INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2016-2017

Cluster: Humanities   **Program:** Sociology   **Current Academic Year:** 2015-2016

Last Academic Year CPPR Completed: 2010-2011

Current Date: 2/28/16

NARRATIVE: INSTRUCTIONAL CPPR

I.   GENERAL PROGRAM INFORMATION

A. Program mission

Sociology is the study of human social behavior and its origins, development, organizations, and institutions in the modern world. The emphasis in this academic discipline is the analyses of cultures, social structures, and interaction processes. Sociology courses stress the ability to observe, organize and write clearly, and develop skills to analyze data and collaborate with others.

The Sociology curriculum consists of six degree-applicable credit courses, all of which transfer to both CSU and UC. Most courses are offered by both methods of instruction: online and traditional on-campus.

Students may complete specific Sociology courses to fulfill the following degree and transfer requirements:
   • Social and Behavioral Sciences general education requirements for the SLOCCCD associate degree,
   • Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Social and Behavioral Sciences,
   • SLOCCCD Diversity graduation requirement,
   • Social Sciences general education requirement for CSU transfer,
   • Lifelong Learning and Self-Development general education requirement for CSU transfer, and
   • Social and Behavioral Sciences general education requirement for UC transfer.

B. Brief history of the program

In 1995, sociology classes were taught by a full-time instructor, who taught both anthropology and sociology, and part-time faculty. Seeing the need for sociology-only full-time instructors, by 2000, the college had hired two. The recent history of the Sociology Program begins in the fall of 2001 with the hiring of two full-time sociology instructors, Jane Morgan and Frank Ha, to replace the two that had recently left. Courses listed in the catalog in the fall of 2001 were Introduction to Sociology, Social Institutions, Social Problems, Minority Group Relations, and

1 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
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Introduction to Criminology.

In the fall of 2004, an online Introduction to Sociology course was added, and Social Problems was significantly revised to reflect the current developments in the discipline. In the fall of 2005, Introduction to Women's Studies (now titled Introduction to Gender Studies) was added, and the Sociology AA received approval and became available to students. In the spring of 2010, we began assessing student learning outcomes for program and courses. In the spring of 2011, Minority Group Relations (now titled Race and Ethnic Relations) was significantly revised to focus on race and ethnicity and to reflect the changes in the field. Also that semester, program and course outcomes and assessment strategies will continue to be developed.

C.   Include significant changes/improvements since the last Program Review

In the spring of 2012, we developed a sociology major designed for transfer that fulfills the requirements of SB 1440. Now, two degree options exist: students may earn an Associate Degree for Transfer in Sociology (AA-T aka ADT) or an SLOCCCD Associate of Arts degree (AA) with a major in Sociology.

Also since the last review, four courses have been approved to be taught as distance education: Social Institutions, Social Problems, Race and Ethnic Relations, and Introduction to Gender Studies. Social Problems and Introduction to Gender Studies are currently being taught online (as well as Introduction to Sociology).

D.   List current and/or new faculty, including part-time faculty

In addition to the two full-time faculty (Frank Ha and Jane Morgan) three part-time faculty currently teach sociology courses: Arthur Goldiner (who teaches Introduction to Criminology as well as Introduction to Sociology), Geoffrey Wallace, and Christine Murphy (who also teaches psychology courses). Thien-Huong Ninh was added to the part-time pool in the fall of 2015. She will teach a class for the first time in the fall of 2016.

E.   Describe how the Program Review was conducted and who was involved

Frank Ha and Jane Morgan conducted this program review.

II.   **PROGRAM SUPPORT OF DISTRICT'S** MISSION STATEMENT**,** INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES**, AND/OR** INSTITUTIONAL LEARNING OUTCOMES

A.   Identify how your program addresses or helps to achieve the District's Mission Statement.

By helping students to understand better the diverse society that they live in, the Sociology program **inspires a diverse student population to achieve their educational goals and advance in the workforce.**

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Sociology courses help to develop critical thinking and perceptive reading skills, **foundational skills that prepare students to become engaged citizens in our increasingly complex communities and world.**

Sociology courses can be used to fulfill General Education requirements to **earn associate degrees.**

Sociology courses fulfill general education requirements for **transfer to four-year institutions** in the CSU and UC systems. Sociology courses help to provide students a strong social science background, providing a solid lower-division foundation for success.

Through dynamic and challenging learning opportunities, Sociology students learn to apply sociological analysis in evaluating American society: its cultures, social structures, and interaction processes. **These activities improve lives by promoting cultural, intellectual, and professional growth.**

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

Institutional Goal 1: San Luis Obispo County Community College District will enhance its programs and services to promote students' successful completion of transfer requirements, degrees, certificates, and courses.

Institutional Objective 1.1: Increase the percentage of transfer-directed students who are transfer prepared by 2% annually.

