2018 Sociology/Social Science Annual Program Plan
SOCI Sociology/Social Science

I.A.   Program Profile: Purpose
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?

Narrative
The Sociology Program emphasizes the development of critical consciousness in students to recognize, analyze, and change the systems of stratification, dominance, and bureaucracy that characterize modern capitalist society. The Sociology Program provides a wide variety of courses that include Introduction to sociology, Race and Ethnicity, Social Problems and Community Relations, Social Problems, and Sociology of Gender and Sexuality. All of these classes are organized around the three pillars: 1) A systematic study of the organization of social institutions, micro-interactions and underlying social norms, 2) Critical analysis of social scientific methods, their historicity, and their evaluation, and 3) Application of the concepts and theories to the real-life issues and problems that students face in their communities.

Because of the strong commitment to Social Justice of our program, our courses consciously incorporate the discussions on inequality and marginalization by class, race, sexuality, and gender. Our program has a strong connection with Social Justice Studies program (SJS), and many of our courses offered serve as required core classes for SJS.

The Sociology Department has been a strong proponent of Service Learning and Community Action Research. Philippino Community Relations, Introduction to Sociology, and Social Problems have actively incorporated Service Learning as a powerful pedagogy that makes learning relevant to students, connects classroom learning to the community issues, and fosters a sense of agency of change in students.

I.B.   Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Rika Yonemura-Fabian Ph.D. Associate Professor, Sociology Department

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

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

1) Performance gap of underrepresented population.

   The overall success rate has increased from the previous year (2016-2017), from 66.4% to 72.8%. According to the PRIE data on success rates by ethnicity, we had a significant improvement among Latino students (increase from 57% to 74%) and Philipino students (69% to 74%). Multi-ethnic students also saw an increased success rate (63% to 69%). The only area of concern is Black students whose success rate went down (57% to 52%), although due the small sample size, it is hard to determine if these numbers are significant. Engaging pedagogy, and the methods of instruction and materials more relevant to this population may continue to enhance their performance and retention/success rate.

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. SOCI110 is under the jurisdiction of PSYC department, and we are awaiting their action.

3) Development of Research Methods.

   Research Methods (Soci129) was approved by the Curriculum Committee and will serve as a required core for Sociology AA-T. We plan to offer this course for the first time in Fall 2018, with the start of the Sociology AA-T.

4) Sociology AA-T

   Sociology AA-T was approved by the State C-ID office.We made a presentation on the degree at the Counseling Division meeting to ask for counselors' help to advertise this among students.

II.B. **Analysis: Program Environment**

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.

Narrative
- Sociology AA-T is taking off in Fall 2018.
- We increased the number of online classes to meet the needs of students and prepare for the room shortage during the construction. In Summer 2018, we offered two online Soci100.
- Sociology of Race and Ethnicity was cancelled due to the low enrollment in Fall2017. Sociology Department requested institutional support to keep this class from the Dean and Administration, following the spirit of Academic Senate Resolution that stated the need for the continuous offering of Race and Ethnicity.
- Social Justice Studies AA-T was approved by the Curriculum and is under the State approval process. Since many of Sociology classes are listed as SJS core classes, once the SJS degree takes off, enrollment of the department is expected to increase.
- We plan on banking Sociology of Medicine. This class never attracted a large number of students, and there is too much overlap in course contents with Health Sciences classes.

II.C. **Analysis: Student Learning Outcomes (SLOs and PSLOs)**

(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.

Narrative

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. Reflection: Considering Key Findings

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.

Narrative

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 specifialized 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 Psychology and Administration of Justice.

III.B. Reflection: ISLOs

If your 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.

Narrative

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. Strategy for Program Enhancement: Continuation/Modification

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.

Narrative

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) Strategic schedule of class offerings. With the Sociology AA-T taking off, as a department we have to strategize how to schedule classes such as Sociology of Gender and Research Methods to maximize enrollment and ensure access to Sociology major students to these classes.

IV.B. **Strategy for Program Enhancement: Action Plan and Resource Requests**
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. Institutional Goals.

Narrative