**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

Program Name: Sociology

Program Type:  Instructional  Non-Instructional

Program Mission Statement:

The mission of the Sociology program is to provide our diverse student population with the opportunity to acquire the knowledge and skills necessary to effectively employ empirical methods in pursuit of their academic, occupational, and personal goals in a rapidly changing world.

Program Description: Describe how the program supports the Bakersfield College Mission.

“Sociology is the study of groups, institutions, social relationships, and social problems in contemporary society. The sociology major prepares the student for careers in law, social work, human services, urban development, law enforcement agencies, public service, counseling, mental health, teaching, and community service.” This program description clearly addresses the Bakersfield College Mission objective to prepare our students with a unique base of knowledge to thrive in a diverse community. In addition, the Sociology program offers students an approved Associate Degree for Transfer which provides an excellent foundation for transfer to the California State University system.

**II. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning?

The most recent learning outcome assessment targeted Program Learning Outcome number 2 which reads, “Explain the complex interplay between individual, culture, and social structure contributing to the historical development of the discipline of sociology.” The results of this assessment were applied to the related Student Learning Outcomes in SOCI B1, Introduction to Sociology, SOCI B2, Social Problems, SOCI B20, Social Psychology, and SOCI B36, Sociology of the Chicano. The assessment tool employed a pretest/ posttest format and, in general, the results indicated a significant gain in knowledge in all applications. One exception was a question in SOCI B36 related to the early Chinese American presence in the United States. The results from both the pretest and posttest indicated a very limited degree of knowledge related to the Chinese immigrant plight in America. Although the material was covered in the course of the semester, the retention of that material seemed to be very low. The nature of the questions utilized by the assessment tool will be reviewed but the future presentation of this course content will receive a greater degree of emphasis and periodic reinforcement in the course of the semester.

1. How did your outcomes assessment results inform your resource requests?

The results of this assessment provide valuable information related to the timing and delivery of course content and seem to have little impact on budget and/or additional resource requests.

1. Instructional Programs only**:** How do course level student learning outcomes align with program learning outcomes?

The entire Behavioral Science Department, which includes Sociology, began emphasizing and mapping the common points of instructional content between Program Learning Outcomes and Student Learning Outcomes several years ago. As a result, the alignment between these two outcome levels is well established.

1. How do the program learning outcomes align with Institutional Learning Outcomes?

In the same manner as stated above, the alignment between Institutional Learning Outcomes and Program Learning Outcomes is intentional and well established. As a result, a single assessment event will intentionally consider the impact on all three levels of learning outcomes.

1. Describe *any significant changes* in your program’s strengths since last year.

The Sociology program continues to maintain a high level of FTES/FTEF at 21.9 which represents a number significantly above the college wide average of 17.5. In addition, there were 22 Associate Degrees for Transfer awarded last year which represents an increase of 9 when compared to the previous year.

1. Describe *any significant changes* in your program’s weaknesses since last year.

The Sociology program continues to be staffed with a minimal two full time faculty supplemented by a talented but limited adjunct pool. There are two points that exacerbate this situation. The first is in the fact that the necessary participation in campus-wide organizations (such as those related to assessment, curriculum, program review, and others) places demands on the limited number of faculty. The second point is in the fact that all the core courses necessary for a certificate or degree in Human Services are also taught by Sociology faculty. This includes the primary Introduction to Human Services course. When these two points are combined with the extracurricular requirements of conducting and analyzing annual learning outcome assessments and the actual completion program review report, the workload is taxing.

1. If applicable, describe any unplanned events that affected your program.

None.

**III. Resource Analysis:**

1. Human Resources
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. (Faculty Request form; Classified Request form)

In addition to providing access to a viable AA-T degree, all courses offered by the Sociology program also meet General Education requirements. At present, a student’s access to success within the Sociology program is hampered by the limited number of course offerings. Increasing the number of fulltime faculty will allow students a much greater opportunity to engage those courses necessary to their success in either the General Education category or within the Sociology program.