By offering courses that satisfy CSU General Education and/or UC IGETC requirements, the Sociology Department contributes to both the Cuesta College institutional goal of promoting students' successful completion of transfer requirements and to the Cuesta College institutional objective of increasing annually the percentage of transfer-directed students who are transfer prepared. In Spring 2012, the Associate in Arts for Transfer Degree in Sociology became available to students at Cuesta College, helping the college achieve its goal of promoting students' successful completion of transfer degrees.

Institutional Goal 2: San Luis Obispo County Community College District will build a sustainable base of enrollment by effectively responding to the needs of its local service area.

Institutional Objective 2.1: Increase the capture rate of the local 24-40 age cohort by 2% annually.

The Sociology Department contributes to the college's attainment of Institutional Objective 2.1 by drawing students in the specified age cohort. In the 2013-2014 academic year, students in the 25-39 age cohort constituted 14 percent of the students enrolled in sociology courses annually.

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C. Identify how your program helps students achieve Institutional Learning Outcomes.

By virtue of both the general nature of sociology as a discipline and also the specific program learning outcomes (PLOs) specified below, the Sociology Department supports the following Cuesta College Institutional Learning Outcomes:

ILO Categories	Representative Outcomes—Students achieving these outcomes will be able to…	SOC PLOs*
2. Critical Thinking and Communication	a. Analyze and evaluate their own thinking processes and those of others	2, 3
	b. Communicate and interpret complex information in a clear, ethical, and logical manner	2, 3
3. Scientific and Environmental Understanding	a. Draw conclusions based on the scientific method, computations or experimental and observational evidence.	1, 3
4. Social, Historical, and Global Knowledge and Engagement	a. Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	3
	b. Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	1, 3

* Sociology Program SLOs:
1. Students will demonstrate that they have the knowledge and skills required to succeed in the study of sociology.
2. Students will demonstrate critical thinking and perceptive reading skills.
3. Students will use their skills for sociological analysis.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Program data is available on the SLOCCCD Institutional Research and Assessment Program Review Data Dashboard site. The Dashboard components are hyperlinked below; just click on "enrollment" or other category below.

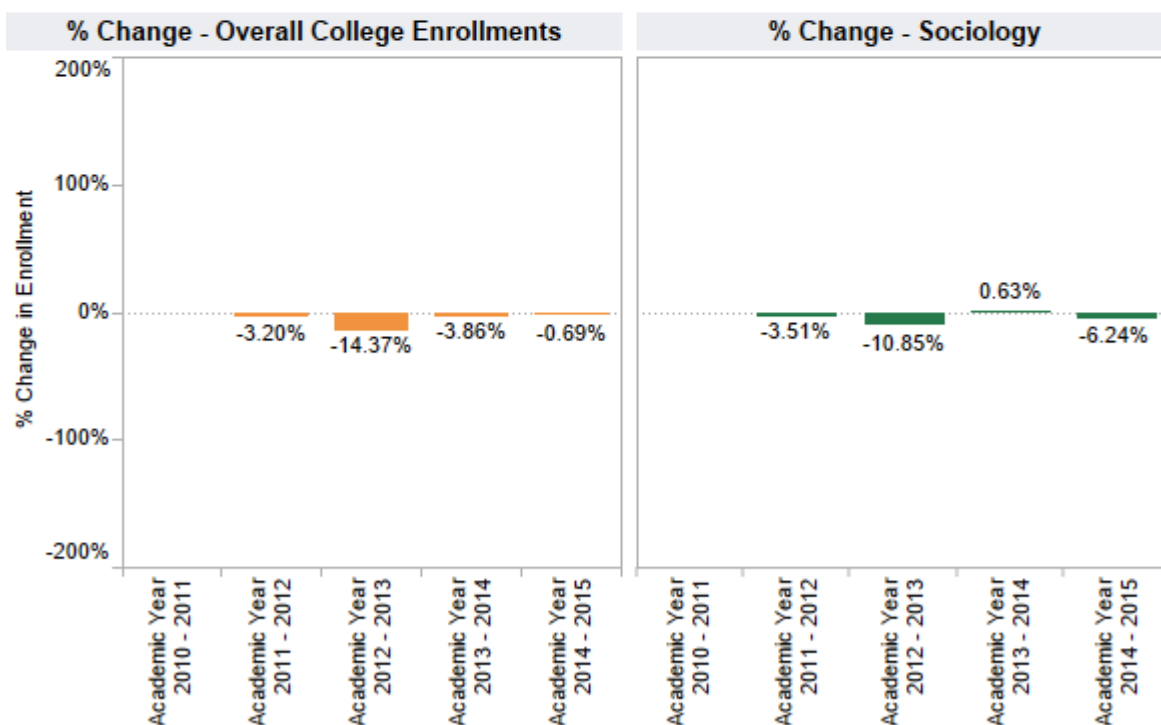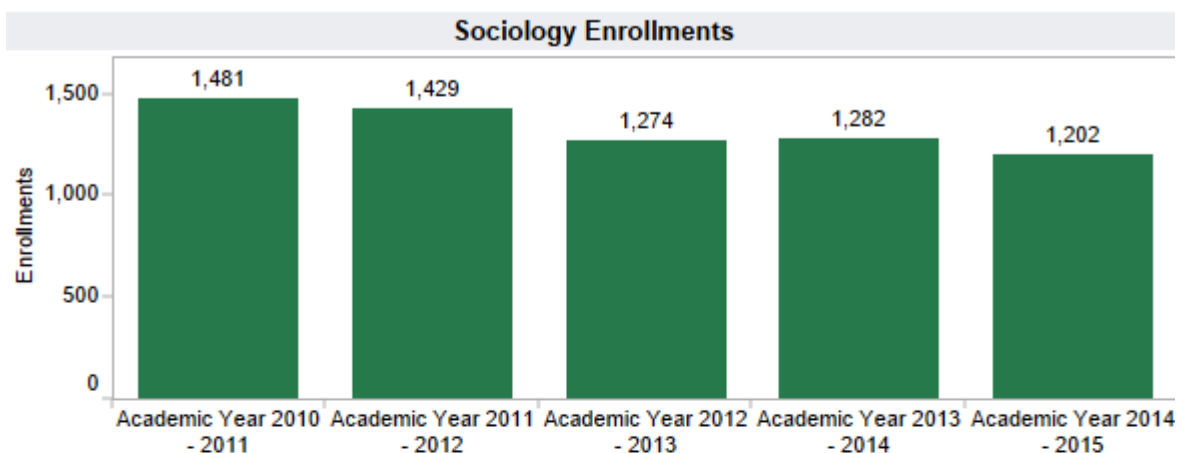A. Enrollment (Insert Data Chart)

