

# Instructional Program Review- Annual Update Template

## Instructional Program

Indicate the type of program: ☐ AA; ☐ AS; ☒ AA-T; ☐ AS-T; ☐ Certificate

Program Name: Social Justice

Academic Year: 2025-2026

Name of Faculty Submitter(s): Patricia Lara

Annual Update #1 ☐ #2 ☒

**\*Note: An Annual Update must be submitted each year that a Program Review is not submitted.**

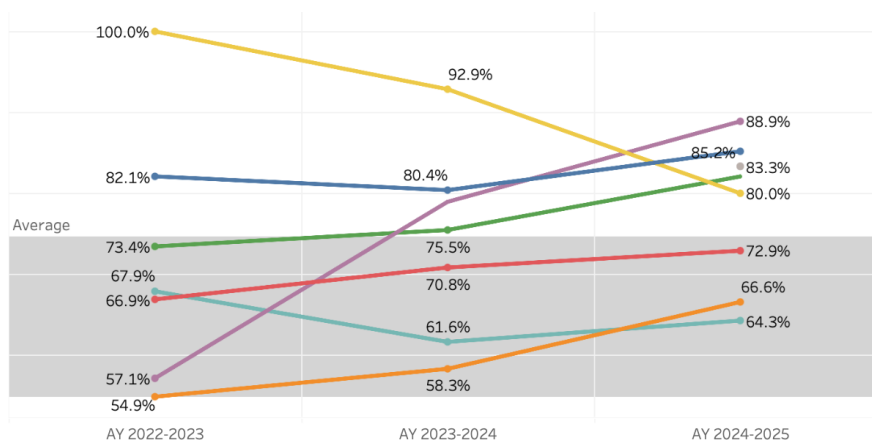
## I. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs) Data

### A) Summarize the progress made on course level outcomes and assessments (SLOs):

In the previous update, it was noted that there was slight growth when it comes to success rates for several ethnic/racial groups. In the 2024 to 2025 year, that increase has continued, except for the Native American/Alaskan Native student group. This group decreased from 92% to 80% but the enrollment count also dropped 14 to 10, which may play a factor.

#### Program Course Success Rates

\*addendum made to last page

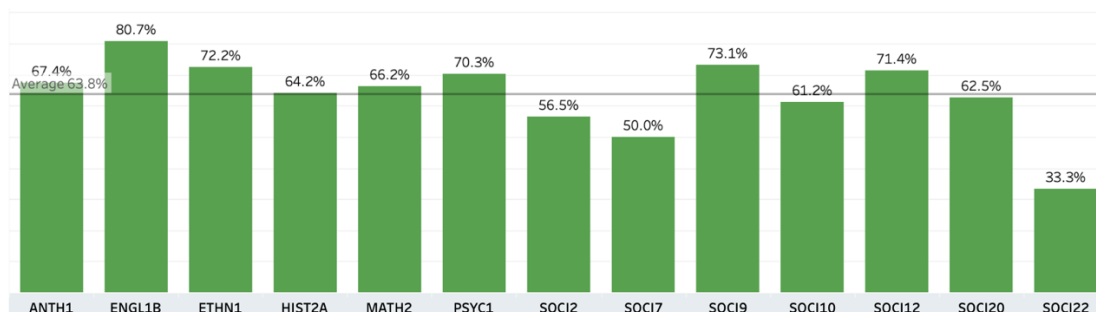


When looking at the course success rates, the following courses in our program still fall under the 70% threshold: Anth1, Hist 2a, Math2, Soci2, Soci7, Soci10, Soci20, Soci22. Compared to last year, we have had additional courses fall below that threshold. The ones most concerning, fall

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below 60%: Soci2, Soci7, and Soci-22.

Course Success Rates



- B) Please list specific courses or SLOs that were identified for student-centered growth and improvement.

*Use the information from Part C of the "Program Learning Outcomes Assessment Data" section of the IPR.*

PLO#1) Students will demonstrate familiarity with theories and theoretical perspectives, concepts, findings, assessments, problems, institutions, history, and trends within the field of social justice PLO#2) Students will articulate perspectives of social justice, institutional oppression, marginalized groups, intersectional identities, and social institutions

- 1) List the actions identified to help grow or improve those areas.

