Verification Team Report

A. Unit Under Review
   Sociology

   Self-Study Team Member
   Glen Bell

   Verification Team Members:
   Dianna Chiabotti, John Liscano, Bonnie Virnelson

B. Statement of Completion
   The verification team believes that the Program Evaluation and Planning Report (PEPR) is complete for this unit. The verification team believes that the PEPR addresses all the applicable elements.
   1. Analysis and Interpretation of Data – The PEPR appears to utilize the data provided in their evaluation.
   2. An Action Plan – Not included. According to the self-study team, the unit has no needs at this time.
   3. Executive Summary – A program Evaluation Summary is included in the PEPR.

C. Strengths of the Unit
   The verification team concurs with the Program Evaluation Summary. The program offers students the opportunity to analyze their experiences with others within a range of theoretical perspectives and the courses are offered in a variety of formats and accommodate a relatively large number of students. In addition, the verification team felt that the unit’s commitment to diversity in textbook choices, faculty staff development, and course outlines was an additional strength of the program.

D. Challenges (concerns, difficulties, areas for improvement)
   The validation team concurs with the PEPR. The unit strives with under prepared students.

E. Summary of the Verification Team’s Recommendations
   The verification team believes that the PEPR for this unit is very well done.
The verification team believes that the unit has an obvious and glaring concern regarding student preparedness for courses. The verification team recommends that the unit bring this issue to their Division Chair and to the larger faculty, possibly the Academic Senate, for discussion and possible resolution.

In addition, we recommend that the unit continue discussing with faculty and utilize student surveys regarding the potential for developing and offering specialized course work in Sociology.
1. **MISSION**
   
   A. Program Mission Statement
      
      The Sociology program provides quality instruction for transfer/degree and lifelong learning students. The courses reflect skills and knowledge that have been identified by our transfer institutions as critical to student success, both in the classroom and in students’ communities.

   B. The program falls within one or more of the following categories (check all that apply):
      
      - [x] Transfer/Degree
      - [ ] Vocational
      - [ ] Remediation
      - [ ] Non-Credit/Community Services

2. **CURRICULUM AND INSTRUCTION**
   
   A. Review the course outline data and assess the following:
      
      - Currency of course outlines. Course outlines must be reviewed every five years. If all course outlines have not been reviewed, include a timeline for review in your unit plans.
        
        The course outlines for all Sociology courses have been revised and approved by the Curriculum Committee within the last two years.
      
      - Appropriateness of courses to the program.
        
        The course offerings in Sociology fit the general transfer/degree offerings of the other community colleges, and meet the articulation requirements of the transfer institutions to which our students matriculate.
      
      - Appropriateness of current pre- and co-requisites and recommended preparation.
        
        The Social Science Division adopted a recommendation for the completion of English 100 prior to enrolling in all of the Sociology courses. This recommendation begins to address a serious problem of under-skilled students enrolling into classes that require college level reading and writing. One might ask, “Should a student be able to pass a college-level social science class, transferable to the CSU and UC system, when they have not completed a college level English class?” The CSU and UC systems are indeed asking this, and limiting the number of transferable courses that they accept in a major. Additionally, how does it help students to have them struggle to earn a D, or even a C, when there are reasons to believe that they would
do better in grades, retention, student success, and persistence areas? (assuming that we believe that college-level English does in fact prepare the student for college-level reading and writing).

- Appropriateness of the degree and certificate requirements.
  Not applicable

B. Review the Student Learning Outcomes Program Map and assess the following:

- Complete the SLO Matrix (attached).

  The Social Science Division is developing the division SLOs that will be used for Sociology. Program-level SLOs for Sociology will be completed in Spring 2006.

- What timeline have you established for developing course-level student learning outcomes?
  Fall 2006

- Once established, in what ways will students in your program demonstrate achievement of stated learning outcomes? Check all that apply:
  - Student internships
  - Complete program competency exams
  - Assessment by departmental rubric
  - Obtain jobs in the field
  - Pass state/national examinations
  - Success in a subsequent course sequence
  - Performance after transfer
  - Portfolios/capstone projects
  - Other ______________________________

- Discuss the methods used (above) to assess whether the students achieved the stated student learning outcomes. What was the success rate?

