



2018-19 Program Review – Instructional

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The mission of the sociology discipline at Berkeley City College is to support students in degree completion and transfer. By providing a course of study that examines the systematic study of human social institutions and social relationships, sociology courses provide both a general education in the social sciences as well as preparation for the sociology major. Students taking sociology courses will study the role of social theory, sociological research methods, social organization and structure, social stratification and hierarchies, dynamics of social change, family structures, social deviance and control, and applications to the study of specific social groups, social institutions, and social problems.

List your Faculty and/or Staff

Full Time
Linda McAllister
Mark Swiencicki

Part Time
Darrol Hughes
William Evans
Dustin Mabry

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Summary of goals from previous APU taking three goals for each area as examples

- **Goal 1. Curriculum:**
 - 1: Create Introduction to Social Work course (completed)
 - 2: Adopt Sociology of Sexualities Course (still under discussion)
 - 3: Work on transfer agreement for Soc. 120 or revise course to align more closely with UCB's Soc. 05 (attempted)
 - 4: Create Certificate of Achievement in Sociology (still under discussion)
 - 5: Collaborate with inter-disciplinary faculty to create a Gender Studies Certificate (completed).
- **Goal 2. Assessment:**
 - 1: Complete identified activities for the discipline in the Social Sciences three year assessment schedule (completed)
 - 2: Participate in the Global Awareness ILO measurement planned for 2016 (completed)
- **Goal 3. Instruction:**
 - 1: Continue to organize student led study sessions (completed)
 - 2: Continue to schedule sociology courses across the schedule and across delivery methods (ongoing).

3: Have embedded instructional assistants in online courses (ongoing).

Goal 4. Student Success:

- 1: Increase Student Success and Retention in face-to-face classes (ongoing)
- 2: Increase Student Success and Retention in online and hybrid classes (ongoing).
- 3: Increase Students completion of Sociology ADT (ongoing).

Describe your current utilization of facilities, including labs and other space

Sociology faculty members mostly utilize the larger classrooms at 2050 Center St. (rooms 422-424), Room 322, Room 218, and numerous rooms located in the basement of the main campus. Occasionally a section is taught in the auxiliary building. Classrooms with working AV projectors and audio are a necessity. However, many classrooms in 2050 Center Street do not have usable whiteboard space if the projector/screen is in use - which impacts our delivery of instruction. Social science faculty meets frequently with students in small groups and need a space to hold these meetings. This space is extremely limited at 2050 Center Street. Office space for part-time instructors is constrained by the number of instructors who share a single workspace.

Enrollment Trends



Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

College Level - Program and Department comparison

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years.

BCC Productivity steadily declined 12% over the 3 years (to 15.4).

BCC FTES steadily declined 13.62% over the 3 years (to 1046).

BCC Productivity F15/Sp 16: 16.99

BCC Productivity F16/Sp 17: 16.63

BCC Productivity F17/Sp 18: 15.39

BCC Productivity for these two semesters, over three years, shows a 9.5% decline

BCC SOC Productivity F15/Sp 16: 17.49

BCC SOC Productivity F16/Sp 17: 16.76

BCC SOC Productivity F17/Sp 18: 15.38

BCC SOC Productivity declined by 12% so this decline is slightly higher than the College's productivity decline

Productivity by Course (courses marked with an * are above college average)

SOC 1

F15/Sp 16: 18.43*

F16/Sp 17: 18.4*

F17/F18: 16.47*

SOC 2

F15/Sp 16: 17.4*

F16/Sp 17: 15.8

F17/F18: 11.91

SOC 5

F15/Sp 16: 17.3*

F16/Sp 17: 15.75

F17/F18: 14.5

SOC 6

F15/Sp 16: n/a

F16/Sp 17: 8

F17/F18: 5.5

SOC 7

F15/Sp 16: 6

F16/Sp 17: 6.5

F17/F18: n/a

SOC 8

F15/Sp 16: 20.63*

F16/Sp 17: 19.83*

F17/F18: 17.75*

SOC 13

F15/Sp 16: 19.5*

F16/Sp 17: 16.75*

F17/F18: 14.75

SOC 18

F15/Sp 16: 20.25*

F16/Sp 17: 18*

F17/F18: 17*

Just like the college as a whole, Sociology has seen declining productivity. Some SOC courses (SOC 1, SOC 8 and SOC 18) have remained above college level productivity even with overall decline. Some courses (SOC 6 and SOC 7) have had low productivity but make up an important part of the Sociology curriculum. The full time faculty in Sociology will be reviewing scheduling options for these courses.