There were two actions identified: Focus on growth in reaching success with all ethnicities and Sensitivity to all ethnicities. Therefore, the following is an observation of what progress has been noted in 2025 to 2026.

- 2) Discuss the progress the program has made on those actions. Include any data used to support progress.

Data from 2024 to 2025 noted the following growths. African Americans are at 66%, Hispanic (73%), White (83%), Asian/Filipino (85%), and Pacific Islanders (90%). The following ethnic groups have maintained or decreased: Native American (80%). Note: for Native Americans, the enrollment count went down from 14 to 10.

When it comes to gender, males have a 58.5% success rate when taking Hybrid courses and a 65.9% success rate when taking fully online courses. Showing a slight increase for Hybrid classes and a 5% decrease for online courses. When it comes to the number of students enrolled, for the 2024 to 2025 year, attention should be given to how hybrid courses had a total of 68 men and the online courses had 649 students. Females had a 69.9% success rate in Hybrid courses, and a 73% success rate in Hybrid course, showcasing a growth. The enrollment numbers showed 1711 total enrolled in Online classes and 206 enrolled in hybrid. Highlighting a preference for online classes amongst males and females.

The enrollment count for 2024 to 2025 notes an increase of 2699 students from the previous year which noted 2,649.

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- C) Please list any actions identified to support equitable outcomes.

*Use the information from Part D of the "Program Learning Outcomes Assessment Data" section in the IPR.*

Click or tap here to enter text.

- 1) List the specific student groups the program identified as students they would like to focus their efforts on.

African American students were identified as the specific student group that the program would like to focus their efforts on. And with an 8% increase from the previous year's data, it looks promising. That percentage still falls below the threshold.

- 2) Discuss any progress with equitable action within the program and any measures taken to ensure the identified student group(s) would receive appropriate support. Include any data used to support progress.

Unclear what additional supports have been provided, beyond extending one of the core courses (soci-2) in the Social Justice program from a 9 week to 12 week course. Data shows that there has been a downward trend (from 90% to 80%). The 12 week structure is only being permanently implemented in the SP25. The improvement still falls below the institutional standard. Something to consider, for all students, is how the accessibility of AI has altered the assessment process in all classes. With AI now widely available, the convenience of that tool can sometimes mask gaps in understanding, critical thinking, and original engagement with course material. As educators, we must consider how to design assessments that not only account for the presence of AI but also encourage authentic learning. Tied to this is one of the actionable plans I recommend to gain more insight into what the numbers show.

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

As a result of the outcomes assessment process, several instructional and program-level adjustments have been implemented to better support student success. Instructors are now utilizing Canvas analytics to proactively identify students who are underperforming, either through low scores on submissions or a pattern of missed assignments, and reaching out to offer support and guidance before performance declines further.

Additionally, *SOC-2: Social Problems* has been extended from a 9-week to a 12-week format. This change was made to provide students with more time to engage with complex material, complete assignments thoughtfully, and manage their workload more effectively. We shall hopefully see the impact of this change in the 2026 dashboard.

One full-time instructor has also adopted a minimum grade policy, designed to reduce discouragement among students who experience early setbacks. This approach helps maintain motivation and encourages persistence, especially for those who may otherwise disengage after a poor performance on an initial assignment or quiz.

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

It may be beneficial to explore targeted strategies for engaging male students in the program, given the noticeable disparities in both enrollment and success rates. A consistent performance gap exists between online and hybrid course formats, which instructors attribute in part to challenges with time management and the demands of juggling multiple responsibilities, especially in asynchronous settings where students must independently maintain their progress or seek support when struggling.

Female students tend to maintain a success rate between 70% and 73% across most formats, which raises questions about potential hidden barriers affecting other student groups. Regardless, several courses have fallen below the 70% success threshold, including *SOC-2: Social Problems*, *SOCI-7: Introduction to Race & Ethnic Relations*, *SOCI-10: Introduction to Criminology*, *SOCI-20: Introduction to Social Justice*, and *SOCI-22: Introduction to LGBTQ Studies*. These patterns may reflect broader societal dynamics, such as the current social climate in the U.S., but time management appears to be a significant contributing factor. Canvas analytics reveal that a large portion of students are not consistently engaging with course content, which may be impacting their performance. Identifying and addressing these underlying factors could help improve outcomes and inform more inclusive outreach and support strategies. It would seem acquiring more insight on the data could give clarity. One opportunity is being able to refer students to support services.

