Cañada College

Comprehensive Program Review and Analysis
(6 year review)

Social Sciences:

Sociology

2/15/13

Robert Lee

Click here to enter Review Committee Members

Cañada College

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

The Comprehensive Program Review and Analysis builds upon five years of program annual planning, providing a framework for faculty to use to review program information and to articulate direction for the future. The purposes of the Comprehensive Program Review and Analysis is well described by past Academic Senate presidents Jim Locke and Bill Scroggins (Academic Senate for California Community Colleges):

> *The principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily further their own growth, and to identify weak performance and assist programs in achieving needed improvement, ...*

> *The program review process shall promote professionalism, enhance performance, and be effective in yielding a genuinely useful and substantive process for determining program effectiveness, the program review process shall provide 1) an articulation of clear, relevant criteria upon which reviews will be based; 2) the establishment of reasonable and timely intervals; 3) the establishment of the specific purposes for which program reviews are conducted and articulation of those purposes to everyone involved, ...*

This document is to collect information to be used by the college planning bodies IPC, SSPC, Budget, and CPC and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, instructional equipment, and facilities needs. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Comprehensive Program Review and Analysis is due to the Dean/VPI (Learning Center, Library, University Center) by the end of March. Complete this document in consultation with your Dean/VPI. Documents will be reviewed by the Dean/VPI and uploaded to the Curriculum Committee and the IPC SharePoint sites. The College will hear faculty reports on their Comprehensive Program Review and Analysis during the Spring semester in a Curriculum Committee meeting.

Cañada College Mission Statement
It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision
Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

ASGC approved 8/23/12

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT on an e-mail message.**

Program Title Sociology   **Date Submitted** 2/15/13

1. Planning Group Participants (include PT& FT faculty, staff, students, stakeholders)
List of names and positions: Robert Lee: FT Faculty; Rika Fabian PT Faculty

2. Contact Person (include e-mail and telephone): leero@smccd.edu; 650-863-2123

3. Program Information

A. Program Personnel
Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

FT Faculty Robert Lee   **PT Faculty FTE** Rika Fabian **FT Classified** [Click here and type]

PT Classified (hrs/wk) [Click here and type] **Volunteers** [Click here and type] **Student Workers** [Click here and type]

B. Program mission and vision
Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

The department of sociology at Cañada College has a mission to help students understand, analyze, and critique the modern social order empowering them to act as agents for self and social transformation. The program strives to implement the highest level of teaching helping students to learn the basic concepts, theories, methodologies, and epistemological assumptions associated with the contemporary field of sociology. This program is designed to serve students interested in transfer, especially but not exclusively to the CSU and UC systems. It is designed to facilitate the completion of lower division sociology courses so that students will be able to transfer to nearby institutions as juniors. However, since sociology courses can serve various needs (i.e., GE requirements, general interest) all types of students are welcome.

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

C. Program Student Learning Outcomes

List Program Student Learning Outcomes (minimum of 3) and assessment tools for each.
Tool: https://sanmateo.tracdat.com/tracdat/

> Reflections:
> - Review 5-year data and identify changes that have occurred in your program as a result of annual SLO assessment cycle.
> - Explain how the assessment plan for Program Student Learning Outcomes measures quality and success of each Program.
> - Summarize assessment results of Program Student Learning Outcomes.
> - Describe and summarize other data that reveals Program performance.

Social Science PLOs:

1. Students will be able to analyze social science concepts and theories.

2. Students will be able to produce evidence based arguments.

3. Students will be able to evaluate diverse viewpoints related to the human experience.

Methods of Assessment:

1. The primary method of assessment for PLOs are to embed questions on assignments and exams and then to directly link the results to PLOs.

Connecting PLOs with Course SLOs

As students are evaluated every semester on various course SLOs, these SLOs are directly linked to PLOs using Tracdat. Below is the current configuration used to connect the various SLOs. The measurement for success is to reach a minimum threshold whereby at least 60% of the SLOs for each course are defined as "criterion met."

Sociology 100: Introduction to Sociology

Course SLO #1: Students will be able to analyze various sociological concepts.
Course SLO #2: Students will be able to evaluate theories of social inequality.
Course SLO #3: Students will be able to analyze contemporary American social institutions.
Course SLO #4: Students will be able to evaluate theories of social change.

All four SLOs are linked with PLO #2: Students will be able to analyze social science concepts and theories. To be successful in each course SLOs, student must be able to effectively evaluate key social science concepts.