To note:

Two of our sister colleges, Laney and College of Alameda, sociology programs saw slight increases in productivity (1.6% and 2.6% respectively) over this period while Merritt College's program saw a 2.4% decline. Overall college productivity rates were slightly down over a three year period for these three schools. This is a data point worth examining for contemplating both within BCC and the Peralta District the number of course sections being offered at all of the colleges, the modality of the courses and also the scheduling of classes. Guided pathways and increased data on scheduling should be reviewed.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

BCC Sociology Productivity by time of day and modality

Day time productivity for F15/Sp16: 17.44

Evening productivity for F15/Sp16: 17.33

Online productivity for F15/Sp16: 19

Day time productivity for F16/Sp17: 16.13

Evening productivity for F16/Sp17: 16.64

Online productivity for F16/Sp17: 18.71

Day time productivity for F17/Sp18: 15.05

Evening productivity for F17/Sp18: 13.7

Online productivity for F17/Sp18: 18.5

To note: BCC's college average productivity for all classes for these same years:

Day time productivity for F15/Sp16: 17.5

Evening productivity for F16/Sp17: 15.72

Online productivity for F15/Sp17: 17.51

Day time productivity for F16/Sp17: 17.24

Evening productivity for F16/Sp17: 16

Online productivity for F16/Sp17: 15.94

Daytime productivity F17/Sp18: 16.01

Evening productivity for F17/Sp18: 14.34

Online productivity F17/Sp18: 15.47

BCC's Sociology online classes have a higher productivity than BCC online classes in general. This may indicate a demand for Sociology/Social Sciences classes as online offerings. Demand does not necessarily mean that online courses are the best modality for all students.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

BCC offers sociology courses across the schedule: morning, afternoon, evening, Saturdays and online. We offer courses in block scheduling, and as twice a week offerings. Sociology also offers courses in learning community programs and as contract education.

Not all of our courses are full, and some scheduling based on enrollment patterns should be reviewed.

However, students are completing the Sociology AD-T and Liberal Arts Emphasis in Social and Behavioral Sciences degree so the scheduling is allowing students to complete their program coursework.

Below are some considerations based on productivity and scheduling:

We should evaluate our weekend (Saturday) course offerings:

Our SOC 1 Saturday class has shown a significant decline in productivity:

F15: 18%

F 16: 18%

F17: 14%

Sp18: 8%

We have not scheduled Saturday classes for the upcoming year.

Since F16 we have had challenges getting strong enrollments in our afternoon Tuesday or Thursday block classes that meet from 1:30 - 4:20pm. The classes have had a productivity ranging from 6.5% to 14% across different courses and instructors. We should evaluate whether it would serve our program to break up these blocks into two, two day a week classes.

An evaluation of our course offerings suggests that we need to balance online, evening and prime time course scheduling. Courses that we used to offer multiple sections of (SOC 2 and SOC 5 for example) have seen significant drops in productivity: Soc 2 from 17.4 to 11.9 and Soc 5 from 17.1 to 14.5. We have made an adjustment in how we schedule these two courses in particular in the upcoming F 19/Sp 20 schedule.

A course like SOC 13: Sociology of the Family will be offered on a rotation of a single section per semester that switches among an evening, online and prime time offering across three semesters.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

1) Canvas used to offer online classes

2) Canvas used in f2f classes to offer students:

Discussion forums (McAllister & Swiencicki): Class participation through online forums "democratizes" the learning environment. In-class participation advantages confident, vocal, extroverted and sometimes privileged

students. Participation structured as online discussions takes some of the "heat" off of extemporaneous in-class participation. Students who need to think about their response more carefully or who would like a chance to edit their contribution can do this with online discussions. Students are required to reply to other students but can also now choose who they want to respond to and craft a response with less performance pressure. More students contribute in this format than in the open format of classroom participation. Additionally, students who have written an online participation response often come to class and share that material in person because they have had a chance to vet their ideas and get a sense of how their ideas are received by others.

Online quizzes (Swiencicki)

A place to download slides (Swiencicki and McAllister);

A place to read assigned articles (Swiencicki);

A place to vote on the topical example to be used for demonstrating course concepts (McAllister: If the core lesson concept stratification, a class poll would list several topical choices: income distribution, ability tracking in schools, imprisonment rates, the digital divide, or access to healthcare. The most popular choice becomes the lesson example to teach stratification. Getting students to the course resource page allows them to see additional supports for the class. Students will feel included and invested in the lecture content and come to class sessions at minimum knowing what the discussion will be.

A mechanism to messaging students and utilize an online class calendar with deadline reminders (McAllister)

A place to post course grades (McAllister)

3) Student Led Study Sessions (McAllister - Instructor holds 2 hour study sessions before each major exam. These are student led sessions facilitated and attended by the instructor. Students have study session questions to prepare and at the study session the students divide up these questions and present around the table. This involves students in the learning process by creating peer-to-peer teaching opportunities.

