

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW for Sociology at MVC

Round Three 2012-2016

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RCCD | RIVERSIDE COMMUNITY
COLLEGE DISTRICT

Office of Educational Services

Web Resources:

<http://www.rccd.edu/administration/educatoralservices/ieffectiveness/Pages/ProgramReview.aspx>

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Last Revised: October 2013

2014

A. Mission and Relationship to the College(s)

Mission

Moreno Valley College is responsive to the needs of our region. We offer academic programs and student support services that include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit from them. Lifelong learning opportunities are provided, especially in health and public service preparation.

Mission for Sociology

The sociology discipline at Moreno Valley College strives to provide students with rigorous and intellectually grounded understandings of the social world. At its core, the sociological mission is rooted in *social theory* and the *scientific method*. The sociology discipline at MVC is dedicated to building sociological knowledge and skills that are applicable to a broad range of settings including the public and private sectors as well as further academic and professional degrees. Our hope is that graduates will be well equipped to be engaged citizens in an increasingly knowledge-intensive and complex world.

The sociology discipline at Moreno Valley College has aligned our efforts with the goals in the College's mission statement by promoting the General Education Transfer Curriculum (IGETC), the University of California (UC) Transfer Course Agreement, and the California State University (CSU) General Education Breadth Certification. Beginning in 2011-2012 school year, we began to offer the Associate Degree for Transfer (ADT) in Sociology, to respond to the academic needs of our region.

Vision

Moreno Valley College is committed to exceeding the expectations of students, community, faculty, and staff by providing and expanding opportunities for learning, personal enrichment, and community development.

As described in the 2010 Comprehensive Program Review done for RCCD, the Moreno Valley College Sociology discipline considers teaching excellence to be our core value and envision the following: To communicate to students a body of knowledge in a creative, stimulating, and challenging manner; to emphasize critical and creative thinking; to promote effective communicators and independent thinkers; to instill in our students a sense of lifelong learning; to be truthful with our students regarding their performance and yet hold all students to high standards of excellence in their learning; and to value and honor diversity of thought among faculty, staff, and students.

Relationship to College Goals:

College Goal 1: Academic Programs

Strengthen and expand Moreno Valley College academic programs to increase student success.

By offering the new ADT program in Sociology, and by offering a greater variety of classes to our students, we are indeed taking part in fulfilling this important College goal.

College Goal 8: Student Learning Outcomes: Provide support to achieve the full implementation (identification, assessment, and improvement) of student learning outcomes for courses, programs, and the institution by 2012.

This goal was not met by our unit, but is a work in progress. We are contributing to realizing the goal of full implementation of learning outcomes by using TracDat, and responding to the Assessment Committee recommendations.

B. History

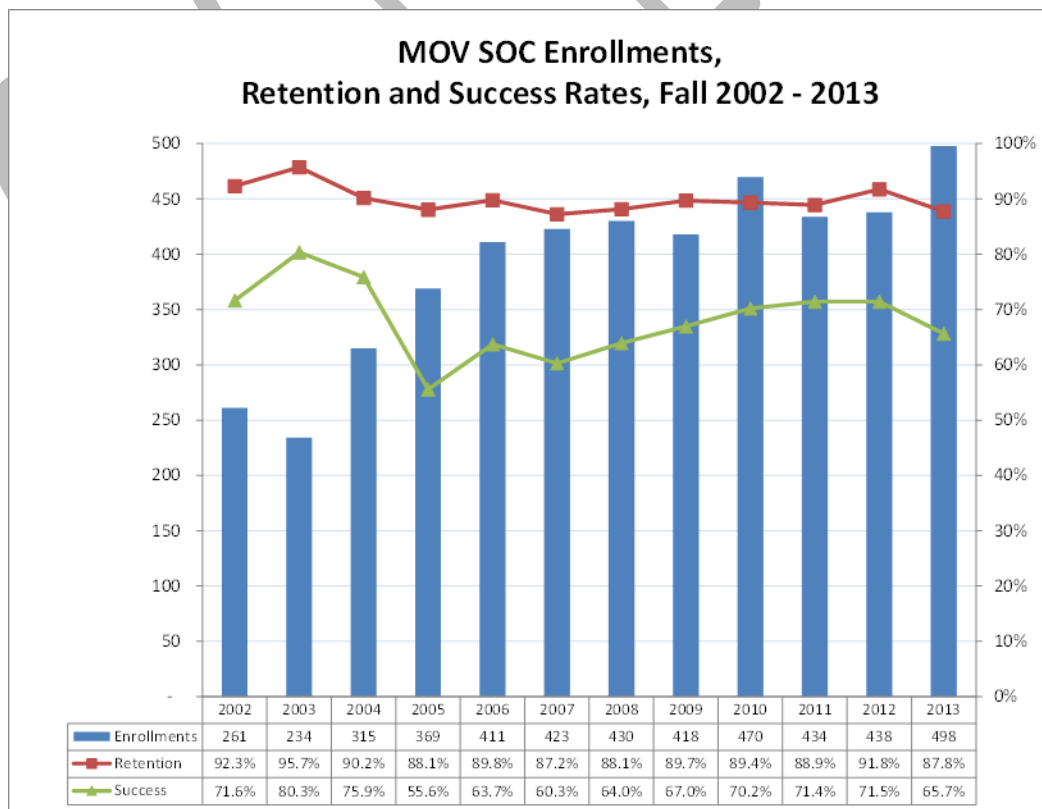
Since the last CIPR, which occurred in 2010, Sociology at Moreno Valley College has undergone much transformation. The two most significant changes were MVC becoming its own college in 2010, and the second, beginning in the 2011-2012 school

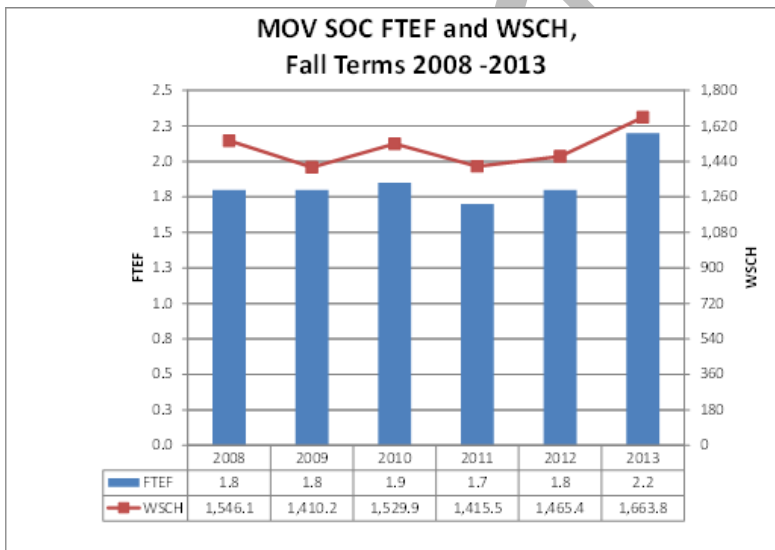
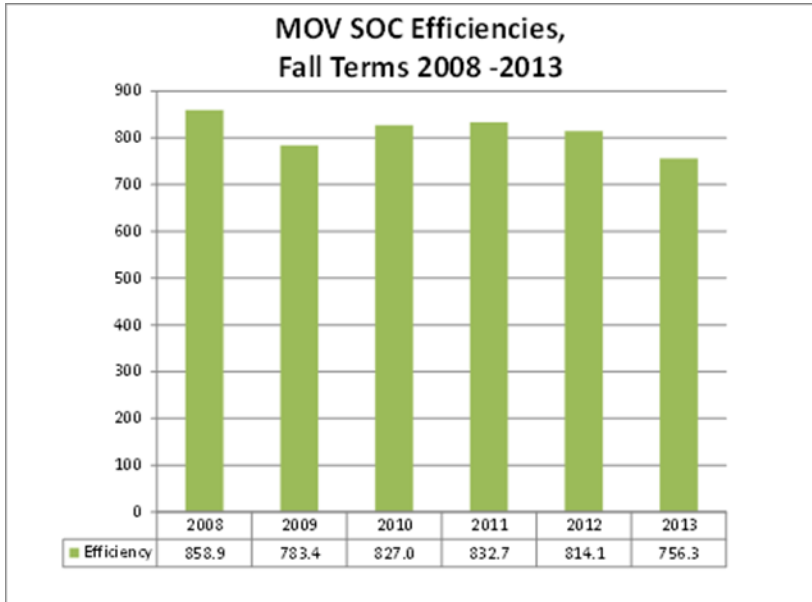
year, offering the Associate Degree for Transfer (ADT) in Sociology. With this in mind, we began to offer Introduction to Research Methods (SOC-50) in the spring 2013 semester, which we will continue to offer at least once a year. This allows students more choice in group A electives they select in the our ADT degree program described above. In addition, and after a brief hiatus, we now regularly offer another course offered for completion of our ADT degree, namely, Race and Ethnic Relations (SOC 10). This allows students more flexibility with regards to Group A electives in the program.

Many of the unit's last program review goals were applicable when the CIPRs for the three campuses were combined (which they still were in 2010). As such, we find little relevancy to the new organizational position of the three independent college system. For example, the previous CIPR emphasized the disparity of success between white and black students in our sociology classes, and proposed continued research, planning and implementation of remediation where needed. Since those goals were proposed, MVC has hired an Institutional Research Specialist and, he, along with the Diversity Committee, are addressing this disparity college-wide (See 2010 CIPR, section C under "What do We Need To Get There?") Therefore we felt that taking up this cause as a unit would have been an inefficient use of time.

C. Data Analysis and Environmental Scan

There is significant justification for adding another full-time faculty in Sociology. Over 10 year period, enrollments have doubled from 260 to 500 students. In 2013, the W.S.C.H. was 1,663.8. Over the past five years, efficiency has ranged from a high of 858.9 to a low of 756.3 for an average of 807.5. This exceeds the state's optimum efficiency of 525 consistently for the last 5 years. Currently the F.T.E.F is 2.2, and data from the past 5 years shows a steady increase. The success rate in classes over last 10 years ranges from 80.3% to 55.6% and currently stands at 65.7%. Average over the 10 years is 67.95. Success rate for the college is 70.2%. MVC SOC is 65.7 in Fall 2013. MVC efficiency in fall 2013 is 505.8, whereas MVC SOC efficiency is higher at 756.3.





D. Programs and Curriculum

Name of Course / Program	Date CORs Last Updated	Comments - CORs
<u>Introduction to Sociology (SOC 1)</u>	<u>3/24/11</u>	
<u>American Social Problems (SOC 2)</u>	<u>3/24/11</u>	
<u>Race and Ethnic Relations (SOC 10)</u>	<u>3/24/11</u>	
Marriage and Families (SOC 12)	1/21/14	

Introduction to Public Mental Health (SOC 17)		To be excluded from catalog
Criminology (SOC 20)	3/24/11	
Introduction to Research Methods (SOC 50)	4/15/14	

E. Student Learning Outcomes Assessment

We are working towards full implementation of assessment of all sociology courses. We are glad for the implementation of TracDat software which gives more of a sense of organization and relevancy to our assessment efforts.

Currently, we are working on getting our part-time faculty to participate in SLO assessment. As the discipline lead, I sent an email to my part time colleagues, two in particular, that addressed the need to assess SLOs in their classes. Below are some highlights of our assessments over the years, followed by an assessment for the future.

The Sociology discipline has assessed SOC-12 and SOC-1. For SOC- 1, and has recently been analyzing the effect of issuing extra credit for collaboration versus merely recommending collaboration on their papers before submitting. The class where collaboration was recommended scored two percentage points higher than the class where collaboration was issued for extra credit.

