

Skyline College

Sociology Program

Program Review

Executive Summary#



Short Summary of Findings

Since the last program review in 2004, the Sociology program has hired a full-time faculty and a .60 part-time faculty. The program has also increased its course offerings from 6 to 11. A combination of faculty and course expansion has allowed the Sociology program to provide a greater variety of courses and to engage Skyline's diverse community in sociological analyses of important social issues. This diversity is our strength as a program and as a College. Compared to Skyline College's overall ethnic make up, the Sociology program enrolls a higher percentage of Filipino students (18 percent College versus 31 percent Sociology program) and a lower percentage of white students (24 percent College versus 14 percent Sociology program). Ethnic make-up for African American, Hispanic and Asian students are roughly comparable to the College's (5 percent African American, 15 percent Hispanic and 25 percent Asian).

The Weekly Student Contact Hours have increased by 46 percent from 2007 (541) to the fall of 2009. This increase is due to hiring full-time faculty in 2005, additional course offerings (traditional and well as new courses), and a part-time faculty who regularly teach 3 night classes.

The Sociology program's load in 2007, 541, decreased to 423 in 2008, a 22 percentage point decline. Between 2008 and 2009 the Sociology program's load increased by 20 percent.

Retention rates have shown a steady increase from 2007 at 74 percent to the fall of 2009 at 79 percent, roughly comparable to the College's retention rate. Success rates have also shown some improvement from 55 percent in 2006/07 to 58 percent in 2008/09. Data for fall of 2009 are not available.

Faculty in Sociology program has also been active in providing research consultation (Chair, Academic Senate Institutional Research Committee) for the campus community, offering interpretation and analysis of research findings at Skyline College (Co-Chair Learning Dimension Committee--First Year Experience Project), and offering a survey research design workshop for the Skyline College faculty on Student Learning Outcomes ("SLOAC Workshop on Survey Research Design").

In addition to the above mentioned research projects, sociology faculty also recruited students to design, implement and analyze a "real world" research project in conjunction with the First Year Experience Project. This research project involved students conceptualizing the issues confronting first-year students, design and pre-test the survey, interview first-year students, compile and analyze the data, and write a report and present the findings to a national conference (Foundations of Excellence Nation Conference in San Francisco). The Foundations of Excellence Program published this report along with a PowerPoint presentation.

Three Strengths of the Program

- Since the last program review in 2005, the Sociology has added five new classes, which has provided additional areas of sociological inquiry for Skyline College students. The program provides direct services to students for transfer and vocational areas.
- The Sociology program, in collaboration with Pearson Publishing, utilizes classroom as well as online research, study guides and exams. This has increased Internet and computer literacy for the students. The net effect of this expansion from lectures and textbook reading to online components has also engaged and encouraged students to take added responsibility for their education.

Full-Time Faculty Signatures

Michael H. Moynihan, Ph.D.

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Submitted on: March 31, 2010

- Faculty in the Sociology program actively cooperate and collaborate with faculty in other academic programs by providing research consultation and multidisciplinary program development.

Three Suggestions for Improvement

- While faculty in the Sociology program have designed and implemented a SLOAC survey research measurement device for Introduction to Sociology classes, this design and analysis needs to be expanded to all sociology classes. With data collected during this spring semester, the program will analyze the data and look to ways to improve teaching techniques, course content and student study skills.
- The Sociology program would like to initiate a survey research class in conjunction with the Psychology Department and the Math Department that would focus on quantitative survey research design and statistical analysis as well as qualitative ethnographic research techniques.
- It would be very helpful to the Sociology program and other programs campus-wide to increase the quality and quantity of smart classrooms. There is also a compelling need to have reliable electronic equipment in all classrooms.

Full-Time Faculty Signatures

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SKYLINE COLLEGE PROGRAM REVIEW SELF STUDY

PART A: Mission Effectiveness

Overview

- 1. State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.*

The goals and focus of the Sociology program are to offer a wide-range of courses, to engage in critical analyses of social institutions and to provide students with the opportunity to meet social science requirements for their AA degrees and transfer to baccalaureate institutions. The Sociology program's focus encourages students to explore their curiosity about the social world and real world issues by introducing them to sociological perspectives and analyses. While there is no sociology major at Skyline College, the program prepares students to become sociology majors at four-year colleges and universities. The vast majority of sociology lower-division classes satisfy the requirements for an AA/AS degree, IGETC as well as transfer to the University of California, California State Universities, and private colleges and universities.

- 2. Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.*

The Sociology program coordinates with several programs on campus. The programs cross-lists classes with the Psychology Department (Soci/Psyc 110; Courtship, Marriage and the Family) and the Administration of Justice program (Soci/Admj 108; Community Relations). The Sociology program also developed five new classes: Soci 201; Sociology of Health and Medicine, Soci 160; Sociology of Sex and Gender, Soci 341; Asian Cultures and Societies and Soci 432; Chinese Culture and Society for the International Studies program. One additional class, as part of the Kababayan Program, Soci 142; Filipina/o Community Issues was also developed to respond to our sizable Filipino population.

In March 2009, Professor Moynihan conducted a SLOAC Workshop on Survey Research Design for members of the Skyline College faculty to help them to design, implement and assess student learning outcomes. Moreover, the Sociology program has been active in working with the Center for International Trade Development to develop a program on African Diaspora by tracking, through DNA analyses and anthropological and sociological data, the immigration history of all peoples out of Africa.

