College of San Mateo

Instructional Program Review

Program Name: **Sociology**
Program Contact: **Mathur, Minu**
Academic Year: **2016-2017**
Status: **Submitted for review**
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1. Description of Program

Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, CSM Strategic Goals 2013/14 to 2015/16, and other Institutional Program Planning as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

The mission of the sociology department is to:

a. Promote effective communication by enhancing student ability to read, write, and articulate on societal issues.

b. Teach students to comprehend, interpret, and analyze written and oral information, to express ideas and provide supporting evidence of their learning in writing and speaking.

c. Teach students to perform quantitative analysis taught primarily in the research methods class. Quantitative skills include student's learning to solve challenging problems that require quantitative reasoning and the ability to interpret graphical representations of quantitative information.

d. Analyze information, reason critically and creatively, and formulate ideas/concepts carefully and logically from multiple perspectives and across disciplines. They should be able to Identify, develop, and evaluate arguments which assess the adequacy of both qualitative and quantitative evidence. This involves understanding diverse disciplinary perspectives and using appropriate modes of inquiry, including the scientific method.

e. Develop the ability of students to recognize cultural traditions and understand and appreciate the diversity of human experience.

f. Encourage students to understand and respect the range of diversity, acknowledge the value of divergent opinions and perspectives, work effectively with others of diverse backgrounds, and analyze the interconnectedness of global and local concerns.

g. Stress ethical responsibility. This translates into the student's ability to make judgments based on a system of values. Students are expected to learn to identify ethical issues and understand the conflicts inherent in them.

Demonstrating ethical behavior in working with students, instructors, and the campus community are goals for this program.

PR 2015-2016 cycle: As illustrated in the program review for the 2014-2015 cycle, the description of sociology program and its alignment with the college's mission and institutional priorities remain consistent during this program review cycle as well. We are committed to promoting a classroom environment where attention stays focused on the student's educational and critical thinking skills, with attention to their individual, and societal well-being.

The sociology program offers an AA-T degree and students use the sociology courses to meet a variety of educational and career goals. For example, all courses satisfy general education requirements for the AA/AS degree and for CSU and UC transfer; SOCI 100 is an option in the Nursing admission requirements, AA, AS, and transfer degrees in Addiction Studies, Administration of Justice, Communication Studies, Dental Assisting, History, Interdisciplinary Studies (also SOCI 105, SOCI 141).

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2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.
Specify how SLO assessment informs curriculum development and changes to curriculum.

Introduction to Sociology:

SLO 1: Describe four different paradigms of sociology. In the last two years we primarily used multiple-choice exams incorporating questions on the paradigms of functionalism, conflict theory, symbolic interactionism and post-modernism, administered to the students during test one. 70% of students were able to understand the concepts which were a part of the exam.

Through the services of a sociology tutor provided by the Learning Center, we hope to increase the success rate in the future.

Program review data for the 2013-2014 cycle does not show higher success rates than before. The sociology tutor was not used frequently, nor widely by the students.

PR 2015-2016: All SLO's from the introduction to sociology class were evaluated during summer 2016. Multiple-choice, as well as well as essay exams were used to determine student success. Over 70% of the students were deemed competent. Continued focus on using multiple strategies, such as classroom presentation of the material, written assignments, use of audio-visual resources, as well as guest speakers, inform our strategy for increasing student success.

Social Problems:

SLO1 Define/address social problems using the three major sociological paradigms. SLO2 Focus on social problems involving inequality based on social class, age, race and ethnicity.

SLO3 Discuss the international impact of problems due to population growth, urbanization, poverty, and human development.

SLO4 Discuss problems of the life cycle.

SLO5 Discuss problems arising from the violation of social norms.

SLO6 Define environmental issues.

A pre/post evaluation form was used to elicit information from students about the different SLO's for the Social Problems class. Administered in two different sections of Social Problems, the form collected data on the ability of students to understand these concepts. Both sections reported a marginal difference in the response between the pre and post evaluation. Future strategies include more frequent checks on student comprehension of the material.

During the 2013-2014 program review cycle, more frequent checks were conducted showing marginal increase in student comprehension.

PR 2015-2016 cycle: Since the last program review cycle, SLO's for this class have not been evaluated further. In response to the ineffectual results indicated by the previous pre/post evaluation, faculty members put in more rigor into teaching. Additional strategies, such as power point presentations, and additional check with students in the classroom were used. A reevaluations of the SLO's and evaluation strategy is taking place.

Research methods:

SLO1: Explain the basic principles of the scientific method.

SLO2: Critically evaluate research findings in terms of quality, credibility, and applicability.