As of 2/01/2013, there have been a total of 7 semester assessments of various course SLOs for Sociology 100. 57% of the course SLOs results met the basic criterion of success while 43% of the course SLOs results were inconclusive.

Conclusion: There is some data to indicate PLOs are being met but the results fall 3 percent below the stated goals. More assessments need to be done over the next few years.

Sociology 105: Social Problems

Course SLO #1: Students will be able to explain how sociologists understand social problems.
Course SLO #2: Students will be able to analyze various social causes to contemporary social problems.
Course SLO #3: Students will be able to identify solutions to social problems.

The first two course SLOs are linked with PLO #2: Students will be able to analyze social science concepts and theories. To be successful with the first two course SLOs, students must be able to effectively evaluate key concepts and theories in sociology. The third course SLO is linked with PLO #1: Students will be able to produce evidence based arguments. To be able to identify some solutions to social problems, students will need to use data and evidence and apply it to arguments about social problem solutions.

As of 2/01/2013, there have been a total of 5 semester assessments of various course SLOs for Sociology 105. 60% of the course SLO results met the basic criterion of success, 20% of the course SLO results were inconclusive, and 20% of the course SLO results did not meet the criterion of success.

Conclusion: The goal to reach 60% was met, but more assessments need to be done over the next few years.

Sociology 141: Ethnicity and Race in Society

Course SLO #1: Students will be able to analyze sociological concepts and theories in the areas or race, ethnicity, and nation.
Course SLO #2: Students will be able to explain how forms of racial and ethnic inequality are created and reproduced.
Course SLO #3: Students will be able to describe various contemporary sociological debates within the field of race and ethnicity.

The first two course SLOs are linked with PLO #2: Students will be able to analyze social science concepts and theories. Students will need to be able to do this in order to comprehend concepts and theories in the areas of race, ethnicity, and nation as well as explain how forms of racial and ethnic inequality are created and reproduced. The third course SLO is connected to PLO #3: Students will be able to evaluate diverse viewpoints related to the human experience. For students to be able to describe contemporary sociological debates related to the field of race and ethnicity, students must be able to evaluate the diverse viewpoints from different racial and ethnic groups.

As of 2/01/2013, there have been a total of 6 semester assessments of various course SLOs for Sociology 100. 33% of the course SLOs results met the basic criterion of success while 66% of the course SLO results were inconclusive.

Conclusion: Most of the early data shows inconclusive results related to PLOs.

Sociology/Psychology 205: Social Science Research Methods

Course SLO #1: Students will be able to identify various social scientific principles.
Course SLO #2: Students will be able to analyze and assess various social science research methods.
Course SLO #3: Students will be able to explain common ethical dilemmas associated with different social science research techniques.

The first two course SLOs are linked with PLO #2: Students will be able to analyze social science concepts and theories. Students will need to be able to do this in order to identify social science principles and analyze and assess social science research methods. The third SLO is linked to PLO#3: Students will be able to evaluate diverse viewpoints related to the human experience. For students to be able to explain ethical dilemmas they have to be able to evaluate diverse viewpoints.

As of 2/01/2013, there have been a total of 5 semester assessments of various course SLOs for Sociology 100. 80% of the course SLOs results met the basic criterion of success while 20% of the course SLO results were inconclusive.

Conclusion: The goal to reach 60% was met, but more assessments need to be done over the next few years.

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
4. Curricular Offerings and Student Learning Outcomes and Assessment Cycle
Tools:TracDAT https://sanmateo.tracdat.com/tracdat/ CurricUNET http://www.curricunet.com/smcccd

All curriculum and SLOAC updates must be completed when planning documents are due.

A. Attach the following TracDat and CurricUNET data in the appendix:
- List courses, SLOs, assessment plans, and results and action plans (attach report from TracDat for the CURRENT year only. The others will be in your previous annual plans).
- List courses with CORs over 6 years old (data from CurricUNET)

Sociology 100: Introduction to Sociology

Course SLO #1: Students will be able to analyze various sociological concepts.
Course SLO #2: Students will be able to evaluate theories of social inequality.
Course SLO #3: Students will be able to analyze contemporary American social institutions.
Course SLO #4: Students will be able to evaluate theories of social change.

Sociology 105: Social Problems

Course SLO #1: Students will be able to explain how sociologists understand social problems.
Course SLO #2: Students will be able to analyze various social causes to contemporary social problems.
Course SLO #3: Students will be able to identify solutions to social problems.

