Assessment: Assessment Unit Planning

Program Review 2014-15

YC - Sociology Program Review

Year Under Review : 2014-15
Type of Review:
Program Description : The sociology program at Yuba College has two overarching goals: 1. To prepare students for transfer by providing a range of transfer-level sociology courses; 2. To help students think sociologically, whatever their major, and whether or not they intend to transfer. Thus, the program supports the District's mission of preparing students for transfer, and preparing them for careers in sectors like nonprofit leadership, government, education, and research, while also helping students develop their ability to think clearly, critically, and objectively, and promoting values like responsible leadership, community engagement, and personal and social responsibility.

Executive Summary (Include a list of team members): The sociology program continues to prepare students for transfer. In addition the program has demonstrated some very innovative approaches to improve student learning, student success and student engagement. The FTES of over 100 for the past two years generates over half of a million dollars with 1.2 FTEF contract and .90 in adjunct offerings. Sociology offers an ADT (Associates Degree for Transfer) Sociology offers the following courses: Soc 1,2,5,6,8,10 and 30. This report was prepared by Marc Flacks, the only full time faculty member, with input from Ed Davis, current adjunct instructor for the Program and former Dean of Social Sciences at Yuba College.
01IP. Department Goals (Click '?' for Prompt): The sociology department, like Yuba College as a whole, strives for continuous quality improvement, and for responsible stewardship of resources. We further aim to help students achieve their educational goals in a timely manner. A good measure of our success in achieving such goals is that while our enrollments have grown steadily, we have not yet had the need or desire to request new full time faculty. This allows us to respond flexibly to changing enrollment and budget climates. We believe that sociology thus generates substantial FTES for the College, while demanding quite little in terms of funds and resources. The fact that our curriculum has changed and adapted with the times, also shows that we are aligned with the College's goals of providing students with relevant, valuable skills and knowledge. We also have a record of using SLO and Program Review processes to guide our decision-making, requests, and recommendations.
02IP. Access to Support Services (Click '?' for Prompt): -Office Hours, -Supplemental Instruction (In-class peer tutor), -DSPS, -Library Services
03IP. Follow up to question 02IP (Click '?' for Prompt): Yes, there is equitable access, and the services are appropriate. Tutoring and Supplemental Instruction are not as consistent as other services, as they depend on the availability of students to serve as CSC tutors or in-class tutors.
04IP. Degrees/Certificates (Click '?' for Prompt): We have awarded 5 AA-T degrees in sociology. We have contributed to the award of 404 GE degrees in Social and Behavioral Science, 8 AA degrees in Social Science, and 25 Chemical Dependency Counselor Certificates.
05IP. Improve Completion (Click '?' for Prompt): Sociology was among the first programs in the District to offer the AA-T, and, to do that, we had to develop and begin offering Sociology 8, Social Science Research Methods. We have offered it for two consecutive Spring semesters and will offer it again in Spring '16. We are also increasing our online offerings, which give transfer students and others more flexibility in completing their degrees. Indeed, although we do not have hard numbers to share, we do notice that quite a few students who are currently enrolled in 4-year schools like Chico State, UC Davis, and Sac State, are enrolling in our online classes, which helps them save money and time in completing their *BA* degrees. We are also collaborating with other Social Science departments in the process of revising the GE degree in Social and Behavioral Science. We are also looking into the possibility of adding ANOVA training to Sociology 8, so that it could serve as the Research Methods course for the Psychology AA-T as well as the Sociology AA-T.
06IP. Course Outlines (Click '?' for Prompt): All of our CORs appear to be updated, but since they were updated last in 2011, it appears that this AY we will have to update them again. We plan to do that in the spring. But we would also like to offer some of

our live classes as online classes (see 051P), and so we are planning to revise some courses (Socil 6 and Socil 5) sooner, with an added Distance Education addendum.

07IP. Collaboration (Click '?' for Prompt): We are not exactly sure how to answer this question, but any collaboration we have with folks in student services is informal. We check in from time to time with counselors to find out what issues students are facing as far as achieving their academic goals, and how sociology can help, and we remind counselors about things like the availability of the Sociology AA-T, and the fact that we are committed to helping student athletes succeed (e.g., through in-class tutoring and faculty mentoring of student athletes). The most formal collaboration we have had occurred in Spring '15, when students in Sociology 8 were doing research projects on student engagement at Yuba College, and several of them conducted qualitative and quantitative research in collaboration with counselors. We would like to explore further how student research projects can help provide data and ideas to help solve problems and make decisions at Yuba College (i.e., opportunities for experiential learning, with real-world applications for our campus, which can be very valuable for students, and for the campus).

