Instructional Program Review Template

What is an Instructional Program?

An Instructional Program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.

All Instructional Programs are situated within a specific Guided Pathway that consists of a community of related disciplines. For example, the Biology AS-T is part of the STEM Pathway, which includes the disciplines of Science, Technology, Engineering, and Mathematics.

Program Name

Indicate the type of program here: ☐ AA; ☐AS; ☒AA-T; ☐AS-T; ☐Certificate

Program Name: Sociology, ADT

Academic Year: 2024-25

Name of Faculty Submitter(s): Dawn Howey

I.   Program Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:

A.   What is the program mission and how does it support the institutional mission?
The mission of the Associate in Arts in Sociology for Transfer is to create an active learning atmosphere where students will gain an understanding of social behavior and human interactions and to equip students with the knowledge, tools, and skills required to navigate a complex social world and to achieve their personal and professional goals.

B.   What is the program vision and how does it support the institutional vision?
The Associate in Arts in Sociology for Transfer program envisions cultivating a community of critical thinkers and engaged citizens who apply sociological insights to address real-world challenges. Our goal is to empower students to become informed, empathetic leaders who contribute to creating equitable, inclusive, and socially responsible communities.

C.   Please provide a short program description:
The Associate in Arts in Sociology for Transfer prepare students for a transfer to a 4-year University.

D.   How does your program align to and/or support one or more of the following BCC Strategic Priorities?
The Sociology program aligns with our strategic priorities by providing students with a comprehensive understanding of human social behavior, group dynamics, and how environments shape individual and collective actions. Through the study of social origins, organizations, institutions, and societal development, our courses help students meet general

education and transfer requirements while equipping them with critical thinking skills and a deeper awareness of societal structures and diversity.

Beyond fulfilling academic requirements, the ignites a culture of learning and innovation as well as a broader awareness of social issues, preparing students for a range of careers in fields such as social work, human services, law enforcement, legal professions, business, and education. To complete the program, students must earn 18 units in the major with a grade of "C" or better and maintain a minimum 2.0 GPA in all CSU transferable coursework.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

II.   Program Effectiveness

The purpose of this section is to evaluate the program holistically by reviewing and analyzing data in the areas of Students, Courses, Program, and Faculty.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Course Data and Analysis

A. **Course Success Rate by**
- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Course Success Rate

Overall: 69%
By Mode of instruction: Online = 69.4%
                                          Hybrid = 66.8%

By scheduling: afternoon classes had the lowest success rate at 55.4 compared to "day" classes at 78.8%

By Faculty Status: 71% success with students taught by part-time faculty; 67.6% by full-time faculty

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The overall course success rate stands at 69%, which is relatively consistent across different modes of instruction, with online courses slightly higher at 69.4% and hybrid courses slightly lower at 66.8%. This suggests that delivery method alone does not significantly impact student success.

When considering faculty status, students taught by part-time faculty have a higher success rate (71%) compared to those taught by full-time faculty (67.6%). This might be attributed to different teaching approaches or student perceptions of accessibility and support.

Overall, while the mode of instruction remains stable, the time of day and faculty status show more pronounced effects on student success, which may warrant further investigation to identify underlying factors.

B. **Retention Rate by**
- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Retention Rate

Overall: 85.7

By mode of Instruction:

Online: 86.8%

Traditional: 85.7%

By Faculty Status: 89.4% for part-time faculty; and 83.3% with full-time faculty

The overall retention rate is strong at 85.7%, indicating that most students continue their courses through completion. Retention rates are highest in online courses at 86.8%, slightly outperforming traditional face-to-face instruction, which aligns with the overall rate of 85.7%. This suggests that online formats are effective at keeping students engaged.

Retention also varies by faculty status. Courses taught by part-time faculty have a notably higher retention rate (89.4%) compared to those taught by full-time faculty (83.3%). This could reflect different instructional styles, levels of support, or engagement strategies used by part-time instructors that may resonate better with students.

Overall, retention rates are high across the board, but the higher retention in online settings and among part-time faculty may point to areas for improvement.

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C. **Section Count by**
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Section Count: 69

By Mode of Instruction:

Hybrid: 21 sections

Online: 48 sections

Traditional: 0 section

Obviously the traditional numbers were affected by the pandemic.

46 sections were taught by full-time faculty

23 sections were taught by part-time faculty

The section distribution reveals a predominance of online instruction, with 48 out of 69 sections (69.6%) offered in a fully online format.

In terms of faculty distribution, full-time faculty taught the majority of sections (46 sections or 66.7%), while part-time faculty were responsible for 23 sections (33.3%).

D. **Enrollment Count by**
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

By Mode of Instruction:

Hybrid: 310 students

Online: 1774 students

Traditional: 0 students

Obviously the traditional numbers were affected by the pandemic.

121 of 194 sections were taught by full-time faculty

73 sections were taught by part-time faculty

The enrollment data indicates a clear preference for online instruction, with 1,774 students (85.1%) enrolled in online courses compared to 310 students (14.9%) enrolled in hybrid courses.

