

SOCIOLOGY PROGRAM REVIEW

2014-2015

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1.1 Introduction. Introduce the program. Include the program’s catalogue description, its mission, the degrees and certificates offered, and a brief history of the program. Include the number and names of full-time faculty, adjunct faculty, and classified staff. Discuss any recent changes to the program or degrees.

The Sociology program at Solano College began in 2008. In 2012, the faculty developed the AA-T degree. Professor Bevilacqua retired in 2012, and Professor Padilla was hired in 2014. We have updated our catalogue of courses to include new subject areas, as well as added several online and hybrid course offerings.

Sociology is the study of society and human behavior. Students who obtain a degree in Sociology gain a fundamental understanding of culture, socialization, inequality, racial and ethnic relations, gender roles, deviance, social issues and problems, and the distribution of political and economic power. Sociology students prepare themselves for a job in the field of business, health, education, criminal justice, government/law, or social service, and a variety of other areas.

Degrees offered:

The Sociology department currently offers two degrees. The AA degree and the AA-T degree. We would like to combine the degrees and only offer the AA-T moving forward.

ADD

As a college transfer program (AA-T), we provide two core courses: SOC 001 Introduction to Sociology and SOC 002 Social Issues and Problems. These courses are not a formal sequence but continue to cover foundational concepts, theories, basic research methods, and analytical skills to general education students, transfer students, and students who are required to take our courses for other programs and certificates. Students intending to transfer are also required to take PSYC 004 or MATH 011.

Required Courses:

SOC 001 Intro to Sociology	3
SOC 002 Social Issues & Problems	3
PSYC 004 Research Methods	3
	9

Select 6 units from the following:

SOC 023 Sociology of African-Americans	3
SOC 040 Sociology of the Family	3
SOC 045 Sociology of Religion	3
SOC 075 Intro to Sociology of Sport	3
	6

Select 3 units from the following or proceeding (if not used above):

ANTH 002 Cultural Anthropology	3
MATH 011 Elementary Statistics	3
PLSC 019 Human Rights & Sexual Orient	3

PYSC 030 Intro to Social Psych	3
SOCS 022 Minority Group Relations	3

Total: 15

Recommended Electives:

ENGL 036 Survey of Multi-Ethnic Lit
 ENGL 012 Modern Women Writers
 GEOG 002 Cultural Geography
 CDFDS 070 Lifespan Human Development
 IR 001 Global Intro
 PHIL 001 Intro Critical Thinking
 SOCS 030 Peace, Non-viol & Conflict Resolution
 SOC 049 Sociology Honors

Faculty:

1. Tonmar Johnson, Full time
2. Dr. Lindsay Padilla, Full time
3. Richard Harris III, Part time
4. Jody Campbell, Part time
5. Thea Alvarado, Part time
6. Sandra Moore, Part time

Given the different specialties of the faculty, we offer a wide range of electives that allow students to delve into varying stratification systems and social phenomena, which further develop our students' analytical and critical thinking skills. Courses include: SOC 023 Sociology of African Americans, SOC 030 Social Psychology, SOC 040 Sociology of the Family, SOC 045 Sociology of Religion, SOC 075 Sociology of Sport. We plan to add a Sociology of Race and Ethnicity, Sociology of Sex, Gender, and Sexuality, and possibly Media and Society and a Sociology of Education course(s).

1.2 Relationship to College Mission and Strategic Goals. Describe the program's relationship to the overall mission of the college:

The previous section demonstrates how the Sociology Program supports Solano College's Mission:

“Solano Community College educates an ethnically and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional and personal goals centered on thoughtful curricula in basic skills education, workforce development and training, and transfer level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.”

We provide lower-division core and specialty courses in Sociology to meet state requirements for graduation and/or transfer to four-year state colleges and universities, thus helping with degree and certification completion and articulation.

Through educating, advising, and mentoring students in a discipline committed to diversity, social change, and self-reflection, we seek to promote access, retention and continued education for a diverse student body, including, new, returning, and first-generation students, thereby opening doors for people who may not have had available or effective educational opportunities or development before.

Our discipline also provides core foundations of structural and cultural awareness and skill sets, with great applicability across disciplines and career fields, thus helping create educated and engaged citizens who can better serve their professions and communities.

The data provided in Table 1 (on page 5) highlights the specific SCC Strategic Directions and Goals that are supported via the Sociology program.

Using the matrix provided in Table 1, describe which of SCC’s Strategic Directions and Goals the program supports. Address only the goals relevant to the program. *Limit evidence to one paragraph per objective.*

Table 1. SCC’s Strategic Directions and Goals

Goal 1: Foster Excellence in Learning	Program Evidence
Obj. 1.1 Create an environment that is conducive to student learning.	<p>We are committed to creating optimal learning environments for our students, where they can develop their sociological perspective and analytical skills. To this end, we integrate a variety of teaching techniques, including in-class lectures, videos, PowerPoint, engaged dialogues, small group work, and guest lectures in our courses. We also employ diverse assessment techniques, such as panels, journals, exams, low-stakes and high-stakes writing activities, and field research. Our distance learning offers innovative web-based pedagogies like video lectures, group projects and discussion forums. Our distance learning offers innovative web-based pedagogies like video lectures, group projects and discussion forums.</p> <p>Quotes from our student survey underscore the transformative learning environment:</p> <p>“Studying any course that deals with human nature is like holding a mirror unto yourself, your life and asking, ‘Does this all apply to me? How can I improve upon myself?’”</p> <p>“I feel more empathetic and more compassionate”</p> <p>“Sociology has made me more aware of the social issues in my community. It's made me want to become more proactive in society and to have my voice heard as well as challenge the cultural norms.”</p> <p>(Further student feedback can be provided upon request.)</p>

<p>Obj. 1.2 Create an environment that supports quality teaching.</p> <p>Obj. 1.3 Optimize student performance on Institutional Core Competencies</p>	<p>Our program utilizes college resources, including library workshops; Canvas as supplemental support for our face-to-face sections; the ASSC, which secures funding for us to take students to conferences. We also make every effort to meet regularly to collaborate with part-time faculty and with the Social Sciences faculty.</p> <p>Our program regularly assesses SLOs and refers students to support on campus such as the Library and the Writing Center.</p>
<p>Goal 2: Maximize Student Access & Success</p> <p>Program Evidence</p>	
<p>Obj. 2.1 Identify and provide appropriate support for underprepared students</p> <p>Obj. 2.2 Update and strengthen career/technical curricula</p>	<p>Beyond providing access, we strive to raise retention and support students in their academic success. We encourage students to access resources at the college, through the library, Counseling and Advising Offices, Disabilities Services (DSP), various programs (UMOJA, PUENTE), and the Academic Success Center. In print and verbally, students are made aware of the courses and skills needed to be successful, in a specific order. Instructors speak and work with students who are not academically prepared and encourage them to complete English courses first and/or obtain a tutor after reading their first writing assignment. The use of email to assist students beyond office hours and assigning group work also has been effective in providing students with academic support.</p> <p>While we are not a Career Technical Program, we do support these programs by educating students moving into programs like nursing and cosmetology, for example. The connection between Soc Klub and the local internship possibilities is another way we contribute to this objective.</p>

Obj. 2.3 Identify and provide appropriate support for transfer students

We advise and write letters of recommendations for scholarships, colleges, jobs, and internships, as well as nominate students for awards. We serve students as advisors and mentors through student governments, clubs, and centers. We work with students to identify colleges and suitable programs for further study. Students are encouraged to double major, e.g., Human Services and Psychology, to increase their chances of being admitted to 4-year institutions of higher learning. Time is allotted in class for announcements and guest speakers from other institutions and places of employment. Announcements for jobs are emailed to students. Students are encouraged to regularly communicate with their counselors at SCC. Once the students transfer, they are encouraged to network with the Soc Klub alumni students to act as a mentor at the new university.