  This data will not be available until after SLOs are implemented. This requires institutional decisions.

- For those students who did not achieve the SLOs, what interventions were used to support those students? What programmatic changes will be made to ensure future SLO achievement?

  Due to the lack of skills of many of the students, I have replaced term paper requirements with reading and writing assignments from a sociology reader. The students complete twenty-eight short essays answering three critical thinking questions for each of the twenty-eight essays. I include objective tests, collaborative learning assignments, and take-home assignments that ask the student to analyze specific issues related to sociology. If these do not result in student success, retention, persistence, successful transfer, and the achievement of other SLOs, course prerequisites may be needed to ensure that students have the skills necessary to successfully complete college-level assignments.
An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program's expected learning outcomes made public? Check all that apply:

- Syllabi
- Catalog
- Brochure
- Articulation/Transfer agreements
- Website
- Other ______________________________

C. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.

Adjunct syllabi are reviewed for accuracy and consistency. Needed revisions will be communicated, and a follow up review will occur.

D. What methods are used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline?

There are no institutional tools that allow us to compare student grades and success for similar classes taught by more than one instructor. This information could lead to a form of “centering” used by the English program.

E. What instructional methods are used by the program faculty to address the diverse student population and to encourage retention and persistence of the program’s students?

Sociology classes reflect the overall ethnic, gender, socio-economic, and ideational diversity of the college population. All of the current instructors have a background in cultural awareness training, and have extensive practice at identifying and teaching to diversity. The textbook selections generally reflect a sensitivity to diversity, and the course outlines of several classes include specific content that addresses diversity issues in society. Individualistic and collectivistic perspectives are explored, and media presentations, exercises, guest speakers, and homework assignments provide the student with an opportunity to understand and appreciate diversity.

F. What instructional methods are used by the program faculty to address the differences in learning styles and to encourage retention and persistence of the program’s students?

A variety of instructional strategies are used to encourage persistence and retention, including audio, visual, tactile, and collaborative techniques. I believe that the majority of our students enter our classes under-skilled; they are not prepared to do college-level work. Faculty often end up teaching reading and writing, spelling and grammar, learning skills, and the basics of being a responsible learner, while at the same time, covering the subject matter. It would be very interesting to conduct an entry/exit testing for basic skills and knowledge attainment in order to measure instructional effect.

G. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?

Not applicable
H. Reflect on your responses in Section 2, Curriculum and Instruction, and write objectives for improvement on Schedule A, Unit Plan, as needed.

3. **STUDENT SUCCESS AND EQUITY**

A. Review the data on enrollment, retention, and successful course completion (and grade distribution to be phased in). Discuss program trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

The data, in its present form, does not demonstrate any significant differences between program trends and college-wide trends.

B. Identify strategies used to identify and assist students at risk. Discuss their effectiveness.

Since there are no pre-requisites for entry into Sociology courses, I must wait until the student work reveals student preparedness and skill levels. Although generally those students who speak English as a second language have not developed college-level reading and writing skills, many are able to be successful due to the individual effort and the availability of support services. I encourage study partners/groups as the most effective informal strategy, with the writing lab and appropriate English classes as an alternative. As expected, those who avail themselves of these resources do better than those who do not.

C. What has the program done to formalize links with support services for students?

We have a good relationship with our counselors, and they are a valuable asset when students use them. It is difficult to obtain a commitment from less-skilled students to avail themselves of the support services. I will make corrections on written work and then counsel the student about how much more professional their work would look if they were more skilled in writing. I then make sure that they are aware of the location of the writing lab.

