

Part 2 – Comprehensive Program Review

SPRING 2011

Program Name: **SOCIOLOGY**

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2007-08, 2008-09, 2009-10

1. List the objectives developed for this program during the last comprehensive program review.

The main program objectives of the Sociology Program during the Academic Years 2007-2010 were to:

- a. Hire a full-time faculty in Sociology.
 - b. Maintain a sufficient adjunct pool of qualified Sociology instructors.
 - c. Update/modernize Sociology classrooms including furniture and desks.
 - d. Update/modernize technology in Sociology classrooms including A/V equipment; internet access and smart classrooms.
 - e. Dedicate one classroom to Sociology courses which allows for permanent display and storage of Sociology materials used for instructional purposes
 - e. Develop distance learning classes in core Sociology courses.
 - f. Continue to develop SLO's for the Sociology and train adjunct Sociology faculty in SLO process.
 - g. Create a Behavioral Sciences Lab for both teaching courses (Statistics/Research) and conducting research.
 - h. Develop an integrated and balanced schedule which supports program completion and graduation.
 - i. Improve student retention and success
2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
 - a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
 - b. For non teaching programs this data should include the following: TBD

**Program Review - Sociology Program
Enrollment Count at Census**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SOC 101	330	441	444	1215	267	316	361	944	137	92	96	325	70	92	95	257	2741
SOC 102	129	113	113	355	149	134	157	440	24	31	40	95	26	39		65	955
SOC 110	42	40	34	116	34	38	40	112									228
SOC 124		24	16	40	12	11	11	34									74
SOC 150	36	31	35	102	30	27	29	86									188
SOC 206		5		5													5
Total	537	654	642	1833	492	526	598	1616	161	123	136	420	96	131	95	322	4191

**Sociology Program
Number of Sections**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SOC 101	5	8	9	22	5	6	8	19	3	2	2	7	2	2	2	6	54
SOC 102	2	2	2	6	2	2	3	7	1	1	1	3	1	1		2	18
SOC 110	1	1	1	3	1	1	1	3									6
SOC 124		1	1	2	1	1	1	3									5
SOC 150	1	1	1	3	1	1	1	3									6
SOC 206		1		1													1
Total	9	14	14	37	10	11	14	35	4	3	3	10	3	3	2	8	90

**Sociology Program
Average Number of Students Per Section**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SOC 101	66	55	49	55	53	53	45	50	45	46	49	47	32	46	48	42	51
SOC 102	63	56	57	59	75	67	52	63	24	30	40	31	27	39		33	53
SOC 110	42	40	34	39	34	38	39	37									38
SOC 124		58	53	56	38	50	53	47									50
SOC 150	36	36	43	38	34	41	41	39									39
Avg.	59	53	49	53	52	53	47	50	40	41	46	42	30	44	48	40	49

**Sociology Program
Student Success Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SOC 101	78%	70%	59%	69%	49%	68%	66%	61%	84%	93%	95%	91%	92%	86%	86%	88%	77%
SOC 102	78%	73%	91%	80%	60%	90%	87%	79%	88%	97%	98%	94%	96%	97%		97%	87%
SOC 110	50%	38%	50%	46%	68%	66%	64%	66%									56%
SOC 124		71%	56%	64%	58%	91%	64%	71%									68%
SOC 150	89%	87%	77%	84%	86%	81%	87%	85%									85%
SOC 206		50%		50%													50%
Avg.	74%	65%	67%	68%	64%	79%	73%	72%	86%	95%	96%	92%	94%	92%	86%	92%	76%

**Sociology Program
Student Retention Rate**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SOC 101	89%	81%	80%	83%	68%	79%	88%	78%	90%	96%	95%	94%	95%	93%	97%	95%	88%
SOC 102	94%	88%	96%	93%	97%	96%	95%	96%	88%	97%	98%	94%	96%	97%		97%	95%
SOC 110	93%	90%	97%	93%	82%	92%	97%	91%									92%
SOC 124		88%	94%	91%	92%	91%	100%	94%									93%
SOC 150	89%	87%	86%	87%	97%	85%	87%	89%									88%
SOC 206		83%		83%													83%
Avg.	91%	86%	90%	89%	87%	89%	93%	90%	89%	96%	96%	94%	96%	95%	97%	96%	91%

