

Bakersfield College

Program Review – Annual Update

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

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|---|--|---|
| <input type="checkbox"/> Faculty Request Form | <input type="checkbox"/> Classified Request Form | <input type="checkbox"/> Budget Change Request Form |
| <input type="checkbox"/> ISIT Form | <input type="checkbox"/> M & O Form | <input type="checkbox"/> Best Practices Form (Required) |
| <input type="checkbox"/> Other: _____ | | |

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 mission of Bakersfield College

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. As such, the course content necessary for a degree in Sociology quite literally addresses the Bakersfield College mission statement point by point, objectively and in detail.

Degrees and Certificates: List the degrees and/or Certificates of Achievement awarded by the program, if applicable.

The Sociology Program offers an Associate of Arts Degree for Transfer only.

Associate in Arts in Sociology for Transfer

For the 2012-13 academic year there were twelve (12) AA-T degrees awarded.

II. Program Assessment:

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

Program Learning Outcome One was assessed and impacted three of the course offerings in Sociology during the 2012-13 academic year. These were SOCI B1 Introduction to Sociology, SOCI B2 Problems of a Modern Society, and SOCI B20 Social Psychology. While all three courses registered a significant increase in knowledge with a pre-test post-test format (from a low 20 percentile to a high 70 percentile), the lowest level of improvement was in SOCI B2. The foundational material presented in the Introduction to Sociology is generally novel and well received and those in Social Psychology are primarily students with a declared major and committed to an academic course of action. The SOCI B2 course, however, is an effort to apply the Sociological endeavor to real-world social problems. This takes the lessons of SOCI B1 a step further into practical application and yet SOCI B1 is not a pre-requisite for the course. Requiring SOCI B1 as an advisory, co-requisite, or pre-requisite to SOCI B2 is an obvious response and yet this approach might be too constraining. A more practical approach would be to first have faculty and adjunct review the text and other

instructional material to determine if a better order of presentation (e.g. early chapters dedicated more to introductory type material) and, second, a discussion between faculty and adjunct on how to more effectively incorporate a degree of first year course work in a second year class. This is the course of action we have taken.

- b. How did your outcomes assessment results inform your resource requests this year?

The outcome assessments related to Program and Student level Learning Objectives deal with the effectiveness of the instructional endeavor within the context of the courses being assessed. This data, although vital, does not necessarily address the overall need for additional resources. It may, in fact, conceal that need. The outcome assessment for this report are fairly positive, however, resource requests are born out of perceived program weaknesses as illustrated in point 'd' below.

- c. Note any significant changes in your program's strengths since last year.

The Sociology program continues to maintain a high level of FTES/FTEF (24.0) significantly above the college wide average (17.9) and there has been an increase in both Retention and Success rates when compared to last year. In addition, there has also been an increase in the number of AA-T degrees awarded.

- d. Note any significant changes in your program's weaknesses since last year.

The Sociology program continues to be staffed with a minimal two fulltime faculty supplemented by a talented but limited adjunct pool. When high enrollment rates are combined with other college wide obligations (committee work, curriculum, assessment, APR, etc.) the faculty are stretched to the limit. In addition, sociology continues to be one of the top ten majors transferring to California State University Bakersfield from Bakersfield College; however, most of these transfers do not involve an AA-T degree. In light of this, there is an emphasis on establishing clear pathways for students to expedite the matriculation process. If we were able to offer more courses with a greater degree of frequency, students could complete the AA-T requirements at a much faster pace. Finally, if faculty had the additional time to promote the AA-T degree in Sociology the total number of degrees awarded annually would increase significantly.

- e. If applicable, describe any unplanned events that impacted your program.

III. Technology and Facilities Analysis

- a. Has your program received new or repurposed technology in this cycle?

- i. If yes, how have you assessed the outcome of the use of that technology and its effectiveness as it relates to student outcomes? None.
- ii. If no, what technology could play a contributing factor in future student success and outcomes for your program? How would you evaluate the use of this technology? NA
- iii. How might other areas use this technology? NA

(NOTE: Technology requests can be made by filling out the [ISIT Request form](#).)

- b. Has your area received any facilities maintenance, repair or updating in this cycle? If yes, how has the outcome contributed to student success?

