Barstow Community College

INSTRUCTIONAL PROGRAM REVIEW

(Refer to the Program Review Handbook when completing this form)

PROGRAM:	SOCIOLOGY

Academic Year:		FULL PROGRAM REVIEW	Date Submitted:	
Academic Year:		ANNUAL UPDATE #1	Date Submitted:	
Academic Year:	2016-17	ANNUAL UPDATE #2	Date Submitted:	10.5.17

By:

Faculty Lead: Dawn Howey

Members:

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

Annual Update #1
Annual Update #2

1. Program Mission and Vision

A. Program Mission

B. Program Vision *(Where would you like the Program to be three years from now?)*

C. Describe how mission and vision align with and contribute to the College's Mission and Vision

2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

A. Organization, including staffing and structure

B. Who do you service (including demographics)?

C. What kind of services does your unit provide?

D. How do you provide them?

E. Does the program have a degree or certificate?

3. Program Data

A. PERFORMANCE DATA

Discuss the program's performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

	TRADITIONAL	ONLINE
2) Course Completion Rate		
3) Course Success/Retention Rate		

4) WSCH/FTEF Ratio

	TRADITIONAL	ONLINE
Full-time:		
Part-time:		
5) Fill Rate		

Reflect on the data above:

B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)

1) List your Program Level Outcomes (PLOs).

2) Summarize the progress you have made on Program Level Outcomes.

3) Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.

4) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

5) Reflecting on the responses for #2 and #3 above, what will you implement for the next assessment cycle?

C. SUPPORTING ASSESSMENT DATA *(See Handbook for additional information)*

1) Provide a list of any additional measures *(not included in 3.A.)* that you have chosen to gauge your program's effectiveness *(e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.).*

1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. *(Include labor market and demand information using resources in CTE and the PR Handbook.)*

2) Summarize the results of the measures listed in #1 above:

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *plan** to implement, as a result of your analysis of these measures? *(*List any resources required for planned implementation in #10: Resources.)*

D. TWO YEAR SCHEDULING PLAN

1) What is the program's Two-Year Scheduling Plan?

2) What changes, if any, have been made since the last Program Review?

3) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

4) Reflecting on the responses above, what are the goals for the next program review cycle?

4. Curriculum

A. List any <u>new</u> courses or program changes since the last program review. Be sure to include if any new courses have approved prerequisites or corequisites.

B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.*)

1) *CURRICULUM CURRENCY: Verify that all Transfer Level Courses are current and aligned for transfer.* (*May require reviewing ASSIST or meeting with Articulation Officer.*)

2) *CURRICULUM DEVELOPMENT: Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation.* (*Contact Articulation Officer for additional information.*)

C. List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc. (*NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.*)

D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum (*including all modes of delivery*)?

5. Internal Factors *(see Handbook for additional information)*

A. **Strengths:** *Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.*

B. **Weaknesses:** *The program or department's **internal** vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

6. External Factors *(see Handbook for additional information)*

A. **Opportunities:** *Current trends and events occurring **outside** the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

B. **Threats:** *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members attended during the current cycle?

B. How did this benefit your department and the College?

C. What are the plans for continuing education and/or professional development in the upcoming cycle?

8. Prior Goals/Objectives

- Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*
- If the program does not have prior goals and objectives, please explain.

9. Goals/Objectives/Actions (ACTION PLAN)

A. **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.

B. **ALIGNMENT:** Indicate how each Goal is aligned with the College's Strategic Priorities.

C. **OBJECTIVES:** Define Objectives for reaching each Goal.

D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.

E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.

F. **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further "close the loop" on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

Complete the following table with your Program's **ACTION PLAN**, which must include a **minimum of 3 goals**:

ACTION PLAN					
	GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		*List all that apply:*	#1		
			#2		
			#3		
	Additional Information:				
#2		*List all that apply:*	#1		
			#2		
			#3		
	Additional Information:				
#3		*List all that apply:*	#1		
			#2		
			#3		
	Additional Information:				

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Annual Update #1   Academic Year:

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)

A)   List your Program Level Outcomes:

B)   Summarize the progress you have made on Program Level Outcomes (PLOs):

C)   Summarize the progress you have made on course level outcomes and assessments (SLOs):

D)   Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

E)   Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2.   GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1			
		#2			
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1			☐
		#2			
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1			
		#2			
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for EACH new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Annual Update #2	Academic Year:	2015-16

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)

A) List your Program Level Outcomes:

SLO's Social Science
GLOBAL AWARENESS:
Students will evaluate and interpret the ways in which individuals through the ages and in different cultures respond to themselves and the world around them within past, present and future contexts.

CRITICAL THINKING:
The student will be able to analyze/identify the relationship between him or herself and the various social, political, and/or economic institutions.

Students will be able to read, interpret, comprehend and apply the theories of social science

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

The course level SLOs address the Program Level Outcomes in several sections. For example, SLO for Soc 2 has outcomes to address understanding the dynamics of American social problems and Soc 12 has an objective to critically analyze research methods.

