JUSTIFICATION: NEW FULL-TIME FACULTY POSITION
Academic Year 2014-2015
Full-Time Faculty Hiring Prioritization Committee
A Standing Committee of the Academic Senate

Title of the Full-Time Faculty Position Requested: Sociology Instructor

☐ Advanced Technology & Applied Science
☐ Business Science and Economic Workforce Development
☐ Counseling Services
☐ Emeritus Institute
☐ Fine Arts and Media Technology
☐ Health Sciences & Human Services
☐ Kinesiology & Athletics
☐ Liberal Arts
☐ Mathematics, Science & Engineering
☐ Online Education and Learning Resources
☒ Social & Behavioral Sciences
☐ Transfer, Career, and Special Programs

<table>
<thead>
<tr>
<th>Classroom ☒</th>
<th>OR</th>
<th>Library/Counselling/Coaching Instruction ☐</th>
</tr>
</thead>
</table>

Name of Division: Social & Behavioral Sciences
Name of Department: Sociology

Division Dean Signature: Cadence Wynter
Department/Program Chair Signature: Allison Camelot
Print Name of Dean: Cadence Wynter
Print Name Chair/Program: Allison Camelot

Date: 8/15/2013 Phone: 4733
Date: 08/15/2013 Phone: 4478

This Justification for Hiring form is composed of three parts.

Part A: OBJECTIVE DATA

Requires objective data-driven information and is divided into ten areas:

- College Mission, Vision and Values
- Strategic Plan Alignment
- Institutional Need
- Supplemental Funding
- Current Program/Discipline Data
- Projected Program/Discipline Data
- Program/Discipline Limitations
- Census and Student Contact Data
- Capacity Enrollment
- Program Review Alignment

Part B: NARRATIVE

A narrative argument for the position is required. More detail on the structure of the Narrative is given in Part B below.

Part C: ATTACHMENTS: JOB DESCRIPTION AND ANNOUNCEMENT, INFORM REPORTS

3 of 10 pages

Justification for Hiring Full-Time Faculty – Academic Year 2014-2015
PART A: OBJECTIVE DATA

1. COLLEGE MISSION, VISION AND VALUES

The College Mission is:

Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

The College Vision is:

Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

The College Values are:

1. Commitment
   We commit to fulfilling our mission to serve the south Orange County community.
2. Excellence
   We dedicate ourselves to excellence in academics, student support, and community service.
3. Collegiality
   We foster a climate of integrity, honesty, and respect.
4. Success
   We place our highest priority on student learning and delivering comprehensive support for student success.
5. Partnership
   We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.
6. Innovation
   We anticipate and welcome change by encouraging innovation and creativity.
7. Academic Freedom
   We endorse academic freedom and the open exchange of ideas.
8. Sustainability
   We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.
9. Inclusiveness
   We cultivate equity and diversity by embracing all culture, ideas, and perspectives.
10. Global Awareness
    We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

Approved by Consultation Council 7/21/09

List the item number(s) of the relevant College Values the program/discipline fulfills.

1, 2, 3, 4, 5, 6, 7, 8, 9, and 10
2. **STRATEGIC PLAN ALIGNMENT**

As approved February 9, 2010, the elements of the strategic plan are as follows:

I. **Improve Student Preparedness**
Saddleback College will ensure that student gain the foundational skills necessary to complete college level work and achieve career goals.

I.1 80% of all students who seek certificates, associate degrees, and declare transfer as a goal will be assessed, placed and complete a professional educational plan.

I.2 by 5% the number of individuals with an identified career goal who receive career assessments and job acquisition skill development services.

I.3 Improve the progression rate of students in Math, English and the ESL program sequence from levels 300 to 200 and from 200 to transfer courses by 5% in each level.

II. **Excel in College Transfer**
Saddleback College will increase student transfers to four-year colleges and universities.

II.1 Improve by 5% student transfers to four-year institutions.

II.2 Improve by 15% the number of students classified as transfer ready.

II.3 Increase by 20% the number of students in the Honors Program.

III. **Enhance Resources**
Saddleback College will improve its ability to expand and develop alternative sources of revenue to support college priorities.

III.1 Increase external foundation contributions to $1 million annually.

III.2 Realize a minimum of $1 million in savings per year through the implementation of college efficiencies.

III.3 Meet funding requirements to fulfill the “20-year Facilities and Scheduled Maintenance Plan”.

IV. **Foster Innovation**

IV.1 Double the training services offered to faculty in the areas of teaching innovation and best teaching practices.

IV.2 Improve by 20% the efficiency of college-wide communications in marketing strategies through a centralized system.

List the item number(s) of the relevant Strategic Direction(s) or Strategic Goal(s).

I.1, I.2, II.1, II.2, II.3
3. INSTITUTIONAL NEED

Check all appropriate statements explaining the college-wide role of the program or discipline:

☐ Basic Language Skills: The program/discipline provides basic language skills necessary for success in all courses.