D. Review the full-time/part-time instructor ratio (to be phased in). Discuss trends, and needs.

There is only one full-time FTE in Sociology, as SOCI/PSYC 135 sections are taught by Psychology instructors. Sociology 120, 122, and 123 generally use a .8 full-time to .4 part-time, or 2 to 1 ratio. Beginning Spring, 2006, this ratio will increase the full-time to 1 FTE, with part-time remaining at .4 to .6, depending upon the sections of PSYC/SOCI 123 offered. There is no current need for an increase in full-time instruction in Sociology. The 1 FTE in Sociology, however, is also the only full-time instructor in the ADMJ program.

E. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)

Not applicable

F. Reflect on your responses in Section 3 Student Success and Equity and write objectives for improvement on Schedule A, Unit Plan, as needed.
4. **Enrollment Trends and Student Satisfaction**

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

Class size has remained at above 30 for Sociology classes. The data for cross-listed classes is incomplete, but enrollments for both Sociology 120 and 122 have increased with the addition of online sections. The Friday, 9-12 Sociology class has generated good enrollments. Many students choose Sociology to complete their social science requirement. The online sections, especially the Summer sections, attract many students from the CSU/UC who complete units at a reduced cost. I am currently working with the Psychology instructors to explore the possibility of offering Social Psychology online.

B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

Load and productivity continue to be well above the college average, and above the targets established two years ago.

C. Review the schedule of classes for the program and the results of the student satisfaction surveys, and discuss whether the course offerings are scheduled appropriately to meet student need.

Classes appear to be scheduled at times that meet student needs, as evidenced by both enrollments and student feedback. By offering online classes and Friday classes, we have made an effort to be accessible to the community of learners.

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

See “C” above.

E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

Not applicable

F. Reflect on your responses to Section 4 Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Unit Plan, as needed.

5. **Community Outreach**

A. What recruitment and/or community outreach activities has the program engaged in or initiated?

The program has offered online classes in Sociology for two years. We are also offering Sociology classes in a compressed, 12-week format for our community. There is no demonstrated need, nor is there a budget for any additional activities.
B. What has the program done to establish relationships with secondary schools and/or four-year institutions?
   Staff have attended meetings with CSU and UC in order to develop transfer protocols and course content revisions.

C. What has the program done to establish relationships with the business community (if a vocational program)?
   Not applicable

D. How has the involvement of the advisory committee helped in improving and/or promoting the program? (vocational programs only)
   Not applicable

E. Reflect on your responses in Section 5 Community Outreach and Articulation and write objectives for improvement on Schedule A, Unit Plan, as needed.

6. ACCREDITATION AND EXTERNAL REVIEWS

A. Review the Accreditation Self-Study Planning Agenda, Accreditation Final Report, and results of previous program evaluations that are included in the attached data. Discuss the recommendations of the review teams relevant to the program and how the program responded.
   Not applicable

B. Indicate the sources of information used in Question 6A.
   - Accreditation Self-Study Planning Agenda
   - Accreditation Final Report
   - Previous program evaluation recommendations

C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.

D. Reflect on your responses in Section 6 Accreditation and External Reviews and write objectives for improvement on Schedule A, Unit Plan, as needed.

7. RESOURCES

The results of program evaluation feed into the planning and budget process. Consider the staffing and financial data provided, as well as the Unit Plan forms you completed during this evaluation, while answering the questions in this section. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives.

No requests at this time
A. **Staffing**

Summarize the staffing resource needs identified in the unit plans. Discuss any changes needed. (Complete Schedule B, Staffing, as needed)

None

B. **Program-Specific Equipment**

Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule C, Program-Specific Equipment Request, as needed.)

None

C. **Facilities Improvement/Renovation**

Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule D, Building Improvement/Renovation, as needed.)

None

D. **Technology**

Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? (Complete Schedule E, Request for Technology, as needed.)

None

E. **Professional Development**

1) Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff.

   There appears to be some interest in developing more specialized sociology courses in areas such as: the sociological experiences of minority groups; the sociology of prejudice; the sociology of gender; and, methodologies in the social sciences. Any such commitments would require working closely with other stakeholders at the college, and, following the procedures for such development. Additional training and support materials may be identified if such courses are developed.