4) 3-Hour Block Classes (McAllister, Swiencicki, et al.): Block scheduling has been demonstrated to improve learning in many subjects and this course scheduling allows for more flexibility with classroom pedagogy. There is greater instructor-to-student interaction, less time spent on transitions like attendance and closing instructions, fewer absences, and time for break out activities and class presentations. Note: While support for block scheduling remains strong for the social sciences department, there has been a notable decline in enrollments in afternoon block classes.

5) Practicing Ethnography (Swiencicki): Instructor assigns an ethnographic field study in which students interview someone with a social problem studied in class (SOC. 02: Social Problems) or an individual from a minority group about their ethnic experiences in the US (SOC. 05) and then analyze their transcript using the theories and concepts learned in class. Students direct involvement in generating the ethnographic data for their class work creates student investment.

6) Sociological biographies: (Swiencicki & McAllister): students analyze their own lives using the course theories and concepts taught in course.

7) Embedded tutoring (McAllister)

8) Use of class texts that are local to the East Bay (McAllister). SOC 8 and SOC 18 assign books that are local stories. Students connect to reading about their own communities by local writers and academics.

9) Guest speakers (McAllister): Increased use of guest speakers and author online conferences have been met with great enthusiasm.

How is technology used by the discipline, department?

1) Computer Replacement Cycle:

It is absolutely essential that the College and the District establish and fund a computer replacement policy for our faculty, since we use pcs and laptops to prepare our notes, lectures, exams, reports, communicate with our students and admin, etc.

2) Classroom Technology used:

a) smart classroom technology of AV projectors, speakers, desktops computers, internet access, and document cameras.

b) virtual conference calls and guest speakers through confer Zoom and Skype access

c) whiteboards and dry erase equipment.

Recommendation: ensure all classroom computers are up-to-date (soft and hardware) and that the room is stocked with other teaching materials (e.g., functioning white board erasers) to best serve our students.

4) Canvas: Nearly all of the sociology instructors use a Canvas LMS shell for each of their courses whether face-to-face, live, or hybrid. Canvas allows us to disseminate written and av material in a far more abundant and efficient manner than previously available at Berkeley City College. It also allows us to teach hybrid and online classes, and to conduct many of the innovative teaching strategies/activities described above.

5) Resource Materials:

-electronic versions of the assigned texts for purchase or rent. The ability for students to read required class materials on their laptops or phones increases the likelihood of students acquiring and accessing the course text.

- online databases and film archives are used within the classroom and online setting to embed course content, transition from one topic to the next and reinforce core concepts in our online and face-to-face learning environments. It is essential that we as a college increase the online film streaming capabilities of the college and other online resources in order to best serve our students.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

Maintaining integrity:

1) In all modes of class delivery, Sociology faculty constructs and reviews the behaviors that constitute academic dishonesty with students. Online students are also told directly how their behavior can be monitored: the timing of their online activities (date, time, duration), the number of attempts and specific resources a student accesses. Students are also made aware that the instructor can review the LMS system functionality at a given time which can verify or dispute claims of "Canvas crashes" or "glitches". When students know this information is easily available they are less likely to take advantage.

2) Providing support for students and their work also reduces the pressure to cheat. A high level of

instructor/student interaction in all modes of delivery discourages academic dishonesty by building relationships between students and instructor. Thoughtful assessment and grading design like major projects that are submitted in stages or the ability to count the best performances out of a set of assessments (best two grades out of three papers) reduces academic dishonesty. Varying the content of assignments between semesters also reduces academic dishonesty.

3) Faculty members also work to minimize the opportunities for academic dishonesty through practices such as: using TurnItIn.com for written work and/or using multiple versions of in-class exams. In online classes, or when online work is required in face-to-face classes, multiple and frequent short assessments (weekly quizzes rather than one or two long form exams) has been shown to reduce academic dishonesty.

4) In online classes, student-centered personal responses allow faculty to get to know a student's writing style and this familiarity can assist in identifying concerns with longer written assessments. In online classes instructors have little ability to control a student using resources during assessments. Sociology instructors adjust for this access to resources by making it allowable but crafting the assessments (both in the rigor and the timing) to reflect this access. Unauthorized student collaboration can be minimized by having randomized and shuffled question pools for quizzes and exams, listing questions for quizzes on single pages, and limiting access to quiz questions and responses once quizzes are submitted. Lastly, sociology faculty pursues cases of academic dishonesty by reporting these instances to the Office of Student Services.

5) Faculty stay aware of the program and program expectations at our transfer colleges so that we are preparing students from the course of study they will encounter when they leave BCC.