SLO3: Conceptualize and operationalize social variables in formulating testable c.

SLO4: Examine various research designs, the role of quantitative techniques, and data reduction in sociological analysis.

This class was introduced in the department during 2012 when we started offering the Transfer Model Curriculum degree in sociology. It is offered infrequently. We usually alternate between the psychology and sociology departments for the fall and spring semester. The first evaluation of SLO #1 and #2 took place during July 2015.

The questions included from the chapters measured students' mastery in the following SLO areas:

1.   *Critically evaluate research findings in terms of quality, credibility, and applicability.*

2.   *Examine various research designs, the role of quantitative techniques, and data reduction in sociological analyses.*

The following Instructional Objectives (or IOs) were also simultaneously tested:

3. Critically evaluate research findings in terms of quality, credibility, and applicability.

4. Examine various research designs, the role of quantitative techniques, and data reduction in sociological analyses.

5. Identify and review qualitative approaches in current use.

The same test was administered on two occasions during the semester: first as a pre-test before the chapters were discussed on 3 April 2015 and later as a post-test after the chapters were covered on 18 May 2015. The results were recorded and analyzed on 29—30 July 2015 and submitted for reporting on 30 July 2015.

Results: Of the 40 students enrolled, 35 students (or 87.5%) completed both the pre- and post- tests, and are included in this report as the subject population (**N=35**), while 5 students (12.5%) took only one or neither due to absences on the days in which the test was administered in class. Among the subject population, 30 (85.7%) performed better on the post-test in comparison to the pre-test, 3 (8.6%) did the same, and 2 (5.7%) scored worse on the post-test than the pre-test.

The subject population's descriptive statistics demonstrate the number of questions missed overall as well as the increase in performance overall by the students as following:

	Pre-Test	Post-Test	Qs Correct Increase
Avg.	-21.3	-15.5	5.8
median	-21.0	-15.0	6.0
mode	-21.0	-15.0	10.0

Students improved most often in the SLO and IO areas of qualitative field research and data analysis, as well as on the topics of reading and writing in social research, and showed the least improvement overall in the areas of quantitative data analysis.

Suggested Action Plan: Future sections of Introduction to Research Methods should focus on the continued strength of qualitative methods and analysis and social science writing and report, as well as improve and strengthen the quantitative data analysis measures included in the course. Should I be given the opportunity to teach Soc 121 again in the 2015-16 academic year, which we would welcome.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? Describe any additional methods used to assess program SLOs and reflect on the results of those assessments. See course-to-program SLO alignment mapping.

PR review 2015-2016
Program/Course SLO Alignment

Department: Sociology

Award: AA-T - Sociology

The course SLOs fully cover the program SLOs. There is no evidence that students have problems with any particular SLO across classes and courses.

PR 2015-2016 cycle:Program SLO's for the department:

1. Distinguish the different sociological approaches (conflict theory, symbolic-interactionism, functionalism, and post–modernism) in their explanation of society.

2. Identify major methodological approaches to social research.

3. Evaluate US and global level social stratification and social inequality.

4. Apply critical thinking skills to an examination of social institutions.

There is complete synchronicity between these two sets of SLO's. Upon reexamination, we are i**ncreasing** from previous numbers determined to reflect this data.

3. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs (and for the GE SLOs, if available) reveal about student attainment of the GE SLOs? See GE SLO Alignment Summary Report 🔊 or All Courses GE SLO Alignment Data 🔊 .

Department	CourseNumber	CourseName	CourseOutcomes	EffectiveCommunication	Quantitative Skills	CriticalThinking	SocialAwarenessand Diversity	EthicalResponsibility/EffectiveCitizenship	CourseCount	Banked
1. Sociology	SOCI 100	Introduction to Sociology	Apply these sociological theories and concepts to the "real" world.	1	0	1	1	0	X	
Sociology	SOCI 100	Introduction to Sociology	Analyze "real" world events using the tools provided in this course.	1	0	1	1	0		
Sociology	SOCI 100	Introduction to Sociology	Critically analyze macro-level societal forces, both national and international, and their impact on individual lives.	1	0	1	1	0		
Sociology	SOCI 100	Introduction to Sociology	Apply sociological tools and examine the impact of socio-demographic variables.	1	0	1	1	0		
Sociology	SOCI 100	Introduction to Sociology	Identify, discuss, and differentiate the major concepts and theories of sociology.	1	0	1	1	0		
Sociology	SOCI 105	Social Problems	Define environmental issues.	1	0	1	1	0	X	
Sociology	SOCI 105	Social Problems	Discuss international problems arising from population growth, urbanization, poverty, and human development issues.	1	0	1	1	1		
Sociology	SOCI 105	Social Problems	Differentiate between problems related to age and aging.	1	0	1	1	0		

