Instructional Program Review Report
Sierra College, 2016-17

Department/Program Name: **Sociology**

Date Submitted: **2/15/2017**

Submitted By: **Megan Seely**

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as the appropriate educational administrator, instructional assistants, classified staff members and students who have an interest in the present and future vision of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your ePAR Report when sending in your Program Review.

1) **Relevancy: This section assesses the program's significance to its students, the college, and the community.**

   1a) **To provide context for the information that follows, describe the basic functions of your program.**

   UC/CSU transferrable G.E. coursework with AA-T degree pattern.

   1b) **How does your program support the district mission, as quoted below? Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?**

   "Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion, and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college's programs and services, encouraging students to identify and expand their potential by developing knowledge, skills, and values to be fully engaged and contributing members of the global community. Sierra prepares students by offering Associate's and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment."

   The mission of the Sociology Department is "to serve a diverse student population in the community college and promote active learning and critical thinking skills, inspire social change, and build community through in depth study of society—its groups and institutions, social inequities, human behavior and the student's role in their surroundings." The mission of the Sociology Department is closely aligned with the district mission statement as the very intent of the field and study of sociology is to provide comprehensive

knowledge to better able students "to be fully engaged and contributing members of the global community." From the topics of study in the classroom to the numerous out-of-class projects, field trips, and assignments, we teach our students to critically evaluate culture, social interaction, social stratification, and social institutions. The Sociology curricula is designed to better prepare students for their transfer and career experiences and to hopefully instill in them the understanding that knowledge is always evolving and the desire to continue to learn.

1c) Program offerings align with which of the following mission categories (check all that apply):

☒Transfer ☐Career Technical Education
☐Basic Skills ☒Personal Development/Enrichment ☒Lifelong Learning

1d) Please analyze your department's role and its success in supporting the mission categories marked in 1c above. Please provide evidence in support of this analysis. If any of the following apply to your program, please address them in your analysis.
- **Degrees, certificates, and/or licenses your department has generated:**
  - **The alignment of these awards with the district's mission and/or strategic goals. (See the district "Awards Data File, available from Research and Planning, for your numbers).**
- **Job placement or labor market information for your program's awards and licenses.**
- **The contribution your program makes to student transfer.**
- **Participation in basic skills programs.**

In our first year with an AA-T (2011-12) we graduated 5 transfer degrees. We have had a steady increase in degrees since.
2013-14 = 8 degrees
2014-15 = 13 degrees
2015-2016 = 23 degrees

We've also seen a steady increase in declared majors:
Fall 13 = 83 majors
Spring 14 = 95 majors
Fall 14 = 127 majors
Spring 15 = 146 majors
Fall 15 = 149 majors
Spring 16 = 139 majors (slight drop this semester)

Sociology courses fill a number of General Education Breadth Requirements (areas B, D, E, and F). All of our courses meet CSU and UC transferability requirements. Additionally, our Introduction to Sociology (SOC 1) course is a requirement for nursing degrees.

1e) Optional Additional Data: Comment on any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.

Sociology, as a discipline, focuses on the exploration, understanding and analysis of society. As such, our students are immersed in a wide array of topics that teach diversity, including social interaction, culture, race and ethnicity, gender and gender identity. Our students are encouraged to participate in a variety of

campus and community events, for example we have taken students to volunteer at Glide Memorial Church in San Francisco (when funds have permitted), students have been assigned volunteer projects in local community organizations (such as Stand Up Placer), students have attended the national NCORE conference (focused on racial and ethnic diversity), students are active representatives in the Gender Equity, Spectrum, and New Legacy Committees as well as with the corresponding student clubs (Feminist Action Club, Beyond Diversity, Rainbow Alliance), and are involved/employed with the Student Engagement Centers. Until recently, we have had a very active Sociology student club on campus (this may be due to a shift into equity clubs). While the club is currently inactive, it has historically participated in campus events, campus/community clean-up, political rallies, community volunteerism, and student government.

2) __Currency__: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.

