Sociology Program Review
2011-2012

1. Program Description

A. Description

Sociology is the scientific study of human behavior in groups and the social forces that influence that behavior. The Sociology program offers a diverse curriculum in an effort to provide students with the tools necessary to comprehend their social world, using sociological theory and methodology to focus on the building blocks of the social structure and culture. The program includes courses that explore how social institutions play integral roles in our society, how class, race, ethnicity, and gender interact with these fundamental social institutions, the inequalities that exist in society, the importance of norms and values, the deviations therein, and the origins of social problems, their potential solutions, and the challenge to the status quo. Upon completion of a sociology course, the student will have a greater understanding of her/his part in the social world, enhancing interpersonal relationships and relationships to the social structure. A student graduating with an Associate of Arts in Sociology may transfer to a four-year institution to complete a Bachelor's Degree. Because of the broad scope of subject matter, sociology is excellent preparation for a wide range of career paths, including teaching, journalism, law, business, communications, non-profit management, corrections/law enforcement, and employment in the human services fields.

(Human Services): Human Services is a course of study for those interested in employment in such diverse settings as group homes and halfway houses; correctional, develop mental disability agencies, and community mental health centers; family, child, and youth service agencies and programs concerned with alcoholism, drug abuse, family violence, homelessness, aging or other social issues. The primary focus of the human service worker is to assist individual and communities to function as effectively as possible in the major domains of living as case managers, advocates, grant writers, youth workers, volunteer coordinators, human resource specialists, fundraisers, trainers, para-educators or advocacy. The Human Services AA and certificate programs are structured around interrelated components including: theoretical foundations/intervention strategies; client population/cultural diversity; research /evaluation; and skill development/field experience. Successful completion of appropriate coursework will enable students to either further their education, seek employment in a variety of social service organizations or both.

B. Program Student Learning Outcomes - Successful students in the program are able to:

1. Demonstrate comprehension of the major sociological theories and relevant concepts.
2. Demonstrate comprehension of the scientific method, the variety and appropriateness of research designs and the application and interpretation of the findings.
3. Critically evaluate and apply theoretical concepts to specific cultural phenomenon past and present.

Program Student Learning Outcomes (Human Services)

4. Conceptual understanding of system concepts, theories and techniques that are foundational to the practice of human/social services.
5. Demonstrate understanding of assessment methods, treatment planning and case management.
6. Demonstrate understanding of recovery oriented behavior health services.

C. College Level Student Learning Outcomes

1.   Critical thinking and problem solving
2.   Communication
3.   Information Competency

Program Student Learning Outcomes (Human Services)

4.   Critical thinking and problem solving
5.   Social interaction and life skills
6.   Information competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	N/A
Books	N/A
Supplies	N/A
Total	N/A

E. Criteria Used for Admission

No pre-requisites

F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.
- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

There are now Associates of Arts Sociology and Associates of Arts Human Services degree. Additionally, there are four proficiency awards in Human Services.

J. Program Strengths, Successes, and Significant Events

The Sociology Program worked in conjunction with the Academic Senate and Curriculum Committee to develop a Associates of Arts degree in Sociology (Spring 2011).

The Sociology Program acquired a full-time faculty member whom will teach in both Sociology and Human Services programs. The new faculty member will also be facilitating the Human Services Program.

The Sociology Club was re-established formally as both an ASVC and ICC member club on campus. The club offered several community based opportunities, such as, The Body Image Day, Ventura County Sheriff Forum, AIDS Walk, Beach Cleanup, voter registration drive, hosted a California gubernatorial candidate, to name just a few.

The Sociology Program faculty spearheads speakers within their classroom and opens them to the wider college community. Additionally, faculty as offered access to field trips to the Museum of Tolerance within a Learning Community connected with Criminal Justice courtesy of the Educational Enhancement Grant.

The Sociology Program is a campus leader in coordinating and organizing Service Learning opportunities for their students.

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K. Organizational Structure

President: Robin Calote
    Executive Vice President: Ramiro Sanchez
        Dean: Gwendolyn Lewis-Huddleston
           Department Chair: Mark Pauley
                Instructors and Staff

Name	Albert Chen
Classification	Associate Professor
Year Hired	2007
Years of Work-Related Experience	
Degrees/Credentials	A.A., B.A., M.A.

Name	Andrea Horigan
Classification	Assistant Professor
Year Hired	2011
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A.

Name	Lauri Moore
Classification	Professor
Year Hired	1996
Years of Work-Related Experience	
Degrees/Credentials	A.A., B.A., M.A.