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In terms of faculty distribution, the majority of sections (121 out of 194, or 62.4%) were taught by full-time faculty, while part-time faculty taught 73 sections (37.6%).

E. **Class Size Average by**
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

By Mode of Instruction:

Hybrid: 14.76 students

Online: 39.96 students

Traditional: 0 students

Obviously the traditional numbers were affected by the pandemic.

27.13 students were taught by full-time faculty

36.35 students were taught by part-time faculty

The average class size varied significantly depending on the mode of instruction. Online classes had the largest average with 39.96 students per section, while hybrid courses averaged just 14.76 students.

When analyzing average class size by faculty status, part-time faculty tended to teach larger classes, averaging 36.35 students per section compared to 27.13 students for full-time faculty. This discrepancy is most likely due to the fact that part-time instructors primarily teach online classes, where enrollment is higher.

F. **Efficiency: WSCH, FTES, FTEF**

Efficiency: 417

College Efficiency: 356

The overall efficiency score for the program is reported at **417**, while the college's efficiency score stands at **356**. This indicates that the program is performing notably better than the average efficiency of the college.

Student Equity Course Data

A. What equitable practices are being performed by most or all courses within the program (ACCJC Standard 2.2, 2.6, 2.7, 2.8, 2.9)? Please review the following equitable practices and check all that apply.

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☒ Multiple options for knowledge acquisition

☒ OER materials

☒ Use of Early Alert

☒ Audio files as video alternatives

☒ Provides students an opportunity for feedback on instruction

☒ Ensures all student races and backgrounds are represented in the classroom and the curriculum

☒ Presentation of resources from campus departments

☒ ADA compliant materials

☐ Use of graphic organizers

☒ Promotes peer community building and support

☒ Seeks multiple perspectives

☒ Correlates learning with real-life experience

☒ Probing and clarifying techniques

☒ Creates space for students to ask for help

☐ Utilizes learning pact

☒ Includes resources in syllabus

☒ Provide reminders to students throughout course about resources available

☐ Collaborative note-taking

☐ Other:
Click or tap here to enter text.

B. Specifically discuss any equity gaps that have surfaced in the data.
When examining Program Course Success Rates, the following was noted: Native Americans= 91.7% success rate (highest) with Black/African Americans at 59.8% (lowest). There was an increase in course success rates among Black/African Americans-up from 54% last review.

C. What innovative plans or projects will help to close these gaps?
Establish a Peer-Mentoring Program that would match students from similar backgrounds with those who have completed the program/courses. Use early alert systems to identify students who may be struggling academically

Curriculum

A. Have all program courses been peer reviewed within the last 5 years (ACCJC Standard 2.2, 2.3)? If no, please name the course and when it is scheduled for peer review.
☒ Yes   ☐ No

B. Have all courses been taught at least once within a two-year time frame? If no, please list the course(s) that has/have not been taught within the last two academic years and why (ACCJC Standard 2.5).

☒ Yes   ☐ No
All courses offered within a two-year time frame

C. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?
No changes to curriculum noted since last review.

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D. If you feel there are any relevant curriculum details not covered in the above three questions, please list them here (optional).

Just a note: Soc 25: Introduction to Social Work is under the discipline of Sociology, but is not able to be taught by faculty with a degree in Sociology. SOC 25 is also part of the AT-T degree under electives.

Program Learning Outcome Assessment Data (Standard 2.9, 4.3)

Use the section and questions below to summarize findings, trends, and future action for the PLO assessment data.

Program Learning Outcomes	Assessment Results – Summary of Data	Please list any future plans based on results
Students will demonstrate knowledge of the three major theoretical perspectives (functionalist perspective, the conflict perspective,and the interactionist perspective) as evidenced by applying a theoretical framework to one of the social topics discussed in course, ie: culture, gender, race, deviance, and family	Fall 2023: 84.6% meets or exceeds expectations Spring 2024: 76.5% meets or exceeds expectations	List Program Learning Outcomes on all syllabi. Create a chart outlining how each of the objectives will be measured.
Students will be able to describe the advantages and disadvantages of various sociological methods.	Fall 2023: 86.1% meets or exceeds expectations Spring 2024: 93.9% meets or exceeds expectations	No changes.
A. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
B. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
C. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

A. Since the previous program review, what changes or actions, if any, have been taken to improve outcomes?

Attendance at numerous conferences to gain pedagogical knowledge and expertise.

B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.

Increase in PLO 2 from Fall 2023 to Spring 2024

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C. Please reflect on the PLO data above and identify areas for student-centered growth or improvement.

- Are there specific courses/SLOs that the program would like to focus on for growth and improvement?

Focus on student engagement and retention

- What actions can help grow or improve these areas moving forward?

Offer workshops or mentoring sessions focusing on student engagement, research skills, and application of sociological theories.