☐ Student Support Services: The program provides essential student support services such as library, counseling and disabled student services affecting all areas of instruction or the program.

☑ Relevance to General Education Requirements: The program/discipline provides courses that are required of students as part of the General Education requirement.

☑ Relevance to Other Certificates or Majors: Applicable to an AA degree or transfer requirements. The program/discipline offers a certificate or a major.

If applicable, please check ONE of the following:

☐ The program/discipline provides courses which are prerequisites to two or three certificates and/or majors. List the certificates and/or majors:

   Sociology major, Gerontology Certificate

☐ The program/discipline provides courses which are prerequisites for four or five certificates and/or majors. List the certificates and/or majors:

   Sociology, Gerontology Certificate, Cross Cultural Studies, Psychology, Women's and Gender Studies, Associate Science Registered Nursing

☐ The program/discipline provides courses which are prerequisites for six or more certificates and/or majors. List the certificates and/or majors:

   

☐ The program/discipline provides services for student retention and success in all areas.

4. SUPPLEMENTAL FUNDING FOR POSITION

Full time faculty positions are paid from the college’s allocation of the general fund.

Is any part of this position to be permanently funded by an outside source? No ☑ Yes ☐

If yes, what percentage: _____

What source(s): _____

Add further information to the Narrative.
5. CURRENT PROGRAM/DISCIPLINE DATA

For classroom faculty position:
Using CTR WFCH and TOT WFCH data for the previous three academic years, the committee will calculate the percentage of full-time load (%FTLD) for the program/discipline.

For faculty assigned to library/counseling/coaching instruction:
What percentage of direct student contact and services is provided by full-time faculty for load in the program for which the position is requested?

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<thead>
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<th>Fall 2012</th>
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<td>Spring 2013</td>
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6. PROJECTED PROGRAM/DISCIPLINE DATA

For classroom faculty position:
Using adjusted CTR WFCH and TOT WFCH data for the previous three academic years, the committee will calculate the percentage of full-time load (%FTLD) for the program/discipline.

For faculty assigned to library/counseling/coaching instruction:
If this position is filled, what will be the NEW percentage of direct student contact and/or services provided by full-time load in the program?

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<th>Fall 2012</th>
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<td>Spring 2013</td>
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7. PROGRAM/DISCIPLINE LIMITATIONS

A. Mandates
Is the program/discipline mandated to limit class or lab size due to state requirements, college/board approved caps, or accreditation regulations? No

If yes, by whom? _____

Is there a mandated faculty to student ratio for the program/discipline? _____

If yes, by whom? _____ What is that ratio? _____

B. Recommendations
Is there a recommended faculty to student ratio for the program/discipline?

If yes, by whom? _____ What is that ratio? _____

For faculty assigned to library/counseling/coaching instruction:
What is the program’s faculty/student ratio for the previous three academic years?

AY = 20 ____ - 20 ____
AY = 20 ____ - 20 ____
AY = 20 ____ - 20 ____

Fall ______ Fall ______ Fall ______
Spring ______ Spring ______ Spring ______
For **Counseling**: Does FTEC1/2H - SHCx2 indicate a deficit during the previous three academic years? _____ If yes, specify details:

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For **Special Services**: Does FTEFH - SHCx4 or FTEFAH - NSHCx4 indicate a deficit during the previous three academic years? _____ If yes, specify details:

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8. **CENSUS AND STUDENT CONTACT**

*For classroom faculty position:*
Using C1 ENRL data for the previous three academic years, the committee will calculate the census enrollment for the program/discipline in which the position is requested.

*For faculty assigned to library/counseling/coaching instruction:*
What is the number of service contacts in the previous three academic years?

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Describe the types of contact: ______

9. **CAPACITY ENROLLMENT**

*For classroom faculty position:*
Using C1 ENRL and CRS CAP data for the previous three academic years, the committee will calculate the capacity utilization for the program/discipline.

10. **PROGRAM REVIEW ALIGNMENT**

Please indicate the portions of your most recent Program Review that address the need for this position.

**Challenges, Objectives and Action Steps for the Upcoming Two-Year Period, Faculty and Staff, and Human Resource Needs.**
PART B: NARRATIVE

Please explain in 1-2 typed single-spaced page(s) why the requested position should be given high priority. Please DO NOT repeat – although you may explain or elaborate on – information provided in Part A: OBJECTIVE DATA.

Please make sure all Narratives are comprehensive!

You may address any of the following, including but are not limited to:

- Information relevant to the replacement position: What programs have not been offered due to the vacancy; has there been irreparable harm (loss of student enrollment, impact on other disciplines/programs) due to the vacancy, etc.?

- What is the minimum percentage of full-time load for this program?

- Is a percentage of full-time load for this program in jeopardy?