2a) Curriculum: Comment on the currency of your program's curricula, including discussion of any recent or projected changes. Please describe your process for evaluating and revising curriculum, including the use of SLOs.

The Sociology department is 100% current. Since our last program review, we have increased our course offerings from ten to 12 courses (not including 28 and 300 courses), including the SOC 95 which I discussed as in progress in our previous program review. Additionally, we are waiting final approval on two additional courses (Introduction to Social Justice Studies which only needs Chancellor's Office approval; and Introduction to Hip Hop and Social Justice which has been submitted to the Curriculum Committee and is awaiting a hearing).

I spent Fall 2016 on sabbatical creating a Social Justice Studies program which has now been approved by Curriculum and our Board of Trustees, and is headed to the Chancellor's Office. This new degree will follow closely with the Sociology degree but is interdisciplinary across a number of programs. The new courses mentioned above will shift to Social Justice Studies courses once the degree is approved. The degree will also integrate optional internship placements with local non-profit organization working in social justice.

2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

I have consistently been hosting Planning and Assessment days each semester with the Sociology Department. We are current, with a few modifications to schedule due to Fall 2016 Sabbatical, on our course assessments. We consistently discuss, write and submit DAA and SLAS forms. See these forms for department data.

In the space below, please describe or attach the cycle you have developed for outcomes assessment.

     See attached spreadsheet.

2c) Professional development: Please describe how your department's individual and group activities and professional development efforts serve to improve teaching, learning and scholarship.

Minimally, the sociology department meets twice a year for flex meetings at the start of each semester. These meetings serve to touch base on current district issues but also to host a pedagogical discussion about the field of sociology, teaching resources & techniques in the classroom, and the direction of the sociology department. Additionally, starting in Fall 2013, we began the Planning and Assessment meetings with majority department participation (in addition to our department flex meetings)

We have an up-to-date and active Canvas shell to share department documents (i.e. copies of meeting agendas, SLAS and DAA forms) and share educational and instructional resources. We use this site to share resources and engage in ongoing dialogue about our discipline.

Sociology faculty engage(d) in a number of campus committees (i.e.chair New Legacy, chair of Gender Equity Committee, senator with the Academic Senate, representative to SCFA, Title IX Task Force, RISE). Our faculty are actively involved in a number of campus events, i.e. Social Justice Week, Love Your Body Week, Indigenous Peoples Week, Semana Latina, Black History and Culture Week , and host to a variety of speakers.

In addition to campus-based activities, faculty participate in a variety of professional development activities, including coursework, conference participation, and hosting educational seminars for colleagues and students. Faculty have also written articles, responded to news interviews, presented research at academic conferences and have served as guest speakers at colleges and universities.

All of the abovementioned activities contribute significantly to our campus community both in the sense of shared governance and to the enrichment of our student body.

2d) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program's effectiveness and explain why.

See attached DSR

3)   Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.

3a) Retention and Success: Identify and explain the three-year trends in your program's data contained in the DSR.   Address separately the data for on ground and on-line course. Evaluate the significance of the trends, including any challenges experienced by the program and any relevant data/analysis from your course and program outcomes assessments. If applicable, please analyze any significant trends related to student equity and success. If you determine that you need to improve the program's performance, please describe how you plan to achieve this goal. Please include the results of your outcomes assessments, as appropriate.

Overall, our department retention rates have a 3 year average of 90%. Our department success rates three year average is 75%.

Our department retention rates continue to exceed those of district averages: Fall '13 91% v. 86%; Spring '14 89% v. 86%; Fall '14 89% v. 85%; Spring '15 88% v. 85%; Fall '15 91% v. 85%; Spring '16 90% v.

85%. Our department Success Rates have been at (spring 2014 & Spring 2015) or above district success rates.

Our department online retention rates have a three year average of 83%. Online success rates have a three year average of 68%.