Grade Distribution

Program	Term	Sem.	Yr.	Course	A	B	C	D	F	CR	P	Other	W	Total	Success Rate	Retention Rate
SOC	200730	Sum.	2007	SOC101	80	26	8	3	4			1	13	135	84.4%	90.4%
SOC	200810	Fall	2007	SOC101	181	57	18	6	32			0	35	329	77.8%	89.4%
SOC	200815	Win.	2008	SOC101	40	12	6		2			0	3	63	92.1%	95.2%
SOC	200820	Spr.	2008	SOC101	61	43	26	12	40			0	85	267	48.7%	68.2%
SOC	200830	Sum.	2008	SOC101	39	37	10		2			0	4	92	93.5%	95.7%
SOC	200910	Fall	2008	SOC101	110	171	29	18	29			0	86	443	70.0%	80.6%
SOC	200915	Win.	2009	SOC101	57	19	3		7			0	6	92	85.9%	93.5%
SOC	200920	Spr.	2009	SOC101	89	95	31	14	19			1	67	316	68.0%	78.8%
SOC	200930	Sum.	2009	SOC101	55	30	6					0	5	96	94.8%	94.8%
SOC	201010	Fall	2009	SOC101	122	84	54	29	64			0	91	444	58.5%	79.5%

SOC	201015	Win.	2010	SOC101	37	30	16	7	2			1	3	96	86.5%	96.9%
SOC	201020	Spr.	2010	SOC101	116	63	58	29	51			0	44	361	65.7%	87.8%
SOC	200730	Sum.	2007	SOC102	20		1					0	3	24	87.5%	87.5%
SOC	200810	Fall	2007	SOC102	49	29	20	11	10			0	7	126	77.8%	94.4%
SOC	200815	Win.	2008	SOC102	22	3						0	1	26	96.2%	96.2%
SOC	200820	Spr.	2008	SOC102	82	3	4	53	2			0	5	149	59.7%	96.6%
SOC	200830	Sum.	2008	SOC102	24	1	4					0	1	30	96.7%	96.7%
SOC	200910	Fall	2008	SOC102	54	15	14	3	15			0	13	114	72.8%	88.6%
SOC	200915	Win.	2009	SOC102	38							0	1	39	97.4%	97.4%
SOC	200920	Spr.	2009	SOC102	72	33	19	2	6			0	6	138	89.9%	95.7%
SOC	200930	Sum.	2009	SOC102	39							0	1	40	97.5%	97.5%
SOC	201010	Fall	2009	SOC102	68	17	18	6				0	4	113	91.2%	96.5%
SOC	201020	Spr.	2010	SOC102	132	2	3		12			0	8	157	87.3%	94.9%
SOC	200810	Fall	2007	SOC110	8	3	10	4	14			0	3	42	50.0%	92.9%
SOC	200820	Spr.	2008	SOC110	6	10	7	2	3			0	6	34	67.6%	82.4%
SOC	200910	Fall	2008	SOC110	4	5	6	4	17			0	4	40	37.5%	90.0%
SOC	200920	Spr.	2009	SOC110	9	6	10	4	6			0	3	38	65.8%	92.1%
SOC	201010	Fall	2009	SOC110	7	6	4	11	5			0	1	34	50.0%	97.1%
SOC	201020	Spr.	2010	SOC110	8	8	9	4	8			1	1	39	64.1%	97.4%
SOC	200820	Spr.	2008	SOC124	7				4			0	1	12	58.3%	91.7%
SOC	200910	Fall	2008	SOC124	17				4			0	3	24	70.8%	87.5%
SOC	200920	Spr.	2009	SOC124	9		1					0	1	11	90.9%	90.9%
SOC	201010	Fall	2009	SOC124	9			6				0	1	16	56.3%	93.8%
SOC	201020	Spr.	2010	SOC124	7				4			0		11	63.6%	100.0%
SOC	200810	Fall	2007	SOC150	14	16	2					0	4	36	88.9%	88.9%
SOC	200820	Spr.	2008	SOC150	22	3			3			0	1	29	86.2%	96.6%
SOC	200910	Fall	2008	SOC150	14	5	8					0	4	31	87.1%	87.1%
SOC	200920	Spr.	2009	SOC150	9	11	2					1	4	27	81.5%	85.2%
SOC	201010	Fall	2009	SOC150	13	13	1		2			1	5	35	77.1%	85.7%
SOC	201020	Spr.	2010	SOC150	11	13	2					0	4	30	86.7%	86.7%
SOC	200910	Fall	2008	SOC206	2	1		1	1			0	1	6	50.0%	83.3%

