
• Departmental Advisory: MATH 982 or eligibility for MATH 990 as determined by the SBVC assessment process
Writing Component
To meet CSU and UC transfer guidelines, all sociology courses include a critical thinking and writing component. Faculty incorporate approximately ten pages of writing throughout the semester to assess student understanding of course objectives.

Course Descriptions
See 138: Introduction to Crime Theories, Definitions, and Measurements of Crime, Cultural

Sociology Departmental Flyer

- At the beginning and throughout the semester, sociology departmental SI peer tutor information is disseminated to students both inside and outside of the classroom.
- The department invested in *American Sociological Association* brochures and pamphlets that are available to every department faculty member, interested on-campus students, and for use in the classroom. The literature includes major and career information.

Describe how your program seeks to enhance the culture and climate of the college.

Since the last efficacy cycle, both full time program faculty engaged in and facilitated projects that meaningfully contributed to the culture and climate of the college and aligned with tenets of the sociology discipline regarding public and applied sociology. Some of these projects included the facilitation of the AB 798 OER grant (open educational resources) that contributed to faculty across campus learning about and adopting OER resources to save students money on the high cost of textbooks and address educational inequities, Arts and Lecture committee membership work that resulted in several sociologist speaker visits including the 2017 Black History Month keynote speaker; Dr. Michael Eric Dyson, Georgetown University Sociology Professor, and the introduction of the annual Valley-Crafton Hills Poetry Slam competition. In 2017-2018, Prof. Blacksher was nominated for the Professor of Year award by faculty peers for his contributions to the campus community. Adjunct sociology faculty contribute to the college's commitment to high quality learning through their diverse research backgrounds, published works, and community involvement.

Describe one or more external/internal partnerships.

The sociology program has strong partnerships with many of the SSHDPE programs and especially with the human services department since human services students are more likely to transition to the sociology major during or after they complete Human Services certificates and prioritize transfer to a university. The programs share a departmental Instructional Supplemental Peer Tutor, Mr. Montanez who tutors students in both disciplines and holds a BA in sociology from CSUSB. During 2017-2018, sociology faculty and sociology students assisted Prof. Nelson who facilitated a campus-wide poverty simulation event titled *One Paycheck Away* that attracted sociology student participants. The program recently partnered with the reading department to replace ENGL advisories with READ advisories to prepare for the implementation of AB 705. The program has a long-term partnership with the Transfer and Career Services office to disseminate transfer information to sociology students including partnerships that exist between the college and universities. The program also maintains a partnership with the general counseling department. The sociology department chair since the last efficacy cycle provided a program update to counseling faculty, and was provided with enrollment trends. Counseling faculty visit select sociology classes to provide students with updates. The program maintains a human resources partnership with the Crafton Hills College sociology program in terms of sharing sociology faculty applicant information. The program keeps abreast of local university program changes and CCC C-ID sociology discipline information.

What plans does your program have to further implement any of these initiatives?

The program foresees that AB 705 will have an impact on the sociology department as the campus makes the transition from assessment to high school GPA for ENGL and MATH placement courses, and based on their placement scores or GPA's, students will no longer be required to complete below 100 level ENGL courses. The program therefore plans to participate in campus-wide meetings, best practices, and implement recommendations made by English, reading, and math departments. Related to the implementation of AB 705, all ENGL and Math advisories will have to be deleted from departmental outreach literature, website, and other student communications, and updated with the READ advisory that will take effect fall 2019. The program plans to expand its outreach literature to include more information about the sociology major and career opportunities, and over time expand its social media footprint to develop a sense of connection, communication and disseminate sociological information and resources to current students, community members, and former students.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional

Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Professional Development	The program <u>does not identify</u> currency in professional development activities.	Program <u>identifies current avenues</u> for professional development.	In addition to the meets criteria, the program shows that professional development has <u>impacted/expanded</u> the program and <u>demonstrates</u> that the program is positioning itself for growth.

Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

The program is currently made up of two full time faculty and six adjunct faculty. Adjunct faculty are not required to demonstrate currency in their field but are encouraged on a regular basis by the department to participate in professional development activities to maintain currency in the sociology discipline and also as related to instruction, and college and statewide student success and access initiatives. Over half of adjunct faculty in the department have been teaching at SBVC for less than three years and two out of the six adjunct faculty are currently teaching for the first time at SBVC. New faculty undergo an orientation to the department and program related resources with the faculty chair and are encouraged to participate in the SBVC adjunct orientation workshops. Last academic year, several faculty members cumulatively attended the California Sociological Association, Pacific Sociological, and American Sociological conferences. Faculty reported having attended social science related presentations at Redlands University and the Claremont Colleges. The majority of faculty reported having completed in-person or online Canvas workshops. Two faculty members attended a Student Success Online Teaching Conference and one faculty member attended the CCC Online Teaching Conference and Open Education Conference. Several faculty members participated in SBVC Great Teacher Retreats over the last few years. One faculty member attended a First Year Experience Conference.