Name	
Classification	
Year Hired	
Years of Work-Related Experience	
Degrees/Credentials	

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2. Performance Expectations

A. Program Student Learning Outcomes   -   Successful students in the program are able to:

1. Demonstrate comprehension of the major sociological theories and relevant concepts.
2. Demonstrate comprehension of the scientific method, the variety and appropriateness of research designs and the application and interpretation of the findings.
3. Critically evaluate and apply theoretical concepts to specific cultural phenomenon past and present.

B. Student Success Outcomes

1. The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.
4. The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 525 goal set by the district.
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment, currently no cost.
3.

D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)
    I: This program-level student learning outcome is **INTRODUCED** is this course.
    P: This program-level student learning outcome is **PRACTICED** in this course.
    M: This program-level student learning outcome is **MASTERED** in this course.
    Leave blank if program-level student learning outcome is not addressed.

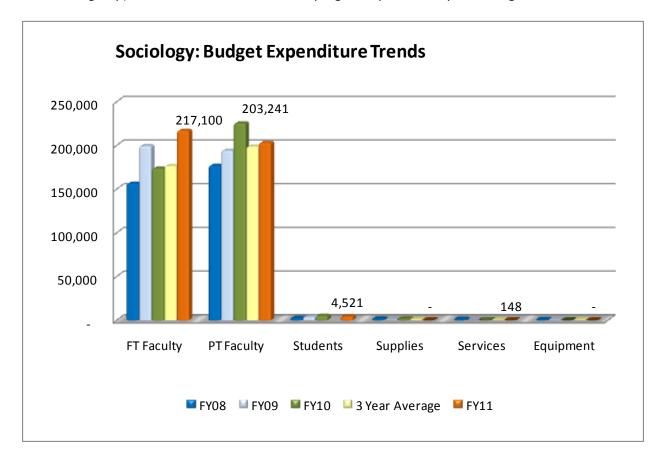| Courses	PLSLO #1	PLSLO #2	PLSLO #3
SOC V01	M	I	I
SOC V01SL	P	P	P
SOC V02	M	I	P
SOC V02SL	P	P	P
SOC V03	M	I	M
SOC V04	M	I	M
SOC V05	I	I	P
SOC V07	I	M	P
SOC V13	M	I	P
SOC V24	M	I	M
SOC V31	M	I	P
SOC V88	I	I	P
SOC V89	I	I	P
SOC V90	I	I	P
SOC V95	I	I	P
SOC V96	I	I	P
HMS V50	I/P/M	I/P/M	I/P/M
HMS V51	I/P/M	I/P/M	I/P/M
HMS V52	I/P/M	I/P/M	I/P/M
HMS V53	I/P/M	I/P/M	I/P/M

3. Operating Information

A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses.   The "FY11 College" expense percentages are included to provide a benchmark to compare the program's expenses to the overall college expenses.

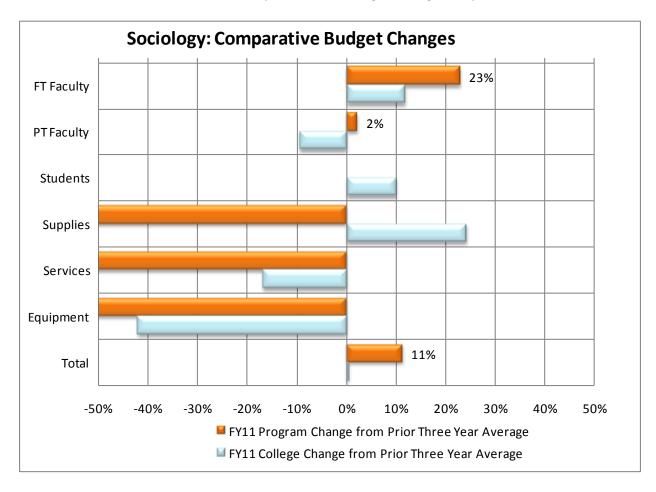| Category	Title	FY08	FY09	FY10	3 Year Average	FY11	FY11 Program	FY11 College
1	FT Faculty	156,601	199,472	173,692	176,588	217,100	23%	12%
2	PT Faculty	177,069	194,164	225,555	198,929	203,241	2%	-10%
4	Students	2,530	4,007	5,210		4,521		10%
7	Supplies	1,713	744	1,464	1,307	-	-100%	24%
8	Services	1,300	200	206	569	148	-74%	-17%
9	Equipment	935	607	-	771	-	-100%	-42%
	Total	**340,148**	**399,194**	**406,127**	**381,823**	**425,010**	**11%**	**0%**

A2: Budget Summary Chart

This chart illustrates the program's expense trends. The data label identifies the FY11 expenses (the last bar in each group).   The second-to-last bar is the program's prior three year average.