Department	CourseNumber	CourseName	CourseOutcomes					
Sociology	SOCI 105	Social Problems	Analyze societal polarization due to historic socio-demographic inequity.	1	0	1	1	0
Sociology	SOCI 105	Social Problems	Define and address social problems using three major sociological paradigms.	1	0	1	1	0
Sociology	SOCI 105	Social Problems	Discuss problems arising from violation of social norms.	1	0	1	1	0
Sociology	SOCI 105	Social Problems	Describe issues related to conflict, war and terrorism.	1	0	1	1	1
Sociology	SOCI 105	Social Problems	Evaluate critically arguments for and against different social issues, using an ethical and moral lens.	1	0	1	1	1
Sociology	SOCI 105	Social Problems	Describe social problems involving inequality based on social class, gender, age, race and ethnic differences.	1	0	1	1	1
Sociology	SOCI 110	Courtship, Marriage and the Family	Explain family life course development.	1	0	1	1	0 X
Sociology	SOCI 110	Courtship, Marriage and the Family	Discuss family structure and family characteristics.	1	0	1	1	0

GE SLOs

Department	CourseNumber	CourseName	CourseOutcomes	EffectiveCommunication	Quantitative Skills	CriticalThinking	SocialAwarenessand Diversity	EthicalResponsibility/EffectiveCitizenship	CourseCount	Banked
Sociology	SOCI 110	Courtship, Marriage and the Family	Outline gender development theories.	1	0	1	1	1		
Sociology	SOCI 110	Courtship, Marriage and the Family	Explain cross-cultural differences in gender-relations.	1	0	1	1	1		
Sociology	SOCI 121	Introduction to Research Methods	Explain the basic principles of the scientific method.	1	1	1	1	1	X	
Sociology	SOCI 121	Introduction to Research	Critically evaluate research findings	1	1	1	1	1		

		Methods	in terms of quality, credibility, and applicability.						
Sociology	SOCI 121	Introduction to Research Methods	Conceptualize and operationalize social variables in formulating testable hypothesis.	1	1	1	1	1	
Sociology	SOCI 121	Introduction to Research Methods	Examine various research designs, the role of quantitative techniques, and data reduction in sociological analyses.	1	0	1	1	1	
Sociology	SOCI 141	Race and Ethnic Relations	Draw larger theoretical lessons from comparisons among ethnic groups in the U.S. and in other diasporic sites;	1	0	1	1	1	X
Sociology	SOCI 141	Race and Ethnic Relations	Articulate general principles that shape ethnic relations and their intersections with gender, and class in structural context of power;	1	0	1	1	1	
Sociology	SOCI 141	Race and Ethnic Relations	Employ diverse analytical resources, case studies, and comparative modes of study as critical cognitive tools to address issues of difference cultures and geographical space;	1	0	1	1	1	
Sociology	SOCI 141	Race and Ethnic Relations	Evaluate how racial and ethnic identities are constructed, negotiated, or contested over time;	1	0	1	1	1	
Sociology	SOCI 141	Race and	Identify the						

Program	Course	Course Name	Outcome						
		Ethnic Relations	principle events and behaviors that promote equality and justice in a multicultural society and those that detract from it.	1	0	1	1	1	
Sociology	SOCI 141	Race and Ethnic Relations	Articulate issues of race and ethnicity, especially in multi-cultural environments;	1	0	1	1	1	
Sociology	SOCI 141	Race and Ethnic Relations	Recognize the powerful impact multiculturalism and social order has on this country, people of color, and the world at large;	1	0	1	1	1	
Sociology	SOCI 340	Human Sexuality	Understand and gain an appreciation for the use of quantitative data in the study of human sexuality.	1	1	1	1	1	X
Sociology	SOCI 340	Human Sexuality	Understand the epidemiology of STDs and AIDS, societal impacts, ethical issues and prevention.	1	1	1	1	1	
Sociology	SOCI 340	Human Sexuality	Assess ethical issues relating to human sexuality.	1	1	1	1	1	
Sociology	SOCI 340	Human Sexuality	Evaluate psychological and social aspects of human sexuality within the biological framework.	1		1	1	1	
Sociology	SOCI 340	Human Sexuality	Apply critical thinking skills to information presented on human sexuality.	1		1	1	1	
Sociology	SOCI 340	Human Sexuality	Gain an appreciation for	1	1	1	1	1	

the   major issues
and legal aspects
of human sexual
behavior.

An examination of data provided for the 2013-2014 by PRIE indicates that nearly all sociology courses meet the GE SLO requirements.