**Sociology Program
Full Time Equivalent Student (FTEs)**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SOC 101	34.2	45.7	46.0	125.9	27.7	32.7	37.4	97.8	14.1	9.7	10.1	33.9	7.0	9.7	10.0	26.7	284.3
SOC 102	13.4	11.7	11.7	36.8	15.4	13.9	16.3	45.6	2.4	3.3	4.2	9.9	2.6	4.1		6.7	99.0
SOC 110	4.4	4.1	3.5	12.0	3.5	3.9	4.1	11.6									23.6
SOC 150	3.8	3.7	4.5	12.0	3.6	4.2	4.2	12.1									24.1
Total	55.7	65.3	65.7	186.7	50.3	54.8	62.1	167.1	16.6	12.9	14.3	43.8	9.7	13.8	10.0	33.4	431.1

**Sociology Program
Full Time Equivalent Faculty (FTEf)**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SOC 101	1.00	1.60	1.80	4.40	1.00	1.20	1.60	3.80	0.60	0.40	0.40	1.40	0.40	0.40	0.40	1.20	10.80
SOC 102	0.40	0.40	0.40	1.20	0.40	0.40	0.60	1.40	0.20	0.20	0.20	0.60	0.20	0.20		0.40	3.60
SOC 110	0.20	0.20	0.20	0.60	0.20	0.20	0.20	0.60									1.20
SOC 150	0.20	0.20	0.20	0.60	0.20	0.20	0.20	0.60									1.20
Total	1.80	2.40	2.60	6.80	1.80	2.00	2.60	6.40	0.80	0.60	0.60	2.00	0.60	0.60	0.40	1.60	16.80

**Sociology Program
FTEs per FTEf**

Course	Fall				Spring				Summer				Winter				Grand Total
	2007	2008	2009	Total	2008	2009	2010	Total	2007	2008	2009	Total	2008	2009	2010	Total	
SOC 101	34.2	28.6	25.6	28.6	27.7	27.3	23.4	25.7	23.6	24.2	25.2	24.2	17.6	24.2	25.0	22.3	26.3
SOC 102	33.4	29.3	29.3	30.7	38.6	34.7	27.1	32.6	12.1	16.3	21.0	16.5	13.1	20.5		16.8	27.5
SOC 110	21.8	20.7	17.6	20.0	17.6	19.7	20.7	19.3									19.7
SOC 150	19.2	18.7	22.3	20.0	18.1	21.2	21.2	20.2									20.1
Total	31.0	27.2	25.3	27.5	27.9	27.4	23.9	26.1	20.7	21.6	23.8	21.9	16.1	23.0	25.0	20.9	25.7