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

The sociology program is a transfer discipline and is not a member of any discipline related professional organizations. The faculty chair on behalf of the department is a member of several state Academic

Senate for California Community College List Servs including Sociology Faculty, OER Taskforce, and the Sociology C-ID DIGG Advisory group. Faculty maintain their own professional memberships. While this is not an inclusive list, some of these include the Pacific Sociological Association, American Sociological Association, California Sociological Association, Socio-Poetix, and the American Humanist Association. These organizations offer faculty numerous opportunities to maintain currency in the discipline including the dissemination of scientific research through peer-reviewed journals and publishing, conference attendance and presentations, networking opportunities, and online resources including teaching materials.

3. Discuss specific ways faculty and staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

Over the last couple of years, the majority of departmental faculty engaged in OER professional development and subsequently adopted OER resources that resulted in most SOC 100 sections being offered as zero-textbook or low-cost sections. Departmental full-time faculty received OER Basic Skills and ZTC grant funding to create OER activities and resources. The faculty chair co-presented on some of these activities as part of the OER session at the Pacific Sociological Association Conference with colleagues from Salt Lake City Community College and Crafton Hills College. Prof. Blacksher is the current faculty chair of the campus Honors Committee, Associate Editor of the San Diego Poetry Annual, and completing his doctorate dissertation. All departmental faculty have either published works, conference presentations, and/or served in leadership roles as editors or in community organization positions. Some of the research interests or projects faculty are involved are related to social justice, popular culture, political sociology, organizational sociology, and online teaching. Consequently, faculty share and incorporate their findings, experiences, resources, and activities into their class curriculum, and campus community including facilitating and organizing faculty workshops and student events such as the Poetry Slam SBVC-Crafton Hills competition. This is further evidenced in few faculty members incorporating their professional growth in their syllabi (for example teaching philosophy and biographies) and Canvas shells. Since the program offers a significant number of sections as 100% online classes, online faculty have been regularly encouraged to familiarize themselves with the OEI initiative and @ONE online workshops and classes, including the OEI course rubric, and OEI website resources.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, 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.	The program functions at a highly productive level and has planned for growth as appropriate.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.	In addition to the meets criteria, the program discusses plans to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose of the program?

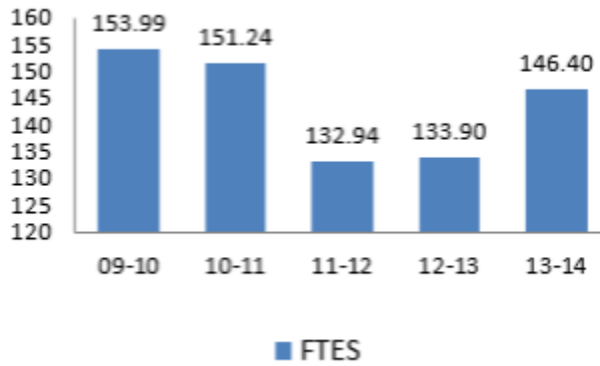
The mission or purpose of the program is to develop among students an understanding of social life in contemporary societies, support students in their life goals, and encourage transfer to four-year universities.

How does this mission or purpose relate to the college mission?

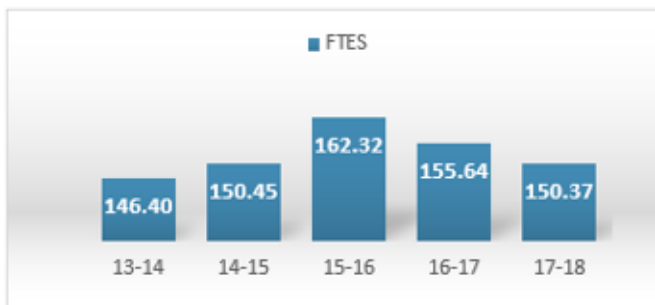
The program emphasizes through its course offerings and curriculum critical thought about social processes, acts, and structure, and prepares students to be a force of positive change in their own lives, and the community in which they live. This complements the mission of the college and its commitment to improve the quality of life in the Inland Empire, and improve educational and career opportunities for a diverse population and community of learners.