08IP. Catalog Currency (Click '?' for Prompt): The current electronic catalog, as displayed on the Yuba College website, has at least one major inaccuracy. It lists a course called, "Multi-ethnic Relations in the United States", but I do not believe we have ever offered a course of that name. In the printed catalog, and in Curricunet, this course, Sociology 5, is listed as "Sociology of Race and Ethnicity", which is the correct title. The Program Review Data included here on TracDat also lists the erroneous title, and includes enrollment data, but again, I don't believe such a course has ever been offered at Yuba College. Sociology 30 may need to be inactivated. It has not been offered in the previous two years, and I am not sure we have an adjunct lined up to teach it. This is a good place to frankly acknowledge that, until this year, the primary responsibility for scheduling and hiring for classes taught by adjuncts has mainly been the relevant Dean's. This is because Dean Ed Davis was himself a sociologist, whose time here predated the "Chair's" time, and the "Chair" did not see a reason to intervene in or change longstanding processes like adjunct hiring. But now that Dean Davis has retired, we no longer have the luxury nor the desire to leave such tasks to the Dean (who is overloaded with tasks, in our opinion), so the "Chair" (Dr. Flacks) will begin assuming responsibility for theses tasks. One of his first tasks, along these lines, will be to determine whether Sociology 30 should be inactivated or not, and, if not, begin recruiting for a qualified instructor to teach it. As mentioned elsewhere in this report, our other major plan with respect to curriculum is to add a DE option for Sociology 5 and Sociology 6.

09IP. For CTE Programs Only (Click '?' for Prompt): NA

10IP. DE Students (Click '?' for Prompt): We believe our DE class Sociology 1, complies with all provisions of Section 508 of the Rehabilitation Act. Since this class has exclusively been taught by an adjunct, the effectiveness of instruction is evaluated through the adjunct instructor evaluation process. We are in the process of adding the DE instructional modality to Sociology 5 and 6.

11IP.Disproportionate Impact(Click '?' for Prompt): We do not believe sociology classes or the program as a whole have any kind of disproportionate impact on any groups of students.

12IP. Mapping (Click '?' for Prompt): Yes

13IP. Course SLOs (Click '?' for Prompt): Analysis of Course SLOs indicates that courses are almost always achieving their expected results. Previously, we had some difficulty with getting results recorded in classes taught by adjuncts, but that has been resolved. However, most courses have so far measured just one or two SLOs. We are now in the process of adding SLOs to courses, and we suspect that as we get results from these SLOs, the data may indicate issues that have so far not appeared. This is because the first SLOs developed have generally been the most basic, general outcomes one would expect in a competently taught course. However, as we move to measuring narrower, more technical SLOs (we have opted to develop and measure our SLOs, starting with the most general and moving to the more specific), we expect that results will be less positive, and the need for improvement will become more apparent and urgent. We can report, though, that individual instructors, using various means of measuring their SLOs, are making adjustments to their teaching, and we discuss this in our meetings together. For example, one adjunct decided to use more frequent examinations, so that students could get more frequent feedback on their performance, and another decided to move from group projects to individual projects, based on SLO data and other sources of information about student outcomes and success.

14IP. Program SLOs (Click '?' for Prompt): Since our courses are generally achieving their expected results, we conclude that our program is also meeting its program level outcome goals. However, per our analysis of course level SLOs above, we assume that as our measurement of CSLOs focuses on more complex, technical outcomes, we will find more need to change our practices, and be able to identify needed changes at the Program level. One possible emerging trend we are noticing is that students who persist in online classes seem to have a higher chance of being transfer students, or indeed, of being students who are already enrolled in 4-year institutions. Thus, we think it would be wise to offer more online classes, since it taps into a market (i.e.,already transferred students looking to pick up a needed pre-requisite or other required course) that our live classes cannot easily serve. This will bolster our, and the college's enrollment figures, we think, and will allow us to focus instruction for particular types of students. As mentioned elsewhere, we are currently revising Sociology 5 and Sociology 6 so that they can be offered online in addition to live.