D. Please reflect on assessment data trends based on ethnicity, race, and gender.

- What actions can the program take to support equitable outcomes?

In terms of ethnicity the following was noted: Of the degrees awarded in 2024, 50% were to Black/African American students; 36% to Hispanic students, 14% to white students, and less than 1% to Asian and Pacific Islander students. If this is compared to the college, the Sociology AT-T program is similar or above what all programs report. For example, degrees awarded to Black/African American students is approximately 18% of the total number of degrees.

- Are there specific student groups the program would like to focus their efforts on?

Male students. Currently 75% of declared Sociology majors are female.

Program Data and Analysis

A. **Award Count**

Award count: 14 compared (10 from last review)

B. **Demographics of students in major vs. demographics of students who receive award (percentages)**

In Fall 2023 there were 58 declared majors and in Spring 2024 there were 63

14 degrees were awarded in 2024

C. **Student Equity Program Data**

- Specifically discuss any equity gaps that have surfaced in the data.

For degree completion, 85% were awarded to females and 15% to males. When examining degrees by ethnicity, 50% were awarded to Black/African American; 35% to Hispanic; 14% to white students; and less than 1% to both Asian/Pacific Islander and Native Americans.

- What innovative plans or projects will help to close these gaps?

Targeted outreach programs for male students; creation of mentorship groups specifically aimed at male students to improve retention, and increase degree completion rates

D. **Student or Program Satisfaction Survey Results (if applicable)**

Click or tap here to enter text.

E. **CTE-specific data (CTE programs only)**

- Did you participate in the advisory boards?
- What were the high-level themes and recommendations from the advisory board meetings specific to your program?

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- What advisory recommendations have you implemented or do you plan to implement?

    Labor Market data
- What is the job outlook in the region for your program area?
- What is the percent increase or decrease trend for job employment in this field?

F. **Institution-Set Standards and the Big Picture**

This section provides an opportunity to tie in all the data about the program to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.

	Institution Set (Floor)	Stretch Goal (Aspirational)	Program Data
Course Completion Rates	**70%**	**73%**	
Certificates	**80**	**100**	
Degrees	**440**	**525**	
Transfers	**165**	**210**	
*Licensure Exam Pass Rates	**70%**	**79%**	
*Employment Rates	**60%**	**73%**	

Applicable to CTE

1. How is your program doing overall based on observation of program data?
2. Sociology AT-T course completion rate is: 69% very close to the institution goal of 70%. This represents an increase from 64% last review period. I think certificates and degrees is not a fair comparison to the institution goal. Provide an analysis of the "big picture" by reflecting on how your program data compares to the Institution-set Standards below.
Course Retention is at 87%
3. If your program is falling below on any of these areas, what corrective actions do you plan on taking to bring your outcomes up to standard?

Guided Pathways and Response

A. Name of the Guided Pathway that your discipline is a part of
Social and Behavioral Science
B. List the other disciplines that are part of your Guided Pathway
Political Science, History, Psychology, Social Justice, and Social Science.
C. Provide a summary of how your discipline collaborates with other disciplines in your Pathway.
Examples of collaboration: meetings, projects, conferences, other cross-disciplinary professional development, etc.
There is a course on Canvas, but very little communication happens there.

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Faculty/ Program Staff Data and Analysis

    A. Faculty Load (FTEF)
    Full time: 13; Part time 6

    B. FT/PT/OL Faculty Ratio
    68% full time; 31%

    C. Faculty Professional Development

        1. Please list any professional development that faculty members have participated in (Standard 3.2)

Culturally Inclusive Teaching course
AI Series: Essential AI Literacy workshop
Navigating the Future: Crafting an Ethical AI Policy for Student Success workshop
Equitable Grading Strategies course
SEPI conference 2024
PSA conference 2024
Subscription to ASA TRAILS
NCORE conference 2024
Facilitator for BiPOC Connex collective through the PSA 23-25
Culturally responsive teaching course
Next Level Course Design and Accessibility course
"Playing Behind the Screen: The Implicit Bias in Our Colleges" learning module through the CCC

ADA Compliance and Equitable Delivery with Instructional Technology 2023

Canvas Studio Part I and Part II 2024
AI Tools for Teaching and Learning CSU Office of the Chancellor July 2024
Online Teaching Conference 2024

Pacific Sociological Association Conference 2024

American Sociology Association Annual Meeting 2024

GenAI for Teaching and Learning Sec4 Fall 2024

        2. Please list any professional development that faculty members would benefit from (Standard 3.2)
        PSA Annual Conference March 2025 San Francicso

        ASA Annual Meeting August 2025 Chicago

        Online Teaching Conference 2025

        ASA Mini-Virtual Conference 2025

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3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)
   The Sociology program has sufficient staffing, but lacks any funding for professional development (Standard 3.2)

D. **Overall Observation of Data on Faculty**

This section provides an opportunity to tie in all the data about faculty to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.
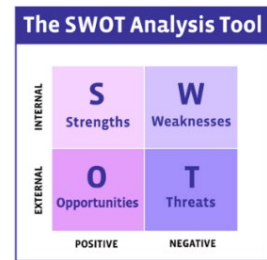
Provide an analysis of the "big picture."