- Does this position require a high degree of specialization that the existing faculty cannot adequately provide to maintain the integrity and continuity of the program?

- What is the projected growth of the program during the next five years?

- Is the program in jeopardy without a full-time faculty position and is there evidence of student demand?

- Does the program currently lack full-time faculty responsible for curriculum coordination and development?

- Is safety jeopardized without a full-time faculty?

- Can it be shown that there is inadequate supervision of associate faculty, lab technicians, instructional aides, and/or support staff?

- Is this a new program or proposed program without a full-time faculty position where there is reasonable estimation of high student demand?

- Did the previous accreditation report indicate serious failings?

- Further discussion of outside/supplemental funding for the position.
PART C: ATTACHMENTS

(1) JOB DESCRIPTION AND ANNOUNCEMENT

Please attach a separate page in the standard human resources format of the proposed job description and announcements you intend to use in the publication and advertising of this position.

Please go to the academic senate website for examples of previous announcements.

(2) ENROLLMENT REPORTS FROM INFORM
PART B – SOCIOLOGY - Faculty Hiring Justification 2014 2015 Narrative

Sociology Department
The Sociology Department is requesting an additional full-time Sociology instructor to fulfill the needs of the Sociology Department as well as the needs for the Gerontology Certificate Program.

The Sociology Department consists of two full-time faculty members with exclusive assignments in Sociology, one full-time faculty member who divides her workload between Women’s and Gender Studies and Sociology, and on average ten part-time instructors each semester. The Sociology department serves 1400-1650 students each semester (Fall 2010-Spring 2013 data). Currently only 41-42% of the Sociology classes are being taught by full-time faculty members, making it difficult, if not impossible, for the majority of students in Sociology to receive personalized attention via office hours and ongoing mentorship in educational and career enhancement. The department’s percentage of classes being taught by full-time faculty members is well below the recommended percentage of 75% as mandated by AB 1725.

In Spring 2009, the College hired a full-time sociology instructor with academic experience and qualifications to teach in both Sociology and Women’s and Gender Studies. Given the absence of a full-time faculty member for Women’s and Gender Studies and the need for program expansion and development, this faculty member has assumed an increasingly greater leadership role as the chair of the Women’s and Gender Studies Department and chairperson for the Women’s and Gender Studies Advisory Committee. This full time faculty member currently teaches 50% of her load in Women’s and Gender Studies Department. The Women’s and Gender Studies Department is currently expanding its program to develop curriculum (include additional courses and additional sections of existing courses) and will require more of the department chair’s time and attention.

Over the past eight years, the Sociology Department has diversified its course offerings to include many online classes, general hybrid classes, additional full-term classes, first eight week classes, and second eight week classes. In response to student demands for traditional as well as online courses, the department has expanded the number of course offerings in Sociology to an average of 35 sections per semester. The number of course offerings and number of students served by the department is expected to increase over the next few years due to student demand as well as the addition of the Gerontology Certificate Program.

Gerontology Certificate Program (housed under the Sociology Department)
The Gerontology Certificate Program, which has been revised and is now housed under the Sociology Department, launched in Fall 2011. The Department Chair of Sociology worked tirelessly to revise the Gerontology Program, obtain Perkins funding to support the program, develop the new core courses for the program, develop curriculum, develop the advisory board and conduct advisory board meetings, obtain LOWDILL and state approval, and continues to develop and promote the program without any additional support from the college.

There is a great need for this certificate program for our students as well as to serve the surrounding community. Demographics data shows that the aging population has been and will continue to increase over the coming years. In 2000 those age 60 and older represented 13.25
percent of the total population and in 2008 they represented 16.01 percent of the total population. Between 2010 and 2050, the United States is projected to experience a rapid growth in its older population. In 2050, the number of Americans aged 65 and older is projected to be 88.5 million, more than double its projected population of 40.2 million in 2010. The Baby Boomers Generation is largely responsible for this increase in the older population, as they are beginning to cross into this category, 2011 ("Next Four Decades The Older Population in the United States: 2010 to 2050", Population Estimates and Projections, issued by the US Census Bureau May 2010). The rate of growth will accelerate with the aging of the baby boomers. There are over 838,000 baby boomers in Orange County. A significant growth rate of 26.3 percent from 2013 to 2020 is anticipated.

From 2009 to 2014 the expected increase in industry jobs in home health care services and community care facilities for the elderly is 25% in the region and 17% in California. The projected increase for personal and home care aides is 29%. Industry data indicates that there is a projected increase of 10% in job(s) opportunities assisting the elderly in private households, 31% in home health care services, and 24% in homes for the elderly (Source: http://www.coeccc.net/; Centers for Excellence custom report). Given the current data it is of great importance to educate our students for occupations within the areas serving the aging population as occupational growth is specific in these areas. It is noted that Saddleback College is located near areas in which the aging population occupies such as Laguna Woods Village, an area that offers increasing job opportunities for our students. It is projected that with the proper support from the college the Gerontology Program will grow to be a successful program serving our students’ occupational goals and serve the needs of our community.

