Instructional Program Review Template

Program Name

Indicate if ☐ AA; ☐AS; ☒AA-T; ☐AS-T; ☐Certificate

Program Name: Associate in Arts in Sociology for Transfer

Submitter: Dawn Howey

I.   Program Description

In this section, programs will answer the questions "Who are we? What do we do?" The purpose of this section is to orient the reader/ reviewer to the program and provide context to the program review. This section should be kept short, a few paragraphs at the most, and include the following:

Mission/Vision

The mission of the Associate in Arts in Sociology for Transfer is to create an active learning atmosphere where students will gain an understanding of social behavior and human interactions and to equip students with the knowledge, tools, and skills required to navigate a complex social world and to achieve their personal and professional goals.

Description – short description only

Sociology courses to prepare students for transer to 4-year university

Alignment to/ support of BCC Strategic Goal

Sociology is the study of human social behavior, groups, and how environments influence behavior. Sociologists focus on the origins, organizations, institutions, and developments of society. Students take courses to prepare for a sociology major or to fulfill general education requirements. In addition to helping students meet general education and core requirements for transfer, sociology courses are also designed to help students understand the structure, processes, and functions of society. Further, the program seeks to foster critical and systemic thinking and increase self-knowledge and awareness of the diversity of the human condition. Career options include social work, human services, law enforcement, legal professions, business and teaching. This program requires 18 units in the major with a grade of "C" or better while maintaining a minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework.

Upon completion of the graduation requirements and the required degree courses with at least a "C" grade or better on each course, the student will be awarded an Associate in Arts in Sociology for Transfer.

Upon completion of the Associate in Arts in Sociology for Transfer, students will have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Students who have completed the Associate in Arts in Sociology for Transfer will have satisfied the lower division requirements for transfer into Sociology or similar major for many campuses in the California State University system.

II.   Program Effectiveness

In this section, programs will answer the question "How is the program doing?" by reviewing and analyzing data. The purpose of this section is to evaluate the program holistically in terms of fostering student success, helping students reach their goals, and furthering the mission of BCC.

Programs will be provided with data on Students, Courses, Program, and Faculty. For each item below, review the data provided. Look for trendlines, outliers, etc., and provide a short analysis (2-3 sentences) for each. If data are not available (i.e., student satisfaction surveys), indicate that on the form. For Program Learning Outcomes Assessment data, review the eLumen Report and summarize findings in the PLO section below.

Course Data and Analysis

Course Success Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Overall success rates:

2018/19   71%

2019/20   68%

2020/21   70%

If that is broken down by race/ethnicity the data shows:

Native Americans increasing from 20% in 2018/19 to 85.7% in 2020/21.

Pacific Islander decreased from 41.7% in 2018/19 down to 35.7% in 2020/21

Comparing faculty status:

	Full time	Part time
2018/19	75%	67%
2019/20	68%	68%
2020/21	70%	70%

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Mode of Instruction

	Online	Traditional
2018/19	69%	76%
2019/20	69%	70%
2020/21	70%	N/A

Retention Rate by
- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Overall Program Course Retention Rates:

2018/19 91%

2019/20 85%

2020/21 85%

Mode of Instruction:

Online:		Traditional
2018/19	90%	92%
2019/20	86%	85%
2020/21	85%	N/A

Faculty Status:

	Full time	Part time
2018/19	92%	90%
2019/20	84%	86%
2020/21	85%	84%

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Gender:

	Male	Female
2018/19	92	91
2019/20	85	85
2020/21	91	83

Section Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Mode of Instruction

	Online	Traditional
20018/19	27	9
2019/20	36	10
2020/21	43	N/A

Faculty Status

	Full time	Part Time
20018/19	27	17
2019/20	38	21
2020/21	34	9

Enrollment Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Mode of Instruction

	Online	Traditional
20018/19	951	189
2019/20	1139	258
2020/21	1222	N/A

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Faculty Status

	Full time	Part Time
20018/19	681	655
2019/20	1034	661
2020/21	956	266

Class Size Average by
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Mode of Instruction

	Online	Traditional
20018/19	35	21
2019/20	32	26
2020/21	28	N/A

Faculty Status

	Full time	Part Time
20018/19	25	39
2019/20	27	31
2020/21	28	30

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Student Equity Data

Specifically address any equity gaps. What innovative plans or projects will help to close these gaps?
tbd