Efficiency numbers for the Sociology AT-T degree are above the college average at 417. With the two full-time faculty members teaching 87% of the intro courses, the students have a solid base to begin and remain in the program.

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.

The SWOT Analysis Tool

	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS The Sociology Department is supported by two full-time faculty members, which contributes to a stable and consistent learning environment for students. This level of faculty engagement fosters strong mentorship opportunities, facilitates meaningful interactions in the classroom, and enhances the overall quality of education provided to students. The department demonstrates impressive efficiency numbers, which indicate effective use of	WEAKNESSES There is a noticeable disparity between the number of students who declare sociology as their major and the actual number of degrees awarded. This gap may indicate several underlying issues, such as a lack of student engagement, insufficient academic support, or other unknown challenges. There is a need to investigate the factors contributing to this disparity, as it may reflect barriers that prevent students from successfully completing their degree requirements. Addressing these issues could

	resources and successful program management.	enhance student retention and graduation rates, ultimately strengthening the program's overall effectiveness.
External	OPPORTUNITIES There is a breadth of current information including research and teaching tools available as part of both the American Sociological Association; the Community College Faculty Section of the ASA, and membership in the Pacific Sociological Association.	THREATS The Sociology program faces a significant challenge due to inadequate funding for professional development opportunities for faculty. This limitation restricts access to essential workshops, conferences, and training sessions that could enhance teaching effectiveness and keep faculty updated on the latest research and pedagogical practices in sociology. Without adequate professional development, faculty may struggle to implement innovative teaching strategies, which could impact the quality of education provided to students and ultimately hinder the program's growth and competitiveness. Furthermore, a lack of funding can lead to reduced faculty morale and engagement.

III.   Program Goals, Objectives, and Outcomes

The purpose of this section is to use data to develop goals and objectives for the next three years. Reflect on the responses to all the previous questions and the SWOT analysis in Section Two.

As you develop goals and objectives,

- *Formulate **two to three Program Goals** to maintain or enhance program strengths, or to address identified weaknesses (cite evidence from assessment data and/or other student achievement data, course, faculty, etc).*
- *indicate the **status** of the Program Goal (ex: is the goal new, a carry-over from the previous program review cycle, etc.)*
- *Indicate how each Goal is **aligned** with the College's Strategic Priorities.*
- *Indicate how each goal is **aligned** with the Pillars of Guided Pathways.*
- *List at least one **objective** for reaching each goal.*

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- *Develop an **outcome** statement for each objective.*
- *Explain how you will **measure** the outcome.*
- *List any **resources** that will be needed to achieve the goal.*

GOAL #1

Achieve a consistent 3-5% annual increase in course success rates for Black/African American students over the next 2-3 years.

A. This Goal is

☒ New

☐ Continued

☐ Modified

If modified please list how and why.

Click or tap here to enter text.

B. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

C. Relationship to Guided Pathways

☐ Clarify the Path

☒ Entering the Path

☒ Staying on the Path

☐ Support Learning

D. Please list objective(s) for achieving this goal.

Create at least one support initiative for the targeted group specifically designed to support Black/African American students by the start of the next academic year.

E. Please list outcome statements for each objective.

This goal will be approached through a multi-faceted strategy that includes implementing targeted support programs, enhancing academic resources, and fostering an inclusive learning environment.

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First, we will establish mentoring programs that pair Black/African American students with faculty and peers who can provide guidance, encouragement, and academic support. Additionally, we will develop tailored workshops and study groups focusing on critical skills such as time management, effective study techniques, and exam preparation strategies that are specifically designed to address the unique challenges faced by these students.

The Program will analyze and refine the curriculum to ensure it reflects diverse perspectives and incorporates culturally relevant materials. This approach will not only engage students more deeply but also promote a sense of belonging within the academic community.

F.   Briefly explain how you will measure the outcome*.*

To measure progress, we will regularly assess course success rates and gather feedback from students to identify areas for improvement. By committing to this goal, we strive to create a more equitable educational experience that empowers Black/African American students to thrive academically and reach their full potential.

G.   Please list resources (if any) that will be needed to achieve the goal*.*

Professional development aimed at culturaly responsive teaching.

Membership in Professional Organizations

. . . .

GOAL #2
Achieve a consistent 3-5% annual increase in degrees awarded over the next 2-3 years.

B.   This Goal is

⊠   New

☐   Continued

☐   Modified

If modified please list how and why.

Click or tap here to enter text.

C.   Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

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Choose an item.

Choose an item.

D. Relationship to Guided Pathways

- ☐   Clarify the Path

- ☒   Entering the Path

- ☒   Staying on the Path

- ☐   Support Learning

H. Please list objective(s) for achieving this goal.

We will actively promote our degree programs through outreach initiatives, community partnerships, and informational sessions. Increasing awareness about available degrees and the pathways to achieve them can attract more students and encourage existing students to persist in their studies.