Please embed the data chart and then provide analysis of the factors affecting your program's overall enrollment, paying particular attention to recent changes. Please also comment on your program's data and how it compares to the overall college data.

4 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
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SLOCCCD Program Review Data - Enrollment

Department:
Sociology

Course:
All

Sociology Enrollments

% Change - Overall College Enrollments   ### % Change - Sociology

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Enrollment numbers in Sociology classes follow a downward trend from 2010-2011 to 2014-2015. This is reflective of the downward trend at the college overall. The drop in enrollment college-wide from 2010-2011 to 2014-2015 was 26 percent; for Sociology classes, it was slightly less at 23 percent.
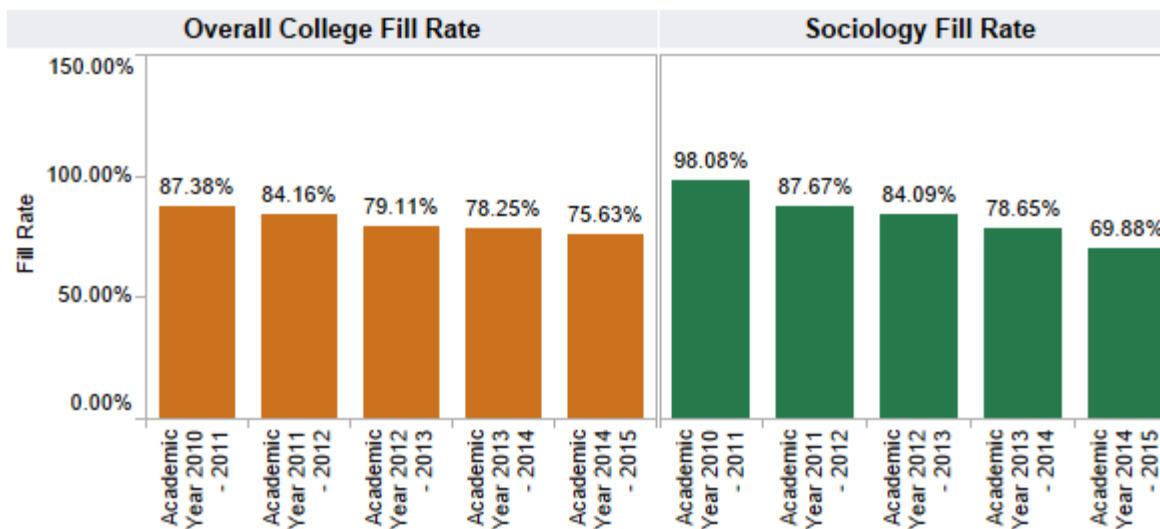
B. Student Demand (Fill Rate) (Insert Data Chart)

Please embed the data chart and then provide analysis of the factors affecting your program's overall fill rate, paying particular attention to recent changes. Please also comment on your program's data and how it compares to the overall college data.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Sociology