Curriculum

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

SOC 002 - Social Problems

November, 21 2016 11:25:10

Fall 9/25/2018

SOC 001 - Introduction to Sociology

November, 21 2016 11:38:34

Fall 10/15/2018

SOC 120 - Introduction to Research Methods

November, 21 2016 11:46:36

Fall 10/14/2018

SOC 008 - Crime and Deviance

November, 21 2016 11:43:33

Fall 1/1/2020

SOC 005 - Minority Groups

January, 13 2017 12:45:41

Spring 1/1 2020

SOC 006 - Comparative Social Movements Since the 1960s

January, 21 2018 14:45:25

Spring 1/1/2021

SOC 013 - Sociology of the Family

October, 17 2017 12:09:02

Spring 1/1/2021

SOC 007 - Sociology of Gender

December, 12 2017 18:04:04

Spring 1/1/2021

SOC 018 - Sociology of Death and Dying

April, 06 2018 11:11:01

Spring 1/1/2021

[CurriQunet Meta](#)

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

1: Create Introduction to Social Work course.

-Status: This course was created but under the HUSV discipline

2: Adopt Sociology of Sexualities Course.

-Status: We are now thinking that a sexualities course will be articulated as a Social Sciences course rather than a Sociology course.

3: Work on transfer agreement for Soc. 120 or revise course to align more closely with UCB's Soc. 05 Evaluation of the Evidence

-Status: we are no longer planning to pursue this given unsuccessful attempts to articulate the course.

4: Create Certificate of Achievement in Sociology

-Status: planned for Fall 2019

5: Collaborate with inter-disciplinary faculty to create a Gender Studies Certificate

-Status: completed in Fall 2018

6: Bring Social Justice Studies TMC through the Curriculum Process

Status: No longer planning on this ADT

7: Update Course Outlines.

-Status:

a) Completed updates launched in Fall of 2018 for all courses that needed to be updated within the next year. All approved on 1/24/19.

b) Deactivations were launched in Spring 2018 for our 2 special topics course that no one has used in quite awhile.

c) 2 lead faculty will update the remaining courses in 2020 & 2021 (as required by plan).

-Rationale: Several courses are past due or near due for course outline updates, course listings should state recommended preparation

Assessment – Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

SOC 002 - Social Problems

1) Correctly apply the sociological concepts and theories learned in the course to written text and/or video clips. (Communication, Critical Thinking) Next Assessment: 12/31/2020

2) Explain how a selected social problem is caused by cultural, structural, and economic factors. (Communication, Critical Thinking): Next Assessment: 12/31/2020

SOC 001 - Introduction to Sociology

1) Define core sociological terms and/or key theoretical approaches to social phenomena. Last Assessment (with older SLOs): 12/30/2017; Next Assessment:12/31/2020

2) Demonstrate how identities such as race, class, gender, age, sexual orientation, religion and nationality contribute to a range of social experiences and social perspectives. Last Assessment (with older SLOs): 12/30/2017; Next Assessment:12/31/2020

SOC 120 - Introduction to Research Methods

1) Explain why different theoretical perspectives require different social scientific research methodologies. (Critical Thinking): Next Assessment: 12/31/2020

2) Effectively plan, design, and execute either a research proposal or an original research project. (Information Competency, Critical Thinking) Next Assessment: 12/31/2020

SOC 008 - Crime and Deviance

1) Define core terms and concepts utilized in the study of crime and deviance. Last Assessment (with older SLOs): 12/30/2017; Next Assessment: 12/31/2020

2) Demonstrate how deviant and criminal identities are socio-cultural constructs that intersect with other social identities such as race/ethnicity, class, gender, age, and sexual orientation. Last Assessment (with older SLOs): 12/30/2017; Next Assessment: 12/31/2020

SOC 005 - Minority Groups

1) Correctly apply the sociological concepts and theories learned in the course to written text or multi-media content. (Communication, Critical Thinking)

Next Assessment: 12/31/2019

2) Analyze how the life experiences and outcomes of a minority group (or an American who is a member of a

minority group) have been impacted by their minority status. (Communication, Critical Thinking, Global Awareness) Next Assessment: 12/31/2019

SOC 006 - Comparative Social Movements Since the 1960s

1) Correctly apply the sociological concepts and theories learned in the course to written text or multi-media content. Next Assessment: 12/31/2020

2) Describe and assess the tactics, strategies, impact, resources, opportunities, and the organizational form of a selected social movement organization using the course concepts and theories.

Next Assessment: 12/31/2020

SOC 013 - Sociology of the Family

1) Describe major historical and social changes impacting the institution of the family

Next Assessment: 12/31/2020

2) Explain how diversity and inequality impact the structure and functioning of families

Next Assessment: 12/31/2020

SOC 007 - Sociology of Gender

1) Analyze how social structure and culture shape gendered identities and experiences, using ethnographic or content analysis research methods.