Sociology: Budget Expenditure Trends

A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.

Sociology: Comparative Budget Changes

- FT Faculty — 23%
- PT Faculty — 2%
- Students
- Supplies
- Services
- Equipment
- Total — 11%

Legend:
- FY11 Program Change from Prior Three Year Average
- FY11 College Change from Prior Three Year Average

A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

A5: Interpretation of the Program Budget Information

The program shows a 23% increase in average FT faculty expenditures over the last three years paralleling the college average expenditures over the same period. Three factors account for this change; step and column increases, changes in release time, and increased full-time loads. Increases in full-time expenditures correspond to the decrease in part-time expenditures which mirrors the college trends.

Our supplies budget remains minimal as we have little supply needs.

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B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
No equipment in the Banner Assets System								

B2: Interpretation of the Program Inventory Information

N/A

Sociology Program Review
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C1: Productivity Terminology Table

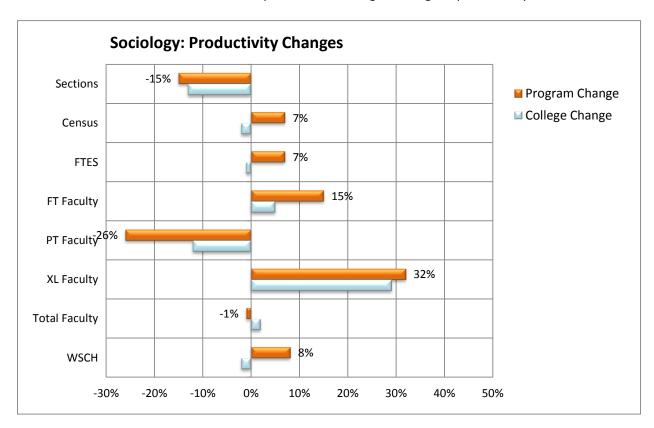| Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = 400/525 = 0.762 FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = 6/30 = 0.20 FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments).The current practice is not to assign FTE. Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. (20 x 40 x 3) = 2,400 WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: 2,400 WSCH x 35 weeks = 84,000 student contact hours = 84,000 / 525 = 160 FTES (see FTES definition). Simplified Formulas: FTES = WSCH/15 or WSCH = FTES x 15
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

Sociology Program Review
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C2: Productivity Summary Table

This table is a summary of the detail information provided in the *Program Review Productivity Report*. The "3 Year Average" was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results. The "FY11 College" percentages are included to provide a benchmark to compare the program's percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	54	51	46	50	43	-15%	-13%
Census	2,059	2,728	2,768	2,518	2,685	7%	-2%
FTES	204	271	275	250	268	7%	-1%
FT Faculty	1.71	1.65	1.39	1.58	1.82	15%	5%
PT Faculty	3.02	2.85	2.69	2.85	2.12	-26%	-12%
XL Faculty	0.80	1.60	1.80	1.40	1.85	32%	29%
Total Faculty	5.53	6.10	5.88	5.84	5.79	-1%	2%
WSCH	553	666	702	642	694	8%	-2%

C3: Comparative Productivity Changes Chart

This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program's change in productivity and includes the data label. The second bar represents the college's change in productivity.

Sociology: Productivity Changes

C4: Interpretation of the Program Productivity Information

The college cuts overall in sections was 13%, Sociology took a 15% reduction in sections which was substantial. In FY08 Sociology offered 54 sections. FY11 Sociology offered only 43 sections. While our production remained constant during this period, it was due to the extra-large class size. Currently, FY12 our extra-large class offerings have decreased substantially, which will effect number of sections offered, class size, number of students served which will impact future productivity.

Sociology Program Review
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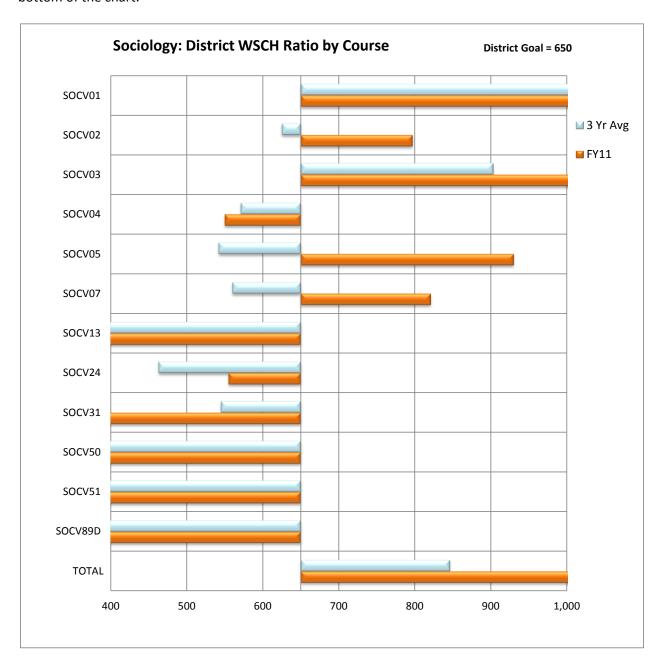D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.
District WSCH Ratio = WSCH / (PT FTE + FT FTE).