3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

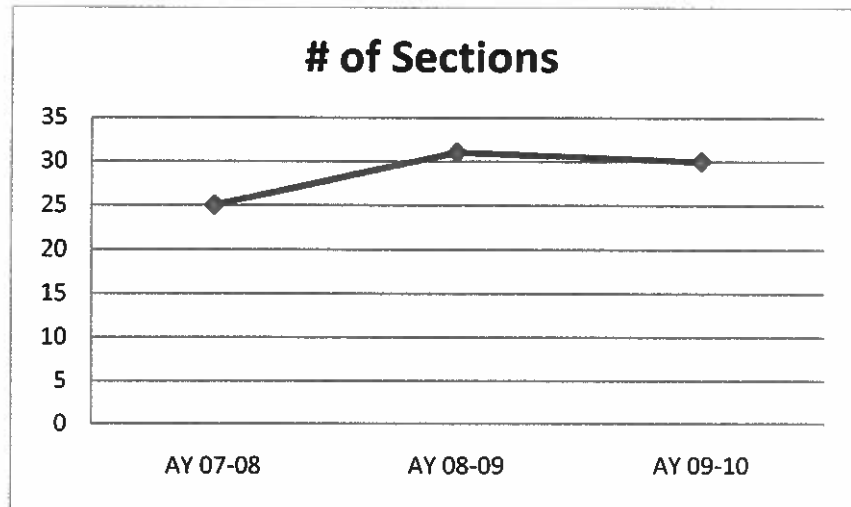
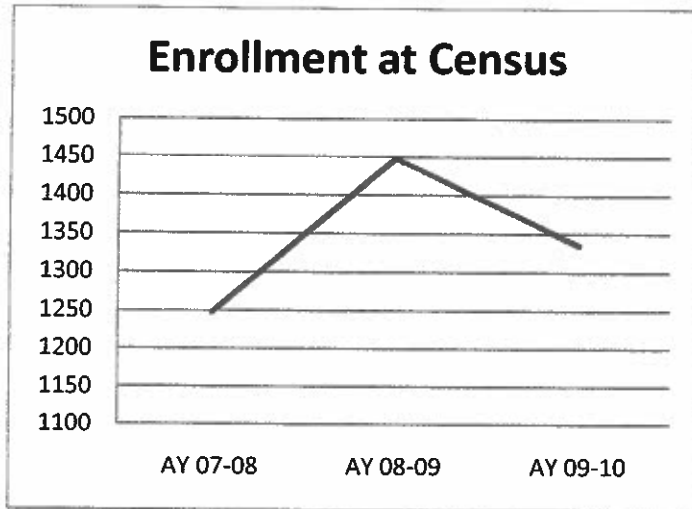
List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

SLO's were identified for a majority of the Sociology courses. SLO's are being discussed and assessed and we will continue to improve and make changes as needed. Student Learning Outcomes are as follows:

Course	SLO's	Cycle Assessment Completed	ISLO Linked To
SOC 101	Apply the rules of scientific method and empirical analysis in understanding social behavior, establishing conceptual framework of society and components of culture - midterm	Identified; assessed	ISLO1; ISLO2; ISLO3; ISLO4; ISLO5
SOC 102	Understanding of various contemporary social problems and conditions as applied to their own social experience – written assignments; research; field study	Identified; assessment needed	ISLO2; ISLO3; ISLO5
SOC 110	Student will research and present a Genogram (Family Tree) and student will interview a marriage counselor and document finding in paper – class presentation and paper rubric	Identified; assessed	ISLO1; ISLO3; ISLO4
SOC 124	Understanding of the extent and impact of crime as a social problem, the theories of crime causation, and the personal motivators of those who commit deviant social acts – written assignments and exam; research	Identified; assessment needed	ISLO2; ISLO3; ISLO5
SOC 150	Identify, compare, and contrast gender roles in minority cultures – written assignments and paper rubric	Identified; assessment needed	ISLO2; ISLO3; ISLO5
SOC 206	From the social psychology theories discussed in class, identify three theories and compose a biography of how each of the three theories has affected the choices you made in life and how they apply to who you are today – paper rubric	Identified; assessed	ISLO1; ISLO2; ISLO3; ISLO5