15IP. Professional Development (Click '?' for Prompt): "Chair" Flacks researched, wrote, and published an article in the journal, "Boom", published by the University of California. The article concerned the current boom in the California Olive Oil industry,

and, as such, examined large olive oil producers like California Olive Ranch, small producers, legislative efforts to bring the industry to maturity, and research efforts at UC Davis. Copies of the article were sent to friends and colleagues of Dr. Flacks, and shared on social media. Many of our sociology courses, and indeed, several of our CSLOS, concern "policy", and we aim to help students understand how and why government policies are enacted, and develop their skill at critically evaluating policy. Although we do not (yet) offer a course on the sociology of food/agriculture, we may one day, and, in any case, learning about food/agriculture policy and how government policies help create markets, is important for both our instructors and our students.
16IP. Reflection (Click '?' for Prompt): The process of compiling this review is itself an act of reflection, as it forces/encourages us to consider information that, in our day-to-day activities, we don't get much chance to think about (e.g., the demographics of our students). Analyzing the information, answering questions, and formulating recommendations is exactly what is needed to improve our program practices. As our responses suggest, we use this program review as an opportunity to look backward, and forward. For example, in the immediately preceding question, we reflected on our professional development, and identified the fact that it might be possible and worthwhile to offer a sociology of food/agriculture class in the future, and this was actually an "aha" moment, for which we are thankful. We are inspired to begin researching what it would take to develop such a course, and whether it might articulate with institutions like UC Davis, which are also developing curriculum in relation to food/agriculture, one of the major growth industries in our region.
Are you ready to submit your final program review?: Yes

Program Recommendation: social science media lab

dedicated space for media technology for use by social science students, faculty, and staff.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2010-2011, 2011-2012
Request Date: 02/11/2012
Supporting Evidence : The sociology department is currently without a permanent home. When we are re-located, it is essential that we dedicate a space for the Media Workstation that has already been purchased using Division funds.

Plan of Action

Equipment - A suitable workstation--i.e., an Apple Imac loaded with Final Cut Pro--has been purchased by the Social Science Dean. However, because the Social Science Division is in transition to a new space, the workstation is now in the home of Sociology Professor Marc Flacks. The plan is to return the workstation to campus when our new space is ready, when and if there will be space dedicated for the media workstation. (Active)
Budgetary Impact: none
Timeline/Responsible Party: Marc Flacks
Perkins Eligible: No

We are still waiting for a suitable space for the media workstation. We filed paperwork last year stating that the workstation is being temporarily stored off campus. Until the District provides a suitable and secure space in which store the equipment, it will continued to be housed in the home of Marc Flacks. (Active)
Budgetary Impact: NA
Timeline/Responsible Party: Marc Flacks; Ed Davis
DE Related: No
HSI Related: No

Status

Reporting Year: 2015-2016 11/24/2015
Recommendation Progress: Recommendation Needs Improvement/Attention
The one workstation provided was moved from Marc Flacks' home per the Vice Chancellor's request, and it is still sitting there. The computer's operating system and the version of Final Cut Pro provided with it are both out of date.

Program Recommendation: Develop Community Entrepreneurship Program--The Yuba College Center for Community Entrepreneurship

There is a concerted push nationwide for community colleges to play a stronger role in developing small businesses, local nonprofits, and entrepreneurship. There is great need in Yuba County for both economic development and development of nonprofit

community based organizations, and the personnel who can manage both traditional and nonprofit ventures. We hope to develop a program that would place students in local nonprofit ventures, providing them with knowledge, skills, and experience needed to operate successful small social enterprises.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2010-2011
Request Date: 02/11/2012
Supporting Evidence : The U.S. President's recent state of the union speech emphasized the role that community colleges can and should play in local community development. Harmony Health FRC has received several grants for just this purpose, and has a strong track record of successful collaboration with the college. It is time to formalize this partnership, and give it an institutional home and title--i.e., Center for Community Entrepreneurship

Program Recommendation: Continue developing the Social Science Research Methods Course

We are planning to offer Socil 8/Psych 8 for the first time in Fall, 2012. Given the growth of applied sociology and community based research, we think it would be beneficial to partner with local organizations to create research projects in which students can apply their social science research knowledge and, in so doing, provide valuable data and analysis to the local community.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2012-2013
Request Date: 10/12/2012
Supporting Evidence : Recently, Sociology 2 partnered with North Yuba Grown, to conduct interviews and compile a database of local growers and agricultural retailers. This research was sponsored by the Yuba-Sutter Economic Development Corporation and by the Farm Bureau, and the data Soc 2 students provided was highly welcomed by all parties. This research is ongoing, and their is clearly a need for more applied, low-cost research, for local nonprofits and other organizations.