Professor Moynihan, as Chair of the Academic Senate Institutional Research Committee, assists faculty members with their research proposals and reviews, along with the College-wide Research Committee, research proposals from both on-campus faculty and off-campus researchers who wish to conduct research on the Skyline College campus. This committee ensures that research conducted on Skyline College campus complies with the Academic Senate Research Protocol regarding protection of human subjects.

The Sociology program also promotes and utilizes several Student Services programs, including the Learning Resource Center, the Writing Center, Disabled Student Services Program, Extended Opportunity Program and Services (EOPS), and tutorial services. Students taking sociology classes are regularly informed about the learning assistance opportunities at the Reading and Writing Center. Faculty encourage students who are having trouble writing class assignments and reading the textbooks to avail themselves of the tutorial programs on campus. Starting last year (2009), the Sociology

program also used Counseling Services' "First Alert" system. Textbooks and Study Guides for all sociology courses are on reserve in the Library, and students are encouraged to avail themselves for this and other Library services.

3. *Explain how this program meets the needs of our diverse community.*

The Sociology program offers a number of courses used to meet the ethnic and cultural diversity requirements for AA and AS degree requirements, including: Sociology of Race and Ethnic Relations, Asian Cultures and Societies, Chinese Culture and Society, Filipino Community Issues, Sociology of Sex and Gender and Contemporary Social Issues.

Along with Professor James Wong of the History Department, the Sociology program developed and initiated a Learning Community (Sociology 341, Asian Cultures and Societies and History 432, Modern Asian Civilizations) on "Immersion in Asia: Civilizations, Cultures and Societies." However, Sociology 341 had to be cancelled due to low enrollment.

By ethnicity, of the students who took sociology classes between 2004 to 2009 25 percent were Asian, 31 percent were Filipino, 15 percent were Hispanic, 14 percent were White, and 5 percent were African American. Compared to College-wide ethnic composition, the Sociology program shows a higher percentage of Filipinos (31 percent) in classes than the College as a whole (18 percent), while the program has a lower percentage of Whites (14 percent) in classes compared to the College's 24 percent. Ethnic make-up for African American, Hispanic and Asian are roughly comparable.

By gender, the students who took sociology classes between 2004 and 2009 61 percent were female and 37 percent were male. Compared to the College's gender composition, the sociology program has a higher percentage of females (61 percent) than the College's 54 percent.

By age, nearly three-fourths (72 percent) of the students who take sociology classes are between the ages of 18 to 22, compared to the College-wide percentage of 43 percent. Obviously, with this sizable percentage of younger students taking sociology classes, all other age cohorts are under represented in sociology classes.

By educational goal, a higher percentage (64 percent) of students taking sociology classes expect to transfer to four year colleges or universities, compared to the College's 54 percent of students expecting to transfer. The Sociology program has a somewhat lower percentage of students looking to acquire/update job skills than the College's students. Also, somewhat more students taking sociology classes are undecided/unreported about their educational goals than the College's students overall.

The Sociology program was an active participant and Co-Chair in the Learning Dimension Committee, for the Foundations of Excellence, First Year Learning Project. As part of this project, the Sociology program recruited students for a special First Year Learning Survey Research class and, with the students involved in every step in the process, designed, implemented, analyzed, wrote and presented a paper on Skyline Students' attitudes and opinions at the Foundations of Excellence National Conference in San Francisco. The Foundations of Excellence program published the paper, "Report on the First Year Experience Student Survey" along with a PowerPoint presentation.

The Sociology program is currently working on a recycling research project with Sustainable San Mateo County as part of the Contemporary Social Issues class this semester.

4. *If the program has completed a previous self-study, evaluate the progress made toward previous goals.*

Since the last program review in 2004, the Sociology program has met its first goal of hiring a full-time faculty member and has regular part-time faculty members who teach a variety of courses in the program, both during the day and night.

Moreover, the second goal, "expand sociology course offerings and services," has been and continues to be a constant focus of the Sociology program. Between 2004 and 2009 the Sociology program has added five new courses: Soci 142, Filipina/o Community Issues, Soci 160, Sociology of Sex and Gender, Soci 201, Sociology of Health and Medicine, Soci 341 Asian Cultures and Societies, and Soci 432 Chinese Culture and Society. As Chair of the Academic Senate Institutional Research Committee, the full-time faculty member of the Sociology program assists on-campus faculty members with research projects, provides consultation with faculty members on Skyline College's Human Subject Policy, and reviews, with the committee, research proposals from both on-campus and off-campus researchers. Since the last program review, the Research Committee has reviewed approximately 12-15 research proposals. The Sociology program also works with members of the community on various research proposals and projects.

The third goal, having "electronically equipped classrooms and expand the video and DVD files," is ongoing. Technological classroom improvements as a whole at the College have been made, especially with classrooms in Buildings 7 and 8. However, the "media carts" in other classroom buildings are marginally sufficient and periodically break down. The Sociology program has applied for and been granted monies from the Social Science/Creative Arts Division to purchase DVDs for use in the classrooms. With the current State-wide budget restrictions, these funds are no longer available and, therefore, faculty purchase DVDs for classroom use out-of-pocket.