Efficiency: WSCH, FTES

Effeciency FTES/FTEF

Faculty Status

	Full time	Part Time
20018/19	13	21
2019/20	14	17
2020/21	12	16

Curriculum – Course Outline of Record

Course Outline of Record follows for each of the Sociology Courses

SOCI 1 https://bccd-my.sharepoint.com/:w:/r/personal/jtainatongo_barstow_edu/Documents/Final%20CORS/SOCI/SOCI%201%20COR.docx?d=wb114dc216828407f900d72672391084c&csf=1&web=1&e=dizHqg

SOCI 2 https://bccd-my.sharepoint.com/:w:/r/personal/jtainatongo_barstow_edu/Documents/Final%20CORS/SOCI/SOCI%202%20COR.docx?d=w7b1abed32a5a4d4aa9063eaa144881e7&csf=1&web=1&e=cgmFDe

SOCI 3 https://bccd-my.sharepoint.com/:w:/r/personal/jtainatongo_barstow_edu/Documents/Final%20CORS/SOCI/SOCI%203%20COR.docx?d=w24d5904ad8cb42bba77e9a5299ca012c&csf=1&web=1&e=NNaKAj

SOCI 10 https://bccd-my.sharepoint.com/:w:/r/personal/jtainatongo_barstow_edu/Documents/Final%20CORS/SOCI/SOCI%2010%20COR.docx?d=w375e993b4e174bb5b1b50bd27a6675b1&csf=1&web=1&e=1pGJNX

SOCI 12 https://bccd-my.sharepoint.com/:w:/r/personal/jtainatongo_barstow_edu/Documents/Final%20CORS/SOCI/SOCI%2012_COR.docx?d=w176f784940104bb981ad8d0a46d18460&csf=1&web=1&e=Ggv4ac

SOCI 20 https://bccd-my.sharepoint.com/:w:/r/personal/jtainatongo_barstow_edu/Documents/Final%20CORS/SOCI/SOCI%2020%20COR.docx?d=w29250d3503374adca27b21447f4a1f8f&csf=1&web=1&e=njUN0X

SOCI 22 https://bccd-my.sharepoint.com/:w:/r/personal/jtainatongo_barstow_edu/Documents/Final%20CORS/SOCI/SOCI%2022_COR.docx?d=wfb6c91e4df2443c497496e6646695708&csf=1&web=1&e=dXAEAh

SOCI 7 https://bccd-my.sharepoint.com/:w:/r/personal/jtainatongo_barstow_edu/Documents/Final%20CORS/SOCI/SOCI%207%20COR.docx?d=wca921581e3eb431692d29e2355ee94d7&csf=1&web=1&e=SXgfXS

SOCI 9 https://bccd-my.sharepoint.com/:w:/r/personal/jtainatongo_barstow_edu/Documents/Final%20CORS/SOCI/SOCI%209%20COR.docx?d=w85025d27fd6f4314bc0206e25147bf9e&csf=1&web=1&e=R2O6vF

Overall Observation of Data on Courses
This section provides an opportunity to tie in all the data about the courses. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the "big picture."
The Sociology Department completed an overhaul of the curriculum in the AY 2018-19 and some new courses were not offered until the 2020/21 year
NEW courses developed since the last program review include:
SOCI 9, SOCI 7, SOCI 10, SOCI 12, SOCI 20, SOCI 22, and SOCI 14

With only one year of data, the following courses show an amazing Course Success Rate

	2019/20	2020/21
SOCI 10 Introduciton to Criminology	80	N/A
SOCI 20: Introduction to Social Justice	N/A	92
SOCI 22: Introduction to LGBTQ Studies	N/A	88

Other new courses developed since the previous review include:

	2019/20	2020/21
SOCI 7	74	78
SOCI 9	74	71

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The following two courses underwent a change in that they are no longer cross-listed with other departments. This change occurred between the 2018/19 and the 2019/20 years. It appears that the decision was a positive change in terms of student success.

	2018/19	2019/20	2020/21
SOCI 3	70	87	86
SOCI 12	69	79	82

Since the overhaul of the Sociology Department, there are many more courses available for students to take towards their Sociology AD-T.

Degrees Awarded in the Sociology AD-T

	2018/19	2019/20	2020/21
ALL	22	15	20
By Gender: Male	6	1	3
Female	16	14	17

By Ethnicity:

	2018/19	2019/20	2020/21
Asian/Filipino	1	1	0
Black/African American	2	2	3
Hispanic	9	8	13
White	5	2	3

There were no degrees awarded to those in the Pacific Islander or Native American groups. Some outreach to clubs on campus would be beneficial

Sociology definitely still remains a female-dominated area of study. Some outreach to male students might be helpful. Since Sociology is part of the Public Safety/Public Service, it would be a good idea to reach students who may be planning on entering the Criminal Justice Field to select Sociology as a major.

