**Bakersfield College**

**Comprehensive Program Review**

**I. Program Information:**

Program Name: **Sociology**

Program Type: [x]  Instructional [ ]  Student Affairs [ ]  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

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.**

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.**

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| ***Instructional Programs only:***1. List the degrees and Certificates of Achievement the program offers. **Sociology Associate in Arts for Transfer**
2. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both. **N/A**
3. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both. **N/A**
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**II. Progress on Program Goals, Future Goals, and Action Plans:**

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 goals, please duplicate this section.

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| **Current Program Goals** | **Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement****(choose one)** | **Comments** |
| 1. **Increase the number of Sociology majors with an provided by the AA-T** | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: \_09/22/15\_ (Date) | **This is a reiteration of last year’s comments but 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.** |
| 2. **Actively engage those programs/services on campus that seek to increase student success** | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: \_09/22/15­\_ (Date) | **The anticipation is that both retention and success rates will increase for those students enrolled in sociology courses either as a major or as a means of meeting general education requirements.** |

1. List the program’s goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College’s strategic goals. Each program must include an action plan.

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| **Future Goals** | **Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)** | **Action Plan** | **Timeline for Completion** | **Lead person for this goal** |
| 1. **Returning the number of fulltime faculty to three in order to meet academic and collegewide demands.** | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [x]  5: Leadership and Engagement  | Petition for one new faculty and a replacement of one retiring faculty. | 2015-16 | John Carpenter (retiring) |
| 2. | [ ]  1: Student Learning [ ]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  |  |  |  |

**III. Trend Data Analysis:**

Review the data provided by Institutional Research. Provide an analysis of program data throughout the last three years, including:

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

**In relation to gender and age, the program data has remained fairly consistent. Historically, there have been more than twice the number of females than males which represents a greater difference than the collegewide average. The age break down is only slightly different than the college average with a slightly greater percentage of the 19 and younger category and a slightly lower percentage of the 30-39 age bracket. In relation to ethnicity, the percentage of the Hispanic/Latino student has been increasing over the past 5years and is currently 5% higher than the collegewide average.**

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

**Both FTES and FTEF have been trending up for last five years and are significantly above the collegewide average, however, courses taught by full-time faculty have dropped from 68% to 25% in that same time period. In addition, overloads are at 5%. Productivity levels peaked in 2012-13 with a 40% fulltime faculty level and are currently at 22.3 or 5 points above the collegewide average. Finally, the 50 sections taught in 2014-15 represent a five year high.**

1. Changes in achievement gap and disproportionate impact.

**Retention and success rates for gender, age, and ethnicity are all plus or minus a few percentage points when compared to the collegewide average. The African American rates are slightly higher than the collegewide average but the American Indian is significantly lower.**

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

**All sociology courses are being revised this year and distance education will be added to each one. At this point in time only 4 sections of SOCI B1 are televised to our Delano campus each year. While these do not truly represent distance education they are listed as such in the trend data. The retention and success rates for these courses are higher than the traditional offerings.**

1. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).

**Sociology offers a single AA-T degree and there has been an average of just over 17 awarded over the past three years (13, 22, and 18 respectively).**

1. Other program-specific data (please specify or attach).

**It is perhaps appropriate to note that all sociology courses meet general education requirements and, as such, the majority of those enrolled are seeking general education benefits rather than majoring in sociology as a discipline.**

1. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

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| Full Name of Degree or Certificate | 2011- 2012 | 2012- 2013 | 2013- 2014 | 2014- 2015 | 2015- 2016 | 2016- 2017 |
|  **Sociology Associate in Arts for Transfer** | 8 | 13 | 22 | 18 | 20 (projected) | 20 (projected) |
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**IV. Program Assessment:**

1. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs).

**1. Demonstrate an understanding of the perspectives, theories, methods and core concepts of the sociology.**

**2. Explain the complex interplay between individual, culture, and social structure contributing to the historical development of the discipline of sociology.**

**3. Demonstrate the ability to utilize the sociological perspective to critically analyze and describe the diverse intersections of social categories, including race, ethnicity, class, gender, sexuality, age, religion, and nationality.**

1. How did your outcomes assessment results during the past three years inform your program planning? Use bullet points to organize your response.

**1. In reference to assessment and program planning there has been two primary themes that have been restated since the 2011-12 program review. First is the limited number of fulltime faculty and second is the subsequent workload required of those faculty. These two areas cannot help but impact program planning and the pedagogical processes subject to assessment.**

* + - **The current level of fulltime faculty for the sociology is two. Between 2010-11 and 2014-15 courses taught by fulltime faculty have declined from 68% to 25%. The courses taught by adjunct faculty have risen from 20% to 58% in the same time period (overloads and summer sections make up the difference).**
		- **Both fulltime faculty currently maintain three preparation periods in addition to all other collegewide obligations (e.g. multiple committee memberships, required course revisions, two annual program reviews, and outcome assessments/reports for all course taught).**
		- **While we appreciate our talented adjunct personnel they are *adjunct*. Most are employed fulltime in other areas, most teach only at night, and their ability to participate on a larger scale to effectively engage those things (such as departmental meetings, assessment review, program planning, etc.) is very limited.**

**2. The ultimate impact of outcomes assessment, apart from pedagogical matters, on program planning has been to find ways to work around the situation described here. A universal application of matters related to outcomes assessment is difficult at best and impossible a worst.**

1. How did your outcomes assessment results during the past three years inform your resource requests? The results should support and justify resource requests for this year.

