



Sociology and Ethnic Studies

PROGRAM REVIEW REPORT 2014 - 2015

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Sociology	Sociology	
Guttman, Kenneth	Laurie Ottaviano	
Walz, Sheryl		
White, Gailynn		
Ethnic Studies	Ethnic Studies	
Quinones, Nancy		
Killen, Monica		



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I. Executive Summary

Program Description:

Sociology:

Sociology is the systematic study of social interactions and societies. Sociologists examine group structure, social relationships, and how social processes shape human behavior. Courses in sociology satisfy general education requirements for the associate degree, a degree in liberal arts with an emphasis in social and behavioral sciences, and lower division transfer. The Honors Program includes two sociology courses: *SOC 201H Introduction to Sociology – Honors* and *SOC 218H Presentation Seminar – Honors*.

Courses are offered in the day and evening and in late start scheduling and online.

Ethnic Studies:

The Ethnic Studies program explores the social, cultural, and political forces which have shaped the histories of ethnic minorities in a U.S. multicultural society.

Strengths/Effective Practices:

Sociology:

The Sociology program is continuing to add students to their courses. Retention and success rates are high. New courses are being offered and new sections are being added. The number of Associate of Arts Transfer degrees has increased over the past 3 years. The number of student receiving the Associate of Arts Transfer degree has more than almost doubled in the last year.

Ethnic Studies:

The Ethnic Studies program is continuing to add students to their courses.

Weaknesses/Lessons Learned:

Sociology:

There are not enough opportunities for students to take courses that fit their schedule. Courses need to be offered at variety of times throughout the day and the possibility of Friday and Saturday courses should be explored. Because it was noted that program level SLO's were numerous and cumbersome they were revised into a more concise format.

Ethnic Studies:

There are not enough opportunities for students to take courses that fit their schedules. The success rates are slightly lower than average and the courses attract more women than men. The possibility of expanding the offerings and offering distance education sections should be explored.

Recommendations/Next Steps:

Sociology:

Add more sections of courses at different times of the day.

Create more opportunities for students to take courses in different formats allowing for alternative schedules.

Create a hybrid Introduction to Sociology Course.

Recruit more men into the program.

Ethnic Studies:

Add more sections of courses at different times of the day.

Create an online course to allow students an alternative format.



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II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013 -2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
SOC114 Marr, Family & Intimate Relations	S09	2	4	1	6	S14
SOC118 Minorities in America	F08	0	0	0	0	when offered
SOC122 Intro To Latino Studies		0	0	0	0	deactivated
SOC201 Introduction to Sociology	S09	3	9	2	8	S 14
SOC201H Intro to Sociology - Honors	F07	0	1	0	0	F 13
SOC202 Contemporary Social Problems	S11	0	4	1	4	S14
SOC 216 Sex and Gender in a Cross Cultural Perspective	F07	0	0	0	0	when offered
SOC 218H Honors Presentation Seminar	F07	0	0	0	0	when offered
ETHN 101 Introduction to Ethnic Studies		0	2	0	2	S14
ETHN 116 Introduction to Chicano Studies		0	1	0	1	SP 14

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
Sociology	AA-T	2011	0	12	33	51
Liberal Arts: Social and Behavioral Sciences	AA	2009	44	46	34	127
Social and Behavioral Sciences	AA	1950	366	374	327	400

TYPE: AA = Associate in Arts AS = Associate in Science Degree C = Certificate S = Skill Award
 AA-T = Associate in Arts for Transfer AS-T = Associate in Arts for Transfer

IV. Sections Offered

Sociology:

The majority of the Sociology courses are offered in the mornings with only a few being offered in the afternoon and the evening and there are courses offered in the distance education format. There are more students enrolled in the traditional format and they tend to be more successful than the distance education format. The distance education classes continue to fill however. Students seem to be more successful in the summer and winter courses and the retention rates are higher for the short term courses as well. We continue to see more women enrolled in all terms than men.

Ethnic Studies:

The course offerings are limited, but they are offered throughout the day.

V. Student Demographics

Sociology:

Program wide our enrollment is slightly down as courses have been cut, however the success rate has remained about the same. The largest group of people in our program are between the ages of 20 -25 followed by the age group of 25- 49. The majority of our students are overwhelmingly Hispanic as would be expected as Citrus is a Hispanic serving institution. The Sociology program enrolls more women than men and most students are enrolled in classes offered in the traditional format, however the Distance Education classes continue to fill. Students identifying themselves as Black tend to have the lowest success rate. Men do not succeed at the same rate as women and traditional students are successful more often than Distance Education students. These findings are consistent with the rest of the college and the nation.

As a department we are still lacking Native American, Black, and Hawaiian and Pacific Islander students. This trend can be detrimental to a sociology department as we stress diversity among the United States population. We need to be sure to try to encourage more diversity in our student population.