Course: All

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Sociology fill rates have been consistently higher than the college average with the exception of 2014-2015. This lower fill rate in 2014-2015 may have partly been caused by the addition of more distance education sections starting in Spring 2014.
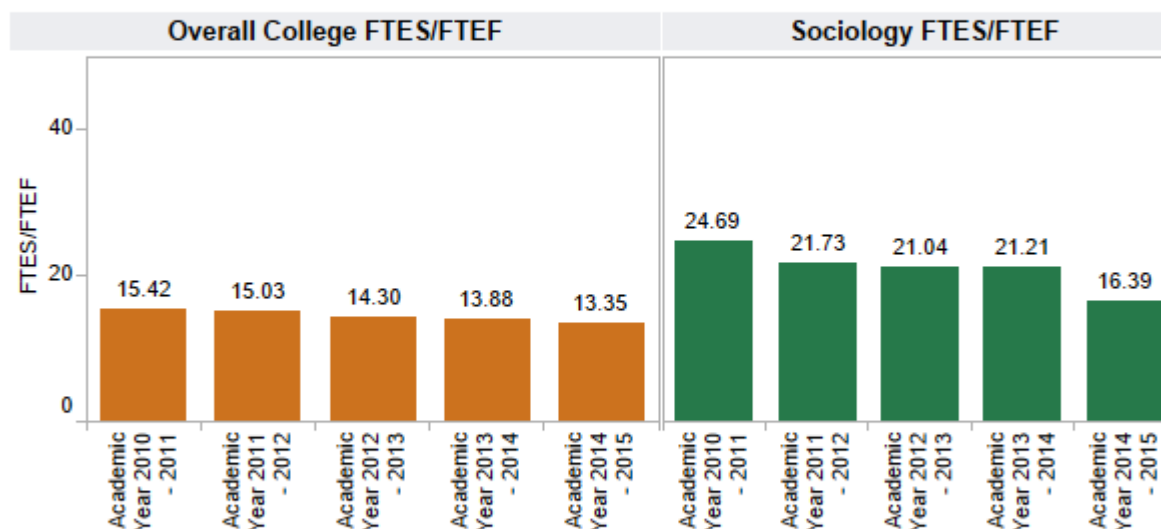
C. Efficiency (FTES/FTEF) (Insert Data Chart)

Please embed the data chart and then analyze the factors affecting your program's FTES/FTEF, paying particular attention to recent changes. Please also comment on your program's data related to the overall college data.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Sociology

Course:
All

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Sociology's FTES/FTEF have been consistently higher than the college average.

D. Student Success – Course Completion (Insert Data Charts)
Please embed the data charts and then provide analysis of the factors affecting your program's overall successful course completion percentage, paying particular attention to recent changes. Consider how modality impacts students' success in your program by reviewing Course Completion by Modality. Please also comment on your program's data and how it compares to the overall college data.

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SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Sociology

COURSE
All

Legend:
🟩 Department Success Rate
🟧 Overall College Success Rate

Successful Course Completion - Sociology

68.05%	68.65%	76.30%	75.18%	76.46%
71.32%	72.26%	73.92%	74.96%	74.70%
Academic Year 2010 - 2011	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015

(Y-axis: Success Rate, 0.00% to 100.00%)
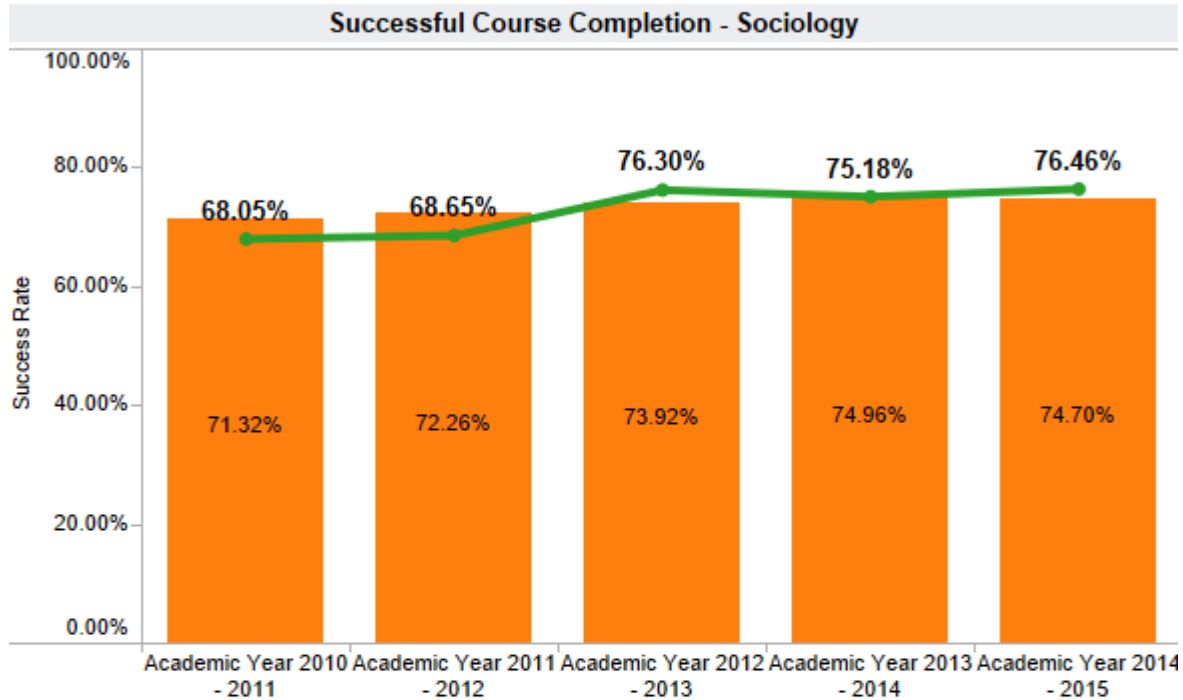
Sociology Success Rate Table