Special emphasis will be placed on supporting historically underrepresented populations, ensuring that resources are allocated to help these students overcome barriers to degree attainment. Creating a more inclusive environment will foster a sense of belonging, ultimately leading to increased graduation rates.

I. Please list outcome statements for each objective.

A 3-5% increase in AA-T degrees awarded will be achieved over the next review period.

J. Briefly explain how you will measure the outcome.

Measured by regularly collecting and analyzing data on student progress, course completion rates, and degree attainment will allow us to identify areas of strength and areas needing improvement. By establishing key performance indicators, we can measure our progress towards achieving this goal and make necessary adjustments to our strategies.

K. Please list resources (if any) that will be needed to achieve the goal.

Outreach to potential students provided by Public Information Office, ASG, or other departments

Membership in Professional Organizations

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GOAL #3

Increase the number of students enrolled in sociology courses

C. This Goal is

☐ New

☒ Continued

☐ Modified

If modified please list how and why.

Click or tap here to enter text.

D. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

Choose an item.

E. Relationship to Guided Pathways

☐ Clarify the Path

☒ Entering the Path

☒ Staying on the Path

☐ Support Learning

L. Please list objective(s) for achieving this goal*.*

Increase the number of students enrolled in sociology courses by 10% over the next academic year through targeted outreach initiatives and enhanced course offerings..

M. Please list outcome statements for each objective*.*

Students will demonstrate an understanding of the relevance of sociology by engaging in course material and discussions, as evidenced by a 15% increase in course participation rates and improved student evaluations..

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      N.   Briefly explain how you will measure the outcome.

Compare enrollment figures from the current academic year to the previous year to determine if there has been a 10% increase.

Track enrollment patterns in different sociology courses to identify popular courses and those that may need improvement.

      O.   Please list resources (if any) that will be needed to achieve the goal.

      Sociology Social Media presence through the Public Information Office and maintained by Sociology full-time faculty and/or mentoring students. Attendance at discipline-specific conferences.

....

Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.
Discontinued: Increase discussion and dialogue between full-time and part-time faculty in the Sociology Department.

With few sections taught in the discipline, and two full-time faculty members, there is no longer a need to reach out to part-time faculty.

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IV.   Resource Requests:

Did you receive any resources over the last cycle? Did the funding of resource(s) have the positive changes the discipline or program was looking for?

Funding to ASA Annual Meeting in 2023. Funding to ASA Annual Meeting in 2024 was funded by one full-time faculty at their own expense.

What resources are needed for the program to meet its goals and objectives? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- *Personnel/Staffing*
- *Technology Resource*
- *Facilities Resource*
- *Professional Development*
- *Other*

For all resource requests programs should utilize the <u>Budget Allocation Proposal form</u> and submit with their program review.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
1. Achieve a consistent 3-5% annual increase in course success rates for Black/African American students over the next 2-3 years	Create at least one support initiative for the targeted group specifically designed to support Black/African American students by the start of the next academic year	Membership in ASA	350.00	Yes	Click or tap here to enter text.
2. Achieve a consistent 3-5% annual increase in degrees awarded over the next 2-3 years.	Achieve a 3-5% increase in AA-T degrees over the next academic year by implementing targeted	Membership in PSA	$200.00	yes	Click or tap here to enter text.

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	recruitment and outreach strategies				
3. Increase the number of students enrolled in sociology courses	Create targeted campaigns, partnerships with student organizations, and engagement through social media and academic advising to increase course enrollment by 5% within the next academic year.	Attendance at discipline-specific conferences.	Approximately $2000.00 for each full-time faculty member, depending on travel and lodging	Click or tap here to enter text.	Click or tap here to enter text.
1. Achieve a consistent 3-5% annual increase in course success rates for Black/African American students over the next 2-3 years.	Mentoring programs that pair Black/African American students with faculty and peers who can provide guidance, encouragement, and academic support. Develop tailored workshops and study groups focusing on critical skills such as time management, effective study techniques, and exam preparation strategies that	Public Information Officer to provide outreach and advertising TLSC for help with workshops	Within their respective budgets	No	PIO and TLSC budgets

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	are specifically designed to address the unique challenges faced by these students.				
2. Achieve a consistent 3-5% annual increase in degrees awarded over the next 2-3 years.	Increase awareness about available degrees and the pathways to achieve them.	Pubic Information Office	Within respective budget	no	PIO budget

BUDGET ALLOCATION PROPOSAL

Date: 9-11-2024		**Originator:** D. Howey	

Program or Department Name: Sociology

Dean/Vice President/Supervisor: Garrison/Rodden

What are you requesting? *(Brief)* Membership for one full-time faculty member to the American Sociological Association every year