1. Professional Development (Professional Development form)
2. Describe briefly the effectiveness of the professional development your program has been engaged with (either providing or attending) during the last cycle, focusing on how it contributed to student success.

Sociology faculty co-chair both the Curriculum and Assessment Committees. In these capacities, professional development presentations and training sessions have been provided at various venues campus-wide. Weekly, workshops are also provided as a means for faculty to remain current in matter related to both curriculum and assessment. In addition, training institutes for professional development in both areas have been attended by faculty in order to remain current.

1. Provide rationale for future professional development opportunities and contributions that your program can make.

In conjunction with other Behavioral Science faculty, Sociology participates in multiple campus-wide programs in an effort to stay abreast of professional development opportunities. In the future, Sociology and other Behavioral Science faculty will be contributing to professional development in areas related to the development of AD-Ts, curriculum review, learning outcome assessment, and overall student success. In addition, the Behavioral Science Department has been exploring ways to promote departmental programs and reach out to first time students.

1. Facilities (M&O requests can be submitted by completing the [M&O request form](https://committees.kccd.edu/sites/committees.kccd.edu/files/Copy%20of%2012%20M%26O%20Needs%20Workbook%2012-13%20APR.xlsx).)

Has your area received any facilities maintenance, repair or updating in this cycle?

The outside of the building was painted some time ago and that helped with the aesthetics. However, the inside of the Language Arts building is falling apart and is unappealing and unsafe in some areas.

1. If yes, how has the outcome contributed to student success?
2. If no, how will your facilities request contribute to student success?

N/A

1. Technology (Technology requests can be made by filling out the [ISIT Request form](http://www.bakersfieldcollege.edu/irp/Annual%20Program%20Reviews/2012-13/13%20ISIT%20Priority%20Workbook%2012-13.xlsx).)
2. Has your program received new or repurposed technology in this cycle?

No

* 1. If yes, how has this technology contributed to student success?
  2. If no, how will your new or repurposed technology request contribute to student success?

N/A

1. Do you need new or repurposed classroom technology to support student success and/or new office technology to support faculty/staff success? Justify your request.
2. Budget (Changes to the budget allocation can be requested using the [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)).

If you are requesting any additional funding, explain briefly how it will contribute to increased student success.

None

**IV. Trend Data Analysis:**

Highlight *any significant changes* in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity).

The demographics related to Sociology students have remained fairly consistent for the past 5 years with some growth in the Hispanic/Latino population. These data are fairly consistent with the college-wide averages.

1. Changes in enrollment (headcount, sections, course enrollment and productivity).

None.

1. Success and retention for face-to-face, as well as online/distance courses.

Retention and success rates have increased an average of 1% in both areas of face-to-face and distance education. Face-to-face retention is at 87% and success at 69% while distance education retention is at 84% and success rate at 80%.

1. Other program-specific data that reflects significant changes *(please specify or attach).*

The percentages of students with a completed Student Education Plan and those who are fully matriculated have steadily increased over the past 5 years. Currently, both areas are more than 10% above the college-wide average.

**V. Progress on Program Goals:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

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| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?**  **(select all that apply)** | **Progress on goal achievement**  **(choose one)** | **Comments**  **(if applicable)** |
| **Increase the number of Sociology majors with an emphasis provided by the AA-T** | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | Completed:  \_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_09/17/14 (Date) | **The ability to promote the AA-T degrees in Sociology is proportional to the number of full time faculty. The number of courses offered and the demands of college wide requirements significantly impact the ability of two full time faculty to address this goal. There are simply not enough hours in the day.** |

1. New or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| **Actively engage those programs/services on campus that seek to increase student success** | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | **Both retention and success rates will increase** |

**VI. Curricular Review (Instructional Programs only):**

1. Review of Course Information:
   * Column A list all of the courses associated with the degree.
   * Column B list the Fall term the review process will be started for ongoing compliance.
   * Column C list the compliance due date.
   * Column D list any changes to courses with regard to distance education.
   * Column E list corresponding C-ID descriptors if available. <http://www.c-id.net/>