A new AD-T was also developed in the Department: Social Justice. There has been one graduate so far in this degree.

Enrollment data suggests that the Gateway coure of SOCI 1 has much higher numbers than the other courses, suggesting that students who are non-Soc majors take SOCI 1 as a course to fulfill their graduation requirements. That is still good news for the Sociology department. As stated earlier, there were several courses added since the last Program Review. Even with only one or two years of data, those courses are still doing well in terms of enrollment

The data would also suggest that more sections of SOCI2 be offered. SOCI 1 and SOCI2 should be offered every term.

Program Learning Outcomes	Assessment Results – Summary of Data	Use of Results
1. Students will demonstrate knowledge of the three major theoretical perspectives (functionalist perspective, the conflict perspective, and the interactionist perspective) as evidenced by applying a theoretical framework to one of the social topics discussed in course, ie: culture, gender, race, deviance, and family.	In SOCI 1 classes taught Fall 2018-Spring 2021, average scores on the final exam (which addresses the major perspectives) was over 90% FA2020 data suggests 93% FA18 data will traditional instruction was 83%	Online results were a little more favorable to traditional class instruction –I would assume this is due to the final in a tradtional class being given in class without the use of notes or textbook.
1. Describe the advantages and disadvantages of various sociological methods.	Utilizing the Adaptive Learning Tool provided to students, FA 2020 shows 85% average score SP21 was 83% average	The Adaptive Learning Tool provided by the publisher gives students immediate feedback and provides assistance in areas where they may be struggling. It is a valuable tool for the students.
2. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

3. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
4. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Program Data and Analysis

Demographics

The AD-T in Sociology is largely a female-dominated major

	2018/19	2019/20	2020/21
Total enrollment	1286	1698	1221
Female	913	1205	905
Male	366	485	305
Asian/Filipino	46	47	41
Hispanic	539	735	605
Black/African American	211	295	167
Pacific Islander	12	30	14

Award Count

2018/19	22
2019/20	15
2020/21	20

Student Equity Data

Specifically address any equity gaps. What innovative plans or projects will help to close these gaps?

Examining degree count

Pacific Islander:	0
Black:	7
Hispanic	30
White:	10
Asian/Filipino	2

By Gender:

Male	10

Female   47

When examining Program Course Success Rates:

Native American/Alaskan had a 20% success rate in 2018/19 year and then 86% in 2020/21

Those identified as two or more races had a decrease in success rates from 81% to 69%

Student or Program Satisfaction Survey Results
?

CTE-specific data
- CTE Advisory Boards
- Labor Market data
- Program Viability

N/A

Comparative data (compared to BCC and/or compared to other programs)
Click or tap here to enter text.

Overall Observation of Data on Program
This section provides an opportunity to tie in all the data about the program. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the "big picture."
N/A

Guided Pathways and Response
List the other programs that are part of your Guided Pathway
Public Safety
Provide a summary of the collaboration with other programs in the pathway.
Examples: meetings, projects, etc.
Guided Pathways meetings, 2-year plans developed

Faculty/ Program Staff Data and Analysis
Faculty Load (FTEF)
?

FT/PT Faculty Ratio
unknown

Faculty Professional Development
Various Canvas trainings

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Online Teaching Conference 2018-2021

QLT Certificate of Completion 2020

Program Staffing and Support
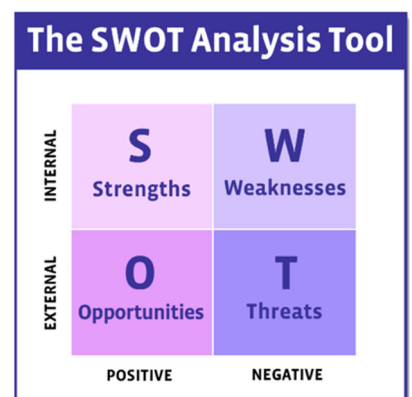There is currently only one full-time Professor in the Sociology Department.

Overall Observation of Data on Faculty
This section provides an opportunity to tie in all the data about the faculty. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the "big picture."
Click or tap here to enter text.

SWOT Analysis
Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well. The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.