Amount Requested: 350.00   ☐ One-time Funding   ☒ Ongoing Funding

Funding Source (if known):

REQUEST TYPE:

☐ Personnel/Staffing *Complete **Personnel/Staffing** section below* ☐ OTHER	☐ Technology Resource *Complete **Technology** section below*	☐ Facilities Resource *Complete **Facilities** section below*	☒ Professional Development *Complete **Professional Development** section below*

PERSONNEL/STAFFING REQUEST

Is the position request for: ☐ Faculty   ☐ Classified   ☐ Management/Confidential

Is the position requested: ☐ A new classification   (Attach *proposed* job description, or *detailed* list of proposed duties)

☐ An existing classification   *Official Job Title:*

Is the position requested: ☐ Full Time   ☐ Part Time: Months/Year   Hours/Week

TECHNOLOGY RESOURCE REQUEST

Indicate the category of the request:

☐ Hardware   ☐ Software   ☐ Printer/Copier   ☐ Network   ☐ Audio-Visual   ☐ License/Maintenance

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is training required?   ☐ No   ☐ Yes   Explain:

How will it be secured? ☐ Alarm   ☐ Secure Room   ☐ Secure Cabinet   ☐ Cable/Lock   ☐ Password

Have you completed and attached the Technology Assessment Form?

FACILITIES RESOURCE REQUEST

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is maintenance required? ☐ No   ☐ Yes   Explain:

PROFESSIONAL DEVELOPMENT REQUEST

Indicate the intended users: ☒ Students   ☒ Faculty   ☐ Staff   ☐ Other

Do other internal areas/departments need to be involved?

☒ No   ☐ Yes   Explain: _____

Is technology needed?   ☒ No   ☐ Yes   Explain: _____

1. **Why is the request being made?**

    > Students will benefit from the full-time faculty attending annual conferences and having access to the wealth of information provided by the Association.

2. a) **Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).**

    > The Sociology program has sufficient staffing, but lacks any funding for professional development (Standard 3.2)
    >
    > SWOT Analysis Threat: lack of funding for Professional Development -especially in the discipline-specific areas.
    >
    > SWOT Opportunity: There is a breadth of current information including research and teaching tools available as part of both the American Sociological Association; the Community College Faculty Section of the ASA, and membership in the Pacific Sociological Association.

    b) **Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).**

    > The Sociology AT-T has an efficiency of 417 compared to 356 for the college. The Sociology Department could benefit from ongoing training and resources specific to the discipline.

    c) **How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.**

    > Goal 1 (G);
    >   Professional development aimed at culturally responsive teaching.
    >   Membership in Professional Organizations
    >
    > Goal 3(O) Sociology Social Media presence through the Public Information Office and maintained by Sociology full-time faculty and/or mentoring students. Attendance at discipline-specific conferences.

3. **If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?**
    Example: Technology Assessment Form
    (This question is not required for Personnel/Staffing requests.)

If approved, funding would be allocated to the American Sociological Association for an annual membership at a cost of approximately $350 for one full-time faculty member in the Sociology Department.

4. a) How will this resource improve student success or institutional services?

When faculty have access to the resources provided by ASA membership, they can improve their teaching tools and strategies, which will improve student success, retention, and degrees awarded.

b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

Student retention data.

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. Mission Statement

Membership in the ASA will help the faculty to "provide holistic student support with clear and diverse educational pathways that provide students with life-long learning and networking opportunities, critical thinking skills, and success in a globalized world"

2. Strategic Priorities / Strategic Goals

Membership to ASA and its vast resources would allow full-time faculty to have more innovative ideas to achieve student success which aligns with:
Strategic Priority #1
Innovate to Achievable Equitable Student Success

Membership in the Community College Faculty Session of the ASA would assist faculty with resources and networking with other Community College Faculty throughout the world aligning with:
Strategic Priority #2
Ignite a Culture of Learning and Innovation

13. Develop academic and internship programs that prepare students, faculty, staff and partners with knowledge and skills to pioneer innovations.

3. Educational Master Plan

4. Others: Such as Technology Plan , Facilities Master Plan, HR Staffing Plan, Professional Development Plan

Membership in the ASA aligns with College-Wide Goal 5 from the Professional Development Plan

The College supports institutional memberships in organizations that support understanding and professional growth in areas deemed essential to institutional viability.