	Academic Year 2010 - 2011	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015
Department Success..	68.05%	68.65%	76.30%	75.18%	76.46%
Total Enrollments	1,446	1,429	1,274	1,282	1,202

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

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SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Sociology

Legend:
■ Face to Face Courses
■ Online Courses

Successful Course Competion by Modality -Sociology

Face to Face Courses					Online Courses				

Face to Face Courses (Success Rate):
- Academic Year 2010 - 2011: 67.81%
- Academic Year 2011 - 2012: 69.10%
- Academic Year 2012 - 2013: 76.10%
- Academic Year 2013 - 2014: 75.27%
- Academic Year 2014 - 2015: 77.51%

Online Courses (Success Rate):
- Academic Year 2010 - 2011: 70.54%
- Academic Year 2011 - 2012: 64.54%
- Academic Year 2012 - 2013: 77.86%
- Academic Year 2013 - 2014: 74.58%
- Academic Year 2014 - 2015: 73.50%

Successful Course Competion by Modality Table - Sociology

		Academic Year 2010 - 2011	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015
Face to Face Courses	Department Success Rate	67.81%	69.10%	76.10%	75.27%	77.51%
	Total Department Enrollments	1,317	1,288	1,134	1,105	885
Online Courses	Department Success Rate	70.54%	64.54%	77.86%	74.58%	73.50%
	Total Department Enrollments	129	141	140	177	317

The success rates from 2010-2011 to 2014-2015 in Sociology classes are very similar to the overall college success rates. The increase in success rate in Sociology from 2010-2011 to 2014-2015 correlates with the increase in success rate for the college overall. With respect to differences by modality, as expected, face-to-face sociology courses have higher completion rates than online sociology courses.
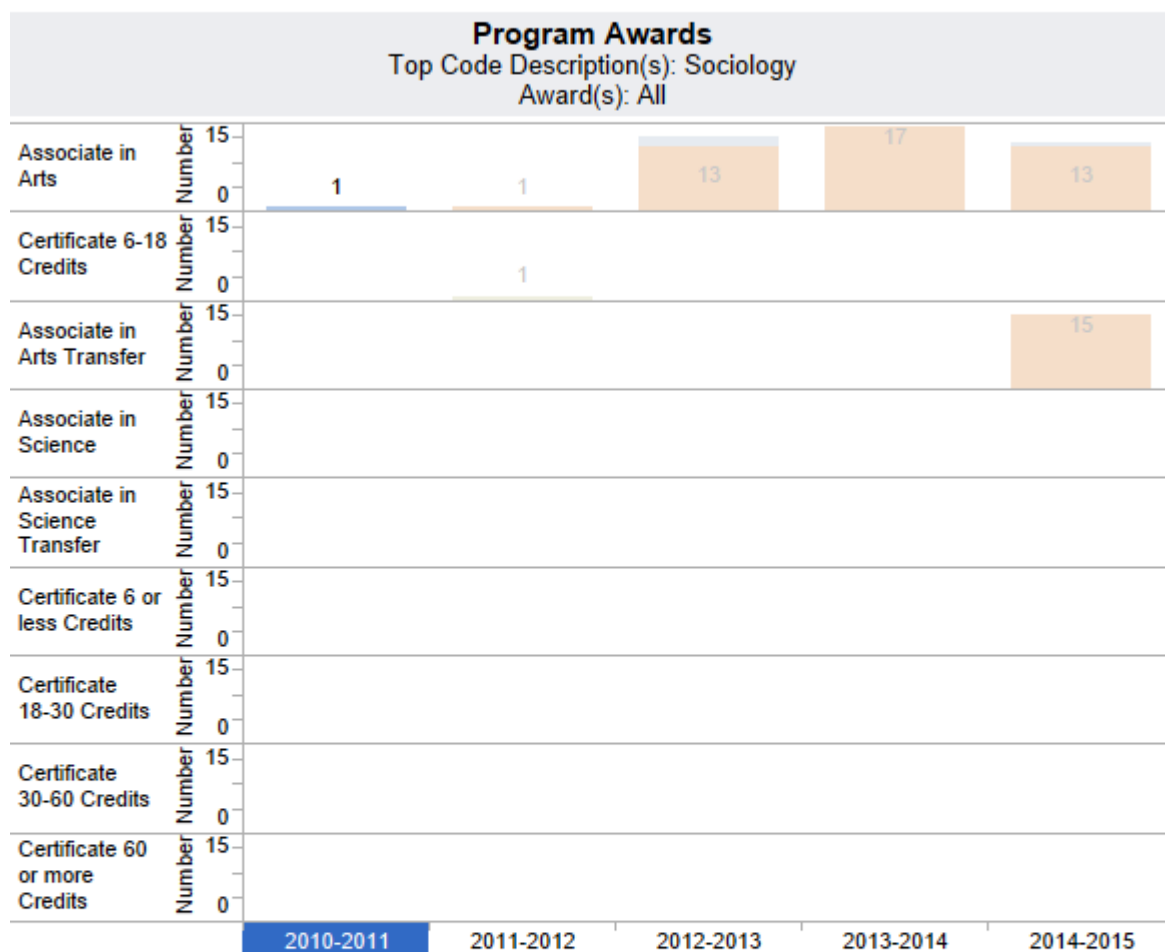
E. Degrees and Certificates Awarded (Insert Data Chart)
   A. Please embed the data chart and then analyze the factors affecting your program's rate of awarding degrees and certificates, paying particular attention to recent changes. Please also comment on your program's data related to the overall college data.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Sociology

