SKYLINE COLLEGE
ANNUAL PROGRAM PLANNING SELF-STUDY

Program title: Sociology   **Date submitted**: 4/14/14

Key Findings: The Sociology Program's success rate for academic year 2012/13 was 63%, slightly below the college-wide success rate of 69% for the same period. However, the program's success rate of 63% represents a 7% increase from the previous academic year, 2011/12 of 56%.
The Sociology Program's retention rate for the academic year of 2012/13 was 85%, slightly above the college-wide retention rate of 84% for the same time period.

1. **Planning Group Participants:**
    Names and positions: Michael H. Moynihan, Professor
                              Tricia Murajda, Instructor

2. **Contact person:** Michael H. Moynihan (moynihanm@smccd.edu)

3. Program Information:
   A. **Program Personnel**:
         The Sociology Program has employed one full-time faculty member and one part-time faculty member for the last several years.

         FT FACULTY: 1.0   **PT/OL Faculty (FTE): 1.4**

B. Program mission and goals:
The Sociology Program seeks to encourage students' curiosity about the world in which they find themselves. The Sociology Program provides a wide variety of courses, which focus on the scientific study of how people organize themselves, interaction in social settings and sociological analyses of current social issues. The Sociology Program fosters an appreciation of cross-cultural perspectives and encourages students to distinguish between personal troubles and public issues.
Faculty seek out promising students and sociology majors for direct one-on-one counseling and advice on baccalaureate and graduate sociology programs so that they may transfer to four-year universities and avail themselves of occupational opportunities with a degree in sociology.

4. Program/Service Area Student Learning Outcomes and Program Data
   A. Summarize recent course or program trends:

All sociology courses taught the spring semester 2013 were assessed and these data entered into tracdat. Sociology 201, Sociology of Health and Medicine, was assessed during the fall 2013 semester.

A tracdat report sent in a separate file.

B. Analyze evidence of Program performance. Review and analyze productivity, student characteristics and outcomes.

The Sociology Program's load during the academic year 2012/113 was 675, an increase from the previous academic year's (2011/12) load of 658. Comparatively, for the academic year 2012/13 the college-wide load was 589, anthropology's load was 602, psychology's load was 691, and history's load was 616.

The Sociology Program's success rate for the academic year 2012/13 was 63%, an increase of 7% over the previous academic, 2011/12, but somewhat lower than the college-wide success rate of 69% for the academic year 2011/12 (current college-wide rates are not available).

The Sociology Program's retention rate for the academic year 2012/13 was 85%, slightly above the college-wide retention of 84%.

Demographic comparisons between the Sociology Program and college-wide data indicate many similarities, but also some big differences:
Sixty percent of the Sociology Program's students are female, compared to 52% college-wide.
Race and ethnic compositions are similar.
Seventy-two percent of the Sociology Program's students are between the ages of 18-22 compared to 53% college-wide.
Sixty-two percent of the Sociology Program's students' educational goal is to transfer, compared to 46% college-wide.

C. Explain how other information may impact Program

San Francisco State University recently announced that beginning in the fall 2014 as many as 10 majors could be impacted. This would mean, "Students wishing to apply for admission into impacted majors [sociology is one such major] would need to meet higher standards, a combination of grades and standardized test scores." According to SF State News (University communications) hearings on the proposed 10 majors which may be impacted are being held during March 2013.

5. **Curricular Offerings**

A. **Program Curriculum and courses.**

The Sociology Program has not added any new classes in the past year.

All sociology courses' SLOs have been uploaded.

All sociology course-level SLOs have been uploaded to PSLOs and ISLOs.

With the exceptions of Sociology 160, 432, and 341 (banked) and 665 (deleted, all sociology courses have uploaded assessment methods.

B. Identify Patterns of Curriculum Offerings

The Sociology Program offers neither a certificate nor a degree.

Curriculum cycle: Three to four Introduction to Sociology classes are taught per semester (one at night and two or three for day classes each semester).

Sociology 141 (Race and Ethnicity) and Sociology 105 (Contemporary Social Issues) are taught at least once a year. Both classes could be taught each semester, splitting between day and night courses.
Sociology 341 (Asian Cultures and Societies) and Sociology 201 (Sociology of Health and Medicine could be taught once a year.

Ten sociology courses transfer to the UC and CAU system in Area D3. Eight sociology courses meet the IGETC requirements.

Issues: Recent policy changes stipulating that students cannot take more than 60 units in a four semester sequence has negatively impacted the enrollment sin some of the lower-enrolled sociology classes. That is, students have expressed that they are reluctant to take classes in which they may have an interest but may feel restricted to do so since the can take only 60 units. This may further increase the likelihood that some programs and/or classes will be considered candidates for Program Improvement and Viability (PIV) review.