District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
SOCV01	Introduction to Sociology	794	1,103	1,186	1,020	1,207	18%	650	186%
SOCV02	Social Problems	496	626	733	625	797	27%	650	123%
SOCV03	Racial&Ethnic Group Relations	607	966	1,154	903	1,079	20%	650	166%
SOCV04	Sociology of Gender Roles	499	634	581	571	550	-4%	650	85%
SOCV05	The Changing Family	214	-	870	542	930	72%	650	143%
SOCV07	Sociological Analysis	480	435	765	560	821	47%	650	126%
SOCV13	Deviance, Crime and Society	390	315	-	353	-	-100%	650	0%
SOCV24	Sociology of Chicano Communit	375	540	480	463	555	20%	650	85%
SOCV31	Intro to Social Psychology	497	566	570	545	-	-100%	650	0%
SOCV50	Introduction to Social Work	300	-	-	300	-	-100%	650	0%
SOCV51	Social Work Methods I	345	210	-	278	-	-100%	650	0%
SOCV89D	Intro to Mental Health Rehab	210	-	-	210	-	-100%	650	0%
TOTAL	**Annual District WSCH Ratio**	**648**	**903**	**1,013**	**846**	**1,020**	**21%**	**650**	**157%**

D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.

Sociology: District WSCH Ratio by Course — District Goal = 650

D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.
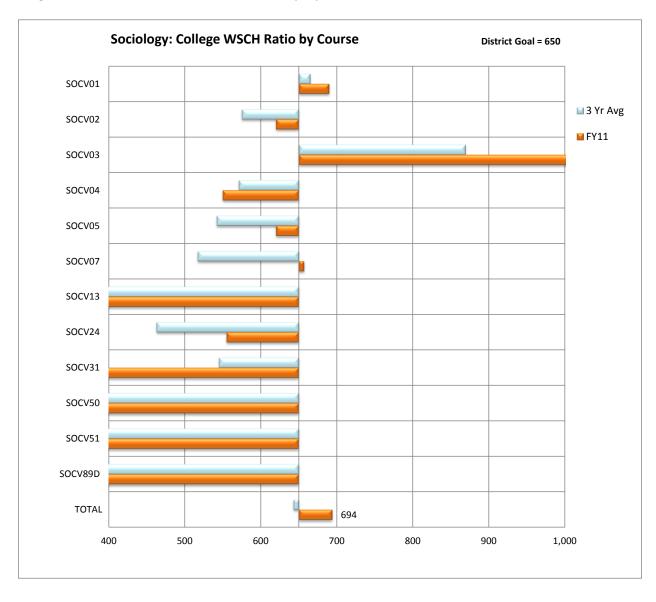
College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
	College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)								
SOCV01	Introduction to Sociology	607	681	699	665	690	4%	650	106%
SOCV02	Social Problems	496	578	628	575	620	8%	650	95%
SOCV03	Racial&Ethnic Group Relations	607	966	1,019	869	1,079	24%	650	166%
SOCV04	Sociology of Gender Roles	499	634	581	571	550	-4%	650	85%
SOCV05	The Changing Family	214	-	870	542	620	14%	650	95%
SOCV07	Sociological Analysis	480	435	612	517	657	27%	650	101%
SOCV13	Deviance, Crime and Society	390	315	-	353	-	-100%	650	0%
SOCV24	Sociology of Chicano Communit	375	540	480	463	555	20%	650	85%
SOCV31	Intro to Social Psychology	497	566	570	545	-	-100%	650	0%
SOCV50	Introduction to Social Work	300	-	-	300	-	-100%	650	0%
SOCV51	Social Work Methods I	345	210	-	278	-	-100%	650	0%
SOCV89D	Intro to Mental Health Rehab	210	-	-	210	-	-100%	650	0%
TOTAL	**Annual College WSCH Ratio**	**554**	**666**	**702**	**643**	**694**	**8%**	**650**	**107%**

D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).