Award Type: All

Program Awards
Top Code Description(s): Sociology
Award(s): All

Award	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Associate in Arts	1	1	13	17	13
Certificate 6-18 Credits		1			
Associate in Arts Transfer					15
Associate in Science					
Associate in Science Transfer					
Certificate 6 or less Credits					
Certificate 18-30 Credits					
Certificate 30-60 Credits					
Certificate 60 or more Credits					

Program Awards Table

Award T..	Award	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Associate in Arts	Sociology (AA)	1		2		1
	Sociology (AAT)		1	13	17	13
Associat..	Sociology (AAT)					15
Certificat..	Women's Studies (CS)		1			

Program Awards: The number of degress and certificates awarded by program type

With the availability of the AA-T in Sociology, we have seen a significant increase in numbers of Sociology degrees awarded—from 1 in 2010-2011 to 29 in 2014-2015.

F. Other Relevant Program Data (optional)

Please provide any other data you think is relevant to your program such as State or National certification exam results, or other data unique to your program.

NA

IV. CURRICULUM REVIEW

A. List all courses that have been created, updated, modified, or eliminated (and approved by the Curriculum Committee) since the last CPPR. See the Curriculum Review Template for guidance.

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
SOC 201A	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
SOC 201B	yes / no	no / yes: date	no / yes: 2015	no / yes: date	no / yes: date
SOC 202	yes / no	no / yes: date	no / yes: date	no / yes: 2014	no / yes: date
S0C 204	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
SOC 206	yes / no	no / yes: date	no / yes: date	no / yes: 2015	no / yes: date
SOC 208	yes / no	no / yes: date	no / yes: date	no / yes: 2014	no / yes: date
SOC 247	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date

cmpc revised 05/24/2013

B. Provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and advisory committee input. Include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives

- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

Include a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

Course Number	201A	201B	202	204
1. Effective term listed on COR	Date: Summer 1984	Date: Spring 2016	Date: Fall 2004	Date: Spring 2000
2. Catalog / schedule description is appropriate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no[2]	yes / no[2]	yes / no[2]	yes / no[2]
4. "Approved as Distance Education" is accurate	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
5. Grading Method is accurate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
6. Repeatability is zero	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
7. Class Size is accurate	yes / no[2]	yes / no[2]	yes / no[2]	yes / no[2]
8. Objectives are aligned with methods of evaluation	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
9. Topics / scope are aligned with objectives	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
10. Assignments are aligned with objectives	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
11. Methods of evaluation are appropriate	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]
12. Texts, readings, materials are dated within last 5 years	yes / no[3]	yes / no[3]	yes / no[3]	yes / no[3]
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
14. Degree / Certificate information (if applicable) is correct	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
15. Course Student Learning Outcomes are accurate	yes / no[4]	yes / no[4]	yes / no[4]	yes / no[4]
16. Library materials are adequate and current *	yes / no[1]	yes / no[1]	yes / no[1]	yes / no[1]

[1] If no, a major modification is needed within the next 5 years (see five-year cycle calendar).
[2] If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)
[3] If no, a minor modification is needed in the current term.
[4] If no, contact the Curriculum Chair or Curriculum Specialist.