Sociology 141: Ethnicity and Race in Society

Course SLO #1: Students will be able to analyze sociological concepts and theories in the areas or race, ethnicity, and nation.
Course SLO #2: Students will be able to explain how forms of racial and ethnic inequality are created and reproduced.
Course SLO #3: Students will be able to describe various contemporary sociological debates within the field of race and ethnicity.

Sociology/Psychology 205: Social Science Research Methods

Course SLO #1: Students will be able to identify various social scientific principles.
Course SLO #2: Students will be able to analyze and assess various social science research methods.
Course SLO #3: Students will be able to explain common ethical dilemmas associated with different social science research techniques.

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

As of 2013, there are 14 course SLOs associated with the four sociological course offerings. Since Tracdat was introduced a few years ago many of the 14 have been assessed. However, after reviewing the data, 11 of the 14 SLOs have been assessed leaving 3 course SLOs still in need of assessment. The goal is to have all 14 SLOs assessed within a 4-year cycle. Those 3 course SLOs are:

1. Sociology 100: SLO #2: Students will be able to evaluate theories of social inequality.
2. Sociology 105: SLO #1: Students will be able to explain how sociologists understand social problems.
3. Sociology 205: SLO #3: Students will be able to explain common ethical dilemmas associated with different social science research techniques.

Action plan: Over the next three semesters the goal is assess these 3 remaining SLOs completing the 4-year cycle.

       For a more detailed examination of assessment plans and results, please see the attached report from TracDat.

There are no course outlines over 6 years old.

The course outline for Sociology 100 was recently updated and will become effective in the fall of 2013. However, the remaining courses should be updated within the next two years.

Action Plan: The course outline for Sociology 105 was updated in the fall of 2007 making the outline about 5.5 years old. This outline should be modified sometime within the next 3 semesters. For both Sociology 141 and Sociology/Psychology 205, these outlines were updated in the fall of 2008. Both of these outlines should be updated by the fall of 2015.

Finally, as the TMC model has been instituted across the state, the courses offered here at Cañada have already been approved. However, as the new C-ID system is put into place across the state, some of the course outlines may need to be modified to better align with the new C-ID system.

B. Identify Patterns of Curriculum Offerings

Reflections:
- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.

Curriculum 2-Year Cycle of Course Offerings:

Fall: 3 sections of Soc 100 (1 online), 1 section of Soc 105, 1 section of Soc 141, 1 section of Soc 205

Spring: 3 sections of Soc 100 (1 online section), 1 section of Soc 105, 1 section of Soc 141, 1 section of Soc 205

Summer: 1 or 2 sections of Soc 100 (1 online)

Fall: 3 sections of Soc 100 (1 online), 1 section of Soc 105, 1 section of Soc 141, 1 section of Soc 205

Spring: 3 sections of Soc 100 (1 online), 1 section of Soc 105, 1 section of Soc 141, 1 section of Soc 205

Summer: 1 or 2 sections of Soc 100 (1 online)

Strengths of the Curriculum: There are 4 different sociology courses offered at Cañada College. Each one of these courses is required for sociology majors and is eligible for transfer credit to the CSU and UC systems. Currently, there are enough courses for students to graduate within a two-year time frame. In addition, at least 2 new online sections have been added this past year for the first time increasing student flexibility. This was an area of need identified in a previous annual review.

Issues with Curriculum: Although all 4 courses are offered, the overall number of sections remains small. In 2011/12 only 11 sociology sections were offered (including summer). This gives students very little flexibility because, outside of Sociology 100, only 1 section is available per semester for the remaining 3 courses.

Future Plans for Development: The goal is to maintain and possibility supplement online sections of sociology, especially in regards to Sociology 100. It might be useful to offer 3 online sections per year instead of just two. Also, adding one or more sections of either Soc 105, Soc 141, or Soc/Psych 205 would increase student flexibility and increase the diversity of course offerings.

5. Program Level Data

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data

Tool:

http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

> Reflections:
> - Review 5-year data to describe trends in student success, retention, demographics.
> - Analyze trends and discuss plans to address significant findings.

From 2007-2009 student headcount increased from 452 peaking at 516. Since 2009, however, student headcount has continued to drop. The main reason for this is the decrease in the number of overall sections offered. While there were 19 sections offered in 2008/9 only 11 sections were offered in 2011/12. Average enrollment per section has continued to increase from 2007/8 (28.8) to almost 40 in 2011-12. This indicates that while section offerings were cut back, demand for sociology classes remained steady.