Obj. 2.4 Improve student access to college facilities and services to students

The instructors provide these services to improve access to services on campus:

- Email announcements from internal and external resources for students (For example: canvas announcements, social media)
- Supply free resources to students. One faculty member uses an open source textbook that is free.
- Allow time for guest speakers to promote service during class time
- Schedule library visits to learn how to access the article database
- Encourage students to visit counselors for academic guidance

Obj. 2.5 Develop and implement an effective Enrollment Management Plan

Our effective enrollment management plan includes the Soc Klub promoting the sociology department. Our Klub attended the Mall Outreach Event to attract potential students to enrollment to the college and the program. Aside from supporting institutional efforts, we provide brochures and e-brocures to students that are interested in selecting Sociology as a major and career field. We advertise courses for next semester, by name, varied time and modalities, locations, instructor name.

<p>Goal 3: Strengthen Community Connections</p>	<p>Program Evidence</p>
<p>Obj. 3.1 Respond to community needs</p> <p>Obj. 3.2 Expand ties to the community</p>	<p>Students in Soc Klub have organized clothing drives and distributed food at a local shelter. Faculty have invited guest speakers involved in social movements like #BlackLivesMatter and LGBT rights.</p> <p>We develop community partnerships through a variety of paths, most notably through the student involvement in Soc Klub, as well as inviting guest speakers, and helping students find local internships.</p> <p>We seek to improve and expand the connections Soc Klub has with the community through more community-based service. We are also expanding ties through our diverse course offerings: sports, religion (classes which were created to reach out to our local community). And finally, by developing Soc Lab, we hope to continue to foster a response to our community.</p>
<p>Goal 4: Optimize Resources</p>	<p>Program Evidence</p>
<p>Obj. 4.1 Develop and manage resources to support institutional effectiveness</p> <p>Obj. 4.2 Maximize organization efficiency and effectiveness</p> <p>Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions.</p>	<p>We teach in SMART classrooms and utilize Chromebooks; we establish and maintain professional accounts in social media (like Facebook, twitter); and we utilize Distance Ed funding to transcribe YouTube lectures. We believe that clickers would benefit our courses.</p> <p>Sociology works with the other Social Science departments in our school to enhance organizational effectiveness. We continuously assess the use of classroom space to improve our efficiency. Our department meets regularly and actively participates in the decision making process.</p> <p>We were part of the pilot program for Chromebooks to stay with current technology trends. We believe this access is conducive to 21st century learning.</p>

1.3 Enrollment. Utilizing data from Institutional Research and Planning, analyze enrollment data. Include the number of sections offered, the full-time equivalent enrollment (FTES) for each semester since the last program review cycle, and the number of declared degree seekers in the program. Compare the enrollment pattern to that of the college as a whole, and explain some of the possible causal reasons for any identified trends.

Our last program review was completed during the 2009-2010 academic year, so data will reflect the 2010-2011 academic year to present. The College’s enrollment has lowered over the past few years tremendously, but Sociology has remained steady. We, as a department, offer courses that stay relevant to our students’ needs and thus our numbers reflect a steady recidivism rate. Both our retention and enrollment has remained strong these last five years.

The table below shows the number of sections offered of a particular course within Sociology.

Section Counts

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
SOC 001	11	11	10	9	10	9	9	7	10	10
SOC 002	2	2	1	2	1	2	1	2	1	3
SOC 040	1	1	1	1	1	1	1	0	1	0
SOC 023	1	0	1	1	0	1	1	1	1	0
SOC 075	0	1	0	1	0	1	0	1	0	1
SOC 030	0	0	0	0	0	0	1	0	1	0
SOC 045	0	0	0	0	0	0	0	0	0	1
Total	15	15	13	14	12	14	13	11	14	15

	2008-09	2009-10	2010-11	2010-11	2012-13
Headcount:	1184	1167	1161	1063	1212

The next table shows the count of number Full Time Equivalent Students (FTES) generated in a particular course within Sociology. The total shows the total FTES for the entire discipline. 1 FTES is equivalent to 525 hours of instruction.

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
SOC 001	48.4	54.1	46.0	46.4	48.8	42.5	45.1	35.3	45.0	44.6
SOC 002	3.6	7.3	3.9	9.8	4.4	7.3	4.2	7.5	4.6	11.2
SOC 023	3.4	0.0	2.6	3.9	0.0	4.1	3.9	3.6	3.5	0.0
SOC 030	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.6	0.0
SOC 040	1.5	3.1	3.1	3.5	3.2	3.1	3.8	0.0	3.9	0.0
SOC 045	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.3
SOC 075	0.0	3.7	0.0	4.7	0.0	3.9	0.0	4.0	0.0	4.3
Total	56.87	68.21	55.61	68.36	56.43	60.90	57.97	50.44	58.56	64.37

The following table shows the number of declared degree seekers in the program:

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Social Science	1% 0.50	1% 0.71	3% 0.67	2% 0.56	2% 0.70	3% 0.82	0% 1.00	4% 0.46	3% 0.69	2% 0.86

And the final table in this section shows Section Average FTES for the College as a whole:

Section Offerings, Fill Rate % and Average FTES Trend												
Academic Yr.	Sections				Fill Rate %				Average FTES			
	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
2009-10	394	1,219	1,133	2,746	81.80%	87.28%	93.69%	89.09%	3.04	3.58	3.74	3.57
2010-11	331	1,159	1,126	2,616	80.70%	90.66%	92.10%	90.00%	2.92	3.63	3.72	3.58
2011-12	231	990	967	2,188	94.15%	95.75%	90.46%	93.21%	3.78	3.96	3.89	3.91
2012-13		978	1,057	2,035		83.06%	78.54%	80.75%		3.56	3.34	3.45
2013-14	268	978	1,041	2,287	70.73%	79.56%	74.50%	76.24%	2.78	3.42	3.30	3.29
2014-15	291	1,021	1,099	2,411	66.63%	80.74%		77.49%	2.73	3.34		3.20

Projection indicator color

We have high enrollments in our courses particularly in Soc 1, which creates high FTEs. Our numbers remain steady. We remain above the college average.

1.4 Population Served. Utilizing data obtained from Institutional Research and Planning, analyze the population served by the program (gender, age, and ethnicity) and discuss any

trends in enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups.