**\*\*Dates listed should reflect a five year cycle allowing for one year of review**

**to maintain ongoing compliance.\*\***

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| **A. Course** | **B. Fall Term Review will be Submitted** | **C. Compliance Due Date** | **D. Distance Education Changes** | **E. C-ID Descriptors Available** |
| SOCI B1 | 2016 | 12/01/2016 |  | SOCI 110 |
| SOCI B2 | 2016 | 12/01/2016 |  | SOCI 115 |
| SOCI B20 | 2016 | 12/01/2016 |  | PSY 170 (pending) |
| SOCI B28 | 2016 | 12/01/2016 |  | SOCI 140 |
| SOCI B36 | 2016 | 12/01/2016 |  | None |
| SOCI B45 | 2016 | 12/01/2016 |  | SOCI 150 |
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1. Review of Program Information:

Is the program information housed in CurricUNET accurate? (Considerations: changes in course(s) names and/or suffixes as well as additions/deletions of courses). If not, then a program modification needs to be started in CurricUNET to reflect the necessary changes. Explain the requested changes below.

\_ The program information in CurricUNET is accurate.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Is the program and course listing information in the current catalog accurate? If not, list the requested

changes below. Catalog information should reflect what is in CurricUNET.

\_The catalog information is accurate.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Student Education Plan (SEP) Pathway(s) uploaded to “Attached Files” in CurricUNET.

If applicable, SEP Pathway with CSU Breadth indicated? Yes or No

If applicable, SEP Pathway with IGETC indicated? Yes or No

If applicable, SEP Pathway with BC General Education indicated? Yes or No

**\*\*Please ensure that the information housed in CurricUNET and the current catalog match. \*\***

1. If applicable, provide a description of the program’s future adoption of C-ID descriptors and Associate Degree for Transfer (ADT) or Model Curricula.

\_\_\_The Sociology Program is an approved AD-T\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**VII. Conclusions and Findings:**

Present any conclusions and findings about the program.

There are some important points to be made in summary. First and foremost, the Sociology Program offers a current Associate Degree for Transfer with all courses up-to-date. All available C-ID approvals have either been obtained or pending (SOCI B20 is currently pending). Secondly, the Sociology program is either equal to or significantly above all college-wide measures of productivity. The ongoing assessment process is well established and up-to-date. Finally, and most important, the effectiveness of the Sociology program in providing our students with a clear path to matriculation is hampered by the limited number of full time faculty. Enrollment in Sociology courses is consistently at the maximum level and there is little doubt that, with sufficient faculty, more sections could be offered and a greater number of degrees granted.

**VIII. Attachments (place a checkmark beside the forms listed below that are attached):**

[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [M & O Form](http://committees.kccd.edu/bc/committee/programreview)

[Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IX. Certificates of Achievement:**

Programs with stackable certificates fill out the following form.

Stand alone certificates fill out the entire Annual Update.

**Certificate Form**

**Annual Update 2014-15**

**Name of Program:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Certificate Name** | **JSC** | **CA** | **Is the certificate stackable?** | **Is the certificate a**  **stand alone program?** |
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Please discuss the following questions regarding all area Certificates of Achievement (CA):

1. List certificates that are proposed for *addition*.
2. List certificates that are proposed for *deletion*.
3. For this CA, what are the SOC codes (Occupational Titles and codes) that students who complete the CA will be able to obtain entry-level employment in, and what are the projected annual openings and median salary for each occupational title? You can use your latest Program Review data for your response.
4. For this CA, what process was followed to ensure the required and possible elective courses were adequate for entry level employment (such as advisory committee input, surveys, industry feedback, licensing or accreditation agencies)? How often do/will you re-examine the effectiveness of certificate requirements?
5. What is your annual completion target (number of certificates awarded) for this CA? What was the number of awards in this CA for each of the past three years? Based on your results, what changes could you make in your program to meet or continue to exceed your target (such as course content, scheduling/sequence, outreach, instructional strategies)?
6. Based on what you know about your area, what emerging/potential institutional factors (internal) and industry factors (external) will impact this certificate? How are you planning to incorporate these factors in your planning and evaluation of this certificate?