ADMINISTRATIVE USE

Administrator: _____ Title: _____

Comments/Recommendations:

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Signature: _____ Date: _____

Administrator: _____ Title: _____

Comments/Recommendations:

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Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
*(This section **MUST** be completed)*

Budget Program Number: _____   ☐ Restricted   ☐ Unrestricted

Comments regarding Budget Information: _____

Signature: _____ Date: _____

BUDGET ALLOCATION PROPOSAL

Date: 9-11-2024	Originator: D. Howey
Program or Department Name:	Sociology
Dean/Vice President/Supervisor:	Garrison/Rodden

What are you requesting? *(Brief)*	Participation in sociological conferences including the PSA Annual Conference in San Francisco March 27-30, 2025; and the ASA Annual Meeting in Chicago August 8-12, 2025
Amount Requested: 3500.00*	☒ One-time Funding ☐ Ongoing Funding
Funding Source (if known):	

REQUEST TYPE:

☐ Personnel/Staffing Complete **Personnel/Staffing** section below ☐ OTHER	☐ Technology Resource Complete **Technology** section below	☐ Facilities Resource Complete **Facilities** section below	☒ Professional Development Complete **Professional Development** section below

PERSONNEL/STAFFING REQUEST

Is the position request for: ☐ Faculty   ☐ Classified   ☐ Management/Confidential

Is the position requested: ☐ A new classification   (Attach *proposed* job description, or *detailed* list of proposed duties)

☐ An existing classification   *Official Job Title:*

Is the position requested: ☐ Full Time   ☐ Part Time: Months/Year   Hours/Week

TECHNOLOGY RESOURCE REQUEST

Indicate the category of the request:

☐ Hardware   ☐ Software   ☐ Printer/Copier   ☐ Network   ☐ Audio-Visual   ☐ License/Maintenance

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is training required?   ☐ No   ☐ Yes   Explain:

How will it be secured? ☐ Alarm   ☐ Secure Room   ☐ Secure Cabinet ☐ Cable/Lock   ☐ Password

Have you completed and attached the Technology Assessment Form?

FACILITIES RESOURCE REQUEST

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is maintenance required? ☐ No   ☐ Yes   Explain:

PROFESSIONAL DEVELOPMENT REQUEST

Indicate the intended users: ☒ Students   ☒ Faculty   ☐ Staff   ☐ Other

Do other internal areas/departments need to be involved?
☒ No   ☐ Yes   Explain: _____

Is technology needed?   ☒ No   ☐ Yes   Explain: _____

1. Why is the request being made?

> Students will benefit from the full-time faculty attending annual conferences and having access to the wealth of information provided by the Association.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

> The Sociology program has sufficient staffing, but lacks any funding for professional development (Standard 3.2)
> SWOT Analysis Threat: lack of funding for Professional Development -especially in the discipline-specific areas.
> SWOT Opportunity: There is a breadth of current information including research and teaching tools available as part of both the American Sociological Association; the Community College Faculty Section of the ASA, and membership in the Pacific Sociological Association.

   b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

> The Sociology AT-T has an efficiency of 417 compared to 356 for the college. The Sociology Department could benefit from ongoing training and resources specific to the discipline.

   c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

> Goal 1 (G);
> Professional development aimed at culturally responsive teaching.
> Membership in Professional Organizations
>
> Goal 3(O) Sociology Social Media presence through the Public Information Office and maintained by Sociology full-time faculty and/or mentoring students. Attendance at discipline-specific conferences.

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?
   Example: Technology Assessment Form
   (This question is not required for Personnel/Staffing requests.)

> If approved, funding would be allocated for two full-time faculty members to attend various professional development conferences including, but not limited to: ASA Annual Meeting August 2025; PSA Annual Conference March 2025. Funding would include all registration, per diem, and travel expenditures.

4. a) How will this resource improve student success or institutional services?

> When faculty have access to the resources provided by sociological conferences, they can improve their teaching tools and strategies, which will improve student success, retention, and degrees awarded.

b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

> Student retention data.

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. Mission Statement

> Attendance at sociological conferences will help the faculty to "provide holistic student support with clear and diverse educational pathways that provide students with life-long learning and networking opportunities, critical thinking skills, and success in a globalized world"

2. Strategic Priorities / Strategic Goals

> Attendance at sociological conferences would allow full-time faculty to have more innovative ideas to achieve student success which aligns with:
> Strategic Priority #1
> Innovate to Achievable Equitable Student Success
>
> Attendance at sociological conferences would assist faculty with resources and networking with other Sociology Faculty throughout the world aligning with:
> Strategic Priority #2
> Ignite a Culture of Learning and Innovation
>
> 13. Develop academic and internship programs that prepare students, faculty, staff and partners with knowledge and skills to pioneer innovations.

3. Educational Master Plan

>

4. Others: Such as Technology Plan , Facilities Master Plan, HR Staffing Plan, Professional Development Plan

Attendance at sociological conferences aligns with College-Wide Goal 5 from the Professional Development Plan

The College supports institutional memberships in organizations that support understanding and professional growth in areas deemed essential to institutional viability.

ADMINISTRATIVE USE

Administrator: _____ Title: _____

Comments/Recommendations:

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Signature: _____ Date: _____

Administrator: _____ Title: _____

Comments/Recommendations:

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Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
*(This section **MUST** be completed)*

Budget Program Number: _____   ☐ Restricted   ☐ Unrestricted

Comments regarding Budget Information: _____

Signature: _____ Date: _____

BUDGET ALLOCATION PROPOSAL

Date:	9-11-2024	**Originator:**	D. Howey
Program or Department Name:		Sociology	
Dean/Vice President/Supervisor:		Garrison/Rodden	

What are you requesting? *(Brief)* — Membership for two full-time faculty members to the Pacific Sociological Association every year.

