

Ohlone College

Program Review Report

- **Program Description and Scope:**

- *Program Review Title:* Sociology
- *Academic year:* 2015/2016
- *Review Type:* Instructional Disciplines
- *Program/Departments:* Sociology (22001)
- *Authority Code:* 45-Dean, Arts and Social Sciences
- *External Regulations:* Yes_ No X
- *Provide a brief narrative that describes the instructional program/discipline:*

Sociology is the study of human societies and social relationships. It uses various empirical research methods to examine social life. Sociology differs from other social science disciplines, such as psychology, economics, political science, and anthropology in that it has a very wide scope, examining all parts of social life, social behavior, and social institutions. Furthermore, it is particularly interested in the study of present social phenomena. Therefore, students are pushed to think critically about the society they currently live in, which can be a difficult task in that we tend to take for granted and not question the things that we continuously see and experience. Among the many things studied in sociology, the discipline focuses on examining different aspects of culture, socialization, social institutions, social stratification, social problems, and social change.

- **College Mission:**

- *Mission Statement:*

Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.
- *Program Relation to College Mission:*
 - University Transfer
- *State Your Program Mission/Purpose:*

The Sociology Department provides a high quality program of study that supports students in developing the sociological perspective and tools needed for understanding society and social life. The program strives to foster an understanding of varying perspectives, the application of sociological theories and concepts to everyday life, a critical examination of social life that includes a wide range of social problems and social inequalities, and encourages students to examine their own position in and relation to society. The program prepares students for university transfer and aims to inspire students to be active

members of their community who seek to improve their social world.

o *Briefly Describe Program Accomplishments:*

These are the major accomplishments for the program since Fall 2014:

1) The hiring of a full-time faculty member, Jennifer Jovel, which filled a 5 year vacancy in the department.

2) SLOs were assessed for all the Soc classes included on the master list.

3) Soc course offerings were reviewed and expanded. Social Inequalities which was created in 2010 is being offered for the first time in Fall 2015, and Chicano Culture is being offered for the first time on campus in several semesters.

4) Students have begun to earn the AA-T in Sociology. Six students earned the degree in 2014.

5) The department had its first ever Sociology Panel, which included 5 former Ohlone students who transferred and earned degrees in sociology. They provided students with information related to majoring in sociology and pursuing careers related to sociology.

• **Achievement and Resource Data Analysis:**

1. *Research Questions:*

1. Overall success rate declined over 5% from 2013-14. To what might we attribute that?
2. African Americans have over half of their enrollment withdraw or fail to pass with a grade of C or better, over 20% below the department success rate. How might that disparity be addressed?

• **Resource Assessment Summary:**

1. *Academic Year:* 2014-15
2. *Activity Center Fund 10 Budget Allocation:* \$106000.00
3. *FTEs:* Fall: 64 Spring: 53 Summer: 0
4. *WSCH/FTEF:* Fall: 658 Spring: 642 Summer: 0
5. *Course Sections Offered:* Fall: 12 Spring: 11 Summer: 0
6. *Sections Taught FT Faculty:* Fall: 4 Spring: 4 Summer: 0
7. *Sections Taught PT Faculty:* Fall: 8 Spring: 7 Summer: 0

• **Human Resources:**

1. *# of FT Faculty:* 1
2. *# of PT Faculty:* 6

3. # of Classified Staff:
 4. # of Administrators:
 5. % Faculty release/reassigned time: 0%
 6. Technology:
 - Technology Enhanced Instructional Equipment
 - Laptops
 - Desktops
 7. Physical Resources:
 - General Classrooms
- **Program Analysis PSLOs - Student Learning:**
 (Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level)

1. PSLO Matrix:

Course	PSLO-1	PSLO-2	PSLO-3	PSLO-4	PSLO-5
SOC 101	I	I	I	I	I
SOC 102	P	P	P	P	P
SOC 103	M	M	M	M	M

2. Please Indicate the PSLO(s) which you are reporting on:
 - Demonstrate competence in defining, critically assessing, and using sociological concepts.
 - Be able to identify and employ various research designs and their appropriate application to the study of social life.
3. Analyze and summarize your assessment findings. What in the data jumped out?

Two PSLOs were analyzed: 1) demonstrate competence in defining, critically assessing, and using sociological concepts; and 2) be able to identify and employ various research designs and their appropriate application to the study of social life.

The first PSLO was analyzed in three sections of Sociology 101 offered in the Spring of 2015. There were a total of 138 students included in the assessment, which consisted of a 5+ page paper assignment. The analysis showed that 125 students received a passing grade of 70% or higher, demonstrating competence in defining, critically assessing, and using sociological concepts. This results in 91% of students meeting the PSLO and 9% of students who are not meeting the PSLO.

The second PSLO was analyzed in one section of Sociology 102 offered in the Spring of 2015. There were a total of 28 included in the assessment, which consisted of a 10+ page paper assignment. The analysis showed that 26 students

received a passing grade of 70% or higher, demonstrating their ability to identify and employ various research designs and their appropriate application to the study of social life. This results in 93% of students meeting the PSLO and 7% of students who are not meeting the PSLO.