Plan of Action

Curriculum/SLO - We are going to continue to do outreach to find other local organizations who have research needs, and who are interested in promoting information literacy in the community. (Active)
Budgetary Impact: NA
Timeline/Responsible Party: Marc Flacks--ongoing.

Program Recommendation: Classroom Technology

Update classroom technology in Building 3000 (portables) and in Building 700

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 10/31/2013
Supporting Evidence :
F18. To what degree does your program or department have adequate and appropriate technology to support effective instruction (e.g., software, computers, and information technology)?
An ongoing issue, mentioned in several previous program reviews, is INADEQUATE CLASSROOM TECHNOLOGY. This may really be a scheduling issue, in that the District does have many classrooms with excellent, state-of-the-art technology; it is just that sociology classes tend to get scheduled only in the 500 building or the 700 building, and neither of these is well-equipped. Recently, Room 724 was updated, but Room 716, which is much more commonly used by sociology, has not been updated. The 500 building was shuttered, evidently, and sociology courses were moved to the Portables (3000s), which also have subpar classroom technology (e.g., pull down screens that don't retract; dvd players that won't play discs burned on home computers; computers from the Stone age, etc.). We have asked repeatedly, in multiple forums and surveys and program reviews for a remedy to the subpar classroom technology situation. This means we expect working computers; working projectors; and the ability to access Internet content, including streaming content, and the capability of projecting this on a screen (preferably one that both pulls down and retracts). I made a request to the VP about this a few weeks ago, and was told to check with Dean Mills, but it is my recollection that Dr. Carabajal did a survey of classroom technology needs last year, and I had specifically mentioned the 700 building then. If the District was asking about classroom technology, and was alerted to the situation in 716, I am not clear why the room is in essentially the same condition as it was in Spring, 2013.

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As for software, we will need access to SPSS (Statistical Package for the Social Sciences) for Socil 8 students.
We also feel it would be beneficial to subscribe, through the Library, to a documentary film streaming service. We have updated our sociology/social science video library several times in recent years, but social issue documentaries have become much more common in recent years, and the best way to stay current may be subscription to a streaming service, rather than continual purchase of hard copy DVDs.

Equipment

F19. To what degree does your program or department have adequate and appropriate equipment (other equipment, not computers or IT related).

We are not in need of any equipment items at this time.

Evaluation Plan: none (PDF guideline indicates this field is optional)

Plan of Action

Equipment -
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Equipment

F19. To what degree does your program or department have adequate and appropriate equipment (other equipment, not computers or IT related).

We are not in need of any equipment items at this time.

(Active)
Budgetary Impact: unknown
Timeline/Responsible Party: Dr. Carabajal (media services does not have the resources to update classrooms)

YC - Sociology Program Review

Perkins Eligible: No
DE Related: No
HSI Related: Yes

Program Recommendation: Multimedia workspace/student lounge

Dedicate space for the Social Science Media Workstation so social science students can work on media projects

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 10/31/2013
Supporting Evidence : G20. To what degree does your program or department have adequate facilities to support effective instruction? Please explain.
As mentioned above, the technology in the classrooms typically assigned for our classes is subpar. This could possibly be remedied by assigning our classes to newer, more well-equipped classes. But it would be preferable to update the outdated classrooms on the Yuba College campus.
As mentioned in a previous program review, we were able to purchase a multimedia workstation using Social Science funds, but the room where it was located (i.e, in the 1000 building) is no longer available. We would like to have a room dedicated to students working on multimedia projects for social science classes. This could perhaps be part of a general student lounge/work area for social science students (an idea that has also been proposed in previous program reviews).

The 800 Bldg, where the Social Science Division is moving, has an old greenhouse. Under a previous VP, access to this greenhouse was provided to the Green Futures Club and 49er Olive Oil (two organizations that I help lead). But recently the lock was changed, and I no longer have access to this greenhouse. I don't think any other entities are using the greenhouse, but it may not be safe to use in its current condition. Perhaps with some remodeling, this space could become a new student lounge for social science students. It could also house the multimedia workstation, and the sociology library that was donated to our department.

