

## 2017 Sociology/Social Science Annual Program Plan

### SOCI Sociology/Social Science

**I.A.** Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College? (**Program Profile: Purpose**)

#### **Narrative**

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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 that include Introduction to sociology, Race and Ethnicity, Social Problems and Community Relations. All of these classes use scientific methods to study how people organize themselves and interact in social settings and sociological analyses of current social issues, particularly focusing on the issues of inequality and marginalization by class, race, and gender. The Sociology Program fosters an appreciation of critical perspectives and encourages students to distinguish between personal troubles and public issues, and to reflect on the strategies and methods of actions for social change. Faculty seek out promising students and sociology majors for direct one-on-one counseling and advice on sociology programs and other related fields so that they may transfer to four-year universities and avail themselves of occupational opportunities with a degree in sociology.

**II.A.** Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. Programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities. **(Analysis: Progress on Prior Program Objectives (Goals) and Activities)**

### **Narrative**

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The comprehensive Program Review conducted in the year 2015 identified three areas of improvement for Sociology Program.

1) Performance gap of underrepresented population.

According to the PRIE data on success rates by ethnicity, traditionally underserved ethnic groups (Latinos, Blacks, Pacific Islanders) have significantly lower success rates compared to Whites (68%), Asians (80%), or Philipinos (68%). More engaging pedagogy, and the methods of instruction and materials more relevant to this population may enhance their performance and retention/success rate. The newest data from the year 2016-17 is not available yet, but we hope to see some improvement this year.

2) Revision of SLO criteria.

We updated the mapping of course SLOs on TracDat. However, the SLO criteria for SOCI110 is extremely outdated and still needs a major revision.

3) Development of Research Methods.

Research Methods (Soci129) was approved by the Curriculum Committee and will be offered for the first time in Fall 2017. The addition of this course will make Sociology class offering complete to qualify for Sociology AA-T.

**II.B.** Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur. (**Analysis: Program Environment**)

### **Narrative**

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- We have a new full-time faculty that replaced the retired faculty.
- We are offering an online Introduction to Sociology course for the first time in Fall 2017. We expect that the offering of an online course will positively affect the enrollment of the department.
- We are offering a new course, Research Methods in Fall 2017.
- With the above two changes, the department will have a degree program with a fuller range of courses offered for students who intend to major in Sociology after transfer. This will create the institutional environment for Sociology majors at Skyline College that facilitates the transfer process.
- We are in the process of creating Sociology Associate Degree for Transfer next year. We plan to submit the program proposal for the first Curriculum Committee meeting in Fall 2017.
- One faculty joined the First Year Experience faculty team. Another faculty is part of Social Justice League.
- Sociology department is actively taking part in the creation process of Social Justice major in collaboration with faculty from History, English, and Paralegal Studies.

- II.C.** (1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- (2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable. (**Analysis: Student Learning Outcomes (SLOs and PSLOs)**)

### **Narrative**

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In the previous year, Soci110 was assessed for course SLOs.

The SLO criteria for this particular course themselves need a revision or complete replacement to more effectively measure student learning outcomes. Particularly the first criteria regarding system theory is extremely narrowly set to describe the variety and depth of the contents students should be learning in this course. According to the TracDat, the student success rate at this particular item is particularly low (50%) but I regard this as a problem of the criteria of assessment, not a problem of the achievement of students.

Since this course is cross-listed with Psychology department and they are in charge of setting the SLO criteria, for the next round of assessment, we need to coordinate with PSYCH department for possible revisions.

**III.A.** Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness. **(Reflection: Considering Key Findings)**

### **Narrative**

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Considering the SLO assessment results, student profiles, and the changes to the departmental curriculum offerings and structural improvements, we conclude that:

- 1) SLOs need revision/updates and for closer coordination with the course contents.
- 2) More effective course offering strategies should be considered. Possible replacement of low-enrollment, and specialized courses (Sociology of Medicine, Sociology of Immigration and Migration) with a course typically offered in Lower Division level, such as Sociology of Gender. It would enhance the efficiency of the department under the limited human resources we have as a Department. Streamlining our course offering will align our department with the Meta Major and the Pathway model.
- 3) Communication with other departments with which we are cross-listed would be beneficial, particularly regarding SLOs.
- 4) Increase the number of cross-listed classes to attract more students.

**III.B.** If the program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do. **(Reflection: ISLOs)**

### **Narrative**

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The Sociology program participated in the assessment of the new citizenship ISLOs in Spring 2017. Out of the nine criteria of this new ISLOs, we chose the following items to assess the citizenship proficiency of students enrolled in Race and Ethnicity class (Soci141).

1. Demonstrate an understanding of how global, national and local organizations, ideas, and issues are interconnected (e.g., social, cultural, economic, political, and environmental).
2. Demonstrate scientific literacy concerning a range of global issues.
3. Demonstrate awareness and sensitivity about how their perspectives are shaped by their experiences and cultural values.

The aggregated results are not shared yet, but from what I observed from the raw data of students, most students demonstrated proficiency or high proficiency in item #1 and #3. The item that showed a room for improvement is #2, regarding student's ability to be able to apply scientific methods to inquire various aspects of race and ethnicity as a social institution that affect their and their families lives.

Teaching of sociological methodologies of inquiry may be a weak point in our program given that there is no Research Method class offered currently (Research Methods will be offered for the first time in Fall17). Existing courses such as Race and Ethnicity and Social Problems could benefit from incorporating more discussions on research methods.

**IV.A.** Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item. **(Strategy for Program Enhancement: Continuation/Modification)**

## **Narrative**

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Continuing goals and strategies:

- 1) Establishing Sociology AA-T. With the College moving toward Meta Major and Pathways, our department intends to become part of the bigger institutional process as a major program. We need to make strategic choices of the types of courses offered, and the sequencing that meets the vision of the Pathway model.
- 2) Increasing enrollment not only in Soci100 but also in other more specialized courses, such as Sociology of Medicine, as well as Sociology of Race and Ethnicity. Increasing the enrollment of underrepresented ethnicity (Latinos).
- 3) Matching PSLO and SLO criteria with course content. Some courses such as SOCI110 need modification of the course SLOs.

New goals and strategies.

- 1) Creation/modification of courses to provide a fuller range of courses to students. Besides the addition of Online Introduction to Sociology, and Research Methods in Fall17, we want to possibly cross-list Sociology of Crime with an existing course either in LEGL or ADMJ. We may want to consider removing some courses with low student enrollment and/or have too much overlap with other courses offered on campus.
- 2) Participating in the creation of Social Justice AA-T. More specifically, the department needs to revise Sociology of Gender course outlines to reflect the Social Justice principles more explicitly. This includes the addition of service learning into the curriculum.

**IV.B.** Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) **IMPORTANT!** Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. **(Strategy for Program Enhancement: Action Plan and Resource Requests)**