Next Assessment: 12/31/2020

2) Correctly apply sociological theories, terms, and concepts concerning gendered experiences and phenomena to readings or video clips.

Next Assessment: 12/31/2020

SOC 018 - Sociology of Death and Dying

1) Describe core sociological concepts as they relate to the topic of death and dying

Next Assessment: 12/31/2019

2) Apply key theoretical paradigms and explain how these paradigms inform our understanding of death and dying. Last assessment: 5/31/2016; Next Assessment: 12/31/2019

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

1) SLO assessments for Soc 8 (McAllister):

In SOC 8 students are asked to develop fluency in two paradigms: a positivist approach to the course material and a constructionist approach. These paradigms are introduced in the first chapter of their required text and referenced throughout the course materials.

I looked at the correct response rate across my Fall '16 and Fall '17 weekly online quizzes for any question that was a direct inquiry of whether a statement or theory was taking a positivist or constructionist approach. For both semesters I looked at seven questions across 7 different quizzes. The quizzes spanned the semester, from the first quiz of the semester to the last quiz of the semester.

There were no obstacles during assessment, mainly because I had many quizzes and exam questions to review.

2) SLO assessments for Soc 18 (McAllister):

In Soc. 18 students read a 350 page book that details the historical, political, social and culture dynamics that led up to the 1994 genocide in Rwanda, the genocide itself, and its' aftermath. This book is a challenge for students because many of them are unfamiliar with any African history, find the names, places and political acronyms in the book unfamiliar, and must keep change of a rapidly changing political landscape detailed in the text. For Sp 16 I allowed students to complete and bring into the exam one 4X6" index card the day that follows a standardized format facilitated by the fill-in chart. One obstacle was that the class time needed to discuss the format of the support card took much longer than expected. Given the support cards needed to be reviewed before the exam, I may consider making these a small assignment that students can get some credit for.

3) SLO assessments for the following classes - Soc 5 S16, Soc 2 F17, Soc 7 F17, Soc 6 S17 - were submitted on those dates but were eventually rejected since they contained fewer than 10 student papers. I suggest future assessment instruction forms clearly state that a minimum of 10 student papers must be turned in for each SLO assessment.

Sociology Taskstream Round 3 Data F15-S18.xlsx

Rejected 2016 and 2017 Sociology SLO assessments.zip

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

1) Sociology only has 1 program.

2) 33% of the sociology courses were assessed in the period of F15-S18.

Sociology Taskstream Round 3 Data F15-S18.xlsx

The social sciences department as a whole is meeting to plan on how best to complete program level assessments.

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

The two FT sociology instructors meet periodically to review and update the SLOs. In term of the data analysis, the courses are divided between the 2 FT instructors depending upon which courses they primarily teach.

Collaboration

The two FT sociology instructors meet periodically to review and update the SLOs. In term of the data analysis, the courses are divided between the 2 FT instructors depending upon which courses they primarily teach.

Leadership Roles

L McAllister specializes in assessing the following classes: soc 1, 8, 13, and 18.

M Swiencicki specializes in assessing the following classes: soc 2, 5, 6, 7.

Soc 120: Introduction to Research Methods, has been on hiatus but will be offered in Fall '19 and assessed in Fall '19.

Planning Process

We will depend upon our division lead to be kept up to date as to when each course needs to be assessed. Our current Assessment Liaison has created a clear schedule for sociology assessment over the next two years.

Dept meetings for Collaboration

The FT sociology instructors meet periodically to review and update the SLOs. In term of the data analysis, the courses are divided between the 2 FT instructors depending upon which courses they primarily teach.

Data Analysis

Instructors use various methods, including excel spreadsheets, to analyze course paper/project scores to assess how well the SLO is being met.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

Example from SOC 8:

In SOC 8 students are asked to develop fluency in two paradigms: a positivist approach to the course material and a constructionist approach. These paradigms are introduced in the first chapter of their required text and referenced throughout the course materials. Assessment showed that students really struggled with these two paradigms. In Fall '16 students correctly identified the correct paradigm on average 64% of the time and in Fall '17 only 54% of the time. At the highest rate, only 76% of students on a given quiz got the right answer. Online students needed more than the text to explain these paradigms. I created a compare and contrast chart between the two paradigms and added some online content that supports these two paradigms. While SOC 8 hasn't been assessed since the addition of these resources, I am hoping to see an improvement at the next assessment cycle.