Evaluation Plan: None

Plan of Action

Facilities - G20. To what degree does your program or department have adequate facilities to support effective instruction? Please explain.
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As mentioned in a previous program review, we were able to purchase a multimedia workstation using Social Science funds, but the room where it was located (i.e, in the 1000 building) is no longer available. We would like to have a room dedicated to students working on multimedia projects for social science classes. This could perhaps be part of a general student lounge/work area for social science students (an idea that has also been proposed in previous program reviews).

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(Active)

Program Recommendation: Compensate Adjuncts for SLO work or

YC - Sociology Program Review

hire more full time faculty

Adjuncts are not adequately compensated for SLO work, so much of it is not getting done adequately. If this problem persists, we may need to hire new full-time faculty. It would probably be cheaper simply to increase compensation of adjuncts to include SLO creation, assessment, and analysis.

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 10/31/2013
Supporting Evidence : H21. Does this program or department have adequate full-time faculty to support a high quality program? Please explain.

Currently, yes. However, if the District does not find an effective way to involve adjuncts in SLO work and dialogue, it may become necessary to hire additional fulltime sociology faculty, so that this work can be completed and adequately compensated.

Evaluation Plan: none

Program Recommendation: Hire more clerical staff

Karen Schadel is spread too thin and cannot provide adequate support to all faculty in her division(s).

Recommendation Priority: 3. High Priority
Year(s) Requested: 2013-2014
Request Date: 10/31/2013
Supporting Evidence : Does this program have adequate technical/clerical staff to support a high quality program?

No. Karen Schadel is clearly spread too thinly to provide adequate clerical support. She should be given a lighter workload. Jackie Harryman has informally assisted the Sociology department, mainly because her office and that of the Chair are close by. But this is outside of her normal workload. There is clearly a need for more clerical staff throughout the College.

Evaluation Plan: none

Plan of Action

Staffing - Technical/Clerical - Does this program have adequate technical/clerical staff to support a high quality program?

No. Karen Schadel is clearly spread too thinly to provide adequate clerical support. She should be given a lighter workload. Jackie Harryman has informally assisted the Sociology department, mainly because her office and that of the Chair are close by. But this is outside of her normal workload. There is clearly a need for more clerical staff throughout the College.

(Active)

Program Recommendation: professional and staff development

Set aside a day or two in the Academic Calender when faculty (full-time and adjunct) can come together to work on Student Learning Outcomes, including CSLOs (creation and assessment), PSLOs (creation and assessment), ISLOs (compiling data for TracDat reporting), and Dialogue (using SLO data to improve instruction and services)

Recommendation Priority: 3. High Priority

YC - Sociology Program Review

Year(s) Requested: 2013-2014
Request Date: 10/31/2013
Supporting Evidence : Faculty and Staff Support and Professional Development
J23. In the last year, what professional development or networking has faculty and/or staff participated in?

We do not have any data on the adjunct faculty for this question. As far as we are aware, they are not required to provide any such data. As for the full time faculty member, professional development activities over the last year have included: A range of FLEX events, including performances, festivals, workshops, and activities. This has already been documented in Dr. Flacks' Flex agreements and reports.

Dr. Flacks has also been developing his understanding of the olive industry and how to incorporate olive oil production into "community entrepreneurship" by, for example, attending the annual meeting of the California Olive Oil Council (where 49er Olive Oil won a Gold Medal), and meeting regularly with olive oil producers and educators around the state.

Dr. Flacks also regularly reads scholarly blogs, websites, journals, and books in order to stay up to date in sociology. He has a particular interest in experiential learning modalities, youth development, and entrepreneurship.

J24. How did these activities contribute to student success? (include supportive data)

We do not believe professional development can be directly translated into "student success" measures. For example, if a full time faculty member attends a sociology conference, that individual may well gain new skills and knowledge that he or she can bring into the classroom. But student success (whether students pass or fail a class) has little to do with whether an instructor's skills and knowledge are up to date.

A better measure of the value of professional development would be the success of students *after transferring* to a 4 year school. For while an instructor with outdated skills may well pass all of his students (achieving 100% "student success"), such students might not be prepared for sociology classes at the university level. But if an instructor's skills and knowledge are state of the art, then he/she is better equipped to help students succeed at the next level. Thus, the data we would cite here is the fact that sociology students who have transferred to UC Davis, Sac State, Chico State, and other 4-year colleges report having great success, and many attribute this to their preparation in sociology at Yuba College. We will be happy to provide emails and text messages this effect, but they are not easy to include in this report. We would urge the District to begin collecting data on students who transfer to 4 year colleges, since this would be the best way to measure the "student learning outcomes" for programs, like sociology, that focus mainly on preparing students for transfer.