Specific to equity populations, our retention rates continue to be high, with the following examples of 3 year averages:
African American 86%
Amer Indian/Alaska Nat 88%
Asian 91%
Hispanic/Latino 90%
White 90%
Foster youth 89%
Students with Disabilities 88%
Female 89%
Male 90%

Success Rates 3 year average:
African American 61%
Amer Indian/Alaska Nat 73%
Asian 79%
Hispanic/Latino 73%
White 76%
Foster youth 56%
Students with Disabilities 73%
Female 75%
Male 74%

Note we do have disparate success rates for African Americans and Pacific Islanders.

We continue to be mindful of success and retention rates in our department planning and course offerings. Our curriculum encompasses many of the issues and topics related to equity—both in the classroom and in the larger society. As such, we integrate equity topics into lectures, readings, and events. Our faculty continue to engage in discussions and efforts to increase equity in our field.

See attached DSR for more additional information.

3b) Enrollment Trends: Identify and explain the three-year enrollment trends in your program's DSR data. Address separately the data for on ground and on-line, as well as the data at the various centers in which your program may operate. Evaluate the significance of the trends including any challenges experienced by the program. If applicable, please analyze any significant trends related to student equity and success. If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

At a three year average of 98.6%, our department fill rate is above the district average. We have seen a slight decline in fill rate over the last few semester, which is consistent with the larger economic shifts in our community. We continue to see general growth in enrollment for our online sections. As department

chair, I have regular conversations with my area dean about enrollment management. See attached DSR for more additional information.

3c) Productivity: Comment on how the program contributes to overall district productivity. Evaluate the significance of the trends including any challenges experienced by the program. If you believe the statistical trends need improvement, and can be affected by your actions, If you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

The Sociology Department has significantly grown, from offering 2 courses with no degree pattern in 2006, when I first arrived to the department, to now offering 12 courses (excluding 28 and 300 courses), with two more on their way. We also have a popular AA-T degree. We have two full-time faculty and fifteen active part-time faculty (up from 8 in our previous program review).   Our productivity numbers are strong and steady (see attached DSR). As a department, we are discussing a request for a third full-time faculty member (this may present itself as a necessity if a current FT faculty assignment outside of the classroom becomes permanent).

3d) Analysis and Planning: Referring to your ePAR Report of Goals, Strategies, Actions, and outcomes assessment cycle and relevant assessments/evaluations, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals.

Major areas of focus have been on the development of a social justice certificate/degree program, which is in its final stages. The first related course is scheduled to be offered Fall 2017. Additionally, assessment of course and program SLOs, ongoing pedagogical connections between course/class content and community/campus organizations and activities, and the development of additional course offerings continues to be our departmental focus.

3e) Optional Additional Data: Enter additional data here that you believe to be an indicator of your program's effectiveness and explain why.

Our faculty are widely engaged with students, both inside and outside the classroom. Both of our full-time faculty are deeply involved in shared governance and equity work on campus. Additionally, many of our part-time faculty are involved on committees and with events on campus.

4)   Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above. (Refer to the bottom row of your DSR in your response to this category. You may include budget information if you have it.)

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Please incorporate analysis of any relevant outcome or other data in this description.

With the creation of a Social Justice Studies degree, I anticipate a growth in student contact hours. The program will parallel the Sociology degree but is a stand-alone program. The program will connect our students to the non-profit and social activism community beyond the boundaries of Sierra College. This will re-vitalize (but change) our internship program and provide students with the opportunity of direct experience as it relates to the study of society and social change.

The department continues its discussion of the possibility of creating a 1 unit honor's class. We have already offered a group honor project (with individual contracts) in our SOC 27: Sociology of Gender (fall 2013) and SOC 5: Sociology of Women's Health (fall 2013) courses, and continues to offer individual honor contracts in a number of our courses. I continue to discuss with the honors committee the idea to create a pilot course that would be available to students in any sociology course.

There has long been interest expressed in having ground sections of our Introduction to Sociology (SOC 1) course at TT and we are considering offering additional courses (i.e. SOC 2) at NCC (needs vetted with NCC dean).

We will continue our presence on campus in terms of shared governance and student activities. We will continue mentoring student leadership via course work, conference participation, student clubs and campus events. And continue working to integrate technology into ground, TV, and online courses (a current and ongoing goal).

