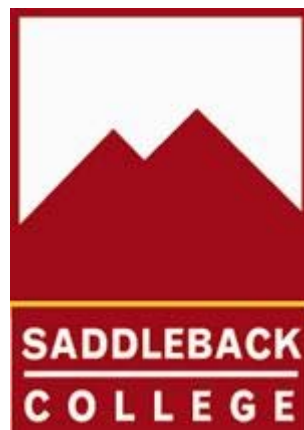


Saddleback College Program Review for Sociology



September 2007

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Program Review Checklist

Date Completed	Action
Fall 2006	Contact Program Review Chair for orientation
Fall 2006	Form Program Review Team
Spring 2007	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
June/July 2007	Solicit input from faculty and students
June/July 2007	Determine if additional research is needed
Spring 2007	Contact College Research Analyst if necessary
June/July/August 2007	Write Program Review report
September 2007	Submit report to Dean and Program Review Chair for approval
	Report submitted to Academic Senate for approval
	Report submitted to Office of Instruction for approval
	Report submitted to College President and the Office of Institutional Effectiveness
	Report posted to the IE web site
	Open, formal presentation to the Program Review Committee and other interested parties

Section I: Program Overview

A. The Mission of the Program and its Link to the College's Mission and Goals

The goal of the sociology program at Saddleback College is to offer a comprehensive introduction to the social science of sociology for students majoring in sociology and those taking sociology to fulfill general education requirements as well as provide transfer level classes for those who are majoring in Sociology. Students will develop and expand their life skills as well as understand the impact group membership has on an individual. The program provides educational programs leading to the Associate in Arts and Associate in Science degrees.

B. Historical Background and Unique Characteristics of the Program

The Sociology program has served students since the college was founded in 1968. The Sociology program offers students transferable college level sociology courses. The program has served students by providing many sections of Introduction to Sociology courses as well as several sections of other sociology courses including: Introduction to Marriage and Family, Social Problems, Socialization of the Child, Ethnic Cultures in the United States, Social Psychology, and Women in Contemporary Society. Over the past three years the Sociology program has increasingly offered distance education classes in a variety of courses.

C. Progress Since the Last Program Review

This is the first program review to be conducted for the Sociology Department.

D. Current Strengths, Opportunities, and Challenges

Strengths:

The Sociology program offers many Sociology 1, Introduction to Sociology, classes at a variety of times. The program also has dramatically increased the number of online classes offered over the past three years. The program has increased the variety of online classes offered. In most cases the classes are limited to 45 students and some classes remain at even smaller class sizes which allows for faculty to have increased contact with students as well as increase student participation in classroom and online discussions. The faculty

has increased their use of computer technology including a majority of the faculty having web pages and incorporating a Blackboard online component to their on campus classes to enhance teaching.

Challenges:

The Sociology department includes only two full-time faculty members and therefore the program mainly relies on part-time faculty to educate our students. Currently only 28% of the Sociology classes are taught by a full-time faculty member this makes it difficult to insure consistency in student learning. It is also important to note that one of the full-time faculty members has limited participation in the department or division. With the increased number of distance education classes in the Sociology Department there is a greater need for IT support and training. There is a need for greater IT support to help develop online courses. Although the IT Center is knowledgeable and helpful they are understaffed and therefore the support needed to develop and enhance online courses is lacking. There is also a need for additional technology to enhance online courses such as Camtasia (software program).

Section II: Review Report

A. Faculty and Staff

Currently there are two full-time Sociology instructors and eight part-time Sociology instructors. The faculty structure of only two full-time instructors hinders the department's ability to provide consistency in courses across instructors, give students the individual attention they need, provide office hours for students to communicate with their instructors, provide mentorship opportunities for students, and assure quality instruction. In order to make the Sociology program more effective an increase in full-time faculty members is needed. According to Ed Code (AB 1725) the full-time faculty members should teach 75% of the courses within the discipline. From Fall 2002 thru Spring 2004 the percentage of classes taught by full-time faculty members has ranged from 19% to 23%. In Fall 2004 an additional full time Sociology instructor was hired and since then the percentage of classes taught by full-time faculty members has ranged from 28% to 37%. Due to the increase in the number of distance education courses in the Sociology Department the current percentage of classes taught by full-time faculty members is 28%. At this time at least one new full-time faculty member is needed in the Sociology department.

Ultimately four full-time Sociology instructors are needed to best serve our students and be in compliance with the Ed Code requirements. Enrollment for the Social and Behavioral Sciences Division have increased dramatically in the past three years (from 3,477 to 5,098, census data). In turn the FTES has increase as well (from 320 to 498). Enrollments for the Sociology Department has increased as well over the past three years (from 407 to 487); FTES increase (38 to 48). These increases have contributed to the goals of the department, division, and the board. The increase also notes the need for more full-time faculty.

In addition to a lack of full-time faculty to teach courses within the department, the senior faculty member does not regularly participate in other important departmental activities (e.g., hiring committees, curriculum review, student oriented programs), leaving such duties to the nontenured, junior faculty in the department. This detracts from the department's ability to achieve its goal and decreases student access to expert faculty in the field.

In terms of staff support, the Sociology program shares a secretary and a part-time receptionist with twelve other academic programs. As a result, the division secretary and part-time receptionist are limited their ability to serve the number of students that our program serves. A full-time receptionist is needed in the Social and Behavioral Sciences Division. This position could help the Sociology Department by providing additional assistance to students as well as help with

the administration of the Service Learning component of the Sociology courses (additional information on Service Learning is located in section E “Service, Community Outreach, and Economic Development”).

B. Curriculum and Instruction

The Sociology courses provide students with general education and transfer level courses in Sociology as well as provide students with basic life skills. To evaluate the program's offerings student enrollment and retention is used. Approximately 47% of those students taking Sociology classes planned to transfer to a four-year institution (includes students stating they will transfer with an AA degree and those students transferring without an AA degree). Approximately 10% of those students taking Sociology classes stated they were taking the classes to acquire and update job skills. Student Learning Outcomes are assessed and have been found successful as 70% of the students have mastered the specified SLOs. It should be noted that not all of the faculty in the department were willing to participate in the SLO process. The Sociology department regularly updates its courses through the Curriculum Tech Review process as this ensures articulation with the four-year institutions and ensures that the quality and content of the courses remain current. To improve instruction within the program instructors have increased their use of technology, attended workshops, and more distance education courses have been offered. The weakness of the program is that there are only limited offerings of other sociology classes besides Sociology 1, however, this is changing and more are being offered. The program will be more effective as we increase the number of courses offered as well as increase the amount of distance education courses offered.

C. Student Success

A variety of students enroll in sociology courses. Over the past five years the female to male ratio of students enrolling in Sociology courses is 65: 35%. In terms of age, over the past five years in the fall and spring semesters the highest percentage of students enrolled in our courses are in the 18-21 year old age group. An average of eighty percent of these students come from the Saddleback area, as indicated by zip code data. An average of 63% of the students are White, 14% Hispanic, 12% Asian, 2-3% African American, 1% Pacific Islander, and less than 1% American Indian/Alaskan Native. Our classes comprise of mostly White and Hispanic students. We have few students who state that Sociology is their major; however, this number has increased in the past few years. After reviewing the student demographics data the changes made to the program was the offering of Sociology 21, Women in Contemporary Society.

The retention rates for all Sociology courses range from 89% to 92%, the average is 91%. The success rates for all students enrolling in Sociology courses ranged from 49% to 62%, the average was 56%.

After reviewing the success and retention rates an effort is being made to increase success and retention by offering courses with an increased use of technological resources to engage students and by offering courses in a variety of modalities to better meet student needs including on campus courses with an online component. These courses can help to introduce students who may be intimidated with online courses and the online mode of learning and perhaps make them become comfortable taking an online class in the future.

The program has established links with the counseling department as counselors often recommend students to take our courses. Most, if not all, of our Sociology courses require a writing component or several writing assignments. If needed students are referred to our writing center for assistance. One of our full-time faculty members is part of the EOPS Mentorship program.

In order to increase student success an increase in student participation is needed. The development of a Sociology club is needed. In addition an increase in the number of courses requiring a Service Learning component is also needed. In order to further develop the program in this manner additional full-time instructors are needed as one active full-time instructor cannot develop a program alone.

D. Facilities, Technical Infrastructure, and Resources

Recently the Social and Behavioral Sciences Department moved out of the BGS building as the building is in need of renovation due to being deemed an unhealthy environment. The division is temporarily located in the Village for a projected year while the renovations to the BGS building are taking place. The Village classrooms have had sound and lighting problems. In many of the classrooms the classes are disrupted by the sounds in the adjoining classrooms as well as the ventilation systems. The temperature of the classrooms varies and are uncomfortably hot or cold in many instances.

In the classrooms we oftentimes have problems with the technology (computers, powerpoint, projectors, DVD player, and VCR). When these problems occur the Audiovisual Department does not address and solve these problems in a timely fashion, oftentimes it takes anywhere from two weeks to one month to solve the problem. This lag in service is due to understaffing in the Audio Visual department and greatly affects our abilities to teach.

The resources in the library are sufficient, however, more funds are needed in order to maintain and increase the amount of journal subscriptions needed.

The staff in the Information Technology Center (IT Center) are very resourceful and helpful. The center is understaffed in terms of being able to meet the increasing needs of online courses. With the dramatic increase of online courses more staff and technological resources are needed for development and

enhancement of the courses and course websites. Additional staff is needed for technical problems as oftentimes the needed support is not addressed in a timely manner.

E. Service, Community Outreach, and Economic Development

In each Sociology 2, Social Problems, class a Service Learning requirement is incorporated into the course. Service-Learning is when community service is integrated into the class curriculum with other academic course work. Service Learning is distinct from volunteerism as the experience is applied to the academic learning within the classroom and is considered an integral part of the coursework. Students take part in helping with the needs of the community and are provided with real world learning experiences that help them to develop the skills necessary to work with diverse populations. Students apply the academic topics covered in the classroom to real world situations which encourages additional thought and evaluation skills as well as serves the community's various needs. In addition, Service Learning helps the community and helps students to develop a sense of community and civic responsibility.

Service-Learning Objectives:

- Learn that you can make a difference.
- Take risks, leave your own "comfort zones," and enter new domains.
- To achieve a greater understanding of the course content.
- Build your confidence level by successfully completing your service-learning project.
- Learn new skills and gain leadership experience, which prepares you for your future career.
- Learn to solve problems, which will advantage you in the workplace.
- Increase your decision-making skills.
- Experience working in diverse situations.
- Grow as an individual through a sense of personal fulfillment as well as grow intellectually and morally.
- Have an increased feeling of group responsibility.

Source: Hammer, Doris M., (2002). Building Bridges: The Allyn & Bacon Student Guide to Service-Learning, Allyn & Bacon; Boston, MA.

Incorporating Service Learning into the classroom increases an instructor's workload significantly. The instructor must research and approve of specific service learning sites, ensure that students have completed the required forms ("Release of Liability" form, "Service Learning Agreement" form, "Service Learning Plan" form, and service learning timesheet), and call service learning sites to verify student hours (see below). Service learning should be incorporated in more sociology courses as community service should play a major role in the Sociology Department program as well as in other disciplines as community service is very important for college students to experience. However

to make Service Learning effective and work effectively more support from the College is needed.

Several colleges have Service Learning Departments that assist in this process. Instructors who incorporate a Service Learning component in their courses increase the number of hours they spend working on the class by approximately 30%. The instructor must spend time locating Service Learning sites, spend time with the students organizing their service learning site, call the Service Learning site supervisors, and collect and organize the required Service Learning paperwork. It is necessary to expand the Service Learning program to be included as a component for other academic departments as community service is an integral part of the college learning experience. Expanding the program and including a student worker for approximately 10 hours per week would greatly improve and expand the program.

A Teaching Mentorship Program has been implemented in the Sociology Department by the current department chairperson. This mentorship program has connected our full-time instructors with Masters Degree students/recipients from local Universities that would like to gain teaching experience. This program has not only provided important mentorship opportunities for future instructors but has acted as a means of recruitment for qualified adjunct teaching candidates. This program was instituted in 2002 by a part-time Sociology instructor and has been implemented ever since and has subsequently resulted in the addition of superb adjunct faculty in our Department.

Section III: Needs Assessment

A. Human Resource Needs

At least one additional full-time Sociology instructor is needed as we only have two full-time instructors at this time. Ultimately four full-time Sociology instructors are needed to best serve our students. The ratio of full-time to part-time instructors is very low (28%) and out of compliance with Ed Code. As previously noted one of the full-time instructors is not active in the department and division and therefore does not participate in developing the program.

Additional reassigned time and stipends are needed for department chairpersons. Most department chairs work throughout the summer, however, they are not compensated for their time. Additionally due to the SLO and program review requirements additional reassigned time and stipends are necessary for those completing these requirements.

B. Instructional Needs

As stated previously Service Learning is a very important component of the Sociology program, yet very time consuming for faculty to organize and manage. An assistant is needed to assist faculty in managing the Service Learning program. It would be in the best interest of the college as a whole if Service Learning was implemented into more of its programs and a Service Learning office was developed.

C. Research Needs

A "Social Research Methods" course would benefit our students. In order for this course to be successful additional Sociological journal subscriptions are needed as well as the SPSS program in order to assist our students in their learning.

D. Technical, Equipment and Other Resource Needs

Computer webcam and Camtasia software is needed to assist instructors in distance education courses and improve the quality of instruction. Camtasia software needs to be on every full time faculty member's computer as well as the part time faculty office computers. If a research methods course is developed then the SPSS® statistical software network license is needed in order for students to analyze data.

Better quality DVDs and VCRs in the classrooms are needed as the current equipment is continuously breaking.

E. Facilities Needs

The BGS building is currently being renovated and will be a healthy working environment once we return to the building.

It is suggested that the college become a non-smoking college as cigarette smoke pollutes the air on campus and impinges on our health.

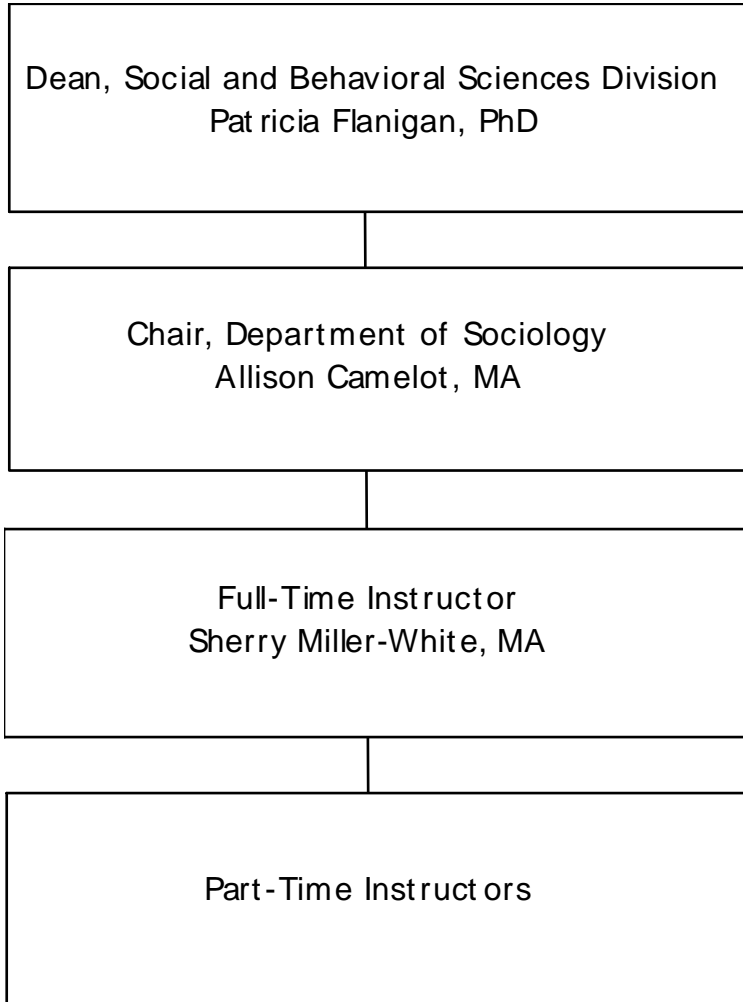
F. Marketing and Outreach Needs

Expanding the Service Learning program to other disciplines is needed as well as the development of a Service Learning office. This expansion would not only tie the college to the community but instill invaluable skills in our students

The Sociology department will continue to create brochures and advertisements for our courses. The Department needs to follow through with tying the Saddleback College Teaching Mentorship Program with the local California State Colleges so that Masters students in Sociology can earn course credits by participating in the program.

Section IV: Appendices

A. Program Organizational Chart



B. Five-Year Program Staffing Profile

Staff	Fall 200 2	Sprin g 2002	Fall 200 3	Sprin g 2003	Fall 200 4	Sprin g 2004	Fall 200 5	Sprin g 2005t	Fall 200 6	Sprin g 2006
FT Instruct ors	1	1	1	1	2	2	2	2	2	2
PT Instruct ors	9	8	12	12	10	10	9	9	7	9

C. SLO Assessment Forms

D. Data Sets