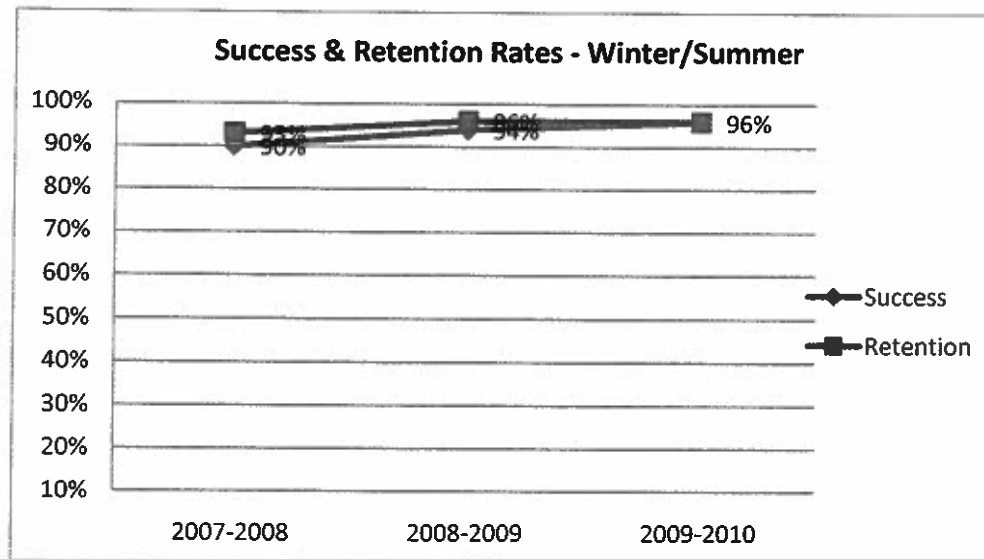
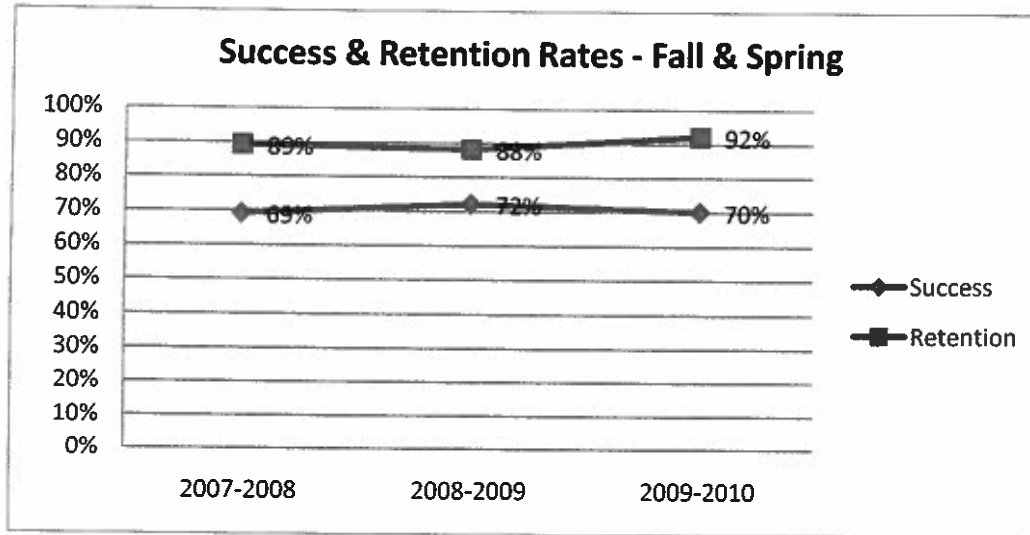
4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