PR 2015-2016 cycle: A reexamination leads to a revision here as well. We believe that the SLO' of ethical responsibility and effective citizenship is met by all our classes. Similarly, the quantitative skill requirement is competently met by the research methods (Soci 121) class.

B. Student Success Indicators

1. Review Student Success and Core Program Indicators and discuss any differences in student success indicators across demographic variables. Also refer to the College Index and other relevant sections of the Educational Master Plan: Update, 2012, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to ARCC data.

PR. Spring 2014: Consistent with last year, white students show the highest head count. Black, Filipino, and Pacific Islanders are showing slightly higher enrollment. White student population is slightly down. Whites have the highest rate of success, followed by Asians and Filipinos. Previous program review indicated White students with the highest rate of success. This year it has come down somewhat.

PR. Spring 2015 indicates similar trends as before. There is one small difference. While White students have the highest enrollment instead of Asians, they are now followed by Latinos with the second highest enrollment in our classes. Asians continue to dominate in the success rate, followed by White students.

PR. Sp 2013: Eighty one percent of the students in sociology are age 24 and lower. Success rates for the older student group are somewhat higher. One hundred percent of Sociology classes are UC and CSU transferable.

PR. Spring 2015 shows no significant differences in the age composition of the student population. Majority of students continue to be age 24 and younger.

PR. Sp 2014: The average age of students has gone up slightly. Success rates for older students continue to be somewhat higher. Female enrollment has increased since the last PR cycle while male enrollment has decreased. Females are showing higher rates of increase while males have shown a slight decrease. In addition, withdrawal rates for females is slightly higher while male withdrawal rates remain the same.

PR. Spring 2015: Consistent with earlier years, more women than men enroll in our classes. We also see higher rates of success for female students. However, withdrawal rates show no gender differences this time.

PR 2015-2016: Enrollments and socio-demographic trends remain relatively consistent with previous year trends. A minor drop in enrollment from the year 2014-2015 (1049) to 816 is seen. This is explained by a drop in the number of sociology sections offered during 2014-2015 (25) to 20. Minor dips were seen in success and retention rates, while withdrawal rates went up slightly (from 14.7% to 17.8%.

An examination of the ethnic background of students shows a strong minority group enrollment in our classes. We continue to attract Hispanic, Black, Asian, and Pacific islanders. Filipino students went from being 8.3% of the enrollment to 10.4% in the current cycle. Hispanic students are our biggest constituency. They constitute a strong increase, from 22.9% to 25.7% of our student population. While the success rate for Filipino students remains consistent, Hispanic students show a big drop in success rate and an increase in withdrawal rate. Future efforts by the department need to concentrate on the needs and demands of this population.

Perhaps, our big success story is with regard to the Black students in our classes. While their numbers dropped marginally, their success rate shows a dramatic increase from 34.1% to 48.4%. However, their withdrawal rates went up significantly, from 11.4% to 25.8%. Students not performing well in the classes might have been counseled to withdraw, instead of risking failure!

Our classes remain attractive to both sexes, with women slightly more inclined to enroll with us. They show higher success rates and lower withdrawal rates than men. Selective attention to address this issue might be required.

The biggest age constituency for sociology has always been students ages 24 and younger. Returning students are relatively rare, with the possible exception of students looking to enroll in the nursing program or current AOD program attendees, who take our classes. It comes as no surprise that data indicates a direct, inverse relationship between age and success rates. Returning students are known to be more serious and dedicated to academic success.

One hundred percent of Sociology classes are UC and CSU transferable.

PR. Sp 2014: The above mentioned statistics are consistent with division and college totals for head count, WSCH, retention rates

and student success rates.

PR. Spring 2015: Our statistics remain consistent with division and college totals for head count, WSCH, retention rates and student success rates. LOAD for this cycle has increased since last cycle from 440 to 495.2, showing much higher efficiency levels for our faculty members.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to Delivery Mode Course Comparison.

PR. Sp 2013: PRIE data indicates a 58.6% success rate for distance education and a 63% for traditional classes at the college level. Similarly the retention rates are 77.4% for distance education and 81.8% for traditional education.

Data for Sociology suggest the opposite trend. While 81.6% of students succeeded in the distance classroom. Only 58.9% did so in the traditional classroom. Similarly, 95.9% of students were retained in distance education compared to 85.3% in the traditional classroom.

PR. Sp 2014: PRIE indicate success rates are significantly higher in distance education than the traditional classroom for the Creative Arts and Social Science Division and higher than those for the college. While success rates are the highest for the white population, retention is high for both whites and Asians

PR. Spring 2015: Distance education classes continue to have higher rates of retention and lower rates of withdrawal than traditional classes. More women and slightly older students are taking these classes. One reason for success may be the age of the students (highest for age category 35-39).

