

2014-2015 Instructional Program Review

Program Name: **Sociology**

Program Contact: **Mathur, Minu**

Academic Year: **2014-2015**

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, Institutional Priorities, 2013/14-2015/16, 5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

The mission of the Sociology Department is to promote:

- a. Effective Communication by enhancing student ability to write, read and articulate on societal issues.
- b. 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.
- c. 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.
- d. 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.
- e. 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.
- f. 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 is important to us.

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

As illustrated in the program review for the 2013-2014 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 mental, societal, and critical thinking skills.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses offered by the program. Identify trends and discuss areas in need of improvement.

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 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.

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.

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? See **course-to-program SLO alignment mapping**.

Several SLO's from nearly all classes have been successfully assessed. Research methods class SLO's (soci 121) will be assessed during spring 2015 semester.

3. Evaluate the program SLOs in relation to survey data from the degree and certificate award earners survey. What does the survey data reveal about the effectiveness of the program SLOs? Identify trends and discuss areas in need of improvement.

The sociology program SLO's:

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

2. Distinguish the different sociological approaches (e.g. Functionalism, conflict theory, symbolic interactionism, and post-modernism) and their explanation of society.
3. Evaluate US and global -level social stratification and social inequality.
4. Identify major methodological approaches to social research.

Data collected during the summer 2012-spring 2014 cycle indicates all students strongly agreed with these statements over 50% of the time.

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4. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

The program uses SLO assessment information provided by PRIE, given to all sociology degree applicants via an online survey.

5. 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 reveal about student attainment of the GE SLOs? See **GE SLO Alignment Summary Report** or **All Courses GE SLO Alignment Data**.

An examination of data provided for the 2013-2014 by PRIE indicates that nearly all sociology courses meet the GE SLO requirements. The only exception is the quantitative skills requirement, not met by our courses.

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, Filipinos, 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. The last 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.

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).

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.

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.

We are not aware of any changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, or community needs effecting changes. However, economic buoyancy in the region may have impacted enrollment.

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

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.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements, Institutional Priorities, 2013/14-2015/16**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators.

[Note: Specific plans to be implemented in the next year should be entered in C of the Planning section.

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 D1 and D2 of the Career Technical Education section.]

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 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.

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

Ability to participate in conferences would be a positive. One faculty member is attending the museum of tolerance trip organized by the district.

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.

Greater use of services provided by the Learning Center, library, DSPS, Veteran's Center, and Sociology Tutors.

3. To guide the **Institutional Planning Budget Committee (IPBC)** in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.
Leave sections blank if no major changes are anticipated.

Faculty

Requesting one full time faculty position.

Equipment and Technology

Instructional Materials

Classified Staff

Facilities

C. Program 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, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

- Attract more students to the program. - Promote sociology TMC degree through at least 4 departments at the college
 - Work toward greater retention and success. - Introduce at least one group assignment in each class.
 - Offer more online sociology classes. - Introduce an online sociology class that attracts 40 students or more.
- PR. Spring 2015: The departments will be offering an online social problems class starting fall 2015.

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
Full Time Faculty	1

Equipment and Technology

Description	Cost
Portable external 24" screen for one laptop computer	\$200
One external hard drive for one laptop.	\$200

Instructional Material

Description	Cost
Sociology Videos	\$500

Classified Staff

Description	Cost

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost

6. 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

B. Website Review

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

Faculty contact(s)	Date of next review/update
Minu Mathur	
Jane Williams	
John Stover	

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	