% Enrollment by Gender

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
Female	61%	60%	63%	59%	62%	64%	63%	64%	66%	65%
Male	39%	39%	37%	41%	37%	35%	37%	36%	34%	34%
Not Reported	1%	1%	1%	1%	1%	1%	0%	0%	1%	1%
Total	100%									

% Enrollment by Student Age

	Fall 2010	Spring 2011	Summer	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer	Fall 2013	Spring 2014
0-17	6%	2%	7%	4%	2%	4%	4%	6%	6%	3%
18-25	78%	75%	65%	78%	75%	80%	77%	70%	72%	73%
26-30	7%	9%	13%	8%	9%	6%	7%	13%	9%	10%
31-35	4%	5%	5%	4%	5%	5%	5%	4%	4%	5%
36-40	2%	4%	4%	2%	4%	2%	2%	2%	3%	2%
41-45	2%	2%	1%	2%	3%	1%	2%	3%	2%	3%
46+	3%	3%	4%	3%	2%	3%	3%	2%	3%	4%
Total	100%									

% Enrollment by Ethnicity

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Am. Indian or Alaskan Native	2%	1%	3%	3%	3%	2%	3%	3%	2%	4%
Asian or Pacific Islander	20%	17%	19%	21%	19%	20%	23%	23%	20%	19%
Black Non-Hispanic	17%	15%	15%	17%	20%	19%	15%	16%	20%	21%
Hispanic	19%	18%	17%	19%	22%	22%	23%	26%	28%	24%
Other	15%	23%	16%	16%	13%	10%	8%	3%	3%	5%
White Non-Hispanic	27%	25%	30%	25%	23%	27%	27%	28%	27%	28%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

The Sociology department's demographic statistics reflect a very diverse student population. One notable trend is the increasing percentage of students who are female, over 65%! This is similar to college trends at SCC and throughout the nation, but whether this represents a feminization of our discipline or a trend in education overall remains to be seen. There has also been an increase of Latino and African American students taking Sociology courses, while the White Non-Hispanic, Asian and American Indian or Alaskan Native student population has remained consistent. The largest age population remains to be 18-25, as well as, the female to male ratio (2 to 1) which is consistent with the overall college's numbers.

1.5 Status of Progress toward Goals and Recommendations. Report on the status of goals or recommendations identified in the previous educational master plan and program review.

Table 2. Educational Master Plan

Educational Master Plan	Status
1. Add addition FULL TIME Sociology instructors to the department	We have hired one full time sociologist. Additional faculty are necessary in the near future.
2. Diversify course offering and assess demand for current courses	Soc 002 will be offered at the Vallejo campus for the first time Fall 2015. We expanded online courses and are in the process of developing a hybrid Soc 001. We conducted a student survey and discovered new courses our students are interested in.
3. Develop additional partnerships to provide hands-on learning experiences	The Sociology Klub has partnered up with “Together Vallejo” to give hands-on experience for prospective majors.
4. Develop program within Sociology department to address basic skills needs (Soc Lab)	We are hoping to offer this course Fall 2016. Embedded tutors will be available to assist students in classes and labs. This course will increase opportunities for students’ access to research-based innovative learning modalities that lead to greater student retention and success.
5. Integrate the Social Science courses into the Sociology and Ethnic/Cultural Studies catalog which ultimately streamlines the transfer process for our student base.	The faculty in both programs have met several times to discuss our goals and objectives.

Table 3. Program Review Recommendations

Program Review Recommendations (Previous Cycle)	Status
<p>1. Hiring more full-time faculty to ensure the continued success, stability, and future growth of the Sociology program is imperative!</p> <p>2. Continuing to expand the Sociology major by increasing the number of sections and type of courses offered</p>	<p>We have hired one full time sociologist. Additional faculty are necessary in the near future.</p> <p>Soc 2 will be in Vallejo for the first time. We expanded online courses and are in the process of developing a hybrid Soc 1. We conducted a student survey and discovered new courses our students are interested in, such as Popular Culture and Media, Gender and Sexuality, and Sociology of Education.</p>

1.6 Future Outlook. Describe both internal and external conditions expected to affect the future of the program in the coming years. Include labor market data as relevant for CTE programs.

Internal

The proposed combination and integration of Social Sciences and Sociology will surely help facilitate a more streamlined process for our students. For example, courses like Socs 22 Minority Group Relations will be changed to a Sociology of Race and Ethnicity. We will be able to further help our students transfer on the 4 year by continuing to offer the courses that articulate with the CSU’s, UC’s, and out of state institutions.

External

According to the Bureau of Labor Statistics, compared to a predicted 14% overall growth rate in all occupational categories, “Employment of sociologists is expected to grow 18 percent from 2010 to 2020, about as fast as the average for all occupations....Employment gains will be driven by a growing interest in using sociological research to further understand society and human social interactions. Specifically, social, political, and business organizations will need sociologists to research, evaluate, and address many different social issues, programs, and problems.”

[Source: <http://www.bls.gov/ooh/life-physical-and-social-science/sociologists.htm#tab-6>]

CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

Program Level Outcomes

2.1 Using the chart provided, list the Program Level Outcomes (PLOs) and which of the “core four” institutional learning outcomes (ILOs) they address. In the same chart, specifically state (in measurable terms) how your department assesses each PLO. For example, is there a capstone course (which one), is it completion of a series of courses (list), is it a passing grade on certain assignments that are universally given (list), passing a licensing exam, completing a portfolio, etc.

Table 4. Program Level Outcomes

Program Level Outcomes	ILO (Core 4)	How PLO is assessed
1. Students will have a basic knowledge of the history of the development of sociology as a separate discipline.	2. A.-D. 3. A. B. 4. A. B. C.	Score of 70% or higher in reflective writing assignments, current event analysis and/or increased participation within class discussions.
2. Develop students' awareness around cultural, social, political, environmental, and economic forces within the world they live.	1.A,B 2.D	Score of 70% or higher in reflective writing assignments, current event analysis and/or increased participation within class discussions.
3. Develop students' skills in critical thinking, reading, and writing.	4.C	Score of 70% or higher in research papers, exams, and/or increased participation within class discussions.

2.2 Report on how courses support the Program Level Outcomes at which level introduced (I), developing (D), or mastered (M))

Table 5. Program Courses and Program Level Outcomes

Course	PL01	PL02	PL03
Soc 001	I	D	D
Soc 002	M	M	D
Psyc 4			M
Soc 023	D	M	D
Soc 040		I	I
Soc 045		M	I
Soc 075	D	D	I

2.3 Utilizing table 6, describe the results of the program level assessments and any changes/planned actions made based on the outcomes of program level student learning assessments. Results should be both quantitative and qualitative in nature, describing student strengths and areas of needed improvement. Action plans should be specific and link to any needed resources to achieve desired results.