**Apart from the request for additional faculty positions, assessment results have had very little impact on resources requests. The primary focus of assessment results has been pedagogical in nature.**

1. Describe how the program monitors and evaluates its effectiveness.

**Assessment and assessment results are regular topics during departmental meetings and in general collegial interaction. Once a given area for attention is identified it is openly discussed and potential responses identified. The effectiveness of a given application is reviewed on a departmental level, discipline level and a peer to peer exchange. In this way, a given application can be evaluated for effectiveness and modified as necessary.**

1. Describe how the program engages all unit members in the self-evaluation dialog and process.

**As stated above:** **Assessment and assessment results are regular topics during departmental meetings and in general collegial interaction. Once a given area for attention is identified it is openly discussed and potential responses are identified. The effectiveness of a given application is reviewed on a departmental level, discipline level, and a peer to peer exchange. In this way, a given application can be evaluated for effectiveness and modified as necessary.**

1. Provide recent data on the measurement of the PLOs/AUS., as well as a brief summary of findings.

**The most recent assessment focused on sociological theory and methods. The pre and posttest format focused on first student learning outcome for both Introduction to Sociology and Problems in a Modern Society. These are, in turn, linked to the first program learning outcome and general education outcomes D.1 and/or D.2. The overall average for the pretest was 45.53% and the overall average for the posttest was 87.84%. The average difference between the two tests was 42.31%. While the overall level of improvement was significant, there were two questions dealing with aspects of research design (variable identification and population sample) that had a lower level of improvement when compared to the rest. There are two possible approaches to addressing these findings; the first requires an examination of how the material was presented to the students and the second requires an examination of the assessment questions themselves. After discussion, it was decided that both approaches would be addressed; that is, the assessment questions would be revised to clarify intent and a greater instructional emphasis on the two areas would be employed.**

1. What have the program’s PLO’s/AUO’s revealed or confirmed in the past three years?

**Over the past three years there has been little or no indication that the current program learning outcomes require revision. That is to say that they accurately represent desired basis of knowledge to be acquired by the completion of the program. The primary results of assessment serve to fine tune the presentation of that knowledge.**

1. *If applicable,* list other information, data feedback or metrics to assess the program’s effectiveness (e.g., surveys, job placement, transfer rates, output measurements). **See above.**
2. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

**As indicated by the assessment description above (F), all student learning outcomes are mapped to both program learning outcomes and general education objectives. These, in turn, are mapped to institutional learning outcomes. In the example above, the assessment results would map directly to the institutional learning outcome for *Think* and *Demonstrate*.**

1. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond. **N/A**
2. How did your program address Equity, specifically referencing the achievement gap and disproportionate impact, over this comprehensive cycle?

**At this point in time, all Behavioral Science learning outcome assessments are anonymous in nature. There is no data collected to indicate race, ethnicity, gender or socioeconomic status.**

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Discuss your program’s strengths.

**As reported in previous years, the Sociology program continues to maintain a high level of FTES at 223.3 and a productivity rate of 22.3, both of which are significantly higher than the collegewide average. There were 18 Associate Degree for Transfer awarded last year but the real point of strength provided by sociology courses overall is in the fact that they are meeting critical general education requirements for both sociology majors and non-majors alike. The fact than Sociology courses permit a greater number of students per section (42) than the collegewide average allows greater access and helps to create clear pathways for a variety of academic pursuits. In addition, the sociology AD-T provides an excellent foundation for multiple disciplines at the university level.**

1. Discuss your program’s weaknesses.

**As stated above (IV B),** **the current level of fulltime faculty for the sociology is two. Between 2010-11 and 2014-15 courses taught by fulltime faculty have declined from 68% to 25%. The courses taught by adjunct faculty have risen from 20% to 58% in the same time period (overloads and summer sections make up the difference). Most of the adjunct faculty are employed fulltime in other areas, most teach only at night, and their ability to participate on a larger scale to effectively engage other aspects of the instructional endeavor (such as departmental meetings, assessment review, program planning, etc.) is very limited. The same situation creates a significant workload for the fulltime faculty who generally carry a course load with three preparation periods and sometimes four. As an example, at this point in time a Human Services Annual Program Review is due (Sociology is responsible for the Human Services Program), a Sociology Comprehensive Program Review is due, two Human Services courses and seven Sociology courses are up for review, and each of the two Sociology faculty have three preparation periods in their regular course of instruction. One of the faculty currently serves as the Behavioral Science Department Chair, Co-chairs the Curriculum Committee, and is required to meet a variety of expectations attached to those positions. This cannot help but impact the program’s ability to meet student needs.**