Sociology: College WSCH Ratio by Course

District Goal = 650

Legend:
- 3 Yr Avg
- FY11

TOTAL (FY11): 694

Axis: 400, 500, 600, 700, 800, 900, 1,000

Courses: SOCV01, SOCV02, SOCV03, SOCV04, SOCV05, SOCV07, SOCV13, SOCV24, SOCV31, SOCV50, SOCV51, SOCV89D, TOTAL

D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

The district WSCH ratio of 650 was exceeded by 57% overall. See D1: District WSCH Ratio Productivity Table. The larger classes compensated for the smaller specialty classes. Our concern is that reducing the extra-large class sections will negatively impact the continued productivity WSCH ratio in the future.

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E1: Student Success Terminology

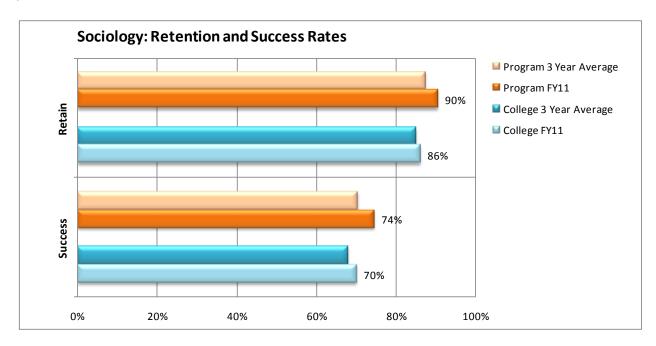|	
Census	Number of students enrolled at Census (typically the 4th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census, 35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*. The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures. The "College" success percentages are included to compare the results of the program to the results of the college.

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
SOC	FY08	574	448	295	1	85	279	304	10	1,996	1,682	1,318
SOC	FY09	884	606	357	2	96	352	367	2	2,666	2,297	1,849
SOC	FY10	1,007	618	361	1	93	339	242	-	2,662	2,419	1,987
SOC	3 Year Avg	822	557	338	1	91	323	304	4	2,441	2,133	1,718
SOC	FY11	934	688	355	-	94	315	255	15	2,656	2,401	1,977

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
SOC	FY08	29%	22%	15%	0%	4%	14%	15%	1%		84%	66%
SOC	FY09	33%	23%	13%	0%	4%	13%	14%	0%		86%	69%
SOC	FY10	38%	23%	14%	0%	3%	13%	9%	0%		91%	75%
SOC	3 Year Avg	34%	23%	14%	0%	4%	13%	12%	0%		87%	70%
SOC	FY11	35%	26%	13%	0%	4%	12%	10%	1%		90%	74%
College	3 Year Avg	33%	19%	12%	5%	5%	10%	15%	2%		85%	68%
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

Sociology: Retention and Success Rates

Legend:
- Program 3 Year Average
- Program FY11
- College 3 Year Average
- College FY11

Retain:
- Program FY11: 90%
- College FY11: 86%

Success:
- Program FY11: 74%
- College FY11: 70%

 E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.

Sociology: Grade Distribution

Legend:
- Program 3 Year Average
- Program FY11
- College 3 Year Average
- College FY11

Grade	Program FY11	College FY11
A	35%	33%
B	26%	20%
C	13%	13%
P/CR	0%	3%
D	4%	5%
F	12%	10%
W	10%	14%
NC	1%	2%

E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

E6: Interpretation of Program Retention, Student Success, and Grade Distribution

From the three year average, our success rate is up 4% from 70% to 74% for FY11. This is 6% above the college three year average.

From the three year average for retention, the Sociology Program is up 3% for FY11 which is 5% higher than the college three year average.

The grade distribution have a similar trend with the college.

The collaboration of the Sociology faculty for implementation of Student Learning Outcomes may have had an impact on the student success and retention rates. Further analysis will be forthcoming.
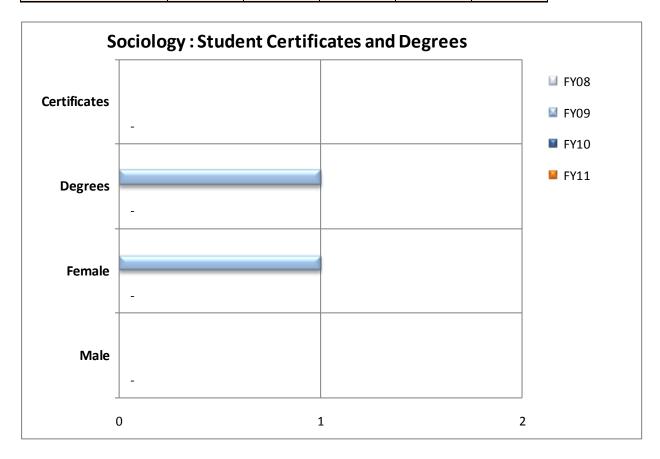
Currently, FY12 our extra-large class offerings have decreased substantially, which will effect number of sections offered, class size, number of students served which may impact future success and retention.