Table 6. Program Level Assessments

Program Level Outcomes	Date(s) Assessed	Results	Action Plan
<p>1. Students will have a basic knowledge of the history of the development of sociology as a separate discipline.</p>	<p>Fall 2012</p>	<p>In Introduction to Sociology (SOC 1), Sociology of African Americans (SOC 23), and Sociology of Sport (SOC 75) the history of the development of sociology as a separate discipline was covered within the first several sessions of each course semester. The first reaction paper assigned tested understanding of concepts presented. 83% of students earned credit on the first reaction paper assignment.</p>	<p>Incorporate readings of original works by major sociology theorists.</p>
<p>2. Students will become more aware of cultural, social, political, environmental, and economic forces within the world they live.</p>	<p>Fall 2012</p>	<p>All courses except for Psychology/Sociology 4 include sections on each of the aforementioned topics. In-class discussions throughout the semester challenge students to articulate their developing awareness of society and its intersecting components. Typically, a quarter of students routinely participate, while roughly half contribute more sparingly, with the remaining quarter of students only participating when called upon by instructor.</p>	<p>Facilitate open forum discussions that allow students to hear differing perspectives.</p>

<p>3. Students will be able to further critically think, in addition to increasing their reading, writing, and basic research skills.</p>	<p>Fall 2012</p>	<p>Students in most courses have a research-based term paper assignment that necessitates their use of academic databases, journals, periodicals, etc. while properly citing sources. 87% of students were proficient with a 60% or higher.</p>	<p>Guide students in developing individual research interests and ability to document their findings effectively.</p>
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2.4 Describe any changes made to the program or courses that were a direct result of program level assessments.

We decided to condense our PLOs from 4 to 3, for the purpose of clarifying and connecting the program outcomes with the course outcomes. Regarding programming, our faculty aim to support students in their research by utilizing library orientations and workshops. We also use Sociology department meetings to discuss and share creative ways to help facilitate in-class discussions.

Student Learning Outcomes

2.5 Describe the current status of SLOs in your program. Are SLOs being updated as necessary, are they being assessed yearly? Are assessment results driving course level planning? If deficiencies are noted, describe planned actions for change. Address how courses with multiple sections have been aligned so that a common tool is utilized to assess student learning outcomes; describe any steps taken to standardize measures.

The current SLO's adequately provide applicable and useful learning objectives for sociology majors and minors. We update course level SLO's, assessments, and plan actions for change at department meetings each semester. Completed assessments are posted on shared drives and instructors share their learning experiences after changes are implemented. The SLO results shape our course level planning by developing innovative methods to achieve maximum student success. We use the same tool to assess student learning outcomes when we offer multiple sections.

2.6 Review the course level SLOs completed by the program in the last year to ensure accuracy of information provided (core four, level of mastery, assessment tool, etc.). Note if any changes are needed.

SLO assessments have consistently been completed since the last program review and changes have been made to improve outcomes. All even numbered sociology titled courses were

completed for the Fall 2013 semester (Soc 2 and Soc 40) while odd numbered sociology titled courses were completed for the Spring 2014 semester (Soc 1, Soc 23, Soc 45, Soc 75). This method ensures all of the courses are assessed annually.

SOC 1 Intro

SLO 1: Explain the sociological imagination and apply it to a variety of contemporary social issues/problems.

Success criteria: A proficient student was able to identify the sociological imagination on the final exam:

-emphasizing how the social context influences people's lives, particularly how people are influenced by society (40/48 students)

Successful students applied this concept to social issues such as religion, deviance, and social class, and were able to discuss the structural implications of these social issues, rather than the individualistic implications.

Assessment: four students had no clue as to what the concept of sociological imagination was and 4 were incomplete thoughts.

Planned action: No changes.

SLO 2: Analyze the historical development of sociology as a separate discipline.

Success criteria: A proficient student was able to identify Auguste Comte as the founder of the discipline of sociology on the midterm exam (42/48 students)

Assessment: Six students confused Comte with other sociological theorists, including Weber, Marx, and Durkheim.

Planned action: None suggested for the above question

SLO 3: Identify and apply the primary theoretical perspectives.

Success criteria: In a research paper, students are asked to analyze a communication experiment using the symbolic interactionist, conflict, or functionalist perspectives. A successful student was able to apply one of these three theories to their communication experiment.

Assessment: I had seven student that had difficulty with applying one of the theories.

Planned action: No changes are necessary, although a review of the primary theoretical perspectives when the research paper is assigned might help refresh students' memories.

SLO 4: Assess what social forces and organizational structures are most prominent in shaping, guiding, and influencing group behavior in contemporary society.

Success criteria: Successful students were able to correctly answer true/false questions on the midterm. Examples of the questions for this SLO included:

Of all the social institutions, the mass media is one of the oldest. (45/48 students answered correctly)

Although social structure acts as a major control mechanism to preserve order, it has little to do with what we actually do, feel, or think. (41/48)

To belong to a group is to yield to others the right to make certain decisions about our behavior. (47/48)

Assessment: Most students answered the questions correctly.

Planned action: No changes suggested.

SOC 2 Social Problems and Issues

SLO 1: Demonstrate an understanding of the theoretical causes and effects of local and global social problems and conflicts.

Success criteria: To be able to analyze theoretical cause and effect through critical reading response essays to current events articles.

Results: Results were mixed. The vast majority of students appeared to grasp structural causes of social problems, while a few had difficulty separating sociological from psychological causes.

Planned action: To place greater emphasis on directionality with respect to structural versus individual causes of social problems. To further emphasize the distinction between sociology and the sister social sciences like psychology, history, and economics.

SLO 2: Critically analyze different sociological perspectives and theories and apply analysis to solutions

Success criteria: To be able, in a final expository essay, answer the following question: "Of the social problems covered in this course (economic inequality, poverty, gender inequality, racial/ethnic inequality, inequalities of education and health and healthcare, crime, and families), pick the one you believe needs to be solved first and explain your reasons for your choice. Then offer two to three solutions for the problem and support your reasoning for each of them using sociological theory or other evidence.

Results: Sixty-five percent of the students scored at 90% or better on their final essay, indicating they understood the content of the course and the relationship of sociological theory and its application to the solving of social problems. Seven percent scored at 80-89%, 13 percent at 70-79%, and one student scored between 60-69%

Planned action: No changes necessary.

SLO 3: Understand the centrality of race, class, and gender to the study of social problems.

Success criteria: On an exam, to be able to correctly indicate the relationship of race, class, and gender to social problems like poverty and economic inequality, and to education, crime, health and healthcare, and families.

Results: Results were mixed but indicate overall success. Forty percent of the students answered all questions related to this learning objective correctly. Another 15% answered between 90 and 99% correctly, one percent answered between 80 and 89% correctly, 15% answered 70-79% correctly, and 20% answered 60% or fewer correctly.

Planned action: it appears that better emphasis on structural causes and effects will positively affect the outcomes in this area.

SOC 23 Af-Am

SLO 1: Demonstrate knowledge of the historical, artistic, religious, and sociological influences upon African-American culture.

Success criteria: A proficient student was able to identify the historical, artistic, religious, and sociological influences upon African-American culture on final exam. (29/31)

Assessment: Two students performed at below proficient (below 60% on the final exam). Twenty-one students scored proficient (C or D), and 8 students were above proficient (A or B).

Planned action: No changes. Their final exam showed an improvement over their midterm grades.

SLO 2: Identify and demonstrate knowledge of the significant contributions of African-Americans and peoples of African descent in America and in the world.

Success criteria: A proficient student was able to explain the significant contributions of African-Americans and peoples of African descent in America and in the World through a series of reaction papers. (25/31)

Assessment: Six students did not turn in enough reaction papers to show a significant understanding of these contributions.

Planned action: Throughout the semester emphasize more often how important the individual reaction papers are.

SOC 45 Religion

SLO 1: Demonstrate an understanding of the origins of religion and its importance for society

Success criteria: This SLO was largely covered in the first reaction papers & group work/presentations assignments in the course, as well as in the ongoing weekly discussions/quizzes related to each week's reading from the textbook.

Results: Among the assignments that addressed this SLO, the 40 students in the course received an average of 7.9/10 for a reaction paper in which they needed to apply their sociological imagination (a key theoretical concept in intro soc courses) to write a 2-page religious autobiography. Students also earned a 9.7/10 for group work/presentations that required them to research and present on a related group of religions, tracing the religions' origins, history, demography, key beliefs, and impacts on the cultures of which they're a part.

Planned action: (changes, new ideas, or no changes?) I felt that the assignments and activities used for this SLO were quite successful. I received positive feedback that they both enjoyed these activities and found them quite informative.

SLO 2: Relate current events to major sociological theories.

Success criteria: This SLO was largely covered via our discussions of current events that we used to begin each class session, as well as multiple homework assignments in which they had to find and write up an analysis of a news article dealing with the particular aspects of that week's chapter. Students were also called upon to do this in the short/long answer portions of both the midterm and final exams.

Results: Our start-of-class current events discussions were quite lively with many students participating, and they successfully incorporated major theoretical concepts from

the week's chapter. Among the homework assignments assigned which dealt with this SLO, students received an average of 7.6/10 on a homework assignment requiring them to locate news articles related to a current day "religious conflict" and write a two-page analysis/reaction using concepts from the chapter. They received an average of 8.2/10 on a homework assignment for which they had to locate news articles or other publications detailing a current "intersection" of environmental issues and religious beliefs, practices or projects. Again they had to write a two-page write-up which included an analysis using concepts from lecture, discussion, or the chapter.

Planned action: These assignments proved to be quite interesting, especially since students were allowed time in class to discuss their findings in small groups. Unfortunately, there were a number of students who didn't submit the assignment, likely because they were planning to rely on extra credit opportunities. I plan to decrease opportunities for extra credit in future offerings of this course.

SLO 3: Critically analyze evidence and construct an original argument

Success criteria: The research/term paper assignment addressed this SLO. Students were tasked with creating their own original and specific research questions writing a 5-page paper incorporating and analyzing data from at least 5 "academic" sources.

Results: Students chose to research a wide range of fascinating topics, from religion in the prison system to the role of religious difference in divorce. Students received an overall score of 77/90 for final papers and 8/10 for the research prospectuses they had to submit early on in the semester, pitching their research question/plan.

Planned action: Student feedback indicated that they found this assignment to be one of the most educational for them throughout the course. Though many enjoyed having the freedom to select their topics, some remarked that they needed more assistance to narrow down/identify a topic. I plan on offering more examples/sub-topics to assist this second group of students in the future.

SOC 49 Honors **NOT OFFERED**

SLO 1: Demonstrate the capability of engaging in advanced and individual study, research, and analysis, with an understanding of a specific area of sociology.

SLO 2: Develop an understanding of the principles of sociology as a field of study.

SOC 75 Intro to Soc of Sport

SLO 1: Analyze the historical development of sport within the U.S. and abroad.

Success criteria: A proficient student was able to comprehend how, when, where and why sport was developed, on the final exam. (30/32)

Assessment: Two students performed at below proficient (below 60% on the final exam). Thirteen students scored proficient (C or D), and 17 students were above proficient (A or B). Two students did not take the final exam.

Planned action: Students who scored below sufficient or sufficient on the final exam had difficulty completing the essay portion of the final exam. Essays are based on reading from the course text. In order to encourage students to stay on task with course reading, regular reflection quick writes will be assigned. For the multiple choice section of the final exam, analysis sheets will be requested from division resources to analyze patterns in student errors.

SLO 2: Assess what social forces and organizational structures are most prominent in shaping, guiding and influencing sport in contemporary society.

Success criteria: A proficient student was able to give a presentation that included what social forces and organizational structures were most prominent in shaping, guiding and influencing sport in their lives.

Assessment: Out of the 34 students twenty (20) were above proficient and fourteen (14) were proficient.

Planned action: Allow for students more in class time to work on group presentation, while focusing on improving content and managing group work.

2.7 Describe any changes made to the program or courses that were a direct result of student learning outcomes assessments.

For specific course-level changes based on SLO assessments, see the “Planned action” section within each course. In Soc 2 for SLO3, instructors focused lectures and exams that emphasized structural causes and effects will positively affect the outcomes in this area. In Soc 23 SLO2, the assessing instructor explained the importance of the reaction papers. More students turned the papers on time and for full credit.

Curricular Offerings

2.8 Course offerings. Attach a copy of the course descriptions from the most current catalogue. Describe any changes to the course offering since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course offerings. Also state whether a transfer degree has been established in accordance with SB 1440. Include a discussion of courses offered at Centers (Vacaville, Vallejo, Travis) and any plans for expansions/contraction of offerings at the Centers.

Sociology

<p>SOC 001 Introduction to Sociology <i>Course Advisory: Eligibility for English 001.</i> Introduction to sociology with analysis of a variety of concepts and theories in relation to culture, socialization, social inequality, race relations, sex roles, deviance, and the distribution of political and economic power. <i>Three hours lecture.</i></p>	<p>3.0 Units</p>	<p>SOC 040 Sociology of the Family <i>Course Advisory: SOC 001 and Eligibility for English 001.</i> A comparative cultural view of the family, the history of the family and its present role in our society with special emphasis on kinship relations, sex roles, ethnic variations of the family and alternative family styles. <i>Three hours lecture.</i></p>	<p>3.0 Units</p>
<p>SOC 002 Social Issues and Problems <i>Course Advisory: SOC 001, Eligibility for English 001.</i> Analysis of selected social problems, including race relations, urban decay, suburban sprawl, crime, population problems, environment, and changes in the familial, economic and political institutions. <i>Three hours lecture.</i></p>	<p>3.0 Units</p>	<p>SOC 045 Sociology of Religion <i>Course Advisory: Eligibility for English 001.</i> An introduction to the sociological study of religion in the United States, with an emphasis on the origins of religion, theoretical perspectives on religion, religious conflict, and the future of religion. This course also covers the absence of religion and alternative forms of religion. <i>Three hours lecture.</i></p>	<p>3.0 Units</p>
<p>SOC 023 Sociology of African Americans <i>Course Advisory: SOC 001.0 or SOC 022; Eligibility for English 001.</i> An introductory sociological study of African Americans. Emphasis will be on culture, community, social institutions, social relationships and social problems. <i>Three hours lecture.</i></p>	<p>3.0 Units</p>	<p>SOC 049 Sociology Honors <i>Prerequisite: Completion of 24 units of college credit with a minimum GPA of 3.3; a minimum of 5 units in the discipline with a minimum grade of B; an ability to work independently; permission of the division Dean based on instructor availability.</i> Independent study designed for honor students who intend to major in sociology. <i>Three to nine hours weekly by arrangement.</i></p>	<p>1 to 3.0 Units</p>
<p>SOC 030 Introduction Social Psychology <i>Course Advisory: PSYC 001; Eligibility for English 001 and SCC minimum Math standard.</i> This course will explore how thoughts, feelings, and behavior of individuals are influenced by the actual, imagined, or implied presence of others. Focus will be on the social factors that influence human behavior; other people, institutions, situations and the social and physical structures people have created. A review of the various perspectives unique to social psychologists and a variety of classical research in social psychology will be studied. This course is the same as PSYC 030. <i>Three hours lecture.</i></p>	<p>3.0 Units</p>	<p>SOC 075 Introduction to Sociology of Sport <i>Course Advisory: SCC minimum English and Math standards; SOC 001.</i> Sociology of Sport examines the nature, position, functions, and growing importance of sports in contemporary industrial society. Particular emphasis is given to the relationships between structure, variety, and extent of sports activity and other sectors of society, such as schools, churches, and the work place. <i>Three hours lecture.</i></p>	<p>3.0 Units</p>

Regarding changes to course offerings: We added Soc 002 online, weekend college, and Soc 002 in Vallejo. We systematically placed courses with respect to location, time offered, as well as considered the accommodation of transferring students. See planning table below:

Sociology Schedule Planning Table

	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016
Soc 001	F=MO,A,N,L VV=N VJO=2 MO OL	F=MO VV=N VJO=MO T=N OL	F=MO,A,N VV=A, L VJO=MO, N OL	F=MO,A,N,L VV=N VJO=2 MO H=Fri A OL	F=MO VV=N VJO=MO T=N OL	F=M,OA,N VV=A, L VJO=MO, N H=Fri A OL
Soc 002	F=MO VJO=MO OL	F=A OL	F=AN VV=A OL	F=MO VJO=MO OL	F=A OL	F=AN VV=A OL
Soc 023	F=A			F=MO or A		
Soc 040			F=MO or A	F=MO or A		
Soc 045			F=MO or A			F=MO or A
Soc 075	F=MO			F=MO or A		
Soc 049 H/LAB						F=MO or A
NEW classes						F=MO or A

Locations

F = Fairfield
 VV = Vacaville
 VJO = Vallejo
 T = Travis
 H = Hybrid
 OL = Online
 L = Late Start

Times Offered

Before 11am, Morning: MO
 11-3pm, Afternoon: A
 6-9pm, Night: N
 Friday: Fri

2.9 Fill rates/Class size. Based on data from ITRP, discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment.

Subject	Crse#	2008 Summer	2008 Fall	2009 Spring	2009 Summer	2009 Fall	2010 Spring	2010 Summer	2010 Fall	2011 Spring	2011 Summer	2011 Fall	2012 Spring	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall
SOC	001	93.33%	87.82%	97.64%	93.00%	95.60%	103.33%	103.33%	104.80%	98.89%	97.33%	101.56%	107.43%	90.60%	90.52%	64.40%	93.78%	84.73%	69.00%	95.50%
	002	62.86%	51.43%	100.00%	88.57%	114.29%	135.71%	77.14%	128.57%	105.71%	97.33%	125.71%	110.00%	131.43%	106.67%	45.71%	85.71%	100.00%	40.00%	94.29%
	023		91.43%			71.43%	111.43%			120.00%		114.29%	102.86%	100.00%			91.43%	65.71%		
	030											125.71%		122.86%						
	040		40.00%	116.00%		85.71%	94.29%		97.14%	91.43%		111.43%		111.43%			100.00%	114.29%		88.57%
	045														122.86%		82.86%	40.00%		80.00%
	075			87.50%			128.57%			111.43%			100.00%		107.50%					
Grand Total		87.57%	81.88%	97.97%	92.34%	94.71%	108.32%	98.38%	105.79%	101.12%	97.33%	105.76%	106.87%	96.25%	95.71%	62.11%	92.48%	84.55%	61.48%	93.91%

Compared across campus:

Section Offerings, Fill Rate % and Average FTES Trend

Academic Yr.	Sections				Fill Rate %				Average FTES			
	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total	Summer	Fall	Spring	Total
2009-10	394	1,219	1,133	2,746	81.80%	87.28%	93.69%	89.09%	3.04	3.58	3.74	3.57
2010-11	331	1,159	1,126	2,616	80.70%	90.66%	92.10%	90.00%	2.92	3.63	3.72	3.58
2011-12	231	990	967	2,188	94.15%	95.75%	90.46%	93.21%	3.78	3.96	3.89	3.91
2012-13		978	1,057	2,035		83.06%	78.54%	80.75%		3.56	3.34	3.45
2013-14	268	978	1,041	2,287	70.73%	79.56%	74.50%	76.24%	2.78	3.42	3.30	3.29
2014-15	291	1,021	1,099	2,411	66.63%	80.74%		77.49%	2.73	3.34		3.20

Projection indicator color

We had low fill rates for Soc 1 and 2 the last two summers, but it is the norm throughout the overall college’s enrollment numbers. We have analyzed the data and put forth a rubric of courses to be offered in the future based on the trends that were identified of what courses did better in which semester(s).

2.10 Course sequencing. Report on whether courses have been sequenced for student progression through the major, how students are informed of this progression, and the efficacy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame (limit to one or two paragraphs).

While there may be an advantage to require Soc 1 as a prerequisite, implementing this sequence would drop our numbers in the elective courses. Our curriculum is offered within a reasonable time frame.

2.11 Basic Skills (if applicable). Describe the basic skills component of the program, including how the basic skills offerings prepare students for success in transfer-level courses. Analyze courses with prerequisites and co-requisites, and whether this level of preparation supports student success.

Although Sociology is not directly connected with the Basic Skills program, Soc Lab could serve as an introduction to developing college-level research skills. A course advisory for ENGL 001 and SCC minimum Math standard exists for every course and noted in the course catalogue.

2.12 Student Survey. Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses?

The student survey collected tentative possible course offerings within the Sociology department. The Likert-scale was used in order to quantify and analyze the responses to determine the courses with the highest student preference. The top 5 preferred courses the students want to study are Sociology of Race, Sociology of Women/Gender, Sociology of Sexuality/Intimacy, Sociology of Minority Groups, and Sociology of Education in this order. The Sociology of Race and the Sociology of Minority Groups are courses that are listed under social science. The proposed combination of the two programs (sociology and social science) will streamline the

process for our students. We also can combine the gender and sexuality courses to be the Sociology of Sex, Gender, and Sexuality.

Regarding timing, the Sociology department plans to introduce these courses as needed by the next academic year to satisfy the coursework planning, development, and pedagogy in accordance to academic freedom. It may be foreseeable to introduce sociology of sex, gender, and sexuality first due to the high student demand. The pilot courses may be taught in a single face-to-face course in order to allow continual reevaluation and refining.