2) Based on the goals that resulted from this program evaluation, complete Schedule F, Professional Development Needs, to indicate what areas of focus have been identified for future faculty/staff development. Note: Budget requests for Travel and Conference should be addressed or requested in the question 7G.

   To be determined

F. **Learning Resources**

What learning resources (e.g., books, periodicals, videos) are needed to enhance program success? (Complete Schedule G, Learning Resources Needs, as needed.)

To be determined
G. Operational Budget

Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? (Complete Schedule H, Request for Budget Augmentation, as needed.)

Not at this time
PROGRAM EVALUATION SUMMARY FOR SOCIOLOGY

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

Program Achievements (major achievements, changes, implementations, progress since last program review)

1. We have offered both Sociology 120 and 122 online. Both of these classes generally have enrollments that exceed 50 students.
2. Revisions to all courses have been approved by the Curriculum Committee within the last two years.
3. We have offered one Sociology course in the hybrid format.
4. I have worked with the CSU LDTP project, representing the Community College Sociology programs in determining which classes will be accepted for the major, and in adopting course descriptors to replace the CAN course descriptions that will become obsolete.
5. We are exploring the creation of several new Sociology courses to meet the needs and interests of our diverse student population.

Strengths (unique characteristics, special capacities)

The Sociology program represents an opportunity for students to analyze their experiences with others within a range of theoretical perspectives. The courses fulfill requirements for the AA Degree in Social and Behavioral Sciences, and both Sociology 120 and 122 will be accepted by the CSU within their Sociology major. The courses are offered in a variety of formats, and accommodate a relatively large number of students, requiring very few additional resources. The courses are popular, and additional sections might be used as part of the overall strategy for growth.

Challenges (concerns, difficulties, areas for improvement)

The large class size is problematic for online sections of Sociology 120 and 122. Although the class size usually settles in to 40-45 students, the first few weeks are often chaotic and we lose the under-skilled students. Reading and writing skills of approximately 40% of the students simply are not at college level. This affects the overall learning environment for all students, not just the students who struggle. As stated before, I have had to reduce the level of writing assignments from term papers to short essays in order to address this deficiency. We are backing off our commitment to “writing across the curriculum.” College work requires college-level skills. It has become a struggle to maintain college-level rigor.

Optional: What additional data, if any, would have been helpful to effectively evaluate the program?

Data from Sociology students who have taken the class.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning, and Development by _____________________, for the verification phase.

| Program Evaluation Chair Signature:  ______________________________ |
| Division Chair/Supervisor Signature:  ______________________________ |
| Date:  ______________________________ |

**VERIFICATION PHASE**

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). The program evaluation will be verified by ________________________. Once the report is verified and shared with the PEP team, will be forwarded to the appropriate Vice President or President (for administrative services) by _________________________.

| Verified on:  ______________________________ |
| Verification Committee Signatures:  ______________________________ |

**ACKNOWLEDGEMENT PHASE**

The Vice President (or President for administrative services) will read and acknowledge the program and planning document and send a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program review results to 1) base discussions and decision making on data and evaluation provided by program evaluation; 2) inform program planning; and (3) advocate for program needs.

| Vice President/President  ______________________________ |
| Date Letter Sent:  ______________________________ |
| Recommend review in 2 years:  Yes _____ No _____ |
Future Needs:
Pre-requisites?
Specialized courses to meet interests of diverse populations.

Jan 2006:
1. Currently being developed by the Social Sciences Division

Intended Learning Outcomes:

1. Currently being developed by the Social Sciences Division

Entry Requirements:
NVC Eligible
English 100
Recommended

Collective Responsibility

Program Level Map
Sociology
Napa Valley College
November 2005

Soci 120 Degree
Psyc/Soci 123 Degree
Napa Valley
Psyc/Soci 135 Degree
Degree/Transfer
Sociology

Intended Roles:
Public/Private Employee
4yr Transfer: BSW, BA
AS Degree

Employers
Private and Public Agencies
4-yr Universities

Near and Far

CJ Employers