Example from SOC 18:

In Soc. 18 students read a 350 page book that details the historical, political, social and culture dynamics that led up to the 1994 genocide in Rwanda, the genocide itself, and its' aftermath. This book is a challenge for students because many of them are unfamiliar with any African history, find the names, places and political acronyms in the book unfamiliar, and must keep change of a rapidly changing political landscape detailed in the text. In Fall '15 on a written exam where students needed to provide a sociological paradigm and core concepts to explain the Rwandan genocide, many students expressed feeling overwhelmed by the details of

the events and that it got in the way of them applying the sociological analysis. The class average in Fall '15 on the exam that covered this material was a 75.25. I wanted to raise the average to at least a C+ on this exam.

In addition to study questions, students were given a fill-in chart with names, places, events and acronyms before they began reading the text. For Sp 16 I allowed students to complete and bring into the exam one 4X6" index card the day that follows a standardized format facilitated by the fill-in chart. The support card was a success. It reduced students' anxiety significantly, it allowed students to focus on the sociological components of the exam rather than on the biographical details and students wrote stronger exams on the whole.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

No, we have not participated in the assessment of a multidisciplinary program

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

Yes.

Student papers in various sociology courses were submitted to BCC's SLO Assessment Committee to help assess college ILOs.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Ongoing workshops that demonstrate easy and effective assessment techniques.
Funding to pay PT instructors to take part in SLO assessments would be very helpful.

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

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Course Completion



Course Completion Power BI Dashboard

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

For F 17 and Sp 18 there are three age groups (65 and above, 30-34 year olds and 15 or younger) that fall more than three points below the discipline average in one of the semesters but then not in the other. Given this change between two semesters in the same academic year there is not enough consistent data to state that there is systemic disproportional impact for these age groups.

Ethnicity

Yes. Black and Latinx students range from 50-52% completion when the discipline's average completion rate for F17/Sp18 was 59%. These two groups are also a disproportionately impacted group for the college as a whole. As the college addresses closing the equity gap more broadly, we believe this will also be reflected in increased completion rates in sociology. We have started using the Starfish Early Alert system to notify the college which students have stopped coming to class. Also, since sociology's at-risk students tend to have worse attendance than more privileged groups, we expect the Starfish alert system will help raise these rates.

Gender

Yes. For F 17/Sp 18, males complete at only 55% and the discipline average was 59%. While this is a 4% instead of 3% difference this may not be marking a disproportional impact. Faculty will discuss why men may be less successful in our classes, with a consideration of an intersection of sex and race. We will keep this data in mind when we use the Starfish Early Alert system to notify the college which students have stopped coming to class or are struggling with course expectations.

Foster Youth Status

Yes. The Foster Youth completion rate for BCC for F17/Sp18 was 46%. For the sociology discipline it was only 17% in this same time period with a range of 14-23% completion over the three year period. Since foster youth status is not disclosed to us, we will need to work with Student Services to find out why these rates are so low and what services they can offer them, but in the meantime we will use the Starfish Early Alert system to try to keep them from dropping. PCCD should offer foster youth students something akin to EOPS benefits.

Disability Status

While there were two semesters where there was a demonstrated disproportional impact (Sp 16 and F 16) For the other four measured semesters (F15, Sp17, F17, and Sp 18) there was no demonstrated disproportional impact and sociology often had a higher completion rate for this group of students than the college as a whole.

Low Income Status

From F15 - Sp 18 There was only one semester where the completion rate for low income status students was different by more than 3% (Sp 18) In this semester it was lower by 4% which may not represent a disproportional impact.

Veteran Status

There was one semester (Sp 17) where the BI tool indicated that there were no completers out of 4 total students. This figure seems to be an anomaly given for all other semesters there was no disproportional impact.

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

F 15: 58%
Sp 16: 56%
F16: 57%
Sp 17: 56%
F17: 57%
Sp 18: 57%

2015-2018: Fairly consistent, completion rates They hovered around 57% over the 3 years.

Hybrid

Hybrid classes were offered two semesters (F15 and Sp16) as part of a learning community cohort program. While one semester the program completion was quite low, hybrid classes have not been regularly offered and are not part of the program's ongoing course modality offerings.

100% Online

F 15: 47%
Sp16: 56%
F16: 44%
Sp 17: 46%
F17: 64%
Sp 18: 66%

By courses offered online:

SOC 1: in Sp 17, F 17 and Sp 18 online classes had an equivalent or higher completion rate than face-to-face online courses. In the three, earlier semesters reviewed, rates were either lower or equal.

SOC 2: Online offerings have consistently had lower completion rates than our face-to-face classes

SOC 5: Completion rates in online SOC 5 have improved, and in two out of the three last semesters it was offered online the completion rates were higher than in the face-to-face version of the course.