In terms of efficiency data, the sociology department mirrors the larger trends among the college as a whole. The sociology department experienced an increase in LOAD and FTES from 2007/8 to 2009/10 followed by a decrease. This past academic year, the FTES and Load were 44.9 and 561, respectively. Again, the only difference between the overall college trends and the sociology department is that the FTES and Load were slightly higher.

It is impossible to know with certainty the casual factors behind these changes, but one feasible explanation is the recovering economy. Not only has the economy improved since the 2008 Great Recession, the Bay Area has recovered even faster than many parts of the country. As the economy continues to improve over the next few years, it seems likely that both FTES and Load may experience slight declines. This, of course, is premised on economic recovery. Another downturn in the economy may reverse these trends quickly.

In terms of student performance, the data compiled over the past 5 years show remarkable similarity to the overall college numbers. In particular, overall retention rates for sociology have remained somewhere between 81% and 87%. The college average is only a few percentage points lower.

In terms of student enrollment status profile, there were a few changes noteworthy of analysis. There was a decrease in the number of students enrolled in sociology classes for the first time. By 2011/12, that number decreased to 9%. After further review of the data, the most likely explanation seems to be rooted in the decreasing number of Sociology 100 sections offered. Of the 11 sections offered in 2011/12, only 5 of them were Sociology 100. Sociology 100 is the introductory course where one would expect many first time students to congregate. If this explanation is valid, the percentage should increase over the next few years as more sections of

Sociology 100 have been added to the schedule. The college average is 22%. It is not clear why a gap of over 10% points exists. Second, another interesting trend in the data is related to changes in student goals. Since 2007/8 the percentage of students pursuing the goal of transfer has seen a steady increase from 57% to 72%. This jump is difficult to explain. It may be connected to the decrease in course offerings for Sociology 100. Since more elective courses are offered as a percentage of the overall sociology courses offered, it may simply be the case where the data is capturing those students who have already passed through Sociology 100 and are working toward transfer. The most recent rate of 72% is almost double the college rate of 39%. This is probably related to the fact that many students who enter Cañada are here for basic skills and/or to pursue vocational programs (sociology students presumably are enrolled to transfer).

Racial and ethnic group composition also stayed somewhat stable with the exception of one category: multi-race. In 2008, 0% responded as multi-race. By 2011, that number had grown to 10%. There isn't enough data to ascertain the causes of these changes, but it may be reflective of larger changes in American culture as multiracial identities are becoming more prominent often supplanting older more rigid notions of race and ethnicity. The racial and ethnic composition of the students who take sociology is also consistent with the larger college patterns.

In terms of student demographics, students remain predominantly young and female. About 72% of all students were under the age of 24, while 59% were women. Although women now outnumber men among college students generally, it seems a bit unusual that only 7% of students were over the age of 40 as community colleges often enroll older students (The college average as of 2011/12 was 21%. This data point, however, is probably attributable to the fact that only 1 night sociology course was offered each semester. Older students come at night; young students come in the morning. The student education attainment level has stayed stable with the largest group being students with high school degrees and the smallest group having a post-secondary degree (1%). There is a decrease from 2007/8 in the percentage of students with post-secondary degrees, but it is unclear from the data why this is the case.

B. Future Program Expectations
Tools: San Mateo County's Largest Employers
http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081

Staffing Patterns in Local Industries & Occupations
http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp

Reflection: Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Since the Great Recession of 2008 the Bay Area economy has be somewhat unstable. However, despite changes to the economy, sociology course demand has remained stable, if not strong. Although many unforeseen factors may come into play, the demand of sociology courses is likely to be persistent.

Last year, with the new TMC model being implanted across the state, curriculum changes were made to create a sociology TMC degree. These changes were approved by the state. Finally, with the new C-ID system in place, changes are in the process of being made to align the courses with the new system. This semester Sociology 100 is waiting for approval. Once this is approved, the other course modifications are likely to follow, though, the timeline remains unclear at this time.

6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.

Actions:
- Identify next steps to be taken and timelines.
- Identify questions that will serve as a focus of inquiry for the next year.
    - Determine the assessments; set the timeline for tabulating the data and analyzing results.
    - Describe what you expect to learn from the assessment efforts.