Amount Requested: 200.00 ☐ One-time Funding ☒ Ongoing Funding

Funding Source (if known):

REQUEST TYPE:

☐ Personnel/Staffing *Complete **Personnel/Staffing** section below* ☐ OTHER	☐ Technology Resource *Complete **Technology** section below*	☐ Facilities Resource *Complete **Facilities** section below*	☒ Professional Development *Complete **Professional Development** section below*

PERSONNEL/STAFFING REQUEST

Is the position request for:	☐ Faculty ☐ Classified ☐ Management/Confidential
Is the position requested:	☐ A new classification (Attach *proposed* job description, or *detailed* list of proposed duties)
	☐ An existing classification *Official Job Title:*
Is the position requested:	☐ Full Time ☐ Part Time: _____ Months/Year _____ Hours/Week

TECHNOLOGY RESOURCE REQUEST

Indicate the category of the request:

☐ Hardware ☐ Software ☐ Printer/Copier ☐ Network ☐ Audio-Visual ☐ License/Maintenance

Indicate the intended users: ☐ Students ☐ Faculty ☐ Staff ☐ Other

Is training required? ☐ No ☐ Yes Explain:

How will it be secured? ☐ Alarm ☐ Secure Room ☐ Secure Cabinet ☐ Cable/Lock ☐ Password

Have you completed and attached the Technology Assessment Form?

FACILITIES RESOURCE REQUEST

Indicate the intended users: ☐ Students ☐ Faculty ☐ Staff ☐ Other

Is maintenance required? ☐ No ☐ Yes Explain:

PROFESSIONAL DEVELOPMENT REQUEST

Indicate the intended users: ☒ Students ☒ Faculty ☐ Staff ☐ Other

Do other internal areas/departments need to be involved?
☒ No ☐ Yes Explain: _____

Is technology needed? ☒ No ☐ Yes Explain: _____

1. Why is the request being made?

> Students will benefit from the full-time faculty attending annual conferences and having access to the wealth of information provided by the Association.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

> The Sociology program has sufficient staffing, but lacks any funding for professional development (Standard 3.2)
> SWOT Analysis Threat: lack of funding for Professional Development -especially in the discipline-specific areas.
> SWOT Opportunity: There is a breadth of current information including research and teaching tools available as part of both the American Sociological Association; the Community College Faculty Section of the ASA, and membership in the Pacific Sociological Association.

b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

> The Sociology AT-T has an efficiency of 417 compared to 356 for the college. The Sociology Department could benefit from ongoing training and resources specific to the discipline.

c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

> Goal 1 (G);
> Professional development aimed at culturally responsive teaching.
> Membership in Professional Organizations
>
> Goal 3(O) Sociology Social Media presence through the Public Information Office and maintained by Sociology full-time faculty and/or mentoring students. Attendance at discipline-specific conferences.

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified?
Example: Technology Assessment Form
(This question is not required for Personnel/Staffing requests.)

> If approved, funding would be allocated to the Pacific Sociological Association for an annual membership at a cost of approximately $100 for both full-time faculty members in the Sociology Department.

4. a) How will this resource improve student success or institutional services?

> When faculty have access to the resources provided by PSA membership, they can improve their teaching tools and strategies, which will improve student success, retention, and degrees awarded.

b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

> Student retention data.

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. Mission Statement

> Membership in the PSA will help the faculty to "provide holistic student support with clear and diverse educational pathways that provide students with life-long learning and networking opportunities, critical thinking skills, and success in a globalized world"

2. Strategic Priorities / Strategic Goals

> Membership to PSA and its vast resources would allow full-time faculty to have more innovative ideas to achieve student success which aligns with:
> Strategic Priority #1
> Innovate to Achievable Equitable Student Success
>
> Membership in the PSA would allow faculty to network with other faculty teaching sociology in the west coast which aligns with:
> Strategic Priority #2
> Ignite a Culture of Learning and Innovation
>
> 13. Develop academic and internship programs that prepare students, faculty, staff and partners with knowledge and skills to pioneer innovations.

3. Educational Master Plan

4. Others: Such as Technology Plan , Facilities Master Plan, HR Staffing Plan, Professional Development Plan

Membership in the PSA aligns with College-Wide Goal 5 from the Professional Development Plan

The College supports institutional memberships in organizations that support understanding and professional growth in areas deemed essential to institutional viability.

ADMINISTRATIVE USE

Administrator: _____ Title: _____

Comments/Recommendations:

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Signature: _____ Date: _____

Administrator: _____ Title: _____

Comments/Recommendations:

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Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
(This section MUST be completed)

Budget Program Number: _____ ☐ Restricted ☐ Unrestricted

Comments regarding Budget Information: _____

Signature: _____ Date: _____