	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS Sociology faculty is well trained and current in the field Sociology faculty is readily available to students	WEAKNESSES Sociology department has only one full time professor There is a need for professional development specific to the field of Sociology
External	OPPORTUNITIES The Sociology Program has grown a great deal in the past three years with the AD-T being offered and many more courses developed.	THREATS Budget issues Only one full-time professor puts pressure on one individual

III.   Program Goals

In this section, programs will answer the question "How can we improve? What do we need to meet our goals?" The purpose of this section is to use data to develop goals and objectives for the next three years.

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Reflect on the responses to all the previous questions and the SWOT analysis in Section Two. As you develop goals and objectives,

- Formulate **three to five Program Goals** to maintain or enhance program strengths, or to address identified weaknesses.
    - Cite evidence from assessment data and/or other student achievement data, course, faculty, etc.
- Indicate how each Goal is **Aligned** with the College's [Strategic Priorities.](#)
- Identify explicit **Objectives** for reaching each goal.
- Develop **Outcome** statements and appropriate measures for each objective.

GOAL #1

Develop and produce graduates who understand and can apply fundamental concepts of our disciplines and can address issues critically and reflectively with respect for persons of diverse cultures and backgrounds.

Objective 1
Increase the number students enrolled in Sociology courses

Actions, Tasks
Outreach to gateway SOC 1 students

Outcomes, Measures, Assessment
Course Retention rates, Course Completion Rates.

Objective 2

Increase enrollment in Social Problems course to teach critical thinking skills

Actions, Tasks
Outreach to counselors to direct students to choose Soc 2 as an option for their degrees.

Outcomes, Measures, Assessment
Course retention rates, course completion rates

Objective 3
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Strategic Priority 1: Innovate to Achieve Equitable Student Success

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Strategic Priority 2: Ignite a Culture of Learning and Innovation

Choose an item.

Choose an item.

GOAL #2
Increase discussion and dialogue between full-time and part-time faculty in the Sociology Department

Objective 1
Increase the number of planned and scheduled faculty conversations and interactions between faculty members

Actions, Tasks
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

Outcomes, Measures, Assessment
Documented all faculty meetings

Objective 2
To increase the number of AD-Ts earned

Actions, Tasks
Collaboration among all Sociology faculty

Outcomes, Measures, Assessment
Degrees awarded

Objective 3
To increase partnerships and working relationships with four-year institutions

Actions, Tasks
Schedule formal and informal interactions between f/t and p/t faculty at BCC as well as with f/t and p/t faculty at the local 4-year institution.

Outcomes, Measures, Assessment
Number of formal or informal meet ups.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Strategic Priority 3: Build Community

Choose an item.

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Choose an item.

Choose an item.

GOAL #3
Maximize student access and student success

Objective 1
Identify and provide appropriate support for underprepared students

Actions, Tasks
Work with Enrollment Management and Student Services to identify underprepared students

Outcomes, Measures, Assessment
Program retention data

Objective 2
Identify and provide appropriate support for transfer students

Actions, Tasks
Identify support services needed for transfer students.

Outcomes, Measures, Assessment
Program retention data

Objective 3
Develop and implement an effective Enrollment Management Plan

Actions, Tasks
Develop a clearly articulated 2-year plan with necessary services outlined in plan

Outcomes, Measures, Assessment
Retention data. Coure competion data.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Strategic Priority 2: Ignite a Culture of Learning and Innovation

Choose an item.

Choose an item.

Choose an item.

GOAL #4
Strengthen student involvement in Social Justice and social responsibility

Objective 1
Assess and respond to community needs

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Actions, Tasks
Identify opportunities for student engagement in social issues within their community

Outcomes, Measures, Assessment
Student surveys

Objective 2
Assess and align with community partnerships

Actions, Tasks
Identify opportunities for student involvement in Community activities that foster social justice.

Outcomes, Measures, Assessment
Student and Community Surveys

Objective 3
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Strategic Priority 3: Build Community

Choose an item.

Choose an item.

Choose an item.

GOAL #5
Develop a clear pathway to awarding of Sociology AD-T degree

Objective 1
Articulate and publish a pathway to degree award

Actions, Tasks
Articulate a clear pathway and plan for students to earn their AD-T degree

Outcomes, Measures, Assessment
Course Completion Data

Objective 2
Develop a 2-year plan to graduate with AD-T degree

Actions, Tasks
Develop and make readily available a plan towards degree completion

Outcomes, Measures, Assessment

Program Completion data. Retention data

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

IV.   Resource Requests:

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

Programs can submit their requests for resources by utilizing the Resource Request Form. Requests should be evidence-based and tied to goals and objectives stated above.

This form may also be updated and submitted in Years Two and Three if needed.