PART B: Student Learning Programs and Services

Overview

1. *If the program utilizes advisory boards and/or professional organizations, describe their roles.*

The Sociology program does not utilize advisory boards and/or professional organizations.

Curriculum

1. *Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).*

Under Skyline College's A.A./A.S. Degree requirements, the following Sociology program courses are listed in the 2008-2009 Skyline College Catalog or, in the case of Sociology 160, were approved by the Skyline College Curriculum Committee after publication of the College Catalog, as meeting the requirements in the respective areas:

E. Specific Area Requirements:

4. **Ethnic and Cultural Diversity Requirement:**

Group a. General:

Sociology 141, Race and Ethnicity

Sociology 201, Sociology of Health and Medicine

Group b. Area Studies:

Sociology 142, Filipina/o Community Issues
Sociology 341, Asian Cultures and Societies
Sociology 432, Chinese Culture and Society

F. General Education Requirements

2. Humanities:

Sociology 432, Chinese Culture and Society

3. Social Sciences

Sociology 100, Introduction to Sociology
Sociology 105, Contemporary Social Issues
Sociology 110, Courtship, Marriage and the Family
Sociology 141, Race and Ethnicity
Sociology 142, Filipina/o Community Issues
Sociology 160, Sociology of Sex and Gender
Sociology 201, Sociology of Health and Medicine
Sociology 341, Asian Cultures and Societies

The following sociology courses transfer to the University of California:

Sociology 100, Introduction to Sociology
Sociology 105, Contemporary Social Issues
Sociology 108, Community Relations
Sociology 141, Race and Ethnicity
Sociology 142, Filipina/o Community Issues
Sociology 160, Sociology of Sex and Gender
Sociology 342, Asian Cultures and Societies
Sociology 665, Selected Topics in Sociology
Sociology 690, Individual Study in Sociology

The following sociology courses transfer to the California State Universities and Colleges as meeting the CSU General Education Requirements in the following areas:

Area C Arts, Literature, Philosophy and Languages:

Area C2--Humanities

Sociology 341, Asian Cultures and Societies, C2
Sociology 432, Chinese Culture and Society, C2

Area D Social, Political & Economic Institutions:

Area D3--Social Institutions

Sociology 100, Introduction to Sociology, D3
Sociology 105, Contemporary Social Issues, D3
Sociology 110, Courtship, Marriage and the Family, D3
Sociology 141, Race and Ethnicity, D3
Sociology 142, Filipina/o Community Issues, D3
Sociology 160, Sociology of Sex and Gender, D3
Sociology 201, Sociology of Health and Medicine, D3
Sociology 341, Asian Cultures and Societies, D3
Sociology 432, Chinese Culture and Society, D3
Sociology 665, Selected Topics in Sociology, D3

Area E 1--Lifelong Understanding and Self Development:

Sociology 160, Sociology of Sex and Gender, E1

The following sociology courses meet the Intersegmental General Education Transfer Curriculum (IGETC) qualifications:

Area 3--Arts and Humanities:

Group B: Humanities:

Sociology 341, Asian Cultures and Societies

Area 4--Social and Behavioral Sciences

Sociology 100, Introduction to Sociology

Sociology 105, Contemporary Social Issues

Sociology 141, Race and Ethnicity

Sociology 142, Filipino/a Community Issues

Sociology 160, Sociology of Sex and Gender

Sociology 341, Asian Cultures and Societies

While the Sociology program's current average (2003/2004 to 2008/2009) Retention and Success rates are somewhat below College-wide rates (Sociology: 78 percent average retention, 57 percent average success versus College-wide: 82 percent retention, 68 percent success), the Sociology program's retention and success rates are comparable to the Anthropology program rates (83 percent retention, 66 percent success), History program rates (75 percent retention, 66 percent success), and the Psychology program rates (83 percent retention and 65 percent success). The Sociology program's retention and success rates showed a decline from a high of 84 percent retention, 68 percent success in 2004/2005 to a low of 76 percent retention, 51 percent success in 2007/2008 to it's current (2008/2009) rate of 77 percent retention, 58 percent success. While the faculty is still not satisfied with the program's retention and success rates, much of this increase in retention and success can be attributed to a change in Introduction to Sociology ("Sociology Now" by Kimmel and Aronson) textbook, which requires students to engage in online exams and exercises ("MySocLab") that give them immediate feedback, keeps them current with the lecture material, and provides them resources for research and writing. Since adopting this textbook in fall semester 2008, student test scores have risen 8 to 10 points per exam. Other sociology classes will also be adopting similar online components in their respective textbooks.

2. *State how the program has remained current in the discipline(s).*

In addition to reading current professional journals in the field, the Sociology faculty review the most current textbooks for the most up-to-date sociological findings and analyses. For example, for the fall semester 2008 three daytime sections of Introduction to Sociology adopted a new textbook, "Sociology Now" by Kimmel and Aronson. This textbook not only covers the traditional sociological topic areas such as theory, methods, institutions, groups, socialization and so forth, it also has a very extensive online component ("MySocLab"), which students access, take online exams (as part of their grade), research various assigned topics and utilize online study guides. Whenever possible, faculty incorporate computer assisted learning (CD-ROM) and other innovations to teach and assess student learning. This includes incorporating power point when the technology is available do so in the classrooms. Faculty also use the new student e-mail system to contact them regarding assignments as well as the "First Alert" system to notify students if their grades are below average.

3. *If the student population has changed, state how the program is addressing these changes.*

Since the last program review in 2004, the students taking sociology courses has been fairly consistent, with a few exceptions. For example, while the percentages of Filipino and Asian students taking sociology courses has remained similar between 2004 and 2010 (Filipino: 29 percent in 2004 and 31 percent in 2010 and Asians: 25 percent in both 2004 and 2010), the percentages of Hispanic and white students has declined from 22 percent Hispanic in 2004 to 15 percent in 2010 and for white students from 22 percent in 2004 to 14 percent in 2010. The percentages of African Americans taking sociology courses has increased from 2.3 percent in 2004 to 5 percent in 2010. Approximately, 10 percent of the students list "other" or their ethnic/racial category is unknown. As noted previously, specific classes in Asian Cultures and Societies, Chinese Culture and Society and Filipino Community Issues have been initiated to accommodate students' interests in these topical areas.

Similar to the findings in 2004, overall female retention rate is somewhat higher than their male counterparts. However, the success rate for females (as was the case in 2004) is higher than for the males. This disparity is not unique to the Sociology program; it is also a fact College-wide and nation-wide. Part of this may be explained by larger number of female students enrolled in community colleges in general (similar to Skyline College's gender statistics), more programs which focus on traditionally female professions (nursing, early childhood education, medical assisting and the like) and, perhaps, females may feel a greater sense of motivation to complete college.

Sociology faculty continue to use class discussion, journal writing, in-class writing assignments, online exams and exercises, and in-class student presentations to assess and monitor general student interest areas as well as specific occupational interest areas. While many students take sociology courses as electives, other students are taking these classes to meet requirements in other disciplines, especially those who are interested in or majoring in Health Sciences, Social Work and Administration of Justice. As was the case in 2004, several students (mostly females, but not exclusively so) taking sociology courses have mentioned that they are concurrently enrolled at University of North Carolina at Charlotte or San Francisco State Nursing programs. To assist students interested in medical occupations or health in general, the Sociology program initiated and developed Sociology 201, The Sociology of Health and Medicine. This class complies with the requirements of the Board of Registered Nursing for continuing education hours taken by registered nurses and vocational nurses for their re-licensure.

4. All courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list the courses and explain.

The Sociology program has reviewed all classes within the last five years. With the exception of Sociology 108, Community Relations, all sociology classes recommend eligibility of ENGL 100 or 105 or equivalent. Sociology 108 is a cross-listed class with the Administration of Justice program and is largely taught by faculty for that program. Moreover, the vast majority of students who take the community relations class sign up for it as an Administration of Justice class, and not a sociology class. As mentioned previously, all five new sociology classes went through the Curriculum Committee review within the last five years. Textbooks for all classes are periodically reviewed for relevance and currency.

5. If external accreditation or certification is required, please state the certifying agency and status of the program.

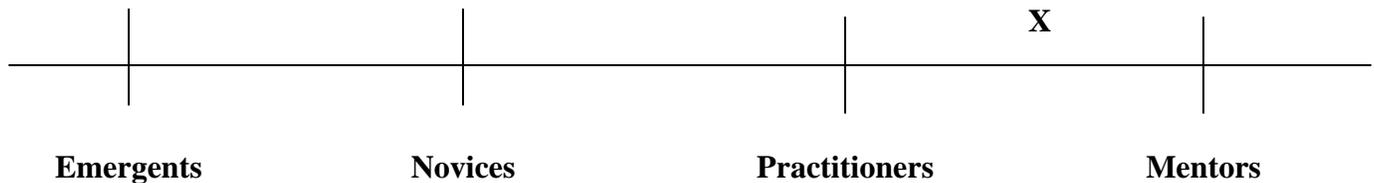
Not applicable.

Student Learning Outcomes & Assessment

1. *Where on the continuum do you believe your department is on the SLOAC Initiative?*

Emergents	Novices	Practitioners	Mentors
<ul style="list-style-type: none"> • Learning and discovering • Gathering information • Attending workshops 	<ul style="list-style-type: none"> • Beginning a dialogue • Drafting SLOs • Drafting assessment plans • Taking inventory of assessments • Creating instruments for assessment 	<ul style="list-style-type: none"> • Engaging in widespread dialogue • Implementing assessment plans • Refining SLOs • Reviewing outcome data and discussing implications 	<ul style="list-style-type: none"> • Facilitating discussions and generating new dialogue • Conducting workshops • Lending assistance

Mark an X on the continuum and briefly comment.



2. *Highlight any major findings and resulting course or program modifications.*

In March 2009, Professor Moynihan offered a workshop to Skyline College faculty on "SLOAC Workshop on Survey Research Design." (Please see the outline of this presentation in the appendix.) This workshop focused a method to directly assess student learning outcomes and provided an initial design that could be used in many courses and program reviews and modifications. The Sociology program started collecting data for this assessment fall 2007 and revised the format up to the time of presentation in March 2009. Unfortunately, in the fall of 2009 Professor Moynihan's computer with all of the SLOAC data was stolen and only one measurement cycle remains in hard copy. However, the assessment design remains and a new cycle of data collection has begun.

The SLOAC survey design works like this: To assess one of the core SLOs for an introduction to sociology class the SLO is stated in clear, measurable terms: "Upon successful completion of this class students will be able to evaluate the impact of culture, social class, gender, race/ethnicity and age on people's life chances, practices and attitudes." This SLO is a core concept ("The Sociological Imagination") for all sociology classes and is also used as the basis for student journal writing and in-class presentations. (See course syllabus for Introduction to Sociology in the appendix.) Using a 60 question multiple-choice exam, the instructor identifies specific questions that measure student comprehension and knowledge (concepts, facts and application) of the SLO, which, based on exam scores on the specific questions, in turn establish baseline scores for the initial exams, which are re-measured by mid-term and comprehensive final exams. Essentially, this is a more experimental (before and after) survey design in which students will be tested early and late in the semester and the initial exam will be analyzed and compared to subsequent exams.

The Sociology program also uses indirect SLO measures to assess student outcomes: Out of class observational assignments, journal writing, in-class discussion and rubric scores for writing and in-class

oral presentations. (Please see Rubric for a Research Project and Outline for Sociology Presentations in the appendix.) As another way to indirectly assess student outcomes, the Sociology program is also considering developing a course exit survey, similar to the one initiated by Professor Aurilio for the Administration of Justice program.

At the end of spring semester 2010, sociology faculty will analyze the data from the SLO assessment design described above and initiate a review of specific areas that may need improvement. For example, it is sometimes difficult for students to see the connections among various social forces (social institutions, culture, the legacy of history, and so forth) and their personal lives. By focusing on those connections in the classroom discussions, online exercises and written assignments, students will improve their overall understanding of sociology. Faculty will also implement a course exit survey at the end of each semester, asking students to assess their comprehension and to suggest areas of improvement for the sociology program.

The Sociology program could use some help setting up a data analysis spread sheet to collect and compare data.

3. *What additional resources are needed to implement the plan?*

PART C: Resources

Faculty and Staff

1. *List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.*

As stated previously, the Sociology program has added five new classes to its curriculum: Sociology 142, Filipina/o Community Issues; Sociology 160, Sociology of Sex and Gender; Sociology 201, Sociology of Health and Medicine; Sociology 341, Asian Cultures and Societies; and Sociology 432, Chinese Culture and Society. These classes help serve our diverse population.

Professor Moynihan attended the Western Conference of the Association of Asian Studies at the University of Colorado in September 2008 to research and consult with Asian Studies programs nationwide for the development of classes on Asian and Chinese cultures and societies.

Sociology program participated in two Learning Communities: The first, spring semester 2008, offered an Introduction to Sociology Honors Course (Sociology 100 AH) was titled "Election 2008: Social Construction of Political Reality" in conjunction with English 165 AH, Critical Thinking and Advanced Composition. During the spring semester 2009 a second Learning Community was initiated in conjunction with Professor Wong of the History Department on "Immersion in Asia: Civilizations, Cultures and Societies." As mentioned previously, the Sociology program's class for this Learning Community, Sociology 341, Asian Cultures and Societies had to be cancelled due to low enrollment.

Professor Moynihan, since his arrival at Skyline College, has published three peer reviewed articles: The first on cost analysis of mental health programs, the second on risk assessment surveys of juvenile firesetters, and the third, as part of the Foundations of Excellence program, "Report on First Year

Experience Student Survey" on first-year Skyline students' attitudes and opinions about their educational background and goals.

Professor Moynihan, was the recipient of the 2007-2008 Academic Senate Faculty Recognition Award.

The Sociology program is currently sufficiently staffed to meet the needs of the College.

2. *Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).*

When necessary to hire new part-time staff, the Sociology program meets with the Dean of Social Sciences and Creative Arts to consult and interview possible candidates. The orientation process is handled informally. As part of the interview and subsequent hiring process, part-time faculty are shown the mailroom and copier, given course outlines and sample syllabi, given keys to access the mailroom and classrooms, provided a parking permit, shown where the library, bookstore and The Learning center are located, provided with forms to order textbooks, given phone access, and given an e-mail account with WebSMART access.

3. *If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.*

Additional recruitment of faculty is not currently necessary.

Facilities, Equipment, Materials and Maintenance

1. *Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.*

It is the Sociology program's experience that each classroom's electronic equipment (over head projectors, media carts, DVD/video players and so forth) vary in quality, ability to use and maintenance. Some of the equipment breaks down before or during lecture, each media cart or classroom built-in PPT projection system has it's own peculiarity of connectivity and projection, and many of the television sets' screens in the older classrooms are too small to be seen in the back of the room. The newer projection and overhead systems are much superior to the older ones, but even so, faculty must memorize the particular classroom's system. The IT staff have been very helpful trying to work the "bugs" out of the equipment, but it is a periodic cause of frustration. It would be very helpful to have technological upgrades to the equipment to improve the quality of technology for students and faculty.

2. *List projected needs.*

Upgraded electronic equipment will enhance the students' learning experience. Internet connectivity does not always work. Most of the electronic equipment is designed for PCs, which sometimes makes Mac connectivity difficult or non-existent. Television sets that play DVDs and videos need to be upgraded or replaced by full-scale projection systems.

3. *Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.*

As publishing technology has advanced, most of the Sociology programs' textbooks use both a traditional (print on paper) format as well as some very sophisticated online components. This requires students to purchase both the textbooks and access codes for the online exams, research options and study guides. "MySocLab," for example, published and maintained by Pearson Publishing is an excellent method which provides students with some of the very latest sociological research and analysis. The "MySocLab" also contains an excellent course management system including grade book, study plans for students and a great deal of control by faculty. This technology also requires students to be computer and Internet literate as well as requiring them to keep up with the assigned readings and exams. When the electronic system is working well in the classrooms, faculty can provide students with very good power point outlines of the course material, access special, interactive Internet sites and current (same-day in some cases) videos of events from around the world. These technologies are increasingly in use in other colleges and universities. The Sociology program is currently considering developing, in conjunction with Pearson Publishing, a specific introduction to sociology textbook, which will allow faculty to choose specific chapters from a variety of textbooks, specific articles germane to the course and chapter material and include faculty's own research and lecture material as well as the aforementioned online components.

This use of technology should not, however, rule out direct interaction with the students in the form of in-class discussion and individual discussion of student questions and concerns. Thus, the technology is a tool to aid in discussion, not the end of discussion.

4. *If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*

The Sociology program does not receive support from industry.

Budget Request

1. *What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?*

It would be very helpful to upgrade the electronic equipment in the classrooms. It would also be useful to have the DVD/video budget restored.

2. *If appropriate, discuss methods the program could share resources with other programs in the College and District.*

The Sociology program does not have material resources to share, but the faculty are willing to share their research skills and analysis.

PART D: Leadership and Governance

1. *What leadership roles do the faculty and staff of your program hold in the college?*

Currently, Professor Moynihan is Chair of the Academic Senate Institutional Research Committee.

2. *How do the faculty and staff in your program participate in the governance processes of the college/district?*

Professor Moynihan is a member of the Academic Senate Governing Council at Skyline College.

3. *How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

As mentioned previously, faculty have participated as Co-Chair of the Learning Dimension Committee, Foundations of Excellence, First Year Learning Project. Professor Moynihan was a member of the Standard II Writing Committee for Skyline College's Accreditation Self-Study and a committee member of the Basic Skills Initiative.

PART E: Action Plan

1. *Describe the program's plan for addressing areas of improvement.*

The Sociology program needs to continue working on multidisciplinary coordination and co-operation with other programs and departments in the Division of Social Sciences and Creative Arts. While there are cross-listed courses with the Psychology Department and the Administration of Justice program, additional courses and learning communities should be developed. For example, the sociology program and the anthropology program have discussed team teaching and/or expanding the Sociology of Health and Medicine to include a more cross-cultural analysis of medical, health and illness perspectives and issues. Moreover, additional Learning Communities should be developed with other disciplines, such as the Learning Community offered in spring of 2008 on the "Election 2008, the Social Construction of Political Reality" in conjunction with the English Department. I would also like to work with the Psychology Department and the Math Department on developing a multidisciplinary course on research methods and statistics for the social sciences.

The Sociology program needs to develop a greater degree of co-operation and coordination with the Sociology programs at CSM and Cañada Colleges. We have discussed this in the past, but nothing has come of it, largely because we get so caught up in our own campuses teaching, researching and doing committee work. I will contact the sociology at the two other colleges to see if we can initiate some kind of forum wherein we could exchange program and course ideas and provide students with a greater sense of program consistency among the three programs.

Finally, the Sociology program needs to keep working on identifying students' basic skill problems within the courses. Sociology is a complex and global discipline, which requires students to "think outside the box" and consider a world of social forces beyond their personal perspective and control. Students who have limited reading, writing and math skills are directly challenged by both the quantitative and qualitative research components as well as the rather complex theoretical analyses in all of the sociology courses. I would like to coordinate more with the Reading and Writing Center, the Tutorial program and the Math Department to help students learn critical thinking and writing skills.

Skyline College Program Review Worksheet for Enrollment, Performance and WSCH/FTE

Weekly Student Contact Hours – WSCH

Report the 3 previous **Fall** semesters with the most recent on the right.

Year	2007	2008	2009
WSCH	541	634	1004

Please comment on program enrollment and expected trends.

The Weekly Student Contact Hours have increased by 46 percent from 2007 to 2009. This increase is due, in part, to the hiring of a full-time faculty in 2005, additional course offerings (traditional as well as new courses), and a part-time faculty (sixty percent) who regularly teach 3 night classes. On average, the Sociology program, compared to College-wide student characteristics, has higher percentage of female students (61 percent versus 54 percent), equivalent percentage of Asian students (25 percent versus 28 percent), equivalent percentage of African American students (5 percent versus 4 percent), higher percentage of Filipino students (31 percent versus 18 percent), equivalent percentage of Hispanic students (15 percent versus 18 percent), and a lower percentage of white students (14 percent versus 24 percent). As noted previously, the Sociology program attracts a very high percentage of students 18 to 22 (72 percent compared to the College's 43 percent). Also, the Sociology program compared to College-wide student characteristics, the Sociology program has slightly higher percentage of Continuing students (69 percent versus 62 percent), much higher percentage of Day students (71 percent versus 40 percent), and a somewhat higher percentage of Transfer students (64 percent versus 54 percent).

As more and more students expect to transfer to four year colleges and universities, the Sociology program anticipates that these demographic trends will continue, especially since most of the sociology classes fulfill social science requirements to the UC and CSU system. It should also be noted that with cut backs in education funding, more students will attempt to take community college classes, not only in the summer as is currently the case, but year-round.

FTE and WSCH/FTE (LOAD)

Report the previous 3 **Fall** semesters with the most recent on the right

Year	2007	2008	2009
FTE	1.00	1.50	2.00
WSCH/FTE	541	423	528

Please comment on the comparison of this program to College trends.

The Sociology program's load in 2007, 541, decreased to 423 in 2008, a 22 percentage point decline. Between 2008 and 2009 the Sociology program's load increased by 20 percent. There are several factors in play here:

First of all, the Sociology program offered four more sections of classes (from 6 to 10) from the fall of 2007 to 2009 and there was an increase in FTE from 1.00 to 2.00. With more sections, this has had a tendency to dilute the overall load.

Secondly, most of these new sections were new classes, which have a tendency to attract fewer students and reduce to overall load in the program. Introduction to Sociology, a core component in the Sociology program, has, on average a comparable load to the College's average load. New classes (e.g., Sociology of Health and Medicine) need time to build a reputation and attract students.

Thirdly, since students have a choice of taking credit in cross-listed classes in one of two programs, Sociology/Psychology 110 and Sociology/Administration of Justice 108, they have tended to select credit in Psychology 110 and Administration of Justice 108 rather than Sociology by a considerable percentage. Thus, while these classes are listed as part of the Sociology program's load, they have tended to reduce the program's overall load.

<i>Retention and Success</i>

Report data on program retention and success rate with the most recent on the right.

Year	2006/07	2007/08	2009 (fall)
Retention	74%	76%	79%
Success	55%	51%	58% (2008/09)

Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

The Sociology program's retention rate has shown some improvement in the years reported. These rates are somewhat below the College's overall retention rates (slightly over 80 percent), but comparable to the History Department's retention rates (74 percent),

the Anthropology program's retention rates (76 percent), and somewhat lower than the Psychology Department's retention rates (82 percent). In general, retention rates tend to be rather flat over time.

The Sociology program's success rates showed an initial decline between 2006/2007 and 2007/2008, but increased the success rate between 2007/2008 and 2008/2009 at 58 percent. These success rates are lower than the College's success rates of around 68 percent, but comparable to Anthropology (59 percent) and History (55 percent) programs' success rates. The Psychology's Department's success rate is higher than the Sociology program's success rate at 65 percent.

Part of the variation in the Sociology program's success and retention rates may be explained by differences between fall and spring semesters. Generally, the program's success rates are higher in the fall semesters (and comparable to the College's overall success and retention rates), but lower in the spring semesters. History, Anthropology and Psychology programs do not show this pattern of fall to spring fluctuation in their respective success and retention rates.

Success and retention rates in the Sociology program by ethnicity vary over time and by specific group. African American students have had a tendency to have lower success and retention rates than all other groups. This tendency, however, may be partially explained by rather low enrollment of African American students in sociology classes and does not reflect a statistically valid comparison. Asian students success and retention rates have increased from a low in 2006/2007 (57 percent success and 68 percent retention) to a high in 2008/2009 of 64 percent success and 85 percent retention. Filipino students' success and retention over the reported years remained fairly consistent, roughly 56 percent success and 75 percent retention. Hispanic students' success and retention rates, similar to Filipino student rates, were fairly consistent over the reported years at, roughly 55 percent success and nearly 80 percent retention. White students showed some increase in success rates between 2006/2007 (57 percent) and 2008/2009 at 62 percent. Retention rates for white students remained fairly flat in the reported years at around 76 percent.

By gender, success and retention rates show some variation, with females tending to have higher success rates than their male counterparts, but the retention rates are similar.

By age, younger students (18-22), which make up 75 percent of the Sociology program's enrollment, have lower success and retention rates than their older counterparts. Success rates for the younger students for the reported years hovers around the low to mid fifties percentages and the retention rates are in the mid seventies percentages. By comparison, older students (23-28 and 29-34) tend to have higher success rates (mid fifties to high sixties percentages) as well as, generally, higher retention rates (high sixties to high eighties percentages). These age differences in success and retention rates in the Sociology program are also evident in the success and retention rates in the History, Anthropology and Psychology programs.

As mentioned previously, the Sociology has made a concerted effort to utilize College services to increase the success and retention rates. The program has developed additional classes and worked to provide increased program development for the Kababayan program, the International Trade Development program and the African Diaspora program. The Sociology program encourages students to take advantage of the opportunities provided by the Learning Resource Center, the Reading and Writing Center and the Counseling Services, including the "First Alert" system. All textbooks for sociology courses are on reserve in the Library and students are encouraged to avail themselves of the Library's services.

Faculty in the Sociology program have served on College-wide committees which seek to improve students' first-year learning experience and basic skills. Faculty have also initiated student research on increasing students' knowledge of and programs which promote orientation to college life and skills necessary to succeed.

The Sociology program has developed measures to assess Student Learning Objectives and is currently reviewing ways to increase student knowledge and understanding of sociological research and perspectives. The program uses both direct and indirect measurements of student success.

The Sociology program also uses the most up-to-date textbooks and online resources, which provide students with informational and study skills. These new textbooks, online components and teaching materials have increased students' test scores 8 to 10 points in comparison to the previous textbook and teaching materials.

The Sociology program plans to expand the online components (research studies, data sources and analysis, online exercises, and writing exercises) to all sociology classes by the fall semester 2010. To further augment the Basic Skills Initiative, students who need help with writing, for example, will be given online writing assignments that will help to strengthen their critical thinking and writing skills. These online writing exercises, thanks to Pearson Publishing, will be bundled with the regular textbooks and online component free of charge.

Based on research conducted by sociology faculty on first-year students at Skyline College, students will be encouraged to avail themselves of a wide-range of educational opportunities, including broad-based orientation to academic life, specific vocational and academic programs, and financial and academic counselling.

Sociology faculty have worked closely with other faculty and departments to integrate multidisciplinary programs and research. This cross-discipline consultation and collaboration will continue.

Program Review Course Outline & Prerequisite Checklist

Discipline: Sociology

Semester: Spring 2010

ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU **or** CSU *and* UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
- Column 8:** Does the course have SLOs on the official course outline of record?
- Column 9:** Does the course have assessment plans?
- Column 10:** Has the course implemented their assessment plans?
- Column 11:** When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris (norris@smccd.net).

Please have the faculty and division dean sign and date the certification on the last page.

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implementation	Reviewed
			CSU	UC & CSU							
SOCI 100	Introduction to Sociology	3/10		X	X	ENGL 100 or 105, or equivalent	X	X			
SOCI 105	Contemporary Social Issues	3/10		X	X	ENGL100 or 105, or equivalent	X	X			
SOCI 108	Community Relations	3/10		X		ENGL 836	X	X			
SOCI 110	Courtship, Marriage and Family	3/10	X		X	ENGL 100 or 105, or equivalent	X	X			
SOCI 141	Race and Ethnicity	3/10		X	X	ENGL 100 or 105, or equivalent	X	X			
SOCI 142	Filipina/a Community Issues	3/10		X	X	ENGL 100 or 105, or equivalent	X	X			
SOCI 160	Sociology of Sex and Gender	3/10	X		X	ENGL 100 or 105, or equivalent	X	X			
SOCI 201	Sociology of Health and Medicine	3/10	X		X	ENGL 100 or 105, or equivalent	X	X			
SOCI 341	Asian Cultures and Societies	3/10		X	X	ENGL 100 or 105, or equivalent	X	X			
SOCI 432	Chinese Culture and Society	3/10	X		X	ENGL 100 or 105, or equivalent	X	X			
SOCI 665	Selected Topics in Sociology	3/10		X	X	ENGL 100 or 105, or equivalent	X	X			

**Skyline College Program Review
Certification of Course Outline & Prerequisite Review**

Faculty Signatures

<hr/> <i>Michael H. Moynihan, Ph.D.</i>	<hr/> <i>Highlight this text & type in name</i>	<hr/> <i>Highlight this text & type in name</i>
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Date Submitted: *March 31, 2010*

Division Dean: _____

(Additional faculty signature lines may be added to this form as needed.)



Sociology program--Spring 2010

Please place a "C" in the space under the SLO if the SLO is central to the course.									
Please place an "S" in the space if the SLO is supported by the course. Leave the space blank if the SLO does not apply to the course									
Thank you. (Name of Faculty mapping SLO'S Moynihan Completed: March 27, 2010									
Column1	Column2	Column3	Column4	Column5	Column6	Column7	Column8	Column9	Column10
				Critical Thinking: Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	Critical Thinking: Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.	Critical Thinking: Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	Critical Thinking: Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	Critical Thinking: Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.	Critical Thinking: Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.
ssca	SOCI	100	SOCI100	C	C	C	C	C	S
ssca	SOCI	105	SOCI105	C	C	C	C	C	S
ssca	SOCI	108	SOCI108	C	C	C	C	C	S
ssca	SOCI	110	SOCI110	C	C	C	C	C	S
ssca	SOCI	141	SOCI141	C	C	C	C	C	S
ssca	SOCI	142	SOCI142						
ssca	SOCI	201	SOCI201	C	C	C	C	C	S
ssca	SOCI	665	SOCI665	C	C	C	C	C	S
ssca	SOCI	665SA	SOCI665SA	C	C	C	C	C	S
ssca	SOCI	690	SOCI690	C	C	C	C	C	S
ssca	SOSC	110	SOSC110		NO	LONGER	IN	CATALOG	
ssca	SOSC	115	SOSC115		NO	LONGER	IN	CATALOG	
ssca	SOSC	150	SOSC150	C	S	C	C	C	S
ssca	SOSC	160	SOSC160	S		S		S	
ssca	SOSC	665	SOSC665						
ssca	SOSC	680	SOSC680						

Column21	Column22
Lifelong Wellness: Demonstrate an understanding of physical fitness and its role in lifelong wellness.	Lifelong Wellness: Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.
S	
S	
S	
S	
S	
C	C
S	
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S	
	C

Program Review - Resource Needs Summary Table

Program Sociology Program

	Needs	Notes
Personnel	1. None 2. 3. 4.	One full-time and one part-time faculty currently maintain the Sociology program.
Equipment	1. None 2. 3. 4.	Faculty uses the College's equipment, but it would be nice to have the projection systems up-graded.
Facilities	1. None 2. 3. 4.	Currently use the College's facilities, but it would be nice to have the sociology classes in one, maybe two, buildings rather than try to run cross campus from one back-to-back class to another.