Productivity:

Provide additional **analysis and explanation** of the productivity data and narrative in the EMP summary if needed. Use data from charts (FTEs; Enrollment; FTFE and WSCH per FTFE). Explain any unique aspects of the program that impact productivity data, for example, Federal Guidelines, Perkins, number of workstations, licenses, etc.



	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

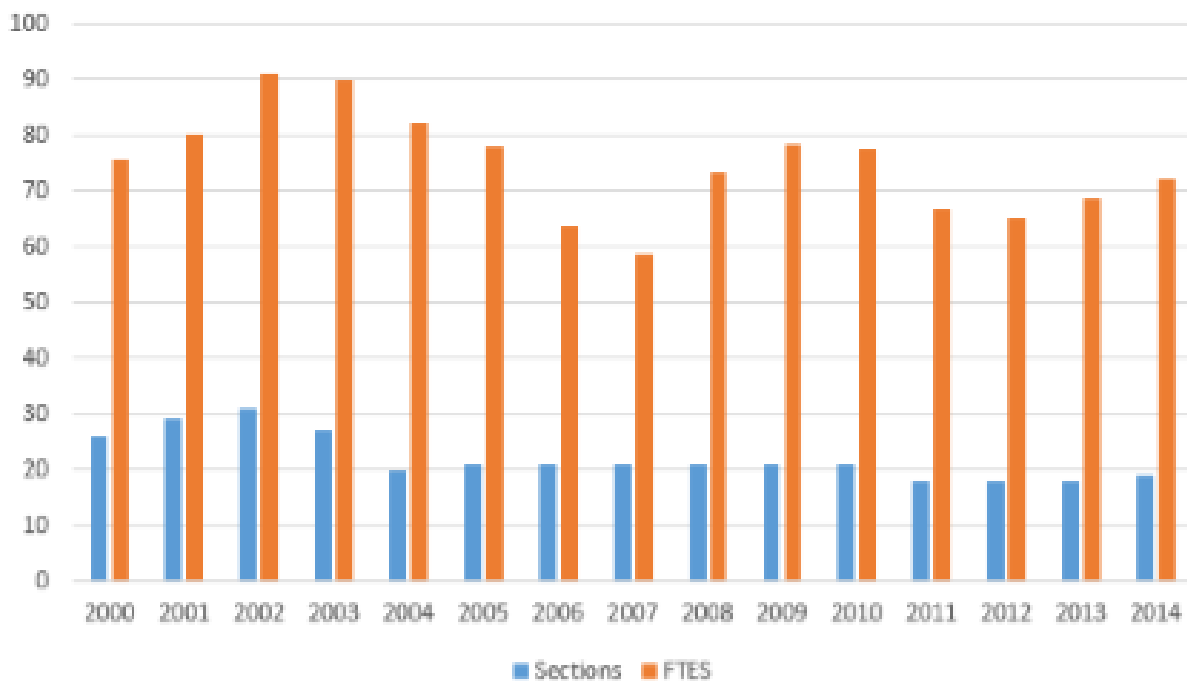


	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	1,472	1,505	1,628	1,558	1,508
FTEF	7.40	7.60	8.97	9.4	8.4
WSCH per FTEF	594	594	543	497	537

Over the last five years, the program averaged 153 FTEs, while in the previous four-year cycle, 2009-2010 to 2012-2013, the program averaged 143 FTEs. WSCH per FTEF averaged 553, compared to 2009-2010 to 2012-2013 WSCH per FTEF average of 581. Both averages indicated that the program is operating above the WSCH per FTEF 525 statewide figure. While the WSCH per FTEF decreased by 28 points between the two cycles, two explanations most likely account for this. First, the dedicated sociology on-campus classroom as most classrooms in the North Hall building had its capacity changed from 40 to 38 maximum occupants. Second, over the last few years, there

was a noticeable decrease in student enrollment. As departments were encouraged to enter growth mode, the program added sections to meet student demand however the program could not sustain growth as indicated by a gradual decrease in WSCH to FTEF. The program closely monitors student registration trends throughout the enrollment periods until Census dates. It appeared the program operates efficiently when it offers approximately 22 sections per semester; approximately 8.8 FTEF/8FTEF or equivalent to a load for four full-time faculty. Given that the program has two full-time faculty, this reflects the college and statewide minimum 50% full-part time faculty percentage and is at an acceptable level for the program. As reported in the last efficacy report and reproduced below, an examination of sections during fall semesters from 2000-2014 indicated that over this period the program fluctuated in sections and FTES but averaged 22 sections while FTES during this same period averaged 74.40 (if duplicated in the spring term equal to 148.8 FTES). This further demonstrates that with an average of 153 FTES over the last five years and maintaining an above institutional average of WSCH to FTEF of 553, the program is operating at an acceptable and stable level, albeit not in growth mode. This might change if the program transitions successfully into the OEI exchange.