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

SLO progress:
SOC 1: #2(Fall 2016) Average score on final exam was 85%.
Lowest score was 42% by a student who failed the class. Often, students will take the final exam, even though they have not participated in the class to the extent required to pass the class.
Highest score was 100%
(Spring 2017)
Average score on final exam was 86%.
Lowest score was 36% by a student who failed the course.
Highest score was 100%

SOC 2: #1 (Fall 2016) 76% scored in the Proficient range (identified as greater than 80%). Seven percent scored in the non-proficient range, and 15% did not complete the assignment. Target met
(Spring 2016) Average score was 83%. Target met

SOC 3: #2 (Fall 2016) Average score was 78% for this essay, however if non submissions are removed, the average grade was 84%.
Less than 1% of the class scored below Proficient.
This assignment requires the student to evaluate at least two childbirth programs that are available. They are required to assess the cost, time involved, etc and to determine which would hypothetically work the best for them.
(Spring 2017) Average score was 93% for this essay.

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

> In classes taught by full-time instructor, study guides have been given in class prior to all exams.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

> Study guides will continue to be utilized. If time allows, set aside one class period for review of study guide (for students that have completed)

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Develop and produce graduates who: I. Understand and can apply fundamental concepts of our disciplines. II. Communicate effectively, both orally and in writing. III. Conductsoundresearc	#1	#1 To increase the number of Sociology students who successfully complete their degree before transferring to a four-year institution	- Review all Course Outline of Records - Annually Update Course Outline of Records - Standardize SLOs	Course Completion Rates. Course Success and Retention Rates. Transfer and Completion Rates of Social Science Students
		#2	#2 To increase the number of students that successfully complete Sociology courses through offering workshops and supplemental resources that enhance their learning of course material	- Regularly review available resources that can help enhance student learning	Course Success and Retention Rates. The number of workshops and supplemental resources that enhance student learning offered to students
		#3	#3 To increase partnerships and working relationships with four- year institutions...	- Review and list both free and paid workshops, conferences, webinars that faculty can attend. - Reach out and visit faculty of other regional colleges and universities to develop a list of best practices...	The number of conferences and professional meetings attended by faculty. The number of calls and or visits to faculty members at four-year institutions

h. IV. Address issues critically and reflectively. V. Create solutions to societal problems. VI. Work well with others. VII. Respect persons from diverse cultures and backgrounds. Are committed to open-minded inquiry and lifelong learning.			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

Course Outline of Records have been reviewed.
SOC 2 COR needs to be updated as the SLOs are inaccurate.

Faculty attended a presentation made by former foster youth.
Course Completion Rates
SOCI 1029 903 686 87.76% 66.67%
Online 776 668 502 86.08% 64.69%
Traditional 253 235 184 92.89% 72.73%

Fill Rates
SOCI 24 31 732 1080 67.78% Online 14 36 504 700 72.00% Traditional 10 23 228 380 60.00%
Full-time faculty invites BCC tutoring to speak at the beginning of each term.

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Increase discussion and dialogue between full-time and part-time faculty of the Social Sciences	**#1**	#1 To increase the number of planned and scheduled faculty conversations and interactions between faculty members	- Obtain a list of all part-time faculty teaching for the Social Sciences - Schedule workshops and activities for Social Science faculty - Assign full-time faculty two part-time faculty mentees	Workshops offered Email/communication with part-time faculty in Sociology
		#2	#2 To improve numbers and averages on the Social Science Faculty Departmental Survey Assessment	- Annually give the Faculty Departmental Survey - Assessment to full-time and part-time faculty	Assess Survey Results
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

No progress has been made in the area of faculty interaction other than some conversation between part-time and full-time regarding textbooks.

FT/PT ratio
SOCI 2.800
1.200
4.000
 70.00%

No survey was given.

	GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3	Remain currency in the field of Sociology	#1	#1 To increase the number of planned and scheduled faculty conversations and interactions between faculty members	- Obtain a list of all part-time faculty teaching for the Social Sciences - Schedule workshops and activities for Social Science faculty - Assign full-time faculty two part-time faculty mentees	Record number of faculty meetings including agendas information.
		#2	To increase the number of resources available to Sociology faculty	Purchase membership to ASA which includes current publications/resources Purchase membership in ASA and PSA which will provide annual conferences and meetings in the field of Sociology	Document resources purchased/utilizedDocumented attendance at conferences
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

No progress has been made in the objective, however, full-time faculty has attempted to remain current in the field of sociology via research and review of literature and current or applicable research.

No progress has been made in this area as request for funding was denied.
Benefits of joining ASA:
ASA publishes 10 scholarly journals at a discount rate to ASA members. Members have access to the latest reports and surveys on the sociology profession from the ASA Research Department. The ASA online bookstore offers many helpful teaching guides, career-oriented publications and valuable reference materials for faculty and students alike, plus free member access to the current edition of *Publishing Options: An Author's Guide to Journals*. Members receive full access to TRAILS, ASA's online digital library containing thousands of teaching resources.

Benefits of joining PSA:
The benefits of membership in the PSA include participation in the annual meeting, six copies of the PSA journal, *Sociological Perspectives* (February, April, June, August, October, December), three electronic copies of the PSA newsletter, *The Pacific Sociologist* (January, May, and September), an opportunity for appointment and/or election to committees and offices and to vote in the affairs and governance of the association, and eligibility for awards (various criteria) and travel grants (students who are presenting only) to the annual meeting.

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

3	2	Membership to American Sociological Association (includes Teaching Sociology subscription)	$294	Yes	
3	2	Membership to Pacific Sociological Association	$60	Yes	