The outside of the LA building has been repainted and this has improved the overall appearance significantly.

(NOTE: Facilities and M&O requests can be submitted by completing the [M&O request form](#))

IV. Trend Data Analysis:

Discuss any significant changes in data trends over the last year using data provided by Institutional Research. Metrics may include the following:

- a. Changes in student demographics (gender, age and ethnicity)
The demographics related to students enrolled in sociology courses is fairly consistent with the college norms with a few exceptions: the percentages of both female and Hispanic/Latino students are higher than the college wide figures and the percentage of younger students is higher and older students lower than the college wide average.
- b. Changes in enrollment (headcount, sections, course enrollment and productivity)
Enrollment has increased 11% when compared to the previous year.
- c. Success and retention for face-to-face, as well as online/distance courses
Retention and success rates have increased an average of 4% in both areas of face-to-face and distant education. Face -to-face retention was 85.6 and success was 67.2 while distant education retention was 88.6 and success was 73.9.
- d. Degrees and certificates awarded (five-year trend data for each degree and/or certificate awarded)
There was an average of 10 AA degrees awarded in the previous 4 years; there were 12 AA-T degrees awarded in 2012-13.
- e. Other program-specific data (*please specify or attach*)
The total FTES/FTEF for the Sociology Program was 24.0 for the academic year 2012-13 which was significantly higher than the college wide average of 17.9. In addition, the number of sections taught and ratio of students per faculty in those sections was also significantly higher than the college wide average. Finally, 42% of sections taught were taught by adjunct.

V. Progress on Program Goals:

List the program's goals from the previous Program Review. For each goal, please discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

Previously Established Goal 1: (*state goal*) Increase the number of Sociology majors with an emphasis on the benefit provided by the TMC.

Progress on Goal: *There has been a slight increase of 2 degrees (12 degrees were awarded) over the previous 4 year average.*

Completed: May 2013 (Date)

Revised: _____ (Date)

Comments on Goal 1: As stated above, the ability to increase the number of Sociology AA-T degrees is proportional to the number of full time faculty. A limit on the number of courses offered and the demands of college wide

requirements significantly impact the ability of two faculty to effectively address this goal. There is simply not enough hours.

Previously Established Goal 2: (state goal)

Progress on Goal:

Completed: _____ (Date)

Revised: _____ (Date)

Comments on Goal 2:

VI. Curricular Review (Instructional Programs only):

- a. List each of the courses offered within the discipline’s academic program in the first column, using one row per course. Place an **X** in the appropriate column to indicate when the course is scheduled for review.

Course	2013-2014 (2019-2020)	2014-2015 (2020-2021)	2015-2016 (2021-2022)	2016-2017 (2022-2023)	2017-2018 (2023-2024)	2018-2019 (2024-2025)
<u>SOCI B1</u>				<u>X</u>		
<u>SOCI B2</u>				<u>X</u>		
<u>SOCI B20</u>				<u>X</u>		
<u>SOCI B28</u>				<u>X</u>		
<u>SOCI B36</u>				<u>X</u>		
<u>SOCI B45</u>				<u>X</u>		

- b. List courses that are proposed for addition. None
- c. List courses that are proposed for deletion. None
- d. List any changes the program has made to online/hybrid/distance education courses. None

- e. Provide an update on the program's transition to adopting a [Transfer Model Curriculum](#) (AA-T or AS-T), if applicable.

The Sociology program has an AA-T degree in place.

VII. Conclusions and Findings:

Without extensive reiteration of material already presented in this report, there are some important points to be made in summary. First of all, the Sociology Program is current and up-to-date. There is an approved AA-T degree in place with all course curriculums in compliance and C-ID approved. Second, in those areas of data used as a measure of productivity, the Sociology Program is either equal to or significantly above the college wide totals. With the recent ACCJC emphasis on programs rather than our traditional departments, the Sociology Program has established new Program Level Objectives which, in turn, will require an adjustment to the established assessment process necessary to accommodate this change. With that in mind, the ongoing assessment process is, at present, current. Finally, and perhaps most important, the effectiveness of the Sociology Program in providing our students a clear pathway to matriculation is hampered by the limited number of fulltime faculty. This issue is addressed above.