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



Relevance and Currency, Articulation of Curriculum:

The Content Review Summary from Curriconet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, (mcopel@valleycollege.edu) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us) for updated information.

Social Sciences, Human Development & Physical Education				
Sociology				
	Course	Status	Last Content Review	Next Review Date
	SOC 100 Introduction to Sociology	Active	12/08/2014	12/08/2020
	SOC 100H Introduction to Sociology - Honors	Active	12/08/2014	12/08/2020
	SOC 110 Social Problems	Active	12/08/2014	12/08/2020
	SOC 110H Social Problems - Honors	Active	12/08/2014	12/08/2020
	SOC 120 Health and Social Justice	Active	12/06/2016	12/06/2022
	SOC 130 Family Sociology	Active	12/08/2014	12/08/2020
	SOC 135 Introduction to Crime	Active	12/08/2014	12/08/2020
	SOC 141 Race and Ethnic Relations	Active	12/08/2014	12/08/2020
	SOC 145 Sociology of Gender	Active	12/08/2014	12/08/2020
	SOC 150 Aging and the Life Course	Active	12/08/2014	12/08/2020
	SOC 100 Introduction to Sociology	Historical		
	SOC 100 Introduction to Sociology	Historical		
	SOC 100H Introduction to Sociology - Honors	Historical		
	SOC 100H Introduction to Sociology - Honors	Historical		
	SOC 110 Contemporary Social Issues	Historical		
	SOC 110 Social Problems	Historical		
	SOC 110 Contemporary Social Issues	Historical		
	SOC 110H Social Problems - Honors	Historical		
	SOC 120 Health and Illness in Society	Historical		
	SOC 120 Medical Sociology	Historical		
	SOC 130 Marriage and the Family	Historical		
	SOC 130 Marriage and the Family	Historical		
	SOC 135 Sociology of Crime and Deviance	Historical		
	SOC 141 Race and Ethnic Relations	Historical		
	SOC 141 Race and Ethnic Relations	Historical		

	SOC 145 Sociology of Gender	Historical		
	SOC 150 Introduction to Gerontology: Social Aspects of Aging	Historical		
	SOC 150 Sociology of Aging and the Life Course	Historical		
	SOC 285 Honors in Sociology	Historical		
	SOC 285 Honors in Sociology	Historical		

Articulation and Transfer

List Courses above 100 where articulation or transfer is <u>not</u> 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

Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

<p>Information in the 2018-2019 College Catalog is accurate as it pertains to the sociology department.</p> <p>All courses are currently undergoing content review this semester for anticipated fall 2020 College Catalog inclusion.</p>

If any courses are no longer offered, list them here. (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?

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

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

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).

All courses listed in Curricunet are active.

Challenges:

Referencing the narratives in the EMP summary, 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?

There appear to be three overarching trends that present challenges for the program and include, lower than acceptable student success rates, retention of adjunct faculty, and faculty OEI certification of classes. Most importantly, as indicated by faculty SLO reflection summaries, the program grapples with students being underprepared for college level writing. With the implementation of AB 705 in fall 2019 it is unknown how this will affect the program given that students will no longer be required to undergo assessment or register in basic skills courses if they need remediation. Consultation with the reading department faculty chair however resulted in a discussion whether faculty assume that students are underprepared in writing while ignoring reading comprehension as the main source of student success issues. Following the recommendation of the reading department the program with other social science disciplines, and the Curriculum Committee, fast-tracked approval by the state chancellor office to modify course outlines of record to include *READ 015 or eligibility for READ 100 as determined by the SBVC assessment process*. The sociology program through the Supplemental Instruction funds maintains two supplemental instructor peer tutors and through the OEI exchange the college will be piloting Net Tutor specifically for 100% online courses. The program looks forward to this pilot as currently there is no online tutoring available for online students. As reported earlier, the program for the most part has embraced the use of OER materials for SOC 100 and there are plans to curate and/or develop OER materials for other non SOC 100 courses. Students having access to textbook materials from the first day of class, contribute to access and higher retention rates. Some of the faculty in the department are learning to use and are experimenting with Starfish to flag students who might need outside of class student support services. Since the last efficacy report the program was able to purchase instructional materials for the classroom as detailed in the section below, and all on-campus departmental faculty are encouraged to use resources as they deem appropriate. Faculty are becoming more comfortable with the Canvas LMS as the Bb transition was a challenge to most faculty and also students. It is still unclear how the Guided Pathways initiative will affect sociology course offerings and student success; however, the program welcomes any student support services, especially connecting students to resources and the dissemination of clearly defined and easy to understand pathways from start of college to transfer. The program plans to meet with the team leads this semester or early in fall 2019.

Approximately three to four years ago when the college went into growth mode as did other surrounding colleges and universities, the instructor pool of sociology adjunct faculty dwindled. Additionally, a significant number of long-term faculty left to pursue other opportunities including full-time employment, research, and other educational opportunities. While the department still retains two long term adjunct sociology faculty, the efforts to replace adjunct faculty who left has been challenging as a number of new adjunct faculty have not been retained also for various reasons. The bureaucratic red-tape with district HR hiring processes adds to the frustration and professional image

of both the college and department. The program maintains partnerships with both Crafton Hills and Chaffey College social science divisions and has been fortunate that some of the adjunct faculty who teach or are working on dissertations at UCR refer and recruit colleagues. The program is working toward retaining new adjunct faculty over a longer period of time and while it is wonderful that adjunct faculty are transitioning to full-time employment and pursuing other endeavors, it is not the best situation for students to have a revolving door of adjunct faculty since collectively adjunct faculty teach over 40% of course sections. To retain faculty, faculty chair and division dean work to provide stable schedules that are a good fit for faculty and regularly communicate with adjunct faculty about their needs. All departmental faculty have access to the sociology departmental Canvas shell that includes resources, departmental, division, and college information.

The program currently has a total of four faculty who teach 100% online classes (two full-time and two adjunct faculty). As the college fulfills the expectations and requirements of the OEI initiative it is anticipated that new policies will be implemented as already put into motion by the Online Committee and Academic Senate during the last academic year to standardize online curriculum delivery and for faculty to meet the OEI course design rubric. Based on the review and complexity of the OEI rubric this might present some challenges for the program in terms of the time commitment and professional development necessary to adopt all facets of the rubric, however in the long term, the program welcomes the standardization, and implementation of badged courses and certification requirements. Since online sections are popular but success and retention rates are lower compared to on-campus classes, once sociology courses begin to be badged this might increase student success rates in those sections and consequently raise the overall program success rates for the program. Additionally, over time adjunct faculty applicants to the program might have certification and badged courses from other campuses and this will make it easier to recruit online adjunct faculty and expand program offerings if online sections continue to grow in popularity.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Facilities:

Provide an evaluation of the facilities in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

Since the last efficacy cycle, the program was fortunate to secure an annual budget of \$300 through the Program Review needs assessment process, was awarded one-time funding through the college facilities state budget, and shared in funds that were allocated to the division from a college contract for some division programs having offered a college courses at local high school(s). With these funds the program solicited feedback from all division faculty and purchased a number of instructional materials and equipment that included the following for the dedicated classroom located in NH-253: 18 Dell tablets and charging cart, world map, original works by classic and influential sociologists and other special topics themed non-fiction books, Open Stax (OER) sociology textbooks, pamphlet holders, American Sociological Association (ASA) sociology major and career pamphlets and brochures, and a sizeable cabinet to store instructional materials. Additionally, the campus Library donated a large collection of original ASA journals dating from early 1900's to 1980's that are stored in the classroom cabinet. Also located in the cabinet for all on-campus sociology faculty are a few art supplies, and magazines also donated by the Library. While every faculty member has discretion regarding how and whether to use any or all of these materials, they allow for faculty to reimagine and modify curriculum delivery with kinesthetic learning, group activities, and discussions to take place.

The sociology dedicated classroom was outfitted recently with a new screen for the smart classroom projector, updated wi-fi connection, and active shooter door lock.

The annual sociology budget and a small amount of division funds will be used to purchase inexpensive instructional items requested by faculty every year and also used for battery replacement for Dell tablets. At this point faculty have not requested any other high cost items for the department.

The district print shop was used to print departmental pamphlets. The department plans to create other outreach materials including pamphlets, posters, and possibly newsletters.

Since making the switch to Canvas from Bb, the department faculty chair has not had to yield complaints from faculty and students about the Canvas or the new District Help Desks as this was an issue for both online faculty and students in the past.

The campus Library has most of the required sociology textbooks including Open Stax textbooks on reserve and this is helpful to students who face financial difficulties.

VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet."

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

The department has no previous “does not meets” in the spring 2015 efficacy review.