Action Plans, Timelines, and Questions

1. Measuring PLOs— Students are evaluated every semester on various course SLOs, these SLOs are directly linked to PLOs using Tracdat. As stated in a previous section of this report, the measurement for success is to reach a minimum threshold whereby at least 60% of the SLOs for each course have their "criterion met."

    The timeline for assessing the data should be tabulated before the end of the 2013/14 academic year. After the tabulation is complete, it will be easier to assess whether the process was useful.

2. Finish SLO cycle—Stated in a previous section of this report, 11 of the 14 current SLOs have already been accessed in some capacity. 3 course SLOs are still in need of assessment. The goal is to have all 14 SLOs assessed within a 4-year cycle. Those 3 course SLOs are:

    Sociology 100: SLO #2: Students will be able to evaluate theories of social inequality.

    Sociology 105: SLO #1: Students will be able to explain how sociologists understand social problems.

Sociology 205: SLO #3: Students will be able to explain common ethical dilemmas associated with different social science research techniques.

Timeline: Over the next three semesters the goal is assess these 3 remaining SLOs completing the 4-year cycle.

3. Update Course Outlines

The course outline for Sociology 105 was updated in the fall of 2007 making the outline about 5.5 years old. This outline should be modified before the fall of 2014.

For both Sociology 141 and Sociology/Psychology 205, these outlines were updated in the fall of 2008. Both of these outlines should be updated by the fall of 2015.

4. Add More Sections of Sociology—a goal for this up-and-coming year is to advocate to the division for more course offerings. Since the fulltime faculty does not teach any online courses, adding online courses is generally preferred at this time.

5. C-ID Modifications (if needed)—if the new system requires modification to the sociology curriculum, these changes should follow accordingly. Since data on the implantation of the system is not available yet, there is no immediate timeline to make these changes.

7. Resource Identification

A. Faculty and Staff hiring requests

Actions:
- Explain how hiring requests will serve the Program/Division/College needs
- Use supporting data.

Currently there is only 1 adjunct and 1 full-time faculty member. Adding more sections will give students more scheduling options that will facilitate their degree completion. Since there are only about 6 sections being offered per semester and 4 different sociology classes are required to graduate, students currently have little scheduling flexibility. This lack of flexibility may delay the completion of their degrees. It is also my hope that over the next 2-5 years more sections will be available to adjuncts and an eventual full-time sociology faculty member will be hired.

B. Professional Development needs

Actions:

- List the professional development activities the faculty and staff participated in this year.
- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

Once again, this past year I attended a sociology colloquium series at UC Berkeley. In addition, I read broadly from sociology journals to new sociology books. These activities broadened my understanding of sociology and also helped me to stay up-to-date.

Over the past 6 years, a variety of professional development activities facilitated the improvement of student learning outcomes. Specifically, listening to other professional sociologists at conferences and reading new research material helped with the prioritization of SLOs. When you have a better grasp of sociology, you are better able to identify the salient SLOs needed for the program.

This year, I plan on continuing to visit the colloquium series and read more journals and books.

C. Instructional Equipment requests

Actions:
- List instructional equipment requests (include item description, suggested vendor, number of items, and total cost).
- Explain how it will serve the Program/Division/College needs.

There are no requests at this time.

D. Facilities requests

Actions:
- List facilities requests (include custodial, repairs, maintenance, new building/lab/classroom, utility needs)
- Explain how the requests will serve the Program/Division/College needs.

There are no requests at this time.

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E. Office of Planning, Research & Student Success requests

Actions:
- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Program/Division/College needs.

There are no requests at this time.

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
EXECUTIVE SUMMARY
TO BE SUMBITTED TO THE SMCCCD BOARD OF TRUSTEES
(2 page maximum)

Program Title: [Click here and type]

Program Vision and Mission (refer to #3B)

[Click here and type]

Program Strengths

[Click here and type]

Program Challenges

[Click here and type]

Action Plan Summary (refer to #6)

[Click here and type]

Cañada College

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
EVALUATION OF THE PROCESS

To improve the Comprehensive Program Review and Analysis process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of this process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Program Title: Sociology

Estimate the total number of hours to complete your Program Review. 10-12 hours

1. Was the time frame for completion of the Comprehensive Program Review and Analysis adequate? If not, explain. Yes.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement. Yes.

3. Were the questions relevant? If not, please explain and offer specific suggestions.

   [Click here and type]

4. Did you find the Comprehensive Program Review and Analysis process to have value? If not, please explain and offer suggestions.

