

ADMINISTRATIVE RESPONSE

PROGRAM: Sociology

DATE: March 4th, 2011

Opening Remark: We thank you for your tireless dedication to your profession, students and the community as you've created, maintained and improved the outstanding quality of the Sociology program. The system-level perspective, with both cross-cultural and cross-disciplinary significance, connects individuals to the social context of society. It is a foundational program that provides basic skills for any career.

Also, we thank you for a thoughtful, well organized review. Your presentations were also thoughtful, thorough and well organized.

This response contains 4 sections: 1) Commendations, 2) suggestions/observations, 3) response to recommendations/areas of SAC needs and 4) Closing comments.

Commendations:

- Offering interdisciplinary and team-taught courses
- Innovative models of pairing classes
- Increase in distance learning courses and web-hybrids
- Long list of Professional Development activities
- Excellent engagement with Service-Learning with many partnerships
- Using student evaluations to revise courses when appropriate
- Improved integration and communication between the campuses on scheduling of course offerings
- Planning and actions items for the SAC eight goals
- Efforts in infusing sustainability across the curriculum
- Integration of a variety of teaching techniques
- Integration of sociology into numerous degrees and certificates

- Mindful increased focus on sociology's role in the college across the district
- Increased collaboration with different programs and departments at each campus
- Strong harmony between PCC's Core Outcomes and sociology SAC course content and objectives.

Suggestions/Observations:

- Ask department chairs or division deans to provide enrollment data in courses that were affected by the 4 credit conversion and the loss of sequence.
- Ask the Deans of Student Development to provide some faculty training to support students in distress
- We applaud your efforts to use writing as an assessment however, we do not recommend a reduction in class size.
- Continue to work with Institutional Effectiveness to develop the pre-and post-test model to assess outcomes.
- We are aware of the impact of growth on FT/PT faculty ratios. A Sociology instructor position has been added at Rock Creek.
- Coverage of how outcomes assessment leads to course and discipline improvement needs to be provided. Program/discipline review guidelines identify particular areas to address during the discipline review process. You identify a variety of assessment tools, and note that these allow for revisions and improvement in teaching, but do not provide examples of revisions or improvements. Similarly, you mentioned using student evaluations to revise courses, but offered no detail. Assessment of outcomes (at the course, discipline and core outcome level) should be included, and we found this weakly addressed in your report. SACs are asked to consider how the assessments of outcomes lead to changes, and documentation of assessment driven change must be provided. Assessment was identified as an area of focus for PCC during our very recent accreditation visit, and the April 2010 Interim Accreditation Report notes that: PCC must document *"progress in demonstrating, through regular and systematic assessment, that students who complete their programs have achieved the intended learning outcomes of degrees and certificates. Further, the college must begin to demonstrate, in a regular and systematic fashion, how the assessment of student learning leads to the improvement of teaching and learning."*

These comments are not a request that you provide an update or revision to your program review document, but only that you give particular attention to assessment driven change and upcoming milestones established by the Learning Assessment Council and PCC Academic Services (such as 2011

Assessment Reports) and Kendra Cawley about the work, so we can be certain that you are accessing the available support .

- You have noted a lack of a tracking process for students once they leave PCC. *You would like more data, and a way to work with that data, which is something that the office of Institutional Effectiveness can assist with.*

Recommendations/areas of SAC needs,

Followed by *administrative response (in italics)*

- Provide clear and organized contact lists, organizational charts, and resource information to determine appropriate support personnel. *Contact the division deans to clarify*
- Have department chairs provide enrollment reports to SAC chair. *Discuss data collection with division deans and Instructional Effectiveness.*
- Develop resources for financial support for administrative work. Develop more support for release-time and protection of assignment rights. Reassess the quantity and frequency of administrative tasks and create support networks. Develop inclusive and efficient systems to support the SAC in addressing issues of retention, policy changes, inequities in workloads, and sustainability. *As delineated in Goal #3, continue to look at delegation of work by the SAC chair to other SAC members and set up rotation schedule for SAC Chair, including the possibility of co-chairs with overlapping terms. The contract covers teaching loads and other responsibilities. There are many professional activities which might meet the non-teaching requirements of faculty. We suggest that faculty members work with Faculty Department Chairs and/or Division Deans to ensure engagement in professional activities most relevant to serving students and programs within contractual guidelines.*
- Collaborate with SACs to identify research needs and conduct research that facilitates program analysis. *Contact Laura Massey in Instructional Effectiveness to work with you on research data.*
- Support professional development for all faculty and streamline access. *Continue efforts to provide better training and support for PT faculty and provide an orientation packet as outlined in Goal #2. Promote TLC engagement for faculty.*
- Enhance transportation services, office spaces, library resources, and classroom facilities. *Meet with bond committee members on the campuses to discuss space issues.*

Closing Comments:

In closing we want to thank you again for sharing your program review with us. It is clear that you have a lot of passion for sociology and work hard to offer a variety of courses and integrate with many other PCC programs. Your dedication was obvious in the written document, as well as the presentation.

Administrative Response submitted by Julie Kopet, on behalf of all your Deans of Instruction

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