2.13 Four-year articulation (if applicable). Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation (limit to one or two paragraphs).

Currently, all of our courses articulate to the CSU system. Soc 001, 002, 023, and 045 articulate to the UC system. Additional transferable courses that we should offer are SS 022. Our program currently does not offer a sociological research methods course due to the relatively low student program population. Students that are interested in enrolling in research methods in the behavioral sciences are encouraged to enroll in Psych 4 (Research Methods in Behavioral Sciences).

2.14 High school articulation (if applicable). Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students? (limit to one or two paragraphs).

Not Applicable

2.15 Distance Education (if applicable). Describe the distance education courses offered in your program, and any particular successes or challenges with these courses. Include the percentage of courses offered by modality and the rationale for this ratio.

Most courses (SOC 001, SOC 002) have web-hybrid elements, with some instructors using their own websites, Canvas, and other technological enhancements to advance learning, foster discussion, and increase student access to course materials and sociological research.

We have expanded our distance education sections to include SOC 001, SOC 002, SOC 40, SOC 22, SOC 45, SOCS 30. The waitlist for SOC 001 in Spring 2015 reached 70 students. Hopefully the development and implementation of a hybrid SOC 001 in the fall will feed this demand.

Then:

- 1) Discuss your program's plans to expand or contract distance education offerings;

With scheduling, we think cycling online course offerings may be beneficial to our program and to our student's needs. This would mean that one elective could be offered online in a given semester.

- 2) State how you ensure your online courses are comparable to in-class offerings.

Overall, the success rate for online courses at our college is lower than face-to-face offerings. Our success rates match the overall college rates (except for the fall semester of 2010). One faculty serves on the Distance Ed committee, and believes that this may be a result of the lack of preparation for learning online on behalf of the students. It is suggested that the college implement a mandatory readiness assessment or course through Banner.

In order to ensure our online coursework is comparable to face-to-face classes, we review the level of rigor, opportunity to build community, and varied assessment techniques of each course. We also receive support and recommendations from the Distance Ed committee.

Success Rate (Instruction Method)

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Lecture and/or disc	0.69	0.68	0.69	0.73	0.73	0.72	0.71	0.69	0.72	0.74
Online	0.64	0.63	0.63	0.63	0.86	0.64	0.58	0.65	0.61	0.62
Total	0.68	0.67	0.69	0.72	0.74	0.71	0.69	0.68	0.70	0.72

% Enrollment by Instruction Method

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
	0	0	0	67	0	0	0	96	0	90
				.630				.650		.560
Lecture and/or discussion	422	467	387	386	442	430	366	262	359	365
	.660	.630	.680	.690	.700	.680	.690	.670	.680	.750
Online	45	57	62	0	51	0	86	0	97	0
	.640	.630	.630		.860		.580		.610	
Total	467	524	449	453	493	430	452	358	456	455
	0.66	0.63	0.67	0.68	0.72	0.68	0.67	0.66	0.66	0.71

2.16 Advisory Boards/Licensing (CTE) (if applicable). Describe how program curriculum has been influenced by advisory board/licensing feedback. How often are advisory board meetings held, provide membership information and what specific actions have been taken. Attach minutes from the past two years.

Not applicable.

STUDENT EQUITY & SUCCESS

3.1 Course Completion and Retention. Anecdotally describe how the program works to promote student success. Include teaching innovations, use of student support services (library, counseling, DSP, etc), community partnerships, etc.

Faculty make sure to educate students on DSP services at the beginning of the semester; encourage students to visit libraries at all three campuses; use campus library workshops for research paper support; encourage students to speak to counselors twice a semester to see if they are on the right track and to keep up with any changes and updated student success plan. In addition, for our hearing impaired students we make sure our videos have closed captioning and that they are aware of their rights to an ASL interpreter if necessary.

Another method to increase student success is using Canvas to supplement face-to-face courses. The Canvas by instructure platform offers a free app for Iphone, Android, Ipads, and tablets for students to access material digitally. For many courses, course presentations (Powerpoint, Google Docs, Prezi) are uploaded onto Canvas and the students can easily read and analyze the material. Additionally, course calendars are also available electronically to increase student accountability and clarity.

Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze by gender, age, ethnicity, and on-line (may analyze other variables such as disability, English as a second language, day vs. night courses, as appropriate).

Success Rate (Gender)

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Female	0.68	0.68	0.71	0.72	0.78	0.72	0.71	0.70	0.71	0.75
Male	0.69	0.66	0.65	0.70	0.67	0.68	0.66	0.65	0.68	0.67
Not Reported	0.50	0.75	0.50	1.00	1.00	0.67	1.00	0.67	0.60	0.00
Total	0.68	0.67	0.69	0.72	0.74	0.71	0.69	0.68	0.70	0.72

Success Rate (Ethnicity)

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
	0.00	1.00	0.00	0.00	0.00	0.00	1.00	0.00	0.00	1.00
Am. Indian or Alask	0.73	0.42	0.72	0.79	0.46	0.57	0.56	0.73	0.64	0.77
Asian or Pacific Isla	0.68	0.70	0.72	0.75	0.80	0.73	0.72	0.75	0.64	0.76
Black Non-Hispanic	0.63	0.56	0.51	0.60	0.55	0.58	0.53	0.53	0.65	0.69
Hispanic	0.74	0.71	0.65	0.67	0.79	0.72	0.71	0.64	0.65	0.65
Other	0.65	0.66	0.69	0.78	0.79	0.66	0.74	0.84	0.83	0.83
White Non-Hispanic	0.72	0.73	0.81	0.76	0.77	0.81	0.74	0.68	0.77	0.71
Total	0.68	0.67	0.69	0.72	0.74	0.71	0.69	0.68	0.70	0.72

Success Rate (Age)

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
between 18 and 20	0.63	0.66	0.69	0.71	0.72	0.66	0.70	0.70	0.73	0.71
between 20 and 30	0.73	0.63	0.69	0.66	0.72	0.69	0.69	0.68	0.66	0.69
Less than 18	0.69	0.72	0.70	0.75	0.74	0.82	0.72	0.66	0.71	0.78
Over 30	0.76	0.71	0.64	0.82	0.86	0.71	0.61	0.66	0.71	0.72
Total	0.68	0.67	0.69	0.72	0.74	0.71	0.69	0.68	0.70	0.72

Success Rate (Instruction Method)

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Lecture and/or disc	0.69	0.68	0.69	0.73	0.73	0.72	0.71	0.69	0.72	0.74
Online	0.64	0.63	0.63	0.63	0.86	0.64	0.58	0.65	0.61	0.62
Total	0.68	0.67	0.69	0.72	0.74	0.71	0.69	0.68	0.70	0.72

Historically, Sociology has excellent numbers in terms of retention. A study of 18 colleges revealed that the state average for retention for Sociology sits between 86% to 91.5%, and Solano College’s Sociology department ranks 4th among the 18 colleges in this study. Thus, Sociology helps SCC meet its student success goals.

Provide possible reasons for these trends *AND planned action to equalize student success*:

Our average, in most areas, supersedes the college's overall averages. We have collaborated with the Umoja and the African American Male Scholars, both successful in establishing mentorships for men in our programming.