6. Response to Previous Annual Program Plan and Review

N/A

7. Action Plan

Assessment results for the spring semester 2013 are completed and submitted to tracdat. Sociology 201, Sociology of Health and Medicine, assessments for the fall 2013 were analyzed and submitted with the current tracdat report.

The Sociology Program has shown improvement in its load, success and retention rates from the previous academic year.

8. Resource Identification

A. Professional Development needs

For single faculty programs, like sociology, it is difficult to maintain a full teaching load and complete the tracdat (and assessments), annual review and curricUNET forms. Either additional training with release time for faculty or hiring additional assistants to complete and navigate the forms is necessary. CurricUNET is especially difficult to navigate even when one consults with those who are familiar with the program.

All classrooms should be "smart" classrooms and computer/projector carts eliminated.

The tracdat form should be revised so that one can save the information and not have to scan it into another or re-type it in Word in a separate document (like this one). The page screens on this form (like this page) do not allow for the cursor to be visible, which seems rather crude.

B. Office of Planning, Research & Institutional Effectiveness requests

Investigate if ENGL100 should be made a prerequisite for Sociology 100. Investigate if a MATH statistic course would be helpful and encourage students to major in sociology. Both of the additions could increase student success.

C. **Faculty and Staff Annual Program Planning Resource Needs**

Program: Sociology   **Date: 4/14/14**

Personnel:
 Needs: Single-faculty programs should receive either release time or paid assistants to work with the tractdat data.

 Align with SLOs: It will free up faculty time for researching and improving the latest material for classes.

 Action Plan: In addition to these reports, it will allow faculty to consult with the Math Department regarding a statistics course and develop a major for the sociology students.

Equipment:
 Needs: Replacing computer/projector equipment in classrooms that are outdated and often don't work.

 Align with SLOs: Up to date technology will enhance instructional capabilities and improve student outcomes.

 Action Plan: It is difficult to teach when the equipment doesn't work or is inadequate for the task.

Sociology Program Student Learning Objectives
And
Assessment Cycle
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Students taking a full-range of sociology classes will, upon successfully completing their classes, have the following the critical thinking skills and abilities to analyze and evaluate the impact of social forces on society.

- Students will be able to evaluate the impact of culture, social class, gender, race/ethnicity and age on people's life chances, practices and attitudes.

- Students will have increased critical thinking skills that will enable them to analyze, evaluate and make decisions concerning complex contemporary social issues.

- Students will be able to integrate the cultural, linguistic, political, religious and economic contributions of several racial and ethnic groups that make up American and global cultures and societies.

- Students will be able to summarize the interrelationships among the traditional cultural, economic, political and social forces in Asia and discuss how each culture's worldview impacts past and present globalization patterns.

- Students will be able to analyze contemporary and historical conditions, which lead to migration by applying sociological, biological, anthropological, economic, political and geographical perspectives.

- Students will understand the critical role social factors play in determining the health of individuals, groups, and the larger society.

Assessment Cycle

Beginning in the spring semester 2012, each of the main classes in the Sociology Program (Introduction to Sociology, Contemporary Social Issues, Race and Ethnicity, Sociology of Health and Medicine, Asian Cultures and Societies, and Sociology of Migration and Immigration) will undergo an assessment based on the specific Student Learning Objectives for each course.

This assessment process was begun during the spring semester 2012 with two sections of Introduction to Sociology. Three research techniques were used to measure student learning. First, students were given a non-participant observation assignment that required extensive observation of a public setting, taking detailed field notes and writing an analysis of their observations using sociological theories and perspectives. These papers were graded using a detailed research rubric.

Second, at the end of both classes, students were asked to fill out a brief, confidential and anonymous course evaluation, which asked students about the most important part of the sociology class, what could be done to improve it and whether they would recommend the class to a friend.

Third, students took two multiple-choice exams, a midterm and a final. Each question on both exams was designed to measure some specific aspect of one of the four student learning objectives for the course. Item analysis (aggregate results of students' responses) provided class responses to each question on the exams. Currently, these results are being coded and then will be compared from the midterm exam to the final exam with the objective to analyze whether students' scores increased, remained the same or decreased during the course of the semester for each of the student learning objectives. Such results will provide information for necessary pedagogical changes and/or student study habits.

Continuing with the fall semester 2012 and for the next six years, one class each semester of the six main classes in the sociology program will be placed on a regular rotation for student learning objective assessment using the assessment process described above.

Michael H. Moynihan, Ph.D.
Professor of Sociology

THREE-YEAR SLO ASSESSMENT PLAN FOR THE SOCIOLOGY DEPARTMENT

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spri 201
SOCI 100 Introduction to Sociology					X	
SOCI 105 Contemporary Social Issues		X				
SOCI 141 Race and Ethnicity			X			
SOCI 143 Sociology of Migration & Immigration			X			
SOCI 201 Sociology of Health and Medicine	X					
SOCI 341 Asian Cultures and Societies				X		