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

**V. Resource Analysis:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

**Once again, the pervasive nature of this particular aspect of the Sociology Program has made it a point of repetition; you can find it addressed in multiple sections of this comprehensive program reviews (e.g. IV B and IV M). To reiterate: the current level of fulltime faculty for the sociology is two. Between 2010-11 and 2014-15 courses taught by fulltime faculty have declined from 68% to 25%. The courses taught by adjunct faculty have risen from 20% to 58% in the same time period (overloads and summer sections make up the difference). Most of the adjunct faculty are employed fulltime in other areas, most teach only at night, and their ability to participate on a larger scale to effectively engage other aspects of the instructional endeavor (such as departmental meetings, assessment review, program planning, etc.) is very limited. The same situation creates a significant workload for the fulltime faculty who generally carry a course load with three preparation periods and sometimes four. As an example, at this point in time a Human Services Annual Program Review is due (Sociology is responsible for the Human Services Program), a Sociology Comprehensive Program Review is due, two Human Services courses and seven Sociology courses are up for review, and each of the two Sociology faculty have three preparation periods in their regular course of instruction. One of the faculty currently serves as the Behavioral Science Department Chair, Co-chairs the Curriculum Committee, and is required to meet a variety of expectations attached to those positions. This cannot help but impact the program’s ability to meet student needs. The need to increase the number of fulltime sociology faculty to three is critical to the ability to meet both program and collegewide demands. At this point in time one of the two fulltime faculty members will be retiring at the end of this academic year (May 2016). Replacing the single position will, at best, only perpetuate a currently untenable situation. The real need will be for two positions: one new (actually replacing a position vacated by the retirement of Professor Ralph Cazares) and one replacement of a current faculty member slated to retire in May 2016.**

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

 **Sociology faculty co-chair the Curriculum Committee. In this capacity, professional development presentations and training sessions have been provided at various venues campus-wide. Bi-weekly, workshops are also provided as a means for faculty to remain current in matter related to curriculum. In addition, training institutes for professional development in the area of curriculum development and maintenance have been attended by faculty in order to remain current.**

1. What professional development opportunities and contributions can your program make to the college in the future?

**With the anticipated retirement of one of the two current sociology faculty members, the answer to this particular question cannot be addressed.**

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

**The rapid and effective response on the part of those responsible for maintaining effective technology (e.g. computers, online access, in class visual aids, etc.) has been exceptional and effective in helping instructors meeting instructional demands.**

1. How will your Facilities Request for next year contribute to student success? **N/A**

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?

**Those responsible for the maintenance of repurposed and existing technology have been phenomenal in assisting the instructional endeavor and maximizing the classroom experience which cannot help but contribute to student success.**

1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success? **N/A**
2. Discuss the effectiveness of technology used in your area to meet college strategic goals.

**The effective application of technology in the educational endeavor cannot help but increase student success. As an example: Stanley Milgram’s research on the obedience to authority can be discussed in lecture and acquire a minimal level of understanding. A Power Point presentation may help to increase that level of understanding to a significant degree. However, if you provide lecture, power point, and a video presentation of the actual research you have maximized the exposure and increased comprehension to a degree that could not have otherwise been achieved. Technology makes this multifaceted presentation possible.**

D. Budget: Explain how your budget justifications will contribute to increased student success for your program.

 **All budgetary requests have a direct impact on the success of the educational endeavor.**

**VII. Faculty and Staff Engagement:**

1. Discuss how program members have engaged in institutional efforts such as college committees, presentations, and departmental activities.

**At present, sociology faculty serve as Curriculum Committee Co-Chair; Academic Senate (both executive board and regular); Assessment Committee; and a significant number of other college committees and organizations attached to these positions.**

1. Instruction Only: Discuss how adjunct faculty are included in departmental training, discussions and decision-making.

**This particular point is one that creates some difficulty for the sociology program since the vast majority of instruction is accomplished by adjunct personnel. All adjunct personnel are required to attend regularly scheduled departmental meetings where the majority of program pertinent information is exchanged. However, as state multiple times in this report, most of the adjunct faculty are employed fulltime in other areas, most teach only at night, and their ability to participate on a larger scale to effectively engage other aspects of the instructional endeavor (such as departmental meetings, assessment review, program planning, etc.) is very limited. This reality means that the vast majority of communication with adjunct personnel occurs via email and telephone conversations.**

**VIII. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

**The sociology program is a viable and productive platform for student success. On almost all levels of accountability, the sociology program either meets or (in most cases) exceeds collegewide measures of productivity and success. That having been stated, the minimal level of fulltime faculty combined with teaching loads and collegewide obligations has created a demand on personnel that cannot be maintained. Without repeating what has been stated numerous times in this report already, there is a necessity for three fulltime faculty within the sociology program. This request has been made each year since the retirement of Professor Ralph Cazares three years ago. At the end of this academic year one of the current two fulltime faculty will be retiring and simply replacing this position will not meet the personnel needs of the program.**

**IX. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

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

[x]  Curricular Review Form **(Instructional Programs Required)**

[ ]  [Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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

[ ]  Professional Development Form [ ]  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

[ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_