These activities are fundamental to our role in the campus community but also as integrated into a teaching pedagogy that aids students in real world application of the very concepts we teach in class.

4b) Equipment and Technology: Comment on the adequacy of the program's equipment and technology funding level for the District as well as for specific sites, including a projection of equipment and technology needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

Our primary classroom, M4, is updated as a SMART room. We continue to need another room designated to sociology course scheduling as our department offerings have grown significantly since designating M4 as the sociology classroom.

Identify and securing SPSS software and a lab classroom for our SOC 15: Statistics for Sociology and SOC 20: Research Methods courses has been a key goal these last few years. This space has been dedicated and I continue to work with our area dean on scheduling this shared space. Additionally, we need to have the SPSS software loaded into the computer in M4. This software is essential to the delivery of the abovementioned courses (specifically SOC 15).

If/when we begin to increase of our offerings at NCC and Truckee we'll need to assess SMART room and classroom access on those campuses.

4c) Staffing: Comment on the adequacy of your program's faculty, classified, and student help staffing levels for the overall District as well as specific sites, including a projection of staffing needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

We currently have 2 FT and 15 PT faculty members, which impacts our FT:PT ratio. We have a three year average of 35% for our FT:PT ratio. As previously mentioned, the department is in discussion about requesting a third full-time faculty member, we are waiting to see what happens with the current out-of-class contract of one of our FT faculty members.

We have two PT faculty designated for the NCC campus, which is working well. Should we decide to begin offering ground classes at Truckee we will need to explore the possibility of hiring a part-time faculty member for that location.

4d) Facilities: Comment on the program's fill rate and the adequacy of the facilities for the District as well as specific sites, including a projection of facility needs for the next three years. Please provide a justification for these needs, incorporating relevant assessments of the data above in this explanation.

We continue to have a fill rate above the district average. As department chair, I continue to work with my dean to evaluate schedule times and course rotation to maximize fill rate and meet student need.

As mentioned above, we need to begin exploring additional classroom space on the Rocklin campus and may need to do so at Truckee and NCC.

4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
x		x	x				

5) Summary/Closing

5a) Based on the analysis above, briefly summarize your program's strengths, weaknesses, opportunities, and challenges.

The Sociology department has a very strong presence on campus, including our lead and participation in campus events as well as our faculty participation in shared governance. Utilizing our sociological backgrounds, our faculty are often very vocal in recognizing the needs of underrepresented students and addressing the importance of diversity in the decision-making processes at Sierra College. Whether it be via representation on the SCFA or the Academic Senate, or via leadership and participation in a variety of campus committees, the Sociology faculty are very active in our campus community.

Key challenges that we face continue to include planning our growth to adequately meet the demand of students while navigating budget constraints and keeping retention, fill rate and success rates high; meeting the technological demands/needs of our faculty and students; and balancing departmental needs and goals while prioritizing teaching load.

Despite our challenges, I continue to argue that the sociology department is strong. Our departmental growth and ongoing participation in shared governance and with campus events is an asset to the Sierra College community. We have an expanding base of students interested in sociology, and are seeing an increased number of students transferring to schools with the expressed intent to major in the discipline, especially due to our AA-T degree.

Offering the AA-T degree, mentoring students, mentoring future faculty (i.e. mentoring graduate students), expanding our curriculum, hosting campus events, and engaging in shared governance degree are just a few of the measures the Sociology Department is taking to address this student interest and to participate in the mission of the college.

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

The Sociology department has regular discussions about the direction of our department during our flex department meetings and our planning and assessment meetings at the start of each semester, at which we have attendance and participation from the majority of our part-time faculty members. We have a department Canvas shell in which we share documents, engage in discussions and share resources. We also communicate frequently via email.

We met, in person and online, extensively to design the assessment methodology for our Introduction to Sociology courses. There continues to be good buy in from part-time (and full-time) faculty in this process.

I'm deeply committed to shared governance and serve on a number of committees, including until recently, the Academic Senate. I regularly participate in cross-campus dialogues about the direction of our campus, the development new courses and/or program, and the needs of our students.