## II. Progress Toward Achieving Program Goals, Objectives, and Outcomes

*These should be carried forward from your full Program Review (Section III), or from your Annual Update #1, if revised since your full Program Review.*

### A) List the 2-3 goals from your Program Review or most recent update.

#### 1. GOAL #1

Increase/Maintain success rate among students taking core courses (Soc 7,9, 20, &22 + Ethn1).

#### 2. GOAL #2

Increase the retention rate for Soci-22 (LGBTQ+)

#### 3. GOAL #3

Increase the course success rate for Soci-2

### B) Have any goals been completed or discontinued?

*If yes, please list the goal and whether it has been completed or discontinued; if*

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*discontinued, please explain why.*

Yes ☐

No ☒

N/A

## C) Discuss the objectives and related outcomes for each goal.

### 1. GOAL #1 Objective(s) with related Outcome.

Organize a best practices meeting in mid-semester with adjuncts and faculty to identify and share effective strategies for improving student success rates. Rational being that the success rate for PT faculty is 75%, whereas FT faculty is at 69%.. Question of coordinating and having this be voluntary.

Collaborate with TLSC to structure workshops that students will be required to attend, as part of the course, in order to build skills revolving around (“navigating canvas”, “Online Learning 101: Essential Skills for Success,” researching, writing a paper).

Required orientation video for student who registered to campus highlighting how to be Campus Ready: Online, In-person, Hybrid, Student Resources, and Getting involved.

- **Discuss any progress toward meeting the goal based on the goal objectives.**

With an enrollment count of 2699 students, growing from 2649 the previous year, the current success rate AS-T Social Justice is 70.9%, dropping .01%. This meets the institutional set standard. Notably, there are some student groups that are marginalized, but there has been some growth, as noted in the data above.

- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**

Data from 2024 to 2025 noted the following growths. African Americans are at 66%, Hispanic (73%), White (83%), Asian/Filipino (85%), and Pacific Islanders (90%). Females had a 69.9% success rate in Hybrid courses, and a 73% success rate in Hybrid course, showcasing a growth. The enrollment numbers showed 1711 total enrolled in Online classes and 206 enrolled in hybrid. Highlighting a preference for online classes amongst males and females.

### 2. GOAL #2 Objectives with related Outcome.

Increase the retention rate for Soci-22 (LGBTQ+)

- **Discuss any progress toward meeting the goal based on the goal objectives.**

The course retention for Soci-22 is at 64.7%. Data also notes that the enrollment count was at 17. This showcases an increase from the previous year with 33.3% being the retention rate and having 15 students enrolled.

- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**

It has been measured through the dashboard (refer above). Progress indicated with the numbers.

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### 3. GOAL #3 Objectives with related Outcome.

Increase the course success rate for Soci-2

- Discuss any progress toward meeting the goal based on the goal objectives.

The course success rate for Soci-2 is at 55.6%. Data also notes that the enrollment count was at 54. This showcases a decrease from the previous year with 60.7% success rate and having 56 students enrolled. The online percentage has stayed consistent. Unsure of where data from the hybrid is being accounted for, given the class has only been taught in an asynchronous manner for the past 2 years. When the hybrid and online are taken into account together, the success rate jumps to 61.9% which is still below the threshold, but does show an increase from the previous year (2023-2024)

- Briefly explain how you have been measuring the goal and any notable indicators of forward progress.

It has been measured through the dashboard (refer above). Progress indicated with the numbers.

#### D) List any resource you are requesting for each goal.

1. Goal 1 ☒      Goal 2 ☐      Goal 3 ☐

*Please list the resource and how it relates to the goal.*

Since a best-practice meeting between adjunct and full-time faculty isn't feasible, a one-page document can help to gather insights from instructors. Intent is to support student success in SOC 7, 9, 20, 22, and ETHN 1 by collecting insights from instructors on effective teaching strategies and observed student patterns.

2. Goal 1 ☒      Goal 2 ☐      Goal 3 ☐

*Please list the resource and how it relates to the goal.*

Collaborate with TLSC to embed required workshops into course curriculum. Angela looks to be taking those steps, but I feel this is something that should have been provided the summer prior to the semester beginning. Modules could include: Navigating Canvas, Online Learning 101, Research and Academic Writing. Builds foundational academic skills and allows instructors to direct student's to supplemental supports.