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Course Number	206	208	247
17. Effective term listed on COR	Date: Fall 2015	Date: Spring 2015	Date: Spring 1990
18. Catalog / schedule description is appropriate	yes / no[1]	yes / no[1]	yes / no[1]
19. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes / no[2]	yes / no[2]	yes / no[2]
20. "Approved as Distance Education" is accurate	yes / no[4]	yes / no[4]	yes / no[4]
21. Grading Method is accurate	yes / no[1]	yes / no[1]	yes / no[1]
22. Repeatability is zero	yes / no[4]	yes / no[4]	yes / no[4]
23. Class Size is accurate	yes / no[2]	yes / no[2]	yes / no[2]
24. Objectives are aligned with methods of evaluation	yes / no[1]	yes / no[1]	yes / no[1]
25. Topics / scope are aligned with objectives	yes / no[1]	yes / no[1]	yes / no[1]
26. Assignments are aligned with objectives	yes / no[1]	yes / no[1]	yes / no[1]
27. Methods of evaluation are appropriate	yes / no[1]	yes / no[1]	yes / no[1]
28. Texts, readings, materials are dated within last 5 years	yes / no[3]	yes / no[3]	yes / no[3]
29. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes / no[4]	yes / no[4]	yes / no[4]
30. Degree / Certificate information (if applicable) is correct	yes / no[4]	yes / no[4]	yes / no[4]
31. Course Student Learning Outcomes are accurate	yes / no[4]	yes / no[4]	yes / no[4]
32. Library materials are adequate and current *	yes / no[1]	yes / no[1]	yes / no[1]

[1] If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

[2] If no, a major modification is needed in the <u>current</u> term. (For increase in class size, see your curriculum representative for details.)

[3] If no, a minor modification is needed in the <u>current</u> term.

[4] If no, contact the Curriculum Chair or Curriculum Specialist.

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
AA	yes / no	no / yes: date	no / yes: date	no / yes: date
AA-T	yes / no	no / yes: Spring 2012	no / yes: date	no / yes: date

Currently active Program / Certificate:	Required courses and electives, incl. course numbers, course titles, and course	Program description is	Program Learning

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Title	credits, are accurate	current	Outcomes are accurate and include method of assessment
AA	yes / no*	yes / no*	yes / no**
AA-T	yes / no*	yes / no*	yes / no**

* If not, program modification is needed.

** If not, Program Learning Outcomes modification is needed.

FIVE-YEAR CYLE REVIEW CALENDAR: COURSES

Course Number	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020
201A	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
201B	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
202	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
204	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
206	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
208	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor
247	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor	major / minor

FIVE-YEAR CYLE REVIEW CALENDAR: PROGRAMS

Program/Certificate Title	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020
AA	modify	modify	modify	modify	modify	modify	modify	modify	modify	modify
AA-T	modify	modify	modify	modify	modify	modify	modify	modify	modify	modify
	modify	modify	modify	modify	modify	modify	modify	modify	modify	modify
	modify	modify	modify	modify	modify	modify	modify	modify	modify	modify

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment cycle calendar for your program.

See attached

B. Attach or insert Course or Program Assessment Summary (CPAS) form for each course in the program. Faculty may summarize data results rather than providing raw data or exact figures.

See attached

C. Attach or insert a mapping document that indicates how course-level SLOs connect to program-level SLOs. Reference: Student Learning Outcomes and Assessments.

Program Assessment Mapping and Calendar

Program SLOs
1. Students will demonstrate that they have the knowledge and skills required to succeed in the study of sociology.
2. Students will demonstrate critical thinking and perceptive reading skills.
3. Students will use their skills for sociological analysis.

Relationship between assessed course level SLOs and Program Level SLOs.

Course	Course name	Program Student Learning Outcomes		
		1	2	3
SOC 201A	Introduction to Sociology	ABC	ABC	ABC
SOC 201B	Social Institutions	ABC	ABC	ABC
SOC 202	Social Problems	ABC	ABC	ABC
SOC 204	Introduction to Criminology	ABC	ABC	ABC
SOC 206	Race and Ethnic Relations	ABC	ABC	ABC
SOC 208	Introduction to Gender Studies	ABC	ABC	ABC

Key: A (SLOs exist for course)   B (SLOs is assessed in course)   C (course assessment report completed)

D. Highlight improvement efforts that have resulted from SLO assessment.

We substantially implemented a plan for direct assessment of student learning outcomes. The first outcome was assessed by evaluating the performance of students in Soc 201A (Fall 2014) on selected questions on their final comprehensive exam. Motivated by the results of the direct assessment, study aids, including study guides, were substantially revised. The second outcome was assessed by evaluating the performance of students on their journal critiques in Soc 208. The third outcome was assessed by evaluating the performance of students on their research projects in Soc 202 (Fall 2014). Motivated by the results of the direct assessment, instructions on how to write a sociological research paper were substantially revised.