Online programming seems to be less successful than our face-to-face programming. We hope that the use of online lectures and closed captioning, as well as early alert, can help with success. The college as a whole needs to create a more effective system/program to determine students who are capable of taking online courses.

3.2 Degrees/Certificates Awarded (if applicable). Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Soc AA	0	1	8	8	2

Sociology for Transfer



Sociology Degrees awarded over the past 5 years has increased dramatically. The AA-T degree was first offered in 2011-2012. Once the AA-T was instituted, the numbers of the AA went down and the AA-T grew. This is part of the reason why we plan to combine and no longer support the AA degree. We continue to offer a diversity of courses throughout a calendar year and with the Sociology Klub becoming a major part of campus life it has allowed for more students to truly understand the importance of Sociology in everyday life. Nonetheless, the faculty continue to advise students to receive their AA in Sociology before transferring to any 4-year institution.

3.3 Transfer (if applicable). Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met). Include how your program helps students become aware of transfer opportunities (limit to one or two paragraphs).

AA-T
 2011-2012 1 student
 2012-2013 5 students

AA

2011-2012 1 student

2012-2013 4 students

Faculty have anecdotal data that students who have transferred to four year universities. A few students have personally shared their narrative they have applied and were admitted into a neighboring universities (UC Davis and Sonoma State) to further their academic career and goal. The department is trying to find a systematic way to see how many are transferring and to where. The Sociology Lab may serve as a resource to accomplish this.

3.4 Career Technical Programs (if applicable). For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/ licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data.

Not applicable.

PROGRAM RESOURCES

4.1 Human Resources. Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTES, retirements, etc.). Address how current staffing levels impact the program and any future goals related to human resources.

Currently we have 2 full-time faculty, and 4 regular part-time faculty. Over the last three semesters, we have lost 3 adjuncts. We created a continuous adjunct pool in fall 2014. Since we are looking to combine with Social Science, we will need additional faculty to take on added courses in the near future.

4.2 Current Staffing. Describe how the members of the department have made significant contributions to the program, the college, and the community. Do not need to list all the faculty members' names and all their specific activities, but highlight the significant contributions since the last program review cycle.

Campus service:

- faculty are on hiring committees (ie, Dean, VP, and for other departments)
- distance education and tech committee
- program review, first year experience
- Soc Klub and advisors do community outreach (i.e. SPCA, Meals on Wheels, host clothing drives)

Scholarly service:

- collaborating with other Soc instructors (ASA)
- active member of CSA, PSA
- publications, presentations, workshops

Community service:

- program outreach at the mall
- Habitat for Humanity
- Human Rights Education USA Regional Representative

4.3 Equipment. Address the currency of equipment utilized by the program and how it affects student services/success. Make recommendation (if relevant) for technology, equipment, and materials that would improve quality of education for students.

Our program incorporates computers, hardware and software to increase classroom flexibility and student engagement with high technology. We use technology such as SMART board, clickers, tables are a few examples. A SMART board can be an innovative method to use visualizations and interaction to convey abstract concepts. Clickers can be a highly efficient method to collecting immediate data from students. The data can be stored and analyzed digitally to streamline assessments. Tablets (IPads, Samsung Galaxy Note, and Amazon Kindle Fire) can be used to integrate 21st century technology to target the millennial generation. Utilizing this equipment can help create greater chances of success for our students as well as prepare the students to meet their academic and career goals,

4.4 Facilities. Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives.

We enjoy classrooms more conducive to group work and discussions (chairs, tables, whiteboards etc.), that offer a desktop computer connected to the internet, overhead projector and ceiling projector to display instructional images and videos for the classroom. We are using the newly retrofitted classrooms (801, 812), and would appreciate being able to hold all our classes here. More rooms like this would make this possible. We also would like a dedicated space for our students to connect for studying and planning of Soc Klub.

4.5 Budget/Fiscal Profile. Provide a five year historical budget outlook including general fund, categorical funding, Perkins, grants, etc. Discuss the adequacy of allocations for programmatic needs. This should be a macro rather than micro level analysis.

The Sociology department has had minimal funds from the general pot. We would like more money for conferences which would allow us to stay current on social and global issues We have not received any increases in general funds or for any other institutional/technology equipment which has caused for personal funds to be used on updated computers, printer paper and other classroom supplies.

PROGRAMMATIC GOALS & PLANNING

5.1 Summarize what you believe are your program’s strengths and major accomplishments in the last 5 years. Next, state the areas that are most in need of improvement.

Strengths and accomplishments are as follows:

- Added two additional courses, Soc 045 and Soc 075.
- More sociology courses are offered and filled for students.
- Added more full-time faculty to serve our students needs
- Added a course specifically designed to serve first-time students especially since first-time students enrollment has increased
- The lecture/discussion success rate is above average
- Possessing professors with culturally sensitive background and pedagogy
- Establish the Sociology Klub to strengthen social network
- Exposing students to professional associations like PSA

Areas that needs improvement are as follows:

- Encourage more male students to enroll
- Increase overall male student success rate
- Increase African-American success rate
- Improve online success rate by using Canvas which is a more interactive platform
- Adapt pedagogy to improve students success rate with no SCC English
- Increase amount of AA and AA-T degrees awarded in sociology
- Combining Sociology with Social Science

5.2 Based on the self-study analysis, prioritize the program’s short (1-2 years) and long term goals (3+ years). Check whether the goal requires fiscal resources to achieve.

Table 8. Short-Term and Long-Term Goals

Short-Term Goals	Planned Action	Target Date	Person Responsible	Source
1. New Courses	Sociology of Pop Culture and the Media	Fall 2017	Tonmar Johnson; Lindsay Padilla	NR

2. Increase outreach of Sociology Klub	Attend more local events; connect students in Soc Lab with community service organizations	Fall 2015	Tonmar Johnson; Lindsay Padilla	NR
3. Include more morning and afternoon classes	Review course schedules	Fall 2015	Tonmar Johnson; Lindsay Padilla	NR
Long-Term Goals	Planned Action	Target Date	Person Responsible	Source
1. New Courses	Develop Sociology of education and Sociology of Gender and Sexuality class	Fall 2018	Lindsay Padilla	NR
2. Attend Sociological Association meetings	Attend PSA/CSA	Spring 2015; continuous	Tonmar Johnson	DB
3. Incorporate more guest speakers	Generate a running list for Soc faculty; Call local organizations	Spring 2015; continuous	Tonmar Johnson; Lindsay Padilla	DB

In the source column denote “SP” for Strategic Proposals, “DB” for Department Budget, “P” for Perkins or “NR” for No Additional Resources Needed.

SIGNATURE PAGE

6.1 Please include a signature page with all full-time faculty and as many part-time faculty as you are able. The signature page should include lines with the signatures and then typed names of the faculty members.

As of 04/21/2015,

The undersigned faculty in the **Sociology** program, have read and concur with the finding and recommendations in the attached program review self-study.

Tonmar S. Johnson, M.A.

-Faculty Name

Signature

Dr. Lindsay Padilla

-Faculty Name

Signature