Overall, the results of the assessment showed that over 90% of students, which is overwhelmingly the vast majority of students, who complete the two core classes in Sociology have a strong understanding of sociological concepts and research design, two key skills necessary for success in the discipline.

* Please see the comments section below for a discussion of the research questions asked in the Achievement and Resource Data Analysis section.

4. *Give examples of assessments used for your PSLO analysis:*

The first PSLO to be assessed states that students will demonstrate competence in defining, critically assessing, and using sociological concepts. In order to access this PSLO students write a Sociological Autobiography in Sociology 101, which is a paper assignment of at least five pages that asks them to define and apply sociological concepts to their own lives. Students must decide on at least three topics covered in class, and then assess which concepts related to those topics help explain their life experiences. Students are asked to define the concepts and explain their applicability to specific life examples. Students who were able to correctly explain and apply a variety of concepts related to at least three core topics covered in class received at least a passing grade on the assignment and demonstrated the required competence for this this PSLO.

The second PSLO that was assessed states that students will be able to identify and employ various research designs and their appropriate application to the study of social life. In order to access this PSLO students complete a research paper in Sociology 102 that asks them to select a social problem, evaluate various research designs, and ultimately design their own research project. For this paper, students complete the core steps used in the social science research process. Their final research papers include the following: 1) Problem Statement; 2) Literature Review; 3) Hypothesis/Conceptual Framework; 4) Methodology; 5) Results/Findings; and 6) Reference Page. Students who were able to correctly employ the different steps of research design in order to complete this research paper received at least a passing grade on the assignment and demonstrated the required competence for this PSLO.

5. *Describe input from Program Advisory Committee (if applicable):*

6. *Comments:*

Research Questions:

0. Overall success rate declined over 5% from 2013-14. To what might we attribute that?

In 2014-15, the overall success rate of the department dropped 5% and went back down to 70%, which is consistent with the rates that the department had experienced in years prior. The slight peak in success rates in 2013-14 may have been attributed to the lack of consistency within the department, as there was no full-time faculty in the department. The decrease of success rates in 2014-15 may also be attributed to the improvement of the economy, which created more jobs for students who therefore work more hours per week.

1. African Americans have over half of their enrollment withdraw or fail to pass with a grade of C or better, over 20% below the department success rate. How might that disparity be addressed?

In 2014-15, the withdrawal rate of African American students in the department was 14%, and the success rate was just under 50%. It is critical that the department take steps to address this disparity. First, the department can provide academic support by using embedded tutors. Second, the department can provide more information to students to demystify the college going process. This can be done by providing more information regarding the Sociology AA-T, as well as providing access to role models from underrepresented student populations who have gone through the process of transferring and earning degrees in Sociology. The department has begun to organize a Sociology Panel that aims to address these issues. These steps are incorporated, and further

explained, in the PIOs.

- **Program Improvement Objectives**

1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

The PIO is to increase support for students, including those from historically underrepresented groups, to pursue the Sociology AA-T. Over the past 3 years, the number of students earning the degree slowly rose to 6 in 2014. With increased access to information and support for the major, the goal is to increase this number.

Notes (optional): Please include any notes related to your PIO. (2500 Character limit)

This goal is based on the program data that shows the low number of degrees being awarded, as well as the need to provide more information and support to students, especially underrepresented students, who experience lower course success rates.

Program PIO will address the following:

- Increase Degrees/Certifications
- Equity/Disproportionate Representation

How will you assess the effectiveness of your PIO:

In order to assess the effectiveness of the PIO, the number of students who complete the Associate in Arts in Sociology for Transfer will be examined each year for the next three years.

PIO Action Plan:

How will you accomplish this?

The PIO Action Plan includes the following: 1) All students enrolled in sociology courses taught by full-time faculty will be provided an information sheet that reviews requirements for the Sociology AA-T as well as potential career opportunities for sociology majors. 2) The Sociology Panel which took place in the Spring of 2015 will become an annual event. This panel consists of former

Ohlone Students, including those from historically underrepresented groups, who pursue degrees in sociology and careers related to sociology. The panelists will provide students information related to what it's like to transfer as a sociology major and possible career paths related to the major. 3) An embedded tutor will be identified and used to provide support to students in Sociology 101.

What is your timeline?

The goal of the program is to implement all three aspects of the action plan starting in the 2015-16 academic year, and to continue with the action plan for three consecutive years.

Who is going to do this?

The three aspects of the action plan will be implemented by Jennifer Jovel, the full-time faculty member of the department.

PIO Status:

- New

Closing the loop - Describe the results of your PIO implementation or completion:

There are no previous PIOs to report on since there was no full-time faculty member until the Fall of 2014 and the program did not have any PIOs being implemented.

Conclusion: Complete if PIO has been completed

Fiscal Resources Status:

PIO Resources:

- Resource: People Time
Description: Faculty conduct the activities as described in the PIO data boxes above.

Attached Files: