

*The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.*

~Academic Senate for California Community Colleges

**Department or Program: Sociology**  
**Division: Creative Arts/Social Science**

**I. DESCRIPTION OF PROGRAM** (*Data resources: "Number of Sections" data from Core Program and Student Success Indicators; CSM Course Catalog; department records*)

**Fall 2007 schedule of classes for sociology:**

**Introduction to sociology, Soci 100: 10 sections.**

(This includes one class which was part of the Social Justice? Understanding Problems and Solutions in the New Millennium, learning community, one Telecourse, and one section offered at an off-campus location).

**Social Problems, Soci 105: 1 section**

(This class may also be taken to receive honor's credit).

**Courtship, marriage, and the family, Soci 110: 1 section**

**Race and Ethnic relations, Soci: 1 section**

**Urban Sociology, Soci 200: 1 section**

**Human Sexuality, Soci 340: 1 section**

**Total: 15**

**Spring 2008 schedule of classes for sociology:**

**Introduction to sociology, Soci 100: 8 sections.**

(This includes one class which was offered for honor's credit, one Telecourse, and one section offered at an off-campus location).

**Social Problems, Soci 105: 1 section**

(This class may also be taken to receive honor's credit).

**Courtship, marriage, and the family, Soci 110: 1 section**

**Race and Ethnic relations, Soci: 1 section**

**Human Sexuality, Soci 340: 1 section**

**Total: 12**

**Summer 2008 schedule of classes for sociology:**

**Introduction to sociology, Soci 100: 5 sections**

(This includes one Telecourse, and one section offered at an off-campus location).

**Total: 5**

**Fall 2008 schedule of classes for sociology:**

**Introduction to sociology, Soci 100: 10 sections.**

(This includes one class which was part of the Dead Man Walking, learning community, one Telecourse, and one section offered at an off-campus location).

**Social Problems, Soci 105: 1 section**

(This class may also be taken to receive honor's credit).

**Courtship, marriage, and the family, Soci 110: 1 section**

**Race and Ethnic relations, Soci: 1 section**

**Urban Sociology, Soci 200: 1 section**

**Human Sexuality, Soci 340: 1 section**

**Total: 15**

**Spring 2009 schedule of classes for sociology:**

**Introduction to sociology, Soci 100: 9 sections.**

(This includes one class which was part of the Tragedy of the Commons, learning community, one Telecourse, and one section offered at an off-campus location).

**Social Problems, Soci 105: 1 section**

**Courtship, marriage, and the family, Soci 110: 1 section**

**Race and Ethnic relations, Soci: 1 section**

**Human Sexuality, Soci 340: 1 section**

**Total: 13**

**Summer 2009 schedule of classes for sociology:**

**Introduction to sociology, Soci 100: 5 sections**

(This includes one Telecourse, and one section offered at an off-campus location).

**Total: 5**

**Fall 2009 schedule of classes for sociology:**

**Introduction to sociology, Soci 100: 9 sections.**

(This includes one class which was part of the Food for Thought learning community, one Telecourse, and one section offered at an off-campus location).

**Social Problems, Soci 105: 1 section**

(This class may also be taken to receive honor's credit).

**Courtship, marriage, and the family, Soci 110: 1 section**

**Race and Ethnic relations, Soci 141: 1 section**

**Urban Sociology, Soci 200: 1 section**

**Human Sexuality, Soci 340: 1 section**

**Total: 14**

**All classes offered in the department are UC/CSU transferable and help students meet IGETSE requirements. They are not applicable to degrees offered at CSM. No Basin Skills or vocational classes are offered by the department.**

II. **STUDENT LEARNING OUTCOMES** (*Data resources: SLO records maintained by the department; CSM SLO Coordinator; SLO Website*)

- a. Briefly describe the department's assessment of Student Learning Outcomes. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

Input text here.

**Introduction to sociology assessment:**

Student Learning Outcomes:

Upon completion of the course, students should be able to:

- 1). Describe how sociology differs from other disciplines
- 2). Identify major methodological approaches to social research
- 3). Define the concepts of culture, socialization
- 4). Critically examine issues of social control
- 5). Evaluate US and global level social stratification and social inequality
- 6). Apply critical thinking skills to an examination of social institutions

- 1) SLO#5: Assessment date: 10/31/08

Using the "muddy points" assessment approach, the instructor invited the students to write down all aspects of the social inequality and poverty in the US discussion that were not clear to them during class lecture, collected the data, and cleared ambiguities during next class. Emphasis was also placed on checking the students' ability to relate social class differences to types of crime committed. Students indicated they did not understand the definition of poverty in the US, the description of the TANF program, and the concept of the feminization of poverty, etc. These concepts were clarified. Examples from current accusations against top-level managers in industry and White Collar crime in general were also provided.

- 2). SLO#4: Assessment date: 3/20/2010

One of the newer products in the publishing market is textbooks with the look/feel/read of a magazine rather than a conventional textbook. This product is the outcome of student focus group research by publishers, which acknowledges the difficulty faculty has getting students to read the standard, hard-back textbook. The objective is to present content in a format that is eye-catching and visually appealing.

Thus, lead faculty in the department has set up the following test in one class for the chapter that covers deviance and social control. One section of introduction to Sociology will read and study from the newer textbook, while the other sections will continue with the standard textbook. Afterwards, a student score comparison will be used to determine if the new product was more/less successful. In addition, on-line survey and student focus-groups will additionally be used to elicit more information.

- 3). Since lead faculty in the department teaches practically all Introduction to sociology classes on campus, it is difficult to assess SLO's across sections taught by different faculty members. An innovative approach is therefore being used to test similar SLO's across the following two different courses.

- a. Introduction to sociology, SLO #6: Apply critical thinking skills to an examination of social institutions.

AND

- b. Race and ethnic relations, SLO: #1 Critically evaluate how racial and ethnic identities are constructed, negotiated, or contested over time, cultures and geographical space.

The basic principals of self-regulated learning (Zimmerman) are the basis for our use of student self-assessment. Each student will be required to record a weekly personal participation grade on a scale of 0-3. The term Participation, for purposes of this assessment, is defined as an active, persistent, and deliberate effort to remain engaged in the course material and in classroom discussions and activities. Clearly, in order for a student to “participate,” they must be present both physically and mentally. Students will keep track of their participation using an excel rubric sheet and submit their results at the end of the semester. The 0-3 scale was created to numerically evaluate the performance of the students for five weeks of the semester. A 0 score would basically mean that a student was ill prepared or not mentally focused during the class or that they were physically absent for the week. A 1 score would indicate that the student missed one day or participated minimally during the week. Scores of 2 or 3 would indicate that the student is physically present and participating actively by asking questions, making contributions to classroom discussions and reading assigned materials before attending class. Five week scores will be averaged to determine the final score for the students.

This assessment activity will take place across the two classes for a five week period. Student scores will be divided by success/failure (defined by A, B, C, in grade, or lower). Faculty members will try to look for a relationship between self-assessment scores and final grades.

Assumption here is that critical thinking skill development will be higher for students with high self-assessment scores. Data will also be examined for differences/similarities across the two classes.

**4): Assessment for Social Problems’ class: Time Frame: March, 2010**

SLO’s:

Upon completion of the class, the student should be able to:

- 1). Define/address social problems using the three major sociological paradigms
- 2). Focus on social problems involving inequality based on social class, age, gender, race and ethnicity
- 3). Discuss international problems caused by population growth, urbanization, poverty, and human development.
- 4). Discuss problems of the life cycle
- 5). Discuss problems arising from the violation of social norms
- 6). Define environmental issues
- 7). Critically evaluate arguments for or/against different social issues by using an ethical/moral lens

Assessment of SLO #2

This assessment activity is taking place this semester. The instructor has put together a blog for this class and posted a Time magazine article titled: Female soldiers and rape: War within for military women. Students have been provided a detailed prompt and requested to answer three different segments of a question. The assessment objective is two-fold:

- a. Determine student understanding of issues related to gender: This will be assessed by examining blog responses on a scale of low/medium/high understanding, by the faculty member.
- b. Examine if student are more articulate and relatively open in the freer blogosphere environment, than they are in the classroom. This objective also ties in with a Basic

Skills Initiative Project.

- b. Briefly evaluate the department’s assessment of Student Learning Outcomes. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require in implementing these changes? (Please itemize these resources in section VII of this document.)

We believe the department has been competent in its SLO assessment. Implementation of changes will be determined by the results of above-mentioned assessment projects.

At present, the department does not foresee requiring additional resources to implement these changes. Needless to say, since the department currently has only one full time faculty member, all activities would greatly benefit from having additional full time faculty in the conceptualization/implementation/interpretation of results, stages of the assessment cycle.

- c. Below please update the program’s SLO Alignment Grid. The column headings identify the GE-SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns. The definitions of the GE-SLOs can be found on the CSM SLOAC website: [http://www.smccd.net/accounts/csmsloac/sl\\_sloac.htm](http://www.smccd.net/accounts/csmsloac/sl_sloac.htm) (click on the “Institutional” link under the “Student Learning Outcomes” heading.) If this Program Review and Planning report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs <input type="checkbox"/> Program Courses <input type="checkbox"/>	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
Introduction to sociology, Soci 100	/		/	/	/
Social Problems, Soci 105	/		/	/	/
Courtship/marriage/family, Soci 110 Race/ethnic relations, Soci 141	/		/	/	/
Urban sociology, Soci 200	/		/	/	/
Human sexuality, Soci 340	/		/	/	/

**III. DATA EVALUATION** (*Data resources: Core Program and Student Success Indicators from the Office of Planning, Research, and Institutional Effectiveness*)

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?
- b. Evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

<b>Division: 4418 - Creative Arts/Social Science/Sociology Department</b>						
<b>INDICATOR</b>	<b>Academic Year 2006-07</b>	<b>Academic Year 2007-08</b>	<b>Academic Year 2008-09</b>	<b>Projections 2009-10</b>	<b>Projections 2010-11</b>	<b>Projections 2011-12</b>
Enrollments/Dup. Headcount	934	954	1071	1123	1192	1260
WSCH	3075.9	3231.9	3676.4	3928.57	4228.82	4529.07
FTEs	102.5	107.7	122.5	131	141	151
LOAD (WSCH/FTEF)*	546	557	694	747	820	894
Retention %	85%	81%	79%	76%	73%	70%
Success %	61%	59%	56%	54%	52%	50%
<b>CSM College Total</b>						
<b>INDICATOR</b>	<b>Academic Year 2006-07</b>	<b>Academic Year 2007-08</b>		<b>Projections 2009-10</b>	<b>Projections 2010-11</b>	
Enrollments/Dup. Headcount	57833	56173		54258	53200	
WSCH	233107.31	243283.58		254861.06	261276.59	
FTEs	7770.2	8109.5		8495.4	8709.2	
LOAD (WSCH/FTEF)*	492	512		516	521	
Retention %	85%	84%		83%	82%	
Success %	71%	70%		69%	69%	

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<b>Division: 4418 - Creative Arts/Social Science/Sociology Department</b>				<b>CSM College Total</b>		
<b>INDICATOR</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>INDICATOR</b>	<b>Fall 2006</b>	<b>Fall 2007</b>
Enrollments/Dup. Headcount	530	510	584	Enrollments/Dup. Headcount	30527	27807

WSCH	1863.9	1699.9	1964.8	<b>WSCH</b>	120637.3	123949.5
FTES	62.1	56.7	65.5	<b>FTES</b>	4021.2	4131.7
LOAD (WSCH/FTEF)*	595	515	614	<b>LOAD (WSCH/FTEF)*</b>	513	525
Retention %	87%	80%	82%	<b>Retention %</b>	85%	84%
Success %	62%	57%	58%	<b>Success %</b>	70%	70%
% Transferable	100%	100%	100%	<b>% Transferable</b>	59%	60%
<b>INDICATOR</b>	<b>Spring 2007</b>	<b>Spring 2008</b>	<b>Spring 2009</b>	<b>INDICATOR</b>	<b>Spring 2007</b>	<b>Spring 2008</b>
Enrollments/Dup. Headcount	404	444	487	<b>Enrollments/Dup. Headcount</b>	27306	28366
WSCH	1212	1532	1711.6	<b>WSCH</b>	112470	119334.0
FTES	40.4	51.1	57.1	<b>FTES</b>	3749	3977.8
LOAD (WSCH/FTEF)*	485	613	815	<b>LOAD (WSCH/FTEF)*</b>	470	499
Retention %	83%	82%	76%	<b>Retention %</b>	86%	84%
Success %	59%	59%	54%	<b>Success %</b>	71%	70%
% Transferable	100%	100%	100%	<b>% Transferable</b>	59%	59%
<b>INDICATOR</b>	<b>Summer 2007</b>	<b>Summer 2008</b>	<b>Summer 2009</b>	<b>INDICATOR</b>	<b>Summer 2007</b>	<b>Summer 2008</b>
Enrollments/Dup.Headcount	172	172	200	<b>Enrollments/Dup.Headcount</b>	8415	8243
WSCH	517.97	537.55	625.83	<b>WSCH</b>	30238	30608
FTES	17.3	17.9	20.9	<b>FTES</b>	1007.9	1020.3
LOAD (WSCH/FTEF)*	576	597	695	<b>LOAD (WSCH/FTEF)*</b>	595	591
Retention %	93%	92%	90%	<b>Retention %</b>	92%	92%
Success %	72%	81%	78%	<b>Success %</b>	82%	82%
% Transferable	100%	100%	100%	<b>% Transferable</b>	73%	70%

Division: 4418 - Creative Arts/Social Science/Sociology Department Successful Course Completion Rates: 2008-09									CSM College Total 2007-2008		
Demographic Variable	Count	Col %	Success	Non-Success	Withdraw	% Success	% Non-Success	% Withdraw	% Success	% Non-Success	% Withdraw
<b>Ethnicity</b>											
Asian	124	12	79	45	24	64	36	19	75	25	15
Black	71	7	35	36	10	49	51	14	62	38	18
Filipino	120	11	64	56	27	53	47	23	66	34	18
Hispanic	243	23	124	119	58	51	49	24	63	37	20
Native Am	8	1	2	6	3	25	75	38	60	40	20
Pac Islander	48	5	20	28	12	42	58	25	63	37	19
White	300	29	182	118	59	61	39	20	73	27	15
Other	133	13	83	50	22	62	38	17	71	29	15
Unrecorded	0	0	0	0	0	0	0	0	71	29	15
<b>Total</b>	<b>1047</b>	<b>100</b>	<b>589</b>	<b>458</b>	<b>215</b>	<b>56</b>	<b>44</b>	<b>21</b>	<b>70</b>	<b>30</b>	<b>16</b>
<b>Gender</b>											
Female	637	61	369	268	134	58	42	21	70	30	17
Male	372	36	198	174	73	53	47	20	69	31	16
Unrecorded	38	4	22	16	8	58	42	21	72	28	14
<b>Total</b>	<b>1047</b>	<b>100</b>	<b>589</b>	<b>458</b>	<b>215</b>	<b>56</b>	<b>44</b>	<b>21</b>	<b>70</b>	<b>30</b>	<b>16</b>
<b>Age</b>											
19 or less	413	39	202	211	94	49	51	23	66	34	17
20-24	376	36	216	160	72	57	43	19	66	34	18
25-29	85	8	55	30	16	65	35	19	72	28	16
30-34	49	5	28	21	16	57	43	33	76	24	14
35-39	30	3	23	7	3	77	23	10	76	24	14
40-49	48	5	32	16	7	67	33	15	76	24	14
50+	23	2	20	3	2	87	13	9	81	19	11
Unrecorded	23	2	13	10	5	57	43	22	73	27	12
<b>Total</b>	<b>1047</b>	<b>100</b>	<b>589</b>	<b>458</b>	<b>215</b>	<b>56</b>	<b>44</b>	<b>21</b>	<b>70</b>	<b>30</b>	<b>16</b>

- c. Referring to the Productivity data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale. (Productivity is WSCH divided by FTE. The College's general target productivity will be recommended by the Budget Planning Committee.)



We are providing an analysis of data mentioned in above columns:

**Enrollment:** As we examine trends in enrollment data, we see the numbers steadily going up for this department. Student enrollment in the year 2006-2007 was 934, is 1123 in 2009-2010, and projected to go up to 1260 in the year 2011-2012. In contrast, CSM enrollment shows a dip from a high of 57833 during 2006-2007, to 54258 in 2009-2010, and projected to go down further during 2010-2011. This indicates the popularity of our courses despite college climate.

**WSCH (Weekly student contact hours):** There is a similarity in the WSCH trends for the college as well as this department. During Academic year 2006-2007, WSCH numbers for the college grew from 233107.31 to 254861.06, and are projected to reach up to 261276.59 during 2010-2011 academic year. This, despite the number of classes/sessions that were eliminated. An upward trend is also visible in the sociology numbers. From an academic year 2006-2007 WSCH of 3075.9, we reached a WSCH of 3928.57 in 2009-2010, projected to go up to 4529.07 in the year 2011-12. This too indicates that student enrollment in our classes continues an upward trend.

**FTEs (Full time equivalent student):** Statistics indicate an increase for the college from 7770.2 in 2006-2007 to 8495.4 projected for 2009-2010. Sociology too shows the same upward trend. We had FTEs of 102.5 during academic year 2006-2007, which has reached a high of 131 during academic year 2009-2010, expected to go up to 151 during 2011-12.

**LOAD (WSCH/FTEF):** This calculation, also known as productivity represents the ratio between the faculty's hours of instruction per week, and the weekly hours of enrolled students in his/her sections. Funding is based on the state's productivity and efficiency measure of 525. This is where dramatic differences can be seen in the college vs. department productivity. CSM LOAD during the year 2006-2007 was 492, going up to 516 in 2009-2010. Sociology LOAD started at 546 for the year 2006, went up to 747 in 2009-2010, and is projected to hit a high of 894 for 2011-12. This shows a very hard working and dedicated faculty.

Based on this analysis, the program does not feel the need for changes in the program, other than the addition of new course offerings. No changes in pre-requisites or lab hours are anticipated.

#### IV. STUDENT SUCCESS EVALUATION AND ANALYSIS *(Data resources: Educational Master Plan; "Success Rates," "Dimension" data from Core Program and Student Success Indicators; previous Program Review and Planning reports; other department records)*

- a. Considering the overall "Success" and "Retention" data from the Dimension section of Core Program and Student Success Indicators, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. *(Note that item IV b, below, specifically addresses equity, diversity, age, and gender.)*

**Retention and success rates:** This is one place where we score lower than the college. CSM retention rates have been relatively consistent from a high of 85% during 2006-2007, to a slight dip to 83% during the academic year 2009-2010. Even though our department showed a high of 85% during 2006-2007, we have dipped to a low of 76% during 2009-2010. Perhaps the courses are

more rigorous and faculty more demanding than at the college in general. Similarly success rates at the college are also higher in 2009-2010 (69%), vs. in the department (54%). An interesting anomaly to these trends is the summer enrollment statistics. One notes that retention rates for the last three summers at CSM for sociology students are 93%, 92%, and 90%. Similarly, success rates for the summer semesters are 72%, 81%, and 78%. This can be attributed to the population we attract during the summer. A large number of students from the UC/CSU system, who are home for the summer, enroll in the department's course offerings, hence the change in success and retention rates.

Suggestions for increasing success and retention rates include greater use of counselors, greater use of the reading program, and more one on one interaction with the students. Contacting students through email for early alerts can be used as well.

- b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

**Statistics related to age/gender/ and race/ethnicity:**

Ethnic makeup of students in the department is similar to that at the college. Whites make up the highest numbers followed by Latinos and Asians. Consistent with above mentioned results, success rates for the department are consistently lower than at the college. We have many more females enrolled in our courses (637, for 2008-09) than males (372). Success rates for females are slightly higher 58% vs. 53% for males).

Examining the relationship between age and success shows an interesting albeit predictable trend. The higher the age bracket, the greater the chance of success in our classes. This is expected since returning students are usually higher on motivation and discipline and really work towards achieving success in school.

Since the minorities seem to have trouble in some of our classes, liaison activities with DIAG might bring us help.

**V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS** (*Data Resources: Educational Master Plan; "Dimension: Retention and Success" data from Core Program and Student Success Indicators; previous Program Review and Planning reports; department records*)

- a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; review program links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	<b>INTERNAL FACTORS</b>	<b>EXTERNAL FACTORS</b>
<b>Strengths</b>	Input text here.	Input text here.

	<ol style="list-style-type: none"> <li>1. Deeply engaged, committed, and highly educated faculty.</li> <li>2. The faculty is racially and ethnically diverse and also has varied areas of expertise and competence.</li> <li>3. Sociology 100 is a prerequisite for the Nursing program; this attracts a large student population to this course.</li> <li>4. High retention rates of students. For some courses, these rates go up to 89%.</li> <li>5. Past and continuing participation in integrative learning programs, such as the *Learning Communities, Writing Across the Curriculum, and Basis Skills Initiative. <ul style="list-style-type: none"> <li>* The following learning communities were set up: <ol style="list-style-type: none"> <li>a. American dreams: facts and fictions. Sociology+Philosophy</li> <li>b. Social Justice? Social problems in the new millennium. Sociology+English 100</li> <li>c. Tragedy of the Commons: Sociology+Philosophy+Math+English+Counseling</li> <li>d. What the Fork and Food for thought: Sociology+Biology+English+Philosophy</li> </ol> </li> </ul> </li> <li>6. On-going liaison between sociology and the reading department.</li> <li>7. On-going use of the library faculty for teaching research skills to the students.</li> </ol>	<p>According to the Education Master Plan (2008), this college can expect an increase in accountability to a number of external stakeholders such as the Accreditation Commission, the State Chancellor’s office, local K-12 schools and the population of the area at large. This will generate greater focus and tighter control on course offerings. Assessment and program goals will need more attention. A culture of inquiry, innovation, experimentation and flexibility will become a necessity.</p> <p>Statistics indicate that the “service area” for CSM has increased beyond its standard boundaries. High school graduates are enrolling here from all over the Bay area, even some from outside the County (17.7% in Fall 2007). This provides a larger pool of potential students</p> <p>In addition, the Association of Bay Area Governments predicts that the population of San Mateo County is expected to grow by about 150,000 residents in the period 2000-2035. This County has higher income than the rest of the Bay area, but also houses poorer communities living in Daly City, East Palo Alto, San Bruno and East Redwood City. The age group 18-24 (target population for community colleges) is expected go from 7.2% to</p>
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		<p>7.7% of the population. Latinos, the biggest group of Californians under the age of 25, and Asian Americans, are the two biggest minority groups in the county. Both these groups are growing rapidly and these socio-demographic trends project a robust pool of future CSM students.</p> <p>Sociology classes also attract international students. Our students come from Jordan, Palestine, Azerbaijan, Fiji, India, Russia, Spain, Mexico, Peru, Nicaragua, and a number of other countries.</p>
<p><b>Weaknesses</b></p>	<p><b>The college has only one full-time faculty member. Prior attempts to bring in additional highly qualified, part-time faculty have not been successful.</b></p>	<p>Even though, San Mateo county has a greater number of cities compared to the rest of counties in the Bay Area, geographically, this college is located in an area where one thirds of the land is unpopulated /protected space. This leads to limits on population, business and industry growth in the immediate ten-mile radius area.</p> <p>Enrollment figures for California Community Colleges indicate that in 2006, out of the 2,181 high school graduates in San Mateo county, only 61.5% enrolled in one of the three SMCCD campuses. CSM attracted a dismal 25.5% out of this group.</p> <p>In addition, even though the number of students graduating out of high</p>

		schools in San Mateo county has increased by 9.3%, those enrolling at CSM has declined.
<b>Opportunities</b>	<p><b>1. This department, if allocated additional resources and provided guidance, could become a super-star in the division, college, and the Bay area. We have a large enough student population attracted to our courses from the Bay area community. Students commute from East, South, and North Bay to take classes in our department.</b></p> <p><b>2. All classes offered are UC/CSU transferable, and can be used to fulfill IGETSE requirements.</b></p> <p><b>3. We are confident we can attract an even larger student population offering the following new courses:</b></p> <p><b>Sex and gender</b>  <b>Juvenile Delinquency</b>  <b>Sociology of parenting (This course is often required by the courts for parents who are in trouble with Child Protective Services), therefore has a built-in constituency.</b></p> <p style="text-align: center;"><b>Offering of summer courses can be increased to attract higher numbers of returning CSU/UC students who are already coming to take the Sociology 100 class.</b></p>	<p>Even though most future projections do not point towards a significant growth in this department (please see threats below), a silver lining for us is that the health-care industry is expected to grow steadily. This will result in an increased demand for healthcare workers, medical aids, care-givers and nurses. Each of these programs may require sociology classes.</p>
<b>Threats</b>	<p>Severe budget crisis. During this year, 1/3 of college budget has been slashed.</p> <p>Loss of course offerings.</p> <p>Loss of Telecourse.</p> <p>A reduction in counseling services, DSPS and other student services.</p>	<p>Statistics on jobs, careers, and global education trends indicate a shift in the economy towards greater globalization, more “green jobs”, more occupational preparation, and certificated-based training, more courses in the areas of biological, physical sciences, mathematics, information technologies, and computer science. It will be a challenge to keep sociology courses current and relevant in this environment.</p> <p>In addition, data on the age/race/ ethnicity profile of CSM students suggests the following changes:  Decreasing White population, higher levels of linguistic, ethnic diversity,</p>

		<p>5% decrease in students aged 25-39, slight increase in students over age 40, and a slight loss in the population of working adults.</p> <p>This changing profile of CSM students would make it an imperative that the faculty and staff in the department have the requisite skills to effectively deal with the changing student demographic. A greater racial/ethnic/and linguistic diversity among faculty and staff would be advantageous. Statistics also indicate that a number of students coming to the college are coming under-prepared. This poses an additional challenge to the faculty.</p> <p>Since more than 10% of CSM students are concurrently enrolled at Skyline or Canada, a tweaking of course offerings and mix of day/evening classes may be required</p>
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- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).

This program has continued to ask for an additional full-time faculty member for the last 8 years. In spite of the fact that this request has not been approved, the current faculty have continued to make considerable improvement in student enrollment, retention rates, student success and other areas. An additional full-time faculty member would have brought in a new set of area-specific and technological skills and helped in the administrative work in the department such as program reviews, faculty evaluations, updating course-outlines, writing SLO's, assessment of SLO's, co-ordination with other departments/divisions.

Some resources granted in the past resulted in a positive contribution. Videos bought at the request of faculty have greatly added to class discussion on topics such as the Iraq war, the health-reform debate,

impact of large organizations on society etc.

VI. **Action Steps and Outcomes** (*Data resources: Educational Master Plan, GE- or Certificate SLOs; course SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports; Division work plan*)

- a. Identify the program's action steps. Action steps should be broad issues and concerns that incorporate some sort of measurable action and should connect to the Educational Master Plan, the Division work plan, and GE- or certificate SLOs.

As shown previously, most course-level SLO's are already in compliance with GE level SLO's such as effective communication, critical thinking, social awareness/diversity, and ethical responsibility. The SLO of quantitative skills is not addressed. This is due to the nature of sociology courses which emphasize theoretical constructs.

Action steps for the program include:

Assessment of SLO's for courtship/marriage/family, human sexuality, and urban sociology class. Completing three assessment projects mentioned earlier. Examination and evaluation of these results.

Expanding outreach efforts to high school and middle schools to increase awareness of sociology courses available at CSM.

Develop recruitment strategies to attract more applicants from diverse backgrounds to the department.

- b. Briefly explain, specifically, how the program's action steps relate to the Educational Master Plan.

Relevant action steps from the Educational Master plan for this department include:

Expanding outreach efforts to high school and middle schools to increase awareness of sociology courses available at CSM.

Develop recruitment strategies to attract more applicants from diverse backgrounds to the department.

- c. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the action steps are reached.

Outcomes include:

Assessment of SLO's for the three remaining classes by Fall 2010.

Setting up liaison with CSM public relations to work on high school outreach: Fall 2010

Future recruitment of minority faculty

VII. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS** (*Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports*)

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.\* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.  
 \*Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

<b>Full-Time Faculty Positions Requested</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
Yes. The department needs at least one more full-time faculty member.	An increase in the number and diversity of courses offered An increase in student enrollment A vastly increased outreach program To high schools, businesses, and civic groups within the community.	Better assessment rubrics for SLO assessment. More work on implementation/further refinement.

<b>Classified Positions Requested</b>	<b>Expected Outcomes if Granted and Expected Impact if Not Granted</b>	<b>If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.</b>
Not applicable	Not applicable	Not applicable

- b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

<b>Resources Requested</b>	<b>Expected Outcomes if Granted and Expected</b>	<b>If applicable, <u>briefly</u> indicate how the requested resources</b>
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	<b>Impact if Not Granted</b>	<b>will link to achieving department action steps based on SLO assessment.</b>
<b>Item:</b> NA for this column <b>Number:</b> <b>Vendor: Unit price</b> <b>Total Cost:</b> <b>Status*:</b>	NA for this column	NA for this column

\* Status = New, Upgrade, Replacement, Maintenance or Repair.

VIII. **Course Outlines** (Data Resources: department records; Committee On Instruction website; Office of the Vice President of Instruction; Division Dean)

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

<b>Course Number</b>	<b>Last Updated</b>	<b>Six-year Update Due</b>
Introduction to sociology, Soci 100	3/27/08	3/27/'14
Social Problems, Soci 105	3/27/08	3/27/'14
Courtship, marriage, and the family, Soci 110	3/27/08	3/27/'14
Human Sexuality, Soci 340	4/16/07	4/16/'13
Racial and Ethnic Relations, Soci 141	11/18/09	11/18/'15
Urban Sociology, Soci 200	3/27/08	3/27/'14

IX. **Advisory and Consultation Team (ACT)**

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the Program Review and Planning report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

List ACT names here.  
 Dr. Vibha Puri Chandra: Adjunct faculty, California State University, East Bay  
 Dr. Lee Ryan Miller: Professor, political science, College of San Mateo  
 Diana Dieguez: Student, College of San Mateo

## **1. ACT report from Diana Dieguez ( a student in Sociology 105 class, Spring 2010)**

As a student enrolled in several Sociology courses, the only suggestions I have for the department would be that faculty be required to review SLOs with students, as part of the course overview at the beginning of each semester. Furthermore, the SLOs should be referenced throughout the semester as is relevant. It is imperative that students understand not only their learning objectives, but also how these objectives are manifested in the material studied. Strengthening the emphasis on SLOs will aid students who may question for what purpose they are in class. A better understanding of why we are studying what we are translates into a sense of purpose, direction, motivation, and hopefully, renewed interest.

As for the utilization of existing resources, I have found it exceptionally helpful that in each of my Sociology courses, the importance of student research has been underscored by a mandatory library orientation and subsequent assignments that require students to make use of the resources available. Before each of these library orientations, I overhear students remarking that they have never used the library on campus and others admit to being unaware of its location altogether. Clearly, it is necessary that instructors expose students, willing or not, to library research and methods, differentiation between reliable and unreliable sources, and the availability of educational resources.

Understanding of course material, insight into SLOs and their larger significance, and the ability and access to conduct research and seek out information independently are essential to academic success. It follows that these areas be given attention.

In regard to how effectively the program addresses students' needs relative to equity, diversity, age, and gender, the department should consider expanding the faculty to offer more courses, a diverse faculty, and more office hours. Many students do not seek the help they need, but in order to improve student success with regard to equity, diversity, age, and gender, faculty members must impress upon students that help is available outside of class, and in order for that to ring true, faculty office hours need to be expanded and students need to be reminded—maybe even required—to meet with their instructor at least once per semester as an evaluation of academic performance, quality of work submitted, and a venue for students to voice concern, ask for clarification, and articulate their personal learning objectives. Meetings like this would greatly improve student-teacher communication, lead to better understanding of what to expect, what is expected, and would be beneficial for both parties.

Lastly, I agree that expanding outreach efforts to high school and middle schools to increase awareness of sociology courses available at CSM is necessary. I, like so many others, was unaware of the concurrent enrollment policy between CSM and many local high schools. Students should be informed of the possibility to complete high school coursework at a community college, accumulate transfer credits, substitute high school courses for ones offered at CSM, and enroll in upper division courses not offered in high school. There would be a higher demand for this program if students heard about the Sociology department at CSM before entering college.

Diana Dieguez

Student, 2<sup>nd</sup> year

2. ACT report from Dr. Vibha Puri Chandra:

This is an extremely detailed, thorough, and complete program review I have seen. Even though the specs were provided by the college, this report does an amazing job in providing a step-by-step analysis and manner of assessing learning outcomes.

Congratulations on doing a good job.

Vibha Puri Chandra

3. ACT report from Dr. Lee Ryan Miller

Comments on Sociology Program Review

If I give no comment on a specific section, then you can assume that it sounds fine to me.

II.

1) Discussion of SLO#5 Assessment:

It is unclear how you record the results of assessment in a way that can be compared from one course to another or to see changes in student learning outcomes from one semester to another.

2) Discussion of SLO#4 Assessment:

I do not understand how what you have written is related to the assessment of SLO #4. How is comparison of different textbooks related to the topic of social control?

3) Not clear to me how student's self-assessment of their level of participation is related to an examination of social institutions or racial/ethnic identities.

Ivan. You didn't answer.

Vi be. You didn't answer.

VI.a. Not clear how the items you list comply with instruction to "incorporate some sort of measurable action."

VII.a. You do not explain expected outcome if not granted.

General: You might want to delete "input text here."

Lee Ryan Miller

b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

Discussion of SLO's with students in the classroom.  
Improved conceptualization of SLO's and related assessment.  
Improved editing of the document.  
Improved communication with high school students about the possibility of concurrent enrollment.

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**Upon its completion, please email this Program Review and Planning report to the Vice President of Instruction, the appropriate division dean, and the CSM Academic Senate President.**

**Date of evaluation: March 25<sup>th</sup>, 2010.**

**Please list the department's Program Review and Planning report team:**

Primary program contact person: Minu Mathur, Ph.D.  
Phone and email address: 650 574 6658  
mathur@smccd.edu

Full-time faculty: Minu Mathur, Ph.D.  
Part-time faculty: Jane Williams, Ph.D.  
Administrators: Dean Kevin Henson, Ph.D.  
Classified staff: Viji Raman  
Students: Diana Dieguez

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*Faculty's signatures*

*Date*

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*Dean's signature*

*Date*