Career Technical Education programs require a dedicated lead faculty member to ensure program success. The Gerontology Certificate Program requires extensive attention and a faculty member that is dedicated to this important CTE program for our college (arrange and attend advisory board meetings each semester, remain current in terms of curriculum needs, continuously ensure marketing and outreach needs are met, meet with employers serving the older population, apply for Perkins funding to continue to support the growing needs of the program, identify and secure student internships for the program, identify program needs, and work on faculty development specific to gerontology). In addition, Service Learning is an integral part of the Gerontology Certificate Program and requires a high level of time and energy on the part of the lead faculty member. Each of the core courses in the program are taught by a part-time faculty member as currently none of the full-time Sociology faculty have an expertise in the field. In addition, each of the part-time faculty teaching the core courses are seeking full-time positions and have been candidates for positions at other colleges. If these faculty members obtain a full-time position at another college it will be detrimental to the Gerontology Program.

The two years of the Gerontology Certificate Program have been successful. Each of the core courses offered resulted in successful enrollments as 162 students enrolled in the courses within the first year and 181 students enrolled in the courses in the second year. It is projected that student enrollment will increase each year as job opportunities in the field are realized and continues to increase. An additional full-time Sociology instructor is needed not only to serve students in the Sociology program but to be the lead faculty member for the Gerontology Certificate Program.
Over the last nine years the majority of the work necessary to support and grow the Sociology Program (completing the program review for the Sociology Department, developing and assessing Student Learning Outcomes, revising and updating curriculum, developing new curriculum, hiring, mentoring, evaluating part-time faculty members, building a student community, identifying program needs, responding to departmental challenges, presenting “best teaching” practices for faculty in the department/division, implementing Service Learning in the department, curriculum development for the Gerontology Program, and revising the Gerontology Program) has rested solely on one full-time faculty member in the Sociology Department. An additional full-time faculty member would serve to strengthen the Sociology Department and ensure the success of the Gerontology Certificate Program.
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<thead>
<tr>
<th>Program: Sociology</th>
<th>Program: Gerontology</th>
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### Excluded Courses
- Fall 2010, Fall 2011, Fall 2012

### Computing Fall Term Courses

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### Enrollment Comparison by Program

- Social and Behavioral Sciences
- College
- Saddleback College

### Fall 2010, Fall 2011, Fall 2012
South Orange County Community College District
Office of Human Resources

ACADEMIC ANNOUNCEMENT

☐ Saddleback  ☐ Irvine Valley

Position ID Number _____ Position Title Sociology Instructor

ADDED RECRUITMENT EFFORTS REQUESTED:

☐ Newspapers – Specify:
☐ Journals – Specify and list publication deadlines
CCC Registry, American Sociological Association Job Bank
☐ Other

Minimum Qualifications
The successful candidate must meet one of the following criteria:
• Master’s in sociology OR Bachelor’s in sociology AND Master’s in anthropology, any ethnic studies, social work, or psychology OR The equivalent
• Valid California Community College instructor credential, appropriate to the subject, per Education Code 87355 (issued prior to July 1, 1990); OR
• A combination of education and experience that is at least the equivalent of items 1 or 2 above (candidates making application on the basis of equivalency must submit the Supplemental Application for Equivalency Determination form in addition to all other required materials).

Experience Required
• Two (2) years full-time (or equivalent part-time) recent and successful experience teaching lower-division courses in Sociology at the postsecondary level.
• Qualifications to teach Sociology with an emphasis on: Social Problems, Social Stratification, Race and Ethnicity, Sociology of Aging, and Service Learning.
• Evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

Desirable Qualifications
Preference will be given to those candidates demonstrating a high level of professional expertise on the basis of having:
• Experience with Service Learning.
• Experience developing and implementing student learning outcomes.
• Experience teaching online courses.
• Recent teaching experience on the community college level.
• Previous experience in developing lower division curriculum on the college/university level.
• Knowledge of and an ability to integrate instructional technology in the classroom and to be able to use such technology to offer curriculum and student learning through diverse delivery modes as appropriate.
• Experience working with community agencies.
• Experience with program development and program management.
• Experience with grants and grant writing.
• Experience with Perkins Funding.
• Knowledge of and experience with Career Technical Education.
• Experience with outreach and program marketing.
Summary of Duties and Responsibilities
Instruct classes in Sociology. Assignments may include courses in: Introduction to Sociology, Socialization of the Child, Ethnic Cultures in the United States, Marriage and Family, Social Problems, Social Stratification, Social Psychology, Sociology of Aging, Introduction to Gerontology, and Death and Dying. Assignments may include online, evening, and weekend courses. Participate in general faculty functions related to the educational program, in-service programs, departmental program development and maintenance, and other contractual duties as assigned.

Additional Information

The above information was obtained from the following source(s). Mark all applicable boxes:

☐ Requestor  ☐ Human Resources  ☒ Dept./Program Chair
☐ Academic Senate  ☒ Sch./Div./Dept. Faculty  ☐ Dean/President or __________________________

APPROVALS FOR FACULTY ANNOUNCEMENTS SIGNATURE:

______________________________________________
Academic Senate President

Human Resources: Academic Announcement - PER004A (10/99) Rev 03/00
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<td>Program Review Checklist</td>
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<tr>
<td>Program Overview and Objectives</td>
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<tr>
<td>Review Report</td>
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<td>Needs Assessment</td>
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<td>Appendices</td>
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Program Review Team Members

Program Review Team Chair:

__Allison Camelot____________________

Program Review Team Members:

__________April Cubbage____________________

______________________________________

______________________________________

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# Program Review Checklist

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<td>Meet with PR Coordinator for orientation</td>
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<td>Form Program Review Team (PRT)</td>
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<td></td>
<td>Gather documents (Org Chart/Staffing Profile/Data Set/Course SLO Assessment Report)</td>
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<td>Solicit input from faculty and students</td>
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<td>Meet with EPA Research Specialist to determine if any additional research is necessary</td>
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<td>Write Program Review report</td>
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<td>Submit draft report to Dean for review and receive feedback</td>
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<td>Submit completed draft report to PR Coordinator for review and receive feedback</td>
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<td>Submit finalized report to PR Coordinator</td>
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<tr>
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<td>Report submitted to Academic Senate for acceptance</td>
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<td>Report submitted to the Vice President and the College President</td>
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<td>Report posted to the EPA website/TracDat</td>
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<td>Presentation to the Consultation Council</td>
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Section I: Program Overview and Objectives

A. The Mission of the Program and its Link to the College's Mission, Vision, and Strategic Directions
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, those taking sociology courses to fulfill general education requirements, and 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.

Gerontology Program Mission Statement
The goal of the Gerontology Program at Saddleback College is to offer a multidisciplinary program on the study of aging, the aging population, the aging process, and society's response to the increasing population of older individuals. The program provides students with information and training to work in services and agencies that interact and assist older adults. The program offers a certificate in Gerontology, a career technical certificate.

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. Over the past eight years the department has expanded its course offerings and now offers a wide range of sociology courses including: Introduction to Marriage and Family, Social Problems, Introduction to Asian Cultures in the United States, Socialization of the Child, Ethnic Cultures in the United States, Social Stratification, Social Psychology, Women in Contemporary Society, Sociology of Aging, Introduction to Gerontology, and Death and Dying. The department offers traditional, on-campus courses, as well as online courses to best serve student needs.

The Gerontology Program was recently revised and is now housed under the Sociology Department. The current Gerontology Program, which includes a Gerontology Certificate, began offering courses in Fall 2011.

The Sociology Department currently serves over 3,000 students each year. Over the past five years the department has served between 2,618 and 4,136 students (2,618 in 2006-7; 2,998 in 2007-8; 3,386 in 2008-9, 3,807 in 2009-10; 4,136 in 2010-11; 3,091 in 2011-12). (See Appendices)

C. Progress in Meeting Objectives from the Last Program Review
The Sociology Department will provide a progress report for objectives outlines in Section 1.6 within the 2014 Program Review. The last Program Review submitted did not include objectives, as they were not a requirement of the college until Spring 2012.

D. Discussion of How SLOs Have Been Utilized by the Program
Student learning outcomes have been assessed each year and have been met in each course. The results of the student learning outcomes are shared with all faculty in the department. Those courses in which the percentages were very close to the goal have stimulated faculty discussions about instruction on the topic or area, assessment of the outcomes, and reassessment of the student learning outcome(s).

E. Current Strengths, Opportunities, and Challenges
Strengths:
The Sociology program offers an average of twenty Sociology 1, Introduction to Sociology, classes each semester to meet the needs of students majoring in Sociology and those who need the course to fulfill general education requirements. The program also offers a variety of other sociology courses needed for certificate programs, major requirements, general education requirements, and transfer requirements. Courses are offered as traditional, on-campus courses, as well as online courses to meet student need. In most cases the classes are limited to 45 students which allows for faculty to have increased contact with students as well as increase student participation in classroom and online discussions. The program offers an A.A. degree in Sociology and offers several transferrable Sociology courses.

The Sociology program offers some courses in which Services Learning is a key component of the course. Service-Learning is when community service is integrated into the class curriculum with other academic coursework. 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 course material and issues studied 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 to helping the community, Service Learning helps students develop a sense of community and civic responsibility.

The Sociology program offers a certificate in Gerontology. Due to the increase in the aging population, the number of surrounding communities for older adults in our community, the number of job opportunities working with older adults in our area, and the high unemployment rate there is a great need to offer a Gerontology certificate. The certificate program prepares students to work in careers working with older adults, assists in career advancement for those
already working in the field, and offers courses to increase student lifelong learning. The first year of the Gerontology Program was successful as 162 students enrolled in the core courses. This academic year, 2012-2013, it is projected that there will be several students earning the Gerontology Certificate. It is projected that student enrollment will increase each year as data on job opportunities in the field is realized and job opportunities continue to increase. (See appendices).

The Sociology Department assisted students in creating the Helping Hands Sociology Club. The club has participated in many community service efforts.

**Opportunities:**
The Sociology Department now offers a CTE (career technical education program, Gerontology Certificate Program. The Gerontology Program (which includes a Gerontology Certificate and is scheduled to include a Gerontology A.S. degree in Fall 2013) began offering courses in Fall 2011. There is a great need for this program due to the increase in the aging population, the number of surrounding communities for older adults in our community, and the number of job opportunities working with older adults in our area. Due to the high unemployment rate Saddleback College and the Sociology Department has a great opportunity to educate our students in this field especially due to job opportunities in this field in our specific area. There has been an emphasis in growing vocational CTE programs at the community college level especially in areas that directly relate to students gaining employment in the specific area in which they reside and the Sociology Department is pleased to fulfill this need for our students and the college.

**Challenges:**
The Sociology Department includes two full-time faculty members with exclusive assignments in Sociology and one full-time faculty member who divides her workload equally between the Sociology Department and the Women's and Gender Studies Department. The Sociology Department has increasingly served more students throughout the years as the demand for sociology courses has increased. It is expected that student demand for courses will continue. The Sociology Department serves over 1,500 students each semester and on average offers 34-37 sections of courses each semester. Currently, on average, only 37%-38% of courses are taught by full-time faculty, which is well below the recommended percentage mandated by AB 1725. Prior to the most recent hiring of an additional full-time sociology instructor 28% of the courses were taught by a full-time faculty member. This percentage has only increased a small percentage due to the faculty member dividing her teaching load between two departments.

As previously mentioned the department recently developed the Gerontology Program. CTE programs require a dedicated lead faculty member to ensure the program's success. Currently none of the full-time faculty in the department specializes in or has an emphasis in the field of Gerontology and only one full-time faculty member is dedicated to the Gerontology Program, while that faculty
member still works to maintain the Sociology Department and its growing needs. Each of the core courses for the Gerontology Program are taught by part-time faculty. An additional full-time Sociology instructor is needed not only to serve sociology majors and support the Sociology Department but to be the lead faculty member for the Gerontology Program and serve Gerontology students.

Due to the low rate of compensation for department chair and the increased demands and time commitment placed on the department chair there was a period of time in which there was not a department chair for the department which greatly affected the program. The compensation needs to increase and there needs to be compensation during the summer in order for there to be just compensation for the time spent fulfilling department chair duties and effectively supporting the department.

F. Objectives and Action Steps for the Upcoming Two-Year Period
The Sociology Department has the following objectives for the upcoming two-year period:
1) Continue to meet student learning outcome goals.
2) Continue to support and promote the Gerontology Program.
3) Hire an additional full-time faculty member to meet the needs of the Gerontology Program and the Sociology Department.
4) Assess the need for additional Sociology courses to enhance the Sociology Department, the Gerontology Program, and meet student needs.

To achieve the objectives the Sociology Department will take the following action steps:
1) Continue to assess and evaluate student learning outcome results and increase faculty discussions on effective instruction, best teaching practices, and assessment of outcomes.
2) Meet with the Gerontology Advisory Board and department faculty to develop ways to increase support the Gerontology Program and additional ways to promote the Gerontology program and increase enrollment.
3) Continue to complete the hiring prioritization paperwork each year to request an additional Sociology instructor.
4) Research and evaluate the need for additional Sociology courses.

Section II: Review Report
A. Faculty and Staff
The Social and Behavioral Sciences Division is the largest division in the college in terms of the number of students served each year, serving over 36,000 students. In terms of staff support the Sociology Department shares an office assistant, an administrative assistant, and a senior administrative assistant with ten other departments in the division.

The division has recently had several changes in management and staff including an interim dean for one year, a new dean in June 2012, two consecutive interim senior administrative assistants, and a recently hired permanent senior administrative assistant. Due to the various changes to the division there has been some instability that has affected the division and the departments such as scheduling issues.

In 2008 an additional full-time Sociology instructor was hired. The need was great for this additional full-time faculty member as prior to this only 28% of the courses offered by the department were taught by a full-time faculty member. Currently there are three full-time Sociology instructors, one of which divides her time between the Sociology Department and the Women's and Gender Studies Department, and nine part-time Sociology instructors. The faculty structure of only three full-time instructors hinders the department's ability to meet increasing demands including the needs of the Gerontology Certificate Program. In order to make the Sociology program more effective an increase of one additional full-time faculty member is needed. According to Ed Code (AB 1725) the full-time faculty members should teach 75% of the courses within the discipline, currently only 37%-38% of classes offered are taught by a full-time faculty member (1:3 full-time to part-time faculty ratio). This low ratio of full-time to part-time faculty constrains the department's ability to meet student needs and makes it difficult to meet the needs of the department and the Gerontology Program.

B. Curriculum and Instruction
The Sociology Department currently offers general education and transfer level courses in Sociology, offers and A.A. in Sociology, offers a certificate in Gerontology, and provides students with courses to enhance lifelong learning. Currently the program offers, on average, 85 sections of courses and serves over 3,000 students each year. The curriculum in the Sociology department is updated regularly and is current which ensures quality courses and articulation with the four-year institutions. The department has added courses over the past five years to meet student needs. Over the past five years, student learning outcomes are assessed each year and have been successfully met. Faculty discuss student learning outcomes and assessment and how to improve the percentage of students meeting course level and program level student learning outcomes. Due to the low rate of compensation for department chair and the increased demands and time commitment placed on the department chair there was a period of time in which there was not a
department chair for the department which greatly affected the department as well as SLO assessment.

To improve instruction within the program instructors have increased their use of technology, increased their use of Blackboard for all courses, some instructors have completed several of the online educator courses, instructors have attended workshops on technology and distance education, and the department has increased the number of distance education courses offered to meet student needs.

The Sociology department has increased its course offerings over the past five years and has added the following courses to its course schedule: SOC6 Introduction to Asian Cultures in the United States, SOC25 Social Stratification, SOC125 Sociology of Aging, SOC126 Introduction to Gerontology, and SOC180 Introduction to Aging.

C. Student Success
A variety of students enroll in sociology courses. There has consistently been a trend in more female students than male students, which is one of the reasons the department began offering the Sociology 21 course, Women in Contemporary Society. In terms of age, over the past five years the largest percentage of students enrolled in our courses were in the 18-21 year old age group. An average of 54% of the students were White/Non-Hispanic, which is a decrease from the previous five years (previously 63%). The increase in student ethnic diversity indicates a need for additional courses in ethnic diversity which prompted the department to begin offering the Sociology 6 course, Asian American Cultures in the United Stated. The department previously offered additional ethnic diversity courses (Hispanic/Latino Cultures in the United States and African American Culture in the United States); however, the department has not offered them in recent years due to the lack of faculty to teach the courses; therefore, these courses were removed from the curriculum. When the department is able to grow we expect to reintroduce these courses back into the curriculum as well as introduce new courses to meet student needs.

The student success rates per course range from 50% to 69.5%, an average of 61.6%. Student Learning Outcomes have been assessed and have been found successful as 70% or more students demonstrated that they have mastered the specified student learning outcomes for all courses in the department. The course retention rates range from 75.7% to 90.6%, an average of 85.9%. Between 5-19 students have earned an Associate degree in Sociology each year over the past six years, an average of 9 students each year.

In an effort to increase success and retention most courses offer a variety of technological resources to engage students. Courses are also offered in a variety of modalities to better meet student needs. Several courses are offered in a hybrid format, with a majority of the course taught on-campus with an
online component, as these courses can help to introduce students who may be intimidated with online courses to the online format.

The program has established links with the counseling department and communication on assisting students and student needs has been established. Most, if not all, of the Sociology courses require a writing component or several writing assignments; therefore, instructors provide information on the Learning Assistance Program and Writing Center to students.

To increase student success and student participation in the Sociology Department the Helping Hands Sociology Club was developed in Spring 2008. The club works on community service efforts in our local community. Many students have participated in the club throughout the years. There are two faculty in the Sociology Department who serve as faculty advisors for the club.

D. Facilities, Technical Infrastructure, and Resources
The Sociology program is overall able to fulfill its mission and service to students in terms of the facilities, the information technology available, and resources provided. One area of concern is Blackboard Help assistance. Overwhelmingly students taking sociology courses have stated that the Blackboard Help support is ineffective and have not assisted them on their Blackboard or online problems. Students state that the technological problems they have faced have been resolved by the on-campus support or their instructor. The college spends a great deal of funds on Blackboard Help which would better serve students by being spent on on-campus internal support for students.

The Social and Behavioral Sciences Division has included in its budget over the past few years the On-Demand Film library. This resource has greatly benefited instruction and students by providing educational films to be viewed in the classroom and in online courses. The division needs to continue to fund this resource library and it is suggested that the college consider funding this resource for all divisions on campus.

E. Service, Community Outreach, and Economic Development (optional)
Service Learning is an important part of the discipline of Sociology and is incorporated into some of the sociology courses offered by the department. Service-Learning is when community service is integrated into the class curriculum with other academic course work 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
(source: Hammer, Doris M., (2002). *Building Bridges: The Allyn & Bacon Student Guide to Service-Learning*, Allyn & Bacon; Boston, MA). Many college have seen the value in service learning and have integrated service learning into several divisions and department programs, it would be beneficial for Saddleback College to do so as well. To make Service Learning effective and work effectively more support from the college is needed including a Service Learning Office. Instructors who incorporate a Service Learning component in their courses increase the number of hours they spend working on the class by approximately 30% as 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 as well as important that the college develop a Service Learning Department to support students and instruction.

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 part-time teaching candidates. This program was instituted in 2002 by a part-time Sociology instructor who eventually was hired full-time and has been consistently implemented over the years.

All Sociology courses focus on social issues, social problems, and ways in which social problems can be alleviated. Students learn by examining the efforts of individuals, organizations, and non-profits with intentions to alleviate the social problems facing communities. In addition, the Helping Hands Sociology Club was developed and recruits students to serve the community and help others in need by participating in service and projects such as: the YMCA, Hope for Haiti, Operation Santa Claus, The Boys and Girls Club, various soup kitchens, and Walk for Autism.

As previously noted the Sociology Department includes the Gerontology Program. The department ensures a connection with the community employers and organizations focused on older adults. The department frequently contacts local organizations and employers to inform them (and their employees) about the program and enlist them in support for the program. The Gerontology Program has an advisory board in which the faculty are in contact with frequently and meet with on a yearly basis. The advisory board provides advice and recommendations for all aspects of the program. An additional full-time faculty member is needed to support the development and enhancement of this program and increase community outreach to best serve students.
Section III: Needs Assessment

A. Human Resource Needs
As previously stated the Sociology Department needs at least one additional full-time Sociology instructor as we only have three full-time instructors at this time and one of the full-time instructors divides her time between the Sociology Department and the Women's and Gender Studies Department. The ratio of full-time to part-time instructors is low (37%-38%) and out of compliance with Ed Code. With the addition of the Gerontology Program the department in an even greater need for an additional full-time faculty to support the Gerontology Program as well as the Sociology Department.

Compensation for department chairpersons is needed in the summer as most department chairs work throughout the summer, however, they are not compensated for their time. The department chairperson of the Sociology Department completes department chair responsibilities consistently throughout each summer.

B. Instructional/Service 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. College support, such as a Service Learning office, is needed to assist faculty in managing the service learning component of the department and other departments that implement service learning. 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 or if there was a service learning coordinator for the college incorporating service learning into a course provides a beneficial learning experience for students; however, it is very time consuming for instructors. The paperwork involved in service learning is time consuming (approved sites, volunteer forms, release of liability, service learning plan, etc.) and supporting and assisting faculty with these requirements is necessary.

More on campus IT assistance for faculty and students for Blackboard, rather than Blackboard Student Services which has not been found to be of assistance to our students, is needed.

C. Research Needs
Additional research and data for the Gerontology Program needed, such as an EMSI report for Gerontology (informed by the research department that they only have an EMSI report for Sociology and do not have one for Gerontology).

D. Technical, Equipment and Other Resource Needs
E. Facilities Needs
It is very important that the college become a non-smoking college as cigarette smoke pollutes the air on campus and impinges on our health. Each of the entrances to the BGS building, including the stairwell, overwhelmingly smells like cigarette smoke.

F. Marketing and Outreach Needs
As previously stated expanding the Service Learning program to other disciplines is needed as well as the development of a Service Learning office on campus. This expansion would not only tie the college to the community but would result in additional implementation of service learning (due to faculty support and assistance) which will enrich student learning and instill invaluable skills in our students such teaching them civic responsibility and will assist in linking them to their community. A Service Learning office would conduct outreach to and build a relationship with organizations and employers in the community and assist our students in choosing sites to complete service learning projects and provide students with community service opportunities.

Additional assistance and resources are needed to assist the Sociology Department in marketing the Gerontology Program to our local community.

Section IV: Appendices
A. Program Organizational Chart

Dean, Social and Behavioral Sciences Division
Cadence Wynter, PhD

Chair, Department of Sociology
Full-Time Faculty
Allison Camelot

Full-Time Faculty
Sherry Miller-White

Full-Time Faculty
April Cubbage

Part-Time Faculty
Naomi Chianese
Deborah Freemel
Jim French
Tiffany Gause
Jennifer Jazayeri
Kathleen Johnson-Audette
Nicole Loftus
Romana Pokorny-Pires
Rachel Ridnor
B. Five-Year Program Staffing Profile

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C. inFORM Program Review Data Set

D. TracDat Comprehensive Program SLO Report

E. EMSI Report

F. Others: