

# Sociology

## 2019 Program Review

### MJC Program Review 2019

Modesto Junior College's Program Review process is divided into 3 sections:

- Program Analysis (SWOT Analysis)
- Goal Setting and Activities
- Resource Request

### Program Analysis

#### Internal Strengths

##### **1. What strengths does the analysis of student data reveal?**

Approximately 76 percent of our students are retained from term to term which is significantly better than many programs in the BBSS Division. Approximately 62 percent of the students we serve are Hispanic. Approximately 27 percent of the students we serve are White, non-Hispanic. Our courses in eLumen match our current program. Our program boasts higher completion rates for Hispanic students compared to other ethnicities. Over sixty-nine percent of sociology program completers are Hispanic, while 62 percent of sociology program students are Hispanic. Transfer rates for sociology completers have increased by 61% in the last three years. Our program supports transfer-level programs.

##### **2. Are there specific aspects of the program that are exemplary or could serve as a model?**

Flexibility in course scheduling and completion. Innovative teaching design. Campus-wide involvement. Exemplary community relations and connections relating community college sociology to the surrounding communities. ASMJC-Sociology connections and involvement. New curriculum development for the bachelors degree program. All sociology full-time and some part-time faculty are involved in creating social justice studies degree programs in African American Studies, Latinx Studies, Gender and LGBT Studies. New course development in LGBT studies. Willing to accommodate students who are working full-time. Nice mix of online/hybrid/traditional/open-entry/open-exit course offerings. All sociology courses now have distance education authorization (DE Addendum). Dedicated full/part-time faculty and staff. Student centered approach to learning.

##### **3. What do others see as the program's strengths?**

Functional and supportive departmental faculty relationships Courses that are relevant to students lives Courses offered could benefit faculty and staff Strong pedagogical diversity Student-centered culture

**4. How well are students meeting program learning outcomes, skills, or competencies; and how are they relevant to careers in your discipline or industries for which you help prepare students?**

Our courses in eLumen match our current program All content and skills learned in our program are relevant regardless of the career choice or degree Satisfaction and accolades with student knowledge and content mastery expressed by transfer institutions Robust cultural/ethnic socialization preparedness for respiratory care careers in the health industry through upper division sociology offerings in the bachelors degree program.

## Internal Weaknesses

**5. What gaps are observed by reviewing the student data?**

Underrepresentation of African American students in the sociology program (7%) We were not provided with African American student completion rates, representing a gap in the data made available to us. Deficit in completion rates for White non-Hispanic students (20% completers vs. 27% in program)

**6. What disproportionate gaps need to be addressed?**

Lack a sociology of gender course Lack a sociology of sexualities course Lack a social research methods course Some student populations are only self-reported (LBGT, Foster Youth, Food-insecure, Homeless, Veteran). Because these populations may under-report, we struggle to track true disproportionate impact.

**7. What are areas in which the program could improve? (curriculum, scheduling, modality, other?)**

Create a sociology of gender course Create a sociology of sexualities course Create a social research methods course Network with other programs, departments, and college-wide offices to advocate for more data and services for vulnerable student populations

**8. Where are there gaps in the program on how students are meeting learning outcomes, skills, or competencies?**

Sociology department needs to mobilize resources to better measure reported student outcomes on eLumen

## External Opportunities

**9. Where are potential opportunities for expansion, improvement, or new program development?**

Create a sociology of gender course Create a sociology of sexualities course Create a social research methods course Hire strong and engaged new full-time faculty members, including at least one faculty member with a quantitative sociology background

**10. What are some industry or disciplinary trends that could enhance the program?**

(see specific website for this information)  
The health industry is putting more premium on sociology as a prerequisite and program requirement

**External Threats**

**11. How are changing resources, technology, employer, or transfer requirements affecting the program’s ability to serve students?**

Increased student demand for sociology courses is putting a strain on faculty workload and meeting the demand and need for sociology To the best of our knowledge, there is no change in transfer requirements

**12. What are some current industry or disciplinary trends that could have a negative impact on the program?**

Local universities do not offer a sociology masters degree program. These programs do not exist at CSU STANISLAUS, BRANDMAN, NATIONAL, UOP, CSU EAST BAY OR CSU FRESNO. The above issue creates has a negative impact as we are currently a department with only three full-time faculty yet we face a highly restricted adjunct pool for people with minimum qualifications in sociology

**13. What other obstacles does the program face?**

There is uncertainty about how Pathways will impact the courses we offer in the sociology program.

**Goal Setting and Activities**

**Goals**

Program Goal	Mission Alignment	Area of Focus
1. Increase the completion rate of African American students across all sociology courses.	Equity	Student Support
2. Cultivate a culture of data-informed decision-making (capacity in understanding, analyzing, and using data)	Innovative Education	Student Support
3. Embed student equity in all sociology courses	Equity	Student Support

## Activities

Activities	In Support of Goal #	Outcome or Deliverable
1. Organize and schedule faculty-led tutoring	Goal #2	1. By fall 2021, the sociology department will hold a Flex activity summarizing all sociology faculty-led tutoring activities
2. Regularly offer sociology 154 in order to centralize African American lived experiences in the sociology program.	Goal #1	2. By fall 2021, create a table of every sociology 154 section taught
3. Identify marginalized student populations that have not yet been adequately serviced.	Goal #3	3. By fall 2021, attend the Othering and Belonging Conference for professional development on how to accomplish this activity

## Resource Requests

Category	Request	Activity #	Estimated Cost
Prof. Devel.	Attend Othering and Belonging Conference (conference and travel)	3	5000
Equipment	Software Adobe PDF software - full versions for office computers Software + support and training for course design and redesign SPSS on our office computers	1	5000
Equipment	Technology 4 iPad Pro 12.9 screen for 3 full-time faculty and 1 for check out to adjunct 4 Mac Pro laptops as above 3 Webcams for office computers 3 Recording microphones for office computers 4 Clickers for PPT Presentations Ongoing computer upgrades	2	22500
Personnel	Hire an additional sociology faculty member	3	100000