For SOC 12, the discipline has effectively designed to meet three of the six SLOs for SOC 12. They are: #4–Demonstrate an ability to apply the concepts, theories and research offered throughout the course to students’ personal lives; #1– Demonstrate a knowledge of classical and contemporary theoretical explanations of marriage and family relations in Sociology; and #6–Principles and research data on marriage and family relations presented over the duration of the course. The high rate of success among students completing this paper (78.5% ave, N=40) assures the discipline that they are demonstrating facility with the ideas and processes related to good social science family research.

For Soc 50, students were required to develop a questionnaire which could measure multiple independent variables and their dependent variable. When student shared their survey with other students, their survey's greatly improved. The instructor was really impressed with how other students really asked impressive questions of the students who shared their survey, they asked questions and caught mistakes that the instructor didn't notice. The evaluator believes that collaborative cooperative learning can greatly increase student knowledge. Perhaps devoting a few hours of lecture per semester to collaboration might increase critical thinking.

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Discipline/Program Assessment Overview and Plan

COURSE		OVERVIEW				
Course Number	Title of Course	Have Scheduled Assessments Been Completed?	Direct Assessment Dates	SLOs Assessed (list numbers from Course Outlines of Record)	Direct Assessment Method	Frequency of Data Collection and Analysis
	Introduction to Sociology	Yes	9/23/10	1	Pre/post test	
	Introduction to Sociology	Yes	9/26/11	1	Pre/post test	
	Introductions to Research	Yes	09/21/12	3,5	Pre-test, post-test	
	Intro to Sociology	Yes	09/23/13	1,2,	Exams	
	American Social Problems	Yes		2		
	Marriage and Family	Yes	9/26/2011	6	Exams	
	Marriage and Family	Yes	9/18/12	3,6	Pre/post test	
	Marriage and Family	Yes	09/23/13	1,6	Exams	
	Intro. to Research	Yes	05/23/13	1	Pre/post tests	
	Race and Ethnic Relations	No				
	Criminology	No				



H. Long Term Major Resource Planning

The Sociology discipline at MVC requests another full time faculty, the justification for which can be found under section C—data analysis and environmental scan. This request can also be found in many previous Annual Program review plans for this discipline.

2014

I. Summary

Briefly summarize in list form the goals and objectives the unit has for the next four years. These goals should be broken down by year and should be part of your assessment plan. **These should also be linked to the Annual Instructional Program review plan.**

Year	Goals and Objectives	Link to Annual Program Review	Assessment Plan
Year One 2014-2015	To improve instruction	Linked to mission statement for Sociology	Run reports from TracDat
Year Two 2015-2016	To increase the number of students who complete ADT's in Sociology	Linked to mission statement number one for the goals of the College.	Provide any additional resources students need to encourage degree completion.
Year Three 2016-2017	To serve more students	Linked to resource requests in APR	Hire an additional F.T. Sociology instructor at MVC.
Year Four			

Extra data is available at

<http://www.rccd.edu/administration/educatorialservices/ieffectiveness/Pages/ProgramReview.aspx>

(see Comprehensive Program Review Data)

1. Demographic information (ethnicity, gender, age group, enrollment status)
2. Course Enrollments by time of day offered for each term
3. Counts of sections offered by term
4. Student Retention by course by term.
5. Student Success rates (two measures) by term
6. FTES generated by course and term
7. Weekly Student Contact Hours by course and term
8. Full-Time Equivalent Faculty by course and term
9. Percentages of student enrollments taught by Full-Time and Part-Time faculty for course and term
10. Class enrollment by course and term
11. Grade point averages and grade distributions by course and term
12. Student success rates (two measures) by Demographics by term
13. Degrees and certificates awarded, if applicable

Additional information and assistance with data analysis is available upon request. Please fill out a request form from http://academic.rccd.edu/ir/request_fm.html