PR fall 2015-spring 2016:

Delivery mode comparisons between traditional and distance-education courses remain consistent with earlier years. At the college level, more traditional (82%), and fewer distance-education students (80.4%). achieved success. Other than students with no data on race/ethnicity, Asians and Whites indicate the highest enrollment for distance while Asians and Hispanics show higher enrollment for traditional courses. Similarly, Asian students show the highest percent success in both distance and traditional courses. For our department, distance education course (only 1 during this time period) continues to show higher success and retention rate (81.7% and 50.7%, and 95% and 79.2% respectively). Asian students indicate the highest success rate in both types of classes. A difference is seen is the age category. While students age 20-24 are dominant for distance education, traditional students show a higher number for the 19 or less age group. This may account for some difference for the two modes of delivery, since older students generally exhibit greater commitment to their education.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the Student Success and Core Program Indicators
(LOAD, Full-time and Part-time FTEF, etc.)

PR. Sp 2013: Despite a marginal dip in enrollment, WSCH, and FTES, retention has shown a slight improvement and success rates remain steady.

PR. Sp 2014: WSCH, and FTES, retention has remains stable.

PR. Spring 2015: There has been a dip in the total number of sections offered in our program, leading to a slight decrease in enrollment numbers. All other parameters remain steady.

PR Fall 2015-spring 2016:

Due to a decrease in the number of sections (13 to 10) offered, a dip in student enrollment was seen (572 to 401) in the current cycle. This led to a lowered WSCH number (1626.3 to 1212.9 currently). Marginal negative trends are seen in LOAD (625.5 to 606.5), success and retention rates. Student withdrawals went up from 16.1% to 19%. Currently one full-time faculty and three part-

time faculty members teach in the department.

3. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

PR. Spring 2015: No significant changes in the external constituents are noticed.

PR Fall 2015-spring 2016: The department suffered a small dip in enrollment, reflecting smaller enrollments at the college as well. A strong economy and greater job opportunities generally decrease student populations for us.

4. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Introduction of online sociology class has been a success. Many students have already transferred with a TMC degree to prestigious universities. Many sociology students are part of the honors project on campus. Two went on to get their papers published in Think You Journal.

PR. Spring 2015: Our program continues to get attention on campus. Sociology TMC degree is growing increasingly popular.

PR Fall 2015-2016: We, in the sociology department, remain motivated and optimistic about the future. A class in racial/ethnic relations was reintroduced in the department and embraced enthusiastically by the students. A new online social problems class has been a great success. A faculty member became an EPIC fellow at Stanford University.

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the CSM Strategic Goals 2013/14 to 2015/16. For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

We believe there is sufficient collaboration across the learning support centers and programs. The Learning support Center staff have made several presentations to our classes in which they outline services available to the students.

PR. Spring 2015: We continue to strive for greater engagement and use of services provided by the college. A recent example is participation in the Black history month program. One faculty member is on the advisory board of the honor's program. We also offer sociology classes at the HMB campus.

Program review fall 2015-spring 2016:

Continuous evaluation of teaching strategies and introduction of new ideas to increase teaching effectiveness remains a priority. We believe we are sufficiently integrated and participatory in college activities and continue to collaborate with the Learning resource

center, the library etc.

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5. Program Maintenance

A. Course Outline Updates

Review the course outline update record. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the Committee on Instruction website for course submission instructions. Contact your division's COI representatives if you have questions about submission deadlines. **Career and Technical Education courses must be updated every two years.**

Courses to be updated	Faculty contact	Submission month
All courses are currently updated		

B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Minu Mathur, PhD.	10/2018
Jane Williams, PhD.	
John Stover, PhD.	

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Minu Mathur, Ph.D. Lead faculty. Professor of sociology, College of San Mateo	
Jane Williams, Ph.D. Adjunct professor, College of San Mateo	
John Stover, Ph.D. Adjunct professor, College of San Mateo	

6. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

We are a strong program in need of an additional full time faculty member. This is necessitated by the increasing attractiveness of our TMC. A total of 19 students graduated with a TMC in sociology during fall2015-spring 2016.

As previously mentioned, the Department of Sociology at the College of San Mateo is staffed by one full-time faculty and three part-time faculty. The Sociology Department has had only one, full-time person on staff for the past sixteen years. There is substantial need for a second, full-time faculty member. The addition would allow us to continue to diversify our course offerings while strengthening the certificate and degrees this would support.