3. Goal 1 ☐      Goal 2 ☐      Goal 3 ☐

*Please list the resource and how it relates to the goal.*

Click or tap here to enter text.

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## III. New Goals (optional)

*This section is optional and should be used to replace a completed or discontinued goal OR if a new goal has become necessary for the program.*

### A. NEW GOAL #1

Click or tap here to enter text.

1. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*

Choose an item.

Choose an item.

Choose an item.

Choose an item.

2. Relationship to Guided Pathways

- ☐ Clarify the Path
- ☐ Entering the Path
- ☐ Staying on the Path
- ☐ Support Learning

3. Please list at least one objective for achieving this goal.

Click or tap here to enter text.

4. Please list outcome statements for each objective.

Click or tap here to enter text.

5. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

6. Please list resources (if any) that will be needed to achieve the goal/outcome.

Click or tap here to enter text.

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### B. NEW GOAL #1

Click or tap here to enter text.

1. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*

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Choose an item.

Choose an item.

Choose an item.

Choose an item.

## 2. Relationship to Guided Pathways

- ☐ Clarify the Path
- ☐ Entering the Path
- ☐ Staying on the Path
- ☐ Support Learning

## 3. Please list at least one objective for achieving this goal.

Click or tap here to enter text.

## 4. Please list outcome statements for each objective.

Click or tap here to enter text.

## 5. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

## 6. Please list resources (if any) that will be needed to achieve the goal/outcome.

Click or tap here to enter text.

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## IV. Resource Requests: What does the program need to meet its goals and objectives?

*What does the program need to meet its goals and objectives?*

*List all resources from Sections II.D and III.6 below.*

*If there was no room on the template to list all resources being requested for a single goal/objective, you may list additional resource requests here. Also list any resources required to implement planned improvements.*

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

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required?	In No, indicate
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				Yes or No	funding source
1) Increase/Maintain success rate among students taking core courses (Soc 7,9, 20, &22 + Ethn1). 1.	1	not resources, but rather strategies or actions that require support	\$0	No	NA
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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**\*\*Below is a graph indicating observed patterns for the PSLO 1 and 2. Notably, for PSLO #2, two student groups fall below the threshold of meeting institutional set standards: African American Students (68.4%) and Hispanic Students (53.8%). When looking at the difference by identified gender, males were at the 66% threshold for both the PSLO1 and the PSLO2. Age didn't provide much variation except for the age group between 30 to 35 that was at 66%. Please note the total amount of students assessed were noted as 5 or 9, depending on which data was looked at. A small sample that could be skewed easily if a couple of students don't meet expectations**

## Meets or Exceeds Expectations Percent

PSLO#	PSLO description	Demographic Group	Fall 2022	Spring 2023	Fall 2023	Fall 2024	Spring 2025
PSLO 1	Students will demonstrate familiarity with theories and theoretical perspectives, concepts, findings, assessments, problems, institutions, history, and trends within the field of Social Justice.	African-American	76.4%	62.4%	91.3%	74.4%	80.0%
		American Indian/Native Alaskan		100.0%	50.0%	100.0%	
		Asian	90.9%	72.4%	100.0%	76.9%	
		Hispanic	83.7%	80.8%	86.6%	85.4%	100.0%
		Pacific Islander/Hawaiian	100.0%	66.7%	100.0%	100.0%	
		Unknown Ethnicity	80.7%	71.4%	87.6%	40.0%	
		White	86.2%	87.8%	94.2%	86.7%	100.0%
PSLO 2	Students will articulate perspectives of social justice, institutional oppression, marginalized groups, intersectional identities, and social institutions.	African-American	78.0%	62.1%	91.3%	68.4%	80.0%
		American Indian/Native Alaskan		100.0%	50.0%		
		Asian	93.8%	72.4%	100.0%	70.0%	
		Hispanic	84.0%	79.8%	86.6%	53.8%	100.0%
		Pacific Islander/Hawaiian	100.0%	66.7%	100.0%		
		Unknown Ethnicity	76.1%	71.7%	87.6%		
		White	84.9%	85.6%	94.2%	80.0%	100.0%

40.0%  100.0%