Sociology Program Review
2011-2012

F1: Program Completion – Student Awards

This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
Sociology	FY08	-	-	-	-
Sociology	FY09	-	1	1	-
Sociology	FY10	-	-	-	-
Sociology	FY11	-	-	-	-
Total Awards in 4 Years		**-**	**1**	**1**	**-**

Sociology : Student Certificates and Degrees

Certificates -

Degrees -

Female -

Male -

Legend: FY08, FY09, FY10, FY11

0   1   2

F2: Interpretation of the Program Completion Information

One student completed an A.A. in Human Services.

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G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

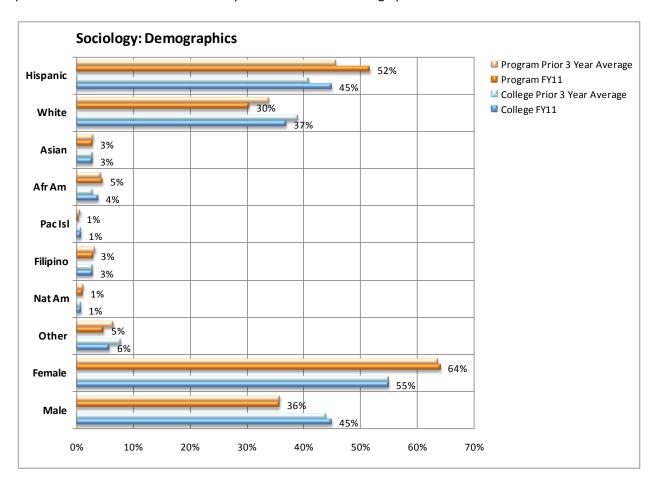| Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
SOC	FY08	898	707	58	98	14	55	27	139	1,308	681	7	26
SOC	FY09	1,206	902	101	115	28	99	42	173	1,707	946	13	25
SOC	FY10	1,241	882	75	116	28	105	38	177	1,648	1,003	11	24
SOC	**3 Year Avg**	**1,115**	**830**	**78**	**110**	**23**	**86**	**36**	**163**	**1,554**	**877**	**10**	**25**
SOC	**FY11**	**1,374**	**808**	**80**	**127**	**17**	**83**	**35**	**132**	**1,703**	**951**	**2**	**23**
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	**FY11**	**13,034**	**10,566**	**977**	**1,040**	**196**	**886**	**402**	**1,688**	**15,734**	**13,014**	**40**	**24**

This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
SOC	FY08	45%	35%	3%	5%	1%	3%	1%	7%	66%	34%	0%	26
SOC	FY09	45%	34%	4%	4%	1%	4%	2%	6%	64%	35%	0%	25
SOC	FY10	47%	33%	3%	4%	1%	4%	1%	7%	62%	38%	0%	24
SOC	3 Year Avg	46%	34%	3%	5%	1%	4%	1%	7%	64%	36%	0%	25
SOC	**FY11**	**52%**	**30%**	**3%**	**5%**	**1%**	**3%**	**1%**	**5%**	**64%**	**36%**	**0%**	23
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	**FY11**	**45%**	**37%**	**3%**	**4%**	**1%**	**3%**	**1%**	**6%**	**55%**	**45%**	**0%**	24

G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

Sociology: Demographics

Legend:
- Program Prior 3 Year Average
- Program FY11
- College Prior 3 Year Average
- College FY11

Group	Values
Hispanic	52%, 45%
White	30%, 37%
Asian	3%, 3%
Afr Am	5%, 4%
Pac Isl	1%, 1%
Filipino	3%, 3%
Nat Am	1%, 1%
Other	5%, 6%
Female	64%, 55%
Male	36%, 45%

(Axis: 0% to 70%)

G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

Sociology Program attracts a larger percentage of Hispanics. The overall college Hispanic 45% and sociology is 52%. When looking at gender, overall, the college is at 55% and sociology is at 64%. There appears to be White Flight in the social sciences with 7% less White student population than the college.

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4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Demonstrate comprehension of the major sociological theories and relevant concepts.	Short answer, essay and multiple choice exams, alternative learning techniques and life application assignments.
Operating Information	
In SOC V01, only 68% of students were able to achieve a C grade or better by demonstration comprehension of the major sociology theories and relevant concepts.	
Analysis – Assessment	
We fell 7% from our goal. Faculty felt that administering the assessment midterm, while valuable, was premature.	