   Yes.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

   Yes. And, yes. Ideally, I would like to see some data on the number of students that actually major in sociology and then transfer to a 4-year institution.

6. Please offer any comments that could improve and/or streamline Comprehensive Program Review and Analysis process.

   [Click here and type]

ASGC approved 8/23/12

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COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
CHECKLIST

☐ All Annual Program Plans since the last Comprehensive Program Review process

☐ Completed Executive Summary page

☐ Completed Evaluation of the Process page

☐ Additional data

Program Title: [Click here and type] **Date Submitted:** [Click here and type]
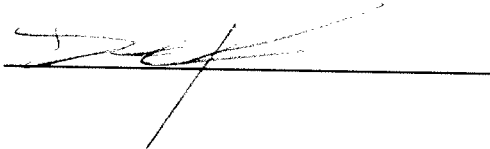
Review Committee Chair [Click here and type]

Review Committee Members [Click here and type]

ASGC approved 8/23/12
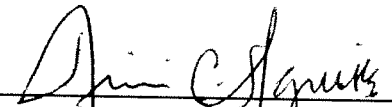
Cañada College

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
INSTITUTIONAL RESPONSE SHEET

Program Title: [Click here and type]

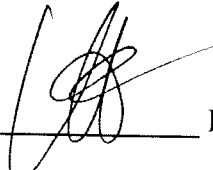Thank you for your time and effort in preparing this Comprehensive Program Review and Analysis. Your Executive Summary, with recommendations, will be forwarded to the College Planning Council.

1. Division Dean Signature: _____ **Date:** 4-10-13

    Comments:

2. Curriculum Committee Chair: _____ **Date:** 4/26/13

    Comments:

3. College Vice President: _____ **Date:** _____

    Comments:

ASGC approved 8/23/12

Cañada College

Comprehensive Program Review Feedback Form – Curriculum Committee

Program Sociology	**Division** Humanities/Social Sciences

Curriculum Committee Member(s) Reviewers Lorraine Barrales-Ramirez	**Date Reviewed** 5/14/13

The purpose of this form is to provide feedback to the Department/Program.

I. Program Learning Outcomes Assessment Cycle (PLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data and identified changes that occurred in the program as a result of PLO assessment cycle.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
2. Explained how the assessment plan for PLOs measured quality and success of each program.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
3. Summarized assessment results of PLOs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
4. Described and summarized other data that reveals program performance.	no	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

II. Curriculum offerings and Student Learning Outcomes Assessment Cycle (SLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Provided TracDAT and CurricUNET data in the appendix.	Could not determine if it was available.	Click here to enter text.	Click here to enter text.	Click here to enter text.

2. Identified patterns of curriculum offerings.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
3. Reviewed the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
4. Identified strengths of the curriculum.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
5. Identified issues and possible solutions.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
6. Identified plans for future curricular development and/or program modification.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Click here to enter text.				

III. Program Level Data	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data to describe trends in student success, retention, demographics.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
2. Analyzed trends and discussed plans to address significant findings.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
3. Identified changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Click here to enter text.				

IV. Action Plan	Incomplete	Complete	Complete	Complete

Comprehensive Program Review Feedback Form – Curriculum Committee

	information	information, some analysis	information, analysis	information, analysis, plan
1. Identified reflections on Department/ Program needs and goals.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
2. Identified an action plan as a focus of inquiry for the next year.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Click here to enter text.				

Va. Faculty and Staff hiring needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with accurate data and fits Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Click here to enter text.				

Vb. Professional Development needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified professional development activities that faculty and staff participated in the past 6 years and	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
2. Identified how professional development improved student learning outcomes (SLOs).	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
3. Identified professional development plans for next years.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
4. Justification is consistent with Department/Program needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	yes
Comments/Questions: Click here to enter text.				

Vc. Classroom and Instructional Equipment needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Completed source/cost information (item description, suggested vendor, number of items, total cost).	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: None listed				

Vd. Office of Planning, Research & Student Success data needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: None listed				

Ve. Facility needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: None listed				

VI. Executive Summary	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified program vision and mission	Click here to	Click here to	Click here to	Click here to

	enter text.	enter text.	enter text.	enter text.
2. Identified program strengths.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Identified program challenges.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
4. Identified action plan summary	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Not included				

Other/General Comments:
Click here to enter text.

Curriculum Committee Chair Signature _____ Date 5/17/13

VPI Signature _____ Date 3/20/13