SOC 8: For SOC 8 some semesters the online completion rate was higher (Sp 16 and F16) and other semesters lower than face-to-face offerings of the same course.

Summary:

Completion rates in online courses have been inconsistent. In three semesters (F 15, F 16, and Sp 17) the completion rates were significantly lower). In Sp16 the completion rates were the same between online and face-to-face classes. In F17 and Sp 18 online course completion rates were higher than our face-to-face class completion rates. When we look at specific courses, there has been some improvement in completion rates over time, but the equity gap between online students and face-to-face students is well documented and something the college needs to address with resources. If we are planning to grow our online college offerings, this will take a considerable investment of the College and the District.

Dual Enrollment

Data not available.

Day time

2015-2016: 57%
2016-2017: 57%
2017-2018: 58%

While sociology has increased the completion rates in its daytime classes, and closed the gap to 5% difference between the sociology rate and the college rate, it still has a lower completion rate than the college average for daytime classes.

Evening

2015-2016: 53%
2016-2017: 50%
2017-2018: 55%

Completion rate for evening classes is only slightly lower than day classes with a small drop in 2016-2017.

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

Using 70% as the Institution-Set standard, sociology is below this rate (as is the College rate as a whole):

2015-2016: sociology completion rate was 55% (College rate was 65%)

2016-2017: sociology completion rate was 55% (College rate was 66%)

2017-2018: sociology completion rate was 59% (College rate was 66%)

Sociology improved its completion rate over the three year period but is still lower than the College's rate. Completion rates varied by course:

2015 - 2016: Completion rates ranged from 46% - 79% with four classes: SOC 18, SOC 13, SOC 7 and SOC 6 all at or above the College's rate.

2016-2017: Completion rates ranged from 45% - 67% with one course: SOC 13 above the College rate

2017-2018: Completion rates ranged from 45% - 68%. Six out of seven courses improved their completion rates from 2016-2017 to 2017-2018.

How do the department's Hybrid course completion rates compare to the college course completion standard?

Our discipline only offered a limited number of hybrid courses as part of a learning community and it is no longer offering or planning to offer hybrid courses.

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

Face to face Sociology completion rates:

2015-2016: 58%

2016-2017: 57%

2017-2018: 59%

Online Sociology completion rates:

2015-2016: 50%

2016-2017: 46%

2017-2018: 64%

Face to face completion rates were stable over the three year period.

For the first two years under review, online classes were about 10 percentage points (8 points lower in 15/16 and 11 points lower in 16/17) lower for completion rates. Completion rates improved significantly (and surpassed face-to-face completion rates by 5 percentage points) in 2017-2018. In 2017-2018 our online completion rates were the same for the college.

Online classes are assessed the same way that face-to-face classes are assessed. BCC's lower completion rate in online classes is in line with research that shows over all lower completion rates.

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

If the College Institution-Set Standard for retention is 70%:

Sociology retention rates:

2015-2016: 79%

2016-2017: 77%

2017-2018: 78%

Soc F2F courses:

2015-2016: 81%

2016-2017: 80%

2017-2018: 77%

Online

2015-2016: 78%

2016-2017: 68%

2017-2018: 79%

With the exception of 2016-2017, our online retention rates in online courses were not remarkably different from our face-to -face classes. In SOC 5, online retention rates were markedly higher in on online sections in 2017-2018.

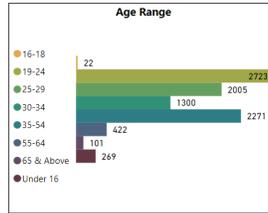
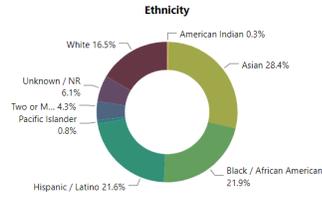
What has the discipline, department, or program done to improve course completion and retention rates?

- 1) Instructors often reach out to failing students before attendance verification, likely increasing the number of students that drop the course, resulting in a "W". The feedback from the students is that they would prefer a "W" rather than an "F" on their transcript.
- 2) We have started using the Starfish Early Alert system to notify the college which students have stopped coming to class This should especially help our at-risk students who tend to have worse attendance than more privileged groups.
- 3) We have piloted embedded and out of class tutoring in select classes
- 4) Online instructors completed training programs that included equity models when the District changes learning management systems

Degrees & Certificates Conferred



Degrees & Certificates Conferred



Academic Year	Degree Type	Award Description	Ethnicity
2017-18	Associate of Art - Transfer	ANTHROPOLOGY	Asian
2017-18	Associate of Art - Transfer	ART HISTORY	Asian
2017-18	Associate of Art - Transfer	COMMUNICATION STUDIES	Asian
2017-18	Associate of Art - Transfer	ECONOMICS	Asian
2017-18	Associate of Art - Transfer	ELEMENTARY TEACHER EDUCATION	Asian
2017-18	Associate of Art - Transfer	ENGLISH LANGUAGE	Asian
2017-18	Associate of Art - Transfer	POLITICAL SCIENCE	Asian
2017-18	Associate of Art - Transfer	PSYCHOLOGY	Asian

College: All

Academic Year: All

Subject: All

Top Code: All

CTE: All

Award Type: All

Special Populations

DSPS: All

Foster Youth: All

Low Income: All

Veteran: All

Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

In 2016/2017, Sociology students earned 20% of all AA-Ts at BCC, for a total of 36 AA-Ts and Certificates (our students primarily pursue AA-Ts).

For FALL 18:

Sociology majors made up the third most popular major by transfer to the CSUs (2017-18)

For Fall '17 Transfers:

2nd most popular major by transfers to UCB (jumping from three transfers to ten in just one year),

#1 major for BCC transfers to UCLA (19% of all transfers to UCLA were SOC majors)

#1 for transfers to UCSC (30% of all BCC transfers to UCSC were SOC majors)

To do this we:

- 1) update and promote the AD-T to students on our website;
- 2) promote the AD-T to students at College event;
- 3) provide faculty advising around transfer pathways and petition deadlines.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes, we would like to keep increasing our degree completions though increased awareness and students support.

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

To further promote the number of sociology AA-Ts the Sociology dept will:

- 1) continue to update and promote the AD-T to students on our website;
- 2) continue to promote the AD-T to students at College events;
- 3) continue to advise students about pathways and petition deadlines.
- 4) bring back SOC 120 into our scheduling given it is a course in our ADT
- 5) create a Sociology Certificate of Achievement that is stackable with the Sociology ADT

Recommendation: The College should support funding and staffing for a more direct degree completion campaign. For example: second year students who have declared Sociology as their major could be called in the weeks before petition deadline and asked if they plan on petitioning and provided assistance or encouragement to petition. The College should look into automatic degree auditing

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Faculty Committee and Extra Service Duty:

Swiencicki:

2017- present: serves on TRC for Melina Bersamin;

2017: created, administered and wrote up a PCCD faculty survey of preferences for new smart classroom project.

2016 - present: current member of District Tech Committee as PFT Rep

McAllister:

Curriculum committee rep social sciences 2016 - ongoing

Faculty Advising Co-lead 2016 - ongoing

Sociology Club advisor 2016 - ongoing

DE Coordinator: 2016-2018

Faculty Senator: Fall '18

Faculty Diversity Internship Mentor: 2017 -2018

Tutoring Pilot participant and Advisory Group: 2016 - ongoing

Tenure Review Chair and committee member: four committees over 2016 - ongoing

EOPS Orientation Presenter: Summer 2018

Gender Studies Certificate task group: certificate submitted to CC Fall 18

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

McAllister is the faculty advisor to the BCC Sociology club. This club has held film showings for the public which deal with social justice themes affecting the community.

McAllister is part of the East Bay End of Life Doula Network, a collaborative of end-of-life workers and death educators.

Swiencicki and McAllister serve on a committee that created a multi-disciplinary Gender Studies Certificate at BCC.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty members are invited to and attend all division trainings and discussions. Also, whenever district-wide sociology meetings are held adjunct faculty are invited to those. Also, adjunct faculty members are consulted about their preferred class schedule before staffing decisions are made by the Chair. When it fits their schedule, adjunct sociology faculty have sat on College wide committees and advisory boards.
Adjunct faculty participate as faculty advisors

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	a) In house web specialist for the administration of online class platform. Could have background in media and/or accessibility upgrades	\$80,000	\$40,000	\$120,000
	b) Classified staff to track and survey graduates of our programs (20%)	\$20,000		\$20,000
Personnel: Student Worker	Continuation of embedded tutor program	\$6,000		\$6,000
Personnel: Part Time Faculty	Stipends for part-time instructor for guided pathway planning and implementation.	*as budgeted in the GP plan		
Personnel: Faculty Advising	Continued support for Faculty Advising liaisons	\$9,000 for the three liaisons		\$9,000

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	ADA trainings associated with accessibility of online platform and support faculty development.	\$20,000
Professional Development: Personal/Individual PD needed		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies	Continued support for the social sciences department supply fund.	\$1,000
Supplies: Non-Instructional Supplies		
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New		
Technology & Equipment: Replacement		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		
Facilities: Offices		
Facilities: Labs		
Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		

Library: Library collections		
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Resource Category	Description/Justification	Total Estimated Cost
OTHER		