Ethnic Studies:

The program is small however student enrollment is high. The majority of the students identify themselves as Hispanic, and in keeping with the general population at Citrus College, there are more female than male students.

VI. Student Accomplishments

Sociology:

SLO's continue to be revised due to data gathered from department wide assessment. Students asked for a Sociology of Gender class and it was developed and passed curriculum. There is a section of Sociology 201 that is paired with an English class making it part of a learning community.

Ethnic Studies:

SLO's continue to be revised due to data gathered from department wide assessment.

VII. Student Learning Outcomes Assessment Reflection

Sociology:

The SLO assessments of the Sociology 114 courses have shown that students are able to analyze different family structures and view them from a Sociological perspective. The assessment used to measure that outcome proved to be a good tool for assessment.

Students were not able to find quality academic research via the internet and they were not able to apply what they did find to the analysis of family structures. Either the assessment tool was not effective and more specific directions need to be given or the SLO needs to be revised.

Sociology 201 students are proficient at applying and analyzing social inequality as well as analyze sociological research and critically examine sociological methodology.

Sociology 202 (Social Problems) students were able to find creative solutions to problems facing society but were not always able to think critically about the potential side effects of their solutions.

There was some question among the faculty as to the validity of the assessment tools used and are meeting in November of 2014 to relook at the SLO's and the methods of assessment.

Ethnic Studies:

SLO assessment was limited, however, a majority of the students were able to identify and orally present pertinent facts about the subject matter. Students were not as prepared to engage in written academic assessments or research.

The SLO's may need to be revised and some means of preparation for written assessment needs to be investigated.



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VIII. Progress toward previous goals

During 2013-2014, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Year 2 Strategic Plan Objectives
Goal 1 EMP	Develop courses to cover topics such as aging, mass media, and criminology / deviance	A new course called The Sociology of Gender has been developed and is being taught during the Fall 2014 semester.	C	
Goal 2 EMP	Evaluate and beta test emerging technology to determine if the technology can positively affect and/or change delivery modes	Gailynn White and Sheryl Walz have participated in in a HIS Title V technology academy on campus. They have mentored other faculty regarding use of material from the class and have implemented the use of ipads in the classroom.	C	
Goal 3 EMP	Offer more sections online and develop hybrid courses	More online sections of all sociology courses have been added.	C	
Goal 4 2007-08	The sociology faculty should continue to keep courses updated.	SLOs are continuously updated, SLO assessment tools were developed and updated, more current textbooks were adopted, introduced new topics into courses and created new course.	Ongoing	

In addition to previous goals, during 2014-2015, we plan to:

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	Description	Actions / Target Date	Data Index*	Institutional Goal**
Goal 1	Offer more short term and hybrid courses.	White and Walz will be developing a hybrid Soc 201 and a short term hybrid Soc 201 and 202 course.	Student success rates in short term courses are higher than regular courses.	2.2
Goal 2	Expand short term distance education course offerings.	More short term D.E. sections should be scheduled.	To increase the opportunities for students of all ages and ethnicities.	2.2
Goal 3	Develop more courses to cover topics such as aging, mass media, and criminology	White and Walz will work together to identify courses that are needed.	To have a more diverse set of offerings for students.	1.1

**For institutional goals visit link below.*

<http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf>

***For Educational and Facilities Master Plan, use table below.*

EFMP 1 – Offer more short term and hybrid courses
EEMP 2 – Expand short term distance education offerings
EFMP 3 – Develop courses to cover topics such as aging, mass media, and criminology/deviance
EFMP 4 – Modify curriculum as needed to align with degree patterns



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IX. Budget Recommendations for 2013-2014

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
N/A			

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
N/A			

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Pacific Sociological Assn.	Expand / update teaching techniques	\$2000	M, Q	2
Skip Downing –Student Success	College focus on student completions	\$2000	M, Q	2

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Paint classroom	Room is dirty, paint peeling, dull color	LB 301, 103	Q	2
Air flow	Rooms are hot or cold (not moderate) – distraction to faculty and students	LB Building	Q	2

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Computers are old, slow, and frequently lock-up	Disrupts classroom presentation and discussion – need to be constantly updated		Q	2
VoiceThread and Poll Everywhere	These are live audience participation tools that allow for more active student engagement in the classrooms.	\$200/yr per instructor or \$400 total.	M,Q	2
SPSS	This computer program along with a computer lab in which to use the program, will allow students a more hands on approach to learning sociology using real data.	\$7000 - \$15,000	Q	2
Snagit	This screen capturing software will allow for more interactive presentations for student as well as presentations to students.	Cost is being investigated	M,Q	2
Wireless access throughout LB.	Not all rooms have access. Need to continue to add wireless access throughout.	Cost is being	Q	2

		investigated		
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Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
N/A				

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Journal of Marriage and Family Subscription	This is the leading journal for research in the field and the library needs to have a subscription.	\$2,500	Q	2

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District’s mission and established core competencies and / or diversity?

N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.