Program-Level Student Learning Outcome 2	Performance Indicators
Demonstrate comprehension of the scientific method, the variety and appropriateness of research designs and the application and interpretation of the findings.	Any of the following: research project, multiple choice exam, group project/exercises and alternate learning techniques.
Operating Information	
In SOC V07, 87.5% of the students achieved the goal of a C or better by demonstration of the scientific method, the variety and appropriateness of research designs and the application and interpretation of the findings.	
Analysis – Assessment	
We exceeded our goal by 12.5% due largely to the fact that most students who take SOC 07 have previously taken other sociology courses, therefore having prior knowledge of the social research process.	

Program-Level Student Learning Outcome 3	Performance Indicators
Critically evaluate and apply theoretical concepts to specific cultural phenomenon past and present.	Essay exams, multiple-choice, alternate learning techniques and life application.
Operating Information	
In SOC V03, 76% of the students achieved the goal of a C or better by demonstrating the ability to critically evaluate and apply theoretical concepts to specific cultural phenomenon past and present.	
Analysis – Assessment	
We exceeded our goal by 1% due largely to the fact that many students have previously taken a sociology course.	

Program-Level Student Learning Outcome 4	Performance Indicators
Demonstrate understanding of assessment methods, treatment planning and case management.	Class participation, skills assessment, practice sessions, paper, exam and class discussion.

Operating Information
In HMS V52, 78% of the students achieved the goal of a C or better by demonstrating the ability to demonstrate understanding of assessment methods, treatment planning and case management.

Analysis – Assessment
While there is no pre-requisite, this is generally the third course in a sequence of the Human Services program.

4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the **program's** retention rate for the prior three years.
Operating Information	
Sociology's prior three year average retention rate was is up 3% for FY11 which is 5% higher than the college three year average. We exceed the indicator by 3%.	
Analysis – Assessment	
The collaboration of the Sociology faculty for implementation of Student Learning Outcomes may have had an impact on the student success and retention rates. Further analysis will be forthcoming. Currently, FY12 our extra-large class offerings have decreased substantially, which will effect number of sections offered, class size, number of students served which may impact future success and retention.	

Student Success Outcome 2	Performance Indicators
The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will increase the retention rate by 2% or more above the average of the **college** retention rate for the prior three years.
Operating Information	
Sociology's prior three year average retention rate was 90% for FY11 which is 5% higher than the college three year average. We exceed the indicator by 3%.	
Analysis – Assessment	
The collaboration of the Sociology faculty for implementation of Student Learning Outcomes may have had an impact on the student success and retention rates. Further analysis will be forthcoming. Currently, FY12 our extra-large class offerings have decreased substantially, which will effect number of sections offered, class size, number of students served which may impact future success and retention.	

Sociology Program Review
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Student Success Outcome 3	Performance Indicators
The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will increase student success rate by 2% or more above the **program's** average student success rate for the prior three years.

Operating Information
From the three year average, our success rate is up 4% from 70% to 74% for FY11. This is 6% above the college three year average. We exceed the indicator by 2%.

Analysis – Assessment
The collaboration of the Sociology faculty for implementation of Student Learning Outcomes may have had an impact on the student success and retention rates. Further analysis will be forthcoming. Currently, FY12 our extra-large class offerings have decreased substantially, which will effect number of sections offered, class size, number of students served which may impact future success and retention.

Student Success Outcome 4	Performance Indicators
The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program student success will increase by 5% over the average of the **college's** student success rate for the prior three years.

Operating Information
From the three year average, the college success rate was 68% and Sociology was 74%. This is 6% above the college three year average. We exceed the indicator by 1%.

Analysis – Assessment
The collaboration of the Sociology faculty for implementation of Student Learning Outcomes may have had an impact on the student success and retention rates. Further analysis will be forthcoming. Currently, FY12 our extra-large class offerings have decreased substantially, which will effect number of sections offered, class size, number of students served which may impact future success and retention.

C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 650 goal set by the district.	The program will exceed the efficiency goal of 650 set by the district by 2%.
Operating Information	
Consistently, our WSCH/FTEF has exceeded the district goal of 650. Our FY11 was 694, exceeding the goals of the college by 7%.	
Analysis – Assessment	
Given that for the previous 3 years, Sociology has offered extra-large classes, the goals have been met annually. However, with the current reduction of class size and sections FY12, the projection for meeting our goals may be compromised. Therefore, we do not project an increase and are concerned about maintaining district goals.	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment, currently no cost.	N/A
Operating Information	
N/A	
Analysis – Assessment	

Program Operating Outcome 3	Performance Indicators
For the past three years, Sociology has had 2.0 full-time instructors currently, for FY12 an additional faculty was added bringing us to 3.0. We will maintain a full-time 3.0 faculty.	Full-time faculty will be 3.0.
Operating Information	
The Sociology Program does not anticipate an increase or decrease.	
Analysis – Assessment	
The Sociology Program has met the goal of full-time faculty 3.0 and request no further faculty at this time.	