J25. How does professional development in your program or department support basic skills students and foster inclusive classroom environments that value diversity?

A few years ago we asked the campus researcher, Erik Cooper, to take a look at the students who were failing introductory sociology classes, and it appeared that students in basic skills courses were more like to fail than others. This is a problem that is not easy for us to resolve, since sociology classes focus mainly on advanced sociological concepts, and it is assumed that students have the basic skills to have success. There is not time nor space for us to help basic skills students develop the skills they need to succeed in sociology. So, the main support we have been able to provide to such students is to steer them to the WLDC and/or the Student Success Center. We do not have hard data (and now the researcher is gone), but our impression is that students who make use of such services are much more likely to pass than basic skills students who do not utilize them.

Our full-time Instructor has attended workshops on Learning Communities, Reading Apprenticeships and Student Success, and he tries to incorporate what he has learned into his teaching. For example, he now regularly uses rubrics, and peer assessments as ways of giving basic skills students extra guidance on exactly how they can succeed in his classes.

Currently the full-time instructor is learning more about "adult learners", and trying to find ways to make his classrooms completely inclusive and welcoming of them. Brandman University has some materials they give to their instructors about Adult Learners and these are useful. Yuba College should consider putting together materials to help instructors understand the unique needs of adult learners. As for other forms of diversity (e.g., race, gender, class, ethnicity, nationality, disability, etc.), sociology is a field that is

highly attuned to these matters, and all of our instructors are highly committed to fostering and valuing diversity in their classrooms.

J26. What Staff Development activities would you suggest be offered in the next year that would enhance your program?

--How to approach teaching “adult learners”
--How to provide extra guidance to basic skills students
--A “Teaching and Learning” day, were full-time and adjunct faculty can meet to work on SLOs and dialogue about goals, student success, and other matters that sometimes get neglected during our normal duties. If the District is not going to pay adjuncts to work on SLOs, it should at least invite them to a collegial event focused on student learning outcomes and success.

Evaluation Plan: none

Plan of Action

Professional Development/Training - Faculty and Staff Support and Professional Development
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J25. How does professional development in your program or department support basic skills students and foster inclusive classroom environments that value diversity?

A few years ago we asked the campus researcher, Erik Cooper, to take a look at the students who were failing introductory sociology classes, and it appeared that students in basic skills courses were more like to fail than others. This is a problem

that is not easy for us to resolve, since sociology classes focus mainly on advanced sociological concepts, and it is assumed that students have the basic skills to have success. There is not time nor space for us to help basic skills students develop the skills they need to succeed in sociology. So, the main support we have been able to provide to such students is to steer them to the WLDC and/or the Student Success Center. We do not have hard data (and now the researcher is gone), but our impression is that students who make use of such services are much more likely to pass than basic skills students who do not utilize them.

Our full-time Instructor has attended workshops on Learning Communities, Reading Apprenticeships and Student Success, and he tries to incorporate what he has learned into his teaching. For example, he now regularly uses rubrics, and peer assessments as ways of giving basic skills students extra guidance on exactly how they can succeed in his classes.

Currently the full-time instructor is learning more about “adult learners”, and trying to find ways to make his classrooms completely inclusive and welcoming of them. Brandman University has some materials they give to their instructors about Adult Learners and these are useful. Yuba College should consider putting together materials to help instructors understand the unique needs of adult learners. As for other forms of diversity (e.g., race, gender, class, ethnicity, nationality, disability, etc.), sociology is a field that is highly attuned to these matters, and all of our instructors are highly committed to fostering and valuing diversity in their classrooms.

J26. What Staff Development activities would you suggest be offered in the next year that would enhance your program?

--How to approach teaching “adult learners”
--How to provide extra guidance to basic skills students
--A “Teaching and Learning” day, were full-time and adjunct faculty can meet to work on SLOs and dialogue about goals, student success, and other matters that sometimes get neglected during our normal duties. If the District is not going to pay adjuncts to work on SLOs, it should at least invite them to a collegial event focused on student learning outcomes and success.

(Active)