Assessment by modality (face-to-face or online) was conducted in the fall of 2015 in the Soc 201A and Soc 208 courses. In the Soc 208 courses, direct assessment was conducted. For SLOs #3, 4, and 5 (3. Demonstrate an understanding of sociological perspectives on gender. 4. Analyze gender differences in various aspects of society. 5. Demonstrate knowledge about

women's struggles for power, justice, and access to resources.), student analysis of gender differences presented by the media were examined. Students analyzed representations of gender in a movie of their choice: 36 students in the face to face class and 28 students in the online class were assessed with 92% and 71% demonstrating sufficient understanding of gender differences and demonstrating sufficient analysis of gender. For students who met the SLO, the range of student performance ranged from satisfactory to excellent. We are always concerned with students who do not achieve satisfactory results and are particularly concerned with the different results based on the course modality. We suspect the higher rate of non-official withdrawal impacted the online class. With respect to the self-assessment data for Soc 201A from Fall 2015, it will be analyzed using eLumen this semester.

E. Recommend changes and updates to program funding based on assessment of SLOs.
   • For funding requests complete the applicable Resource Plan Funding Request Worksheet
   • For faculty hiring needs, attach Section H – Faculty Prioritization Process

   There are no recommended changes to program funding based on assessment of SLOs.

F. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

   Budget requests for the Sociology Program are made in the Social Sciences Unit Plan.

VI. PROGRAM DEVELOPMENT/FORECASTING

Create a short narrative describing the forecasting elements, indicating how they support efforts to achieve any of the following, where applicable: Program Outcomes, Institutional Goals, Institutional Objectives, and/or Institutional Learning Outcomes.

A. New or modified action steps for achieving Institutional Goals and Objectives
B. New or modified action steps for achieving Institutional Learning Outcomes
C. New or modified action steps for achieving program outcomes
D. Anticipated changes in curriculum and scheduling
E. Levels or delivery of support services
F. Facilities changes
G. Staffing projections
H. Strategies for responding to the predicted budget and FTES target for the next academic year

   Action steps for achieving program outcomes are discussed in the program CPAS attached. With respect to anticipated changes in scheduling and strategies for responding to the predicted budget and FTES target, the number of courses offered in Fall 2016 have further been reduced given the trend toward lower enrollments. However we now offer all Sociology courses in both face to face and distance learning modalities to better serve students. With respect to facilities changes, the 6300 classrooms all need carpets and paint, the 6300 building needs a more reliable HVAC system and electrical system.

16 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l C o m p r e h e n s i v e P r o g r a m P l a n n i n g & R e v i e w
Approved Document to be Used for Submission Spring 2016

VII. END NOTES (If Applicable)

If applicable, you may attach additional documents or information, such as assessment forms, awards, letters, samples, lists of students working in the field, etc.

17 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   C o m p r e h e n s i v e   P r o g r a m   P l a n n i n g   &   R e v i e w
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SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Division Chair/Director Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

Name	Signature	Date

SUPPLEMENTAL DOCUMENTS
FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council:

- *Worksheet A.1: Subjective Ranking Sheet*
- *Worksheet B.1: Objective Criteria for Teaching Faculty*

19 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
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DEAN'S/MANAGER'S ANALYSIS OF COMPREHENSIVE PROGRAM PLANNING & REVIEW (CPPR)

Program: **Planning Year:**   **Last Year CPPR Completed:**

Unit: **Cluster:**

A. CPPR Pre-Meeting

It is strongly recommended that the Vice President and/or Dean meet with Division Chair/Director/designee and the program faculty and/or staff involved in preparing the CPPR prior to the completion of the review documents. The discussion should include an overview of the CPPR document and expectations of what should be considered and focused on when developing the CPPR.

If a Pre-CPPR meeting occurred, please list those in attendance, when the meeting occurred and a summary of what was discussed.

B. Narrative Analysis of CPPR Sections

Please provide an analysis and comments of programmatic information for each of the CPPR sections below.

- **General Information and Program Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Support of Institutional Goals and Objectives, and/or Institutional Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Data Analysis and Program-Specific Measurements (Required for Instruction/Student Services/Administrative Services):**

- **Curriculum Review (Required for Instruction and may be Applicable to Student Services):**

- **Program Support of Institutional Goals and Objectives and Student Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

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- **Program Data Analysis, Assessment and Improvements (Required for Student Services/Administrative Services):**

- **Program Outcomes, Assessments and Improvements (Required for Instruction/Student Services/Administrative Services):**

- **Anticipated Service Challenges/Changes (Required for Student Services/Administrative Services):**

- **Program Development Forecast (Required for Instruction/Student Services/Administrative Services):**

- **Overall Budget Implications (Required for Student Services/Administrative Services):**

- **End Notes/Additional Comments (Required for Instruction/Student Services/Administrative Services):**

C. **Commendations/Considerations:**
Please provide a list of commendations and considerations based on the CPPR.

Commendations:
Comments in this area summarize how the program has demonstrated its effectiveness.

Considerations:
Comments in this area constitute advice to help the program meet or surpass expectations for effectiveness.

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D. Applicable Signatures:

_____   _____
Vice President/Dean   **Date**

_____   _____
Division Chair/Director/Designee   **Date**

_____   _____
Other (when applicable)   **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

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OPTIONAL SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: https://www.surveymonkey.com/r/9JXNBQD

23 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
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