Program Operating Outcome 4	Performance Indicators
Operating Information	
Analysis – Assessment	

Sociology Program Review
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5. Findings

Finding 1 Collaboration

Finding 2 To maintain and enhance retention and student success through the vehicle of Learning Communities. See Table 3E2, Chart 3E3, and Data Interpretation E6.

Finding 3 To insure all non-core classes are offered within a two year rotational period. See Table 3D3. To increase successful completion of A.A. degree in Sociology.

Finding 4 To protect the minimum requirements for transfer and completion of A.A. degree in Sociology, the SOC V07 course (Sociological Analysis) must be re-classified as a tier one core class. See Graph 3F1.

Finding 5 To maintain and enhance retention and student success through capping online courses to allow student access to brick and mortar classes. See Table 3E2, Chart 3E3, and Data Interpretation E6.

6. Initiatives

Initiative: Faculty will meet at least once a semester to share best practices and assessment techniques.

Initiative ID: SP1201

Links to Finding 1: Faculty will meet at least once a semester to share best practices and assessment techniques.

Benefits:
1. Greater student achievement of student learning outcomes.

2. Increased dialogue amongst department faculty.

3. Sharing of teaching techniques, best practices, assessment tools, and resources.

Request for Resources

Funding Sources : No funds requested

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Sociology Program Review
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Initiative In an effort to promote increased student success and retention, Learning Communities collaboration will link courses to Service Learning in Psychology, Political Science and Sociology. Interdisciplinary Service Learning and Learning Community for SOC V01 SL, SOC V02 SL, PSYCH V01 SL and POLS V01 SL.

Initiative ID: SP1202

Links to Finding 2: In order to provide students the opportunity to connect the content in the classroom with community experiences, the three disciplines will work together to develop group projects enabling students to address social issues across the social science curriculum. This will require the four courses SOC V01 SL, SOC V02 SL, PSYCH V01 SL and POLS V01 SL to be offered concurrently. This collaboration will positively impact both retention and success.

Benefits: To foster collaborative learning with both students and faculty. Increase the Learning Communities on campus and provide extended Service Learning opportunities in the community. This initiative will provide an avenue for bringing the college into the community to effect positive change.

Request for Resources: Clarification from administration on potential liability insurance costs.

Funding Sources
Please check one or more of the following funding sources.

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative Scheduling rotation grid for core and non-core Sociology course offerings.

Initiative ID SP1203

Links to Finding 3 To insure access for students to non-core classes within a two year rotational period, a sociology grid will be developed and utilized when preparing the course schedule. This initiative will additionally increase successful completion of A.A. degree in Sociology.

Benefits This will enable students to explore the breadth and variety of the Sociology field leading to an increase in Sociology A.A. transfer degrees and student success and retention.

Request for Resources None

Funding Sources No funds requested.

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative Re-classification of SOC V07 as a tier one core curriculum course.

Initiative ID SP1204

Links to Finding 4 To protect the minimum requirements for transfer and completion of A.A. degree in Sociology, the SOC V07 course (Sociological Analysis) must be re-classified as a tier one core class. SOC V07 has been and continues to be a lower division transfer requirement at CSUN, CSUCI and many other universities that our students transfer to.

Benefits Students will be able to complete not only the A.A. transfer degree but their lower division transfer requirements in Sociology.

Request for Resources Administrative attention.

Funding Sources None

No new resources are required (use existing resources)	X
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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Initiative: Capping of online courses for brick and mortar course access.

Initiative ID: SP1205

Links to Finding 1: Utilize the facilities for maximum capacity by initially limiting or capping online courses until the maximum capacity has been filled for brick and mortar at which time, online caps can be increased to maximum capacity of the budget.

Benefits:

1. Students access to optimum learning environment/modality. This will prevent students from being forced to take online sections prematurely.

2. Maintain productivity at college and district levels.

3. The continuance or increase student success as documented by the success rates of brick and mortar courses versus online sections.

Request for Resources None

Funding Sources : No funds requested

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

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Computer Equipment and Software

	Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1													
2													
3													
4													
5													

Other Equipment Requests

	Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1													
2													
3													
4													
5													

Facilities Requests

	Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1													
2													
3													
4													
5													

Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position.
The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.