

INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Department of Sociology
Faculty Contact: Dr. Minu Mathur

Academic Year: 2011-2012
Program Review Submission Date: March 24th, 2013

I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

The mission of the Sociology Department is to promote:

Effective Communication by enhancing student ability to write, read and articulate on societal issues. Sociology students will learn to comprehend, interpret, and analyze written and oral information, express ideas and effectively provide supporting evidence of their learning in writing and speaking.

Sociology students will learn to perform quantitative analysis, using appropriate resources. Quantitative skills include students learning to solve challenging problems that require quantitative reasoning and Interpret graphical representations of quantitative information.

Sociology students will 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. Understanding diverse disciplinary perspectives and using appropriate modes of inquiry, including the scientific method, will be important.

Another prominent objective of the sociology department is to develop the ability of students to recognize cultural traditions and understand and appreciate the diversity of the human experience.

Through our course offerings, students are expected 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.

Being ethically responsible is a key component of the sociology program. 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.

Identifying possible courses of action in response to ethical issues and evaluating their consequences, demonstrating ethical behavior in working with students, instructors, and the campus community are goals for this program.

II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

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

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

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's comprehension of the material.

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.

Enrollment and WSCH are slightly lower but retention rates have increased. Fewer part timers are teaching in the department.

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.

4T

Regarding ethnic minorities, Asian students have the highest percentage of success. Hispanic students have the highest enrollment. The success rate for females is higher than that for males.

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.

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

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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.

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.).

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

D. 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 |
|---------------------------|--------------------|------------------|
| Introduction to sociology | Minu Mathur, Ph.D. | April 2013 |
| | | Tab to add rows |

E. Website Review

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

| Faculty contact(s) | Date of next review/update |
|--------------------|----------------------------|
| Dr. Minu Mathur | March 2014 |
| | Tab to add rows |

F. Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's [Gainful Employment Disclosure Data](#), [External Community](#), and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

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[Click here to enter Gainful Employment Disclosure Data narrative](#)

2. **Review** and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

[Click here to update the Advisory Committee information](#)

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment*

Explain any recent or projected modifications to the course SLO assessment process or schedule.

None planned at this time.

B. *Program SLO Assessment*

Explain any recent or projected modifications to the program SLO assessment process or schedule.

Sociology program SLO's will be assessed during spring 2013 semester. Using the pre/post evaluation form, administered to the students twice during the semester, we will collect data for evaluation from different sections.

C. *SLO Alignment*

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related Program and Institutional SLO reports.

CSM General Education SLO's

Effective Communication

The ability of students to write, read, speak, and listen in order to communicate effectively. Students should be able to:

Comprehend, interpret, and analyze written and oral information;
Express ideas and provide supporting evidence effectively in writing and in speaking;
Communicate productively in a group or team situation.

Quantitative Skills

The ability of students to perform quantitative analysis, using appropriate resources. Students should be able to:

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Solve challenging problems that require quantitative reasoning;
Interpret graphical representations of quantitative information.

Critical Thinking

The ability of students to analyze information, reason critically and creatively, and formulate ideas/concepts carefully and logically from multiple perspectives and across disciplines. Students should be able to:

Identify, develop, and evaluate arguments;
Assess the adequacy of both qualitative and quantitative evidence
Understand diverse disciplinary perspectives and use appropriate modes of inquiry, including the scientific method.

Social Awareness and Diversity

The ability of students to recognize cultural traditions and to understand and appreciate the diversity of the human experience, past and present. Students should be able to:

Understand and respect the range of diversity;
Acknowledge the value of divergent opinions and perspectives;
Work effectively with others of diverse backgrounds;
Analyze the interconnectedness of global and local concerns, past and present.

Ethical Responsibility

The ability of students to make, with respect to individual conduct, judgments based on systems of values. Students should be able to:

Identify ethical issues and understand the conflicts inherent in them;
Identify possible courses of action in response to ethical issues and evaluate their consequences;
Demonstrate ethical behavior in working with students, instructors, and the campus community.

Sociology department SLO's:

1. Describe the four different paradigms of sociology.
3. Identify major methodological approaches to social research.
4. Define the concept of culture and socialization.
5. Critically examine issues of social control.
6. Evaluate US and global level social stratification and social inequality.
7. Apply critical thinking skills.

A review of both sets of SLO's indicates a congruence between them.

IV. 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.

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SB 1440 introduced The Transfer Model Curriculum degree model. Currently offered at CSM in the sociology department, this ensures guaranteed student admission to a sociology degree program at the CSU's. Several students are making use of this opportunity.

V. Institutional Planning

A. Results of Plans and Actions

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

No major changes have taken place to impact this program.

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[Note: CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

The program is doing an outstanding job in meeting the needs of the student population. The Transfer Model Curriculum is generating a number of students choosing this option.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

Teaching workshops, guest speakers, etc.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

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

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: No major changes are anticipated.

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Equipment and Technology: Access to a computer lab will help engender student success.

Instructional Materials: 4T

\$500 for current videos related to sociology classes is requested.

Classified Staff: 4T

NA

Facilities: 4T

NA

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 1

Title:

4T

Description

4T

| Action(s) | Completion Date | Measurable Outcome(s) |
|-----------|-----------------|-----------------------|
| 4T | | 4T |
| 4T | | 4T |
| 4T | | 4T |

Plan 2

Title:

4T

Description

4T

| Action(s) | Completion Date | Measurable Outcome(s) |
|-----------|-----------------|-----------------------|
| 4T | | 4T |
| 4T | | 4T |
| 4T | | 4T |

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For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

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|------------------------------|
| VI. Resource Requests |
|------------------------------|

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

| Full-time faculty requests (identify specialty if applicable) | Number of positions |
|---|---------------------|
| | Tab to add rows |

Complete [Full-Time Faculty Position Request Form](#) for each position.

| Description of reassigned or hourly time for prioritized plans | Plan #(s) | Cost |
|--|-----------|------|
| | | |
| | | |
| | | |

Equipment and Technology

| Description (for ongoing program operation) | Cost |
|---|------|
| | |
| | |
| | |

| Description (for prioritized plans) | Plan #(s) | Cost |
|-------------------------------------|-----------|------|
| | | |
| | | |
| | | |

Instructional Materials

| Description (for ongoing program operation) | Cost |
|---|------|
| | |

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| Description (for prioritized plans) | Plan #(s) | Cost |
|-------------------------------------|-----------|------|
| | | |
| | | |
| | | |

Classified Staff

| Description (for ongoing program operation) | Cost |
|---|------|
| | |
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| | |

| Description (for prioritized plans) | Plan #(s) | Cost |
|-------------------------------------|-----------|------|
| | | |
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| | | |

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

| Description (for prioritized plans) | Plan #(s) | Cost |
|-------------------------------------|-----------|------|
| | | |
| | | |
| | | |

B. Cost for Prioritized Plans

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

| Plan # | Plan Title | Total Cost |
|--------|--|------------|
| 1 | | |
| 2 | | |
| | For additional plans, add rows and number accordingly. | |