Enrollment & Access



The above graphs reflect the number of sections offered and the enrollment at census for Sociology courses over a three-year period. During the academic years 2007-2010, we had increased the number of Sociology courses offered each academic year until 2009-2010. The reason we believe that the graph depicts a decrease is because the number of Sociology courses offered in the Summer of 2010 is not included in the data and because of limited Sociology faculty, the number of sections offered was reduced. Even though we are in need of additional Sociology faculty, we have tried to maintain the number of sections being offered each academic year. In addition, we had increased the number of students being served in Sociology courses from 1248 enrolled at census in 2007-2008 to 1447 students enrolled at census in 2008-2009, which is a 11.6% increase. During the 2009-2010 academic year show a decrease in the number of students being served at census to 1335, but again we believe that this decrease is because of Summer 2010 data not being included and also because of less sections being offered. We have averaged 49 students per section, with a quota of 35 students per class, thus fill rates continued above 100% at census in a majority of Sociology courses. We have also offered a balanced schedule of Sociology courses, both day and evening classes, which are rotated to meet the needs of all our students who need access to these classes. Sociology courses are required and/or recommended in the most populated majors at I.V.C., including Administration of Justice and Nursing.

Success & Retention



Student success rates for the Fall and Spring semesters during the 2007-2010 academic years have averaged 70%. The retention rate for same academic period has averaged 90%, which is an excellent retention rate. The retention rate saw a slight increase in 2009-2010, but there was a slight decrease in success rate from the previous academic year. Due to issues related to record keeping by former Sociology instructors, the data depicted in these graphs is difficult to interpret, as we are not sure it is accurate on all accounts.

Overall, student success and retention rates in Sociology courses for the Winter and Summer semesters during the 2007-2010 academic years has been outstanding. We contribute the higher success and retention rates in Winter and Summer to students who are more motivated and choose to attend school in the winter and summer when other students are taking a break. Taking courses year round leads to faster completion time and demands a more committed student.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: SPRING 2011

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.

Currently, there is one full-time Sociology faculty who is a temporary hire for the 2010-2011 academic year. In addition, there are four adjunct faculty members who teach Sociology courses in the Fall and Spring semesters. With classes over the 100% fill rate on average, and with a lack of faculty, we have reached a point where we are unable to serve every student that either needs Sociology classes for major preparation or is taking Sociology courses as electives that meet other academic requirements. Most of the current faculty teaches the two required Sociology courses, SOC 101 and SOC 102. These courses are needed for transfer, the Administration of Justice major, Alcohol and Drug Studies Major/Certificate and Nursing Major. This deficit faculty issue has been ongoing in Sociology. Some Sociology faculty teach in the Psychology Department and ADS Department also and these issues have contributed to a deficiency of elective courses in Sociology. If it were not for the limited number of adjunct faculty that currently teach Sociology courses, we would not be able to run a Sociology program at this time.

In addition, because of the implementation of SB 1440, we are currently creating a Sociology major which is set to begin in Fall, 2011.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

As mentioned above, the State of California, in Senate Bill 1440 (SB 1440) has created a plan for students to streamline their courses for their majors at both the community colleges and state colleges. They feel this would lead to a quicker and guaranteed transfer from the community college to the state college and then a quicker and greater completion rate. Imperial Valley College has decided to implement Sociology as one of the first majors under this new plan. This will affect Sociology as we will be required to offer specific courses according to the new major and we need to have sufficient and qualified Sociology faculty in order to do so.

3. List any significant issues or problems that the program is immediately facing.

Our significant issue at this time is lack of funding for the faculty that we need. Due to budget issues at both the State level and here at I.V.C., we have not been able to hire the number of full-time faculty or even hire more adjunct faculty to teach the much needed Sociology courses. In seeking adjunct faculty, we have had problems being able to find qualified Sociology instructors in the Imperial Valley. The last time we went out for a full-time tenure track Sociology faculty, we only had approximately eight people apply, even though the advertisement was throughout the United States. In addition, this lack of faculty and courses significantly affects our students as it takes them longer to get classes and thus transfer and/or graduate.

Another issue that is just as pressing due to lack of funding is the state of classrooms here at I.V.C. The classrooms need to be modernized as to technology as well as furniture in order to enhance instruction and improve student success.

One last issue due to lack of funding and faculty is in regards to the SLO process. Due to turnover in full-time faculty in the Sociology Department and one individual faculty being the sole instructor of various Sociology courses, there has not been a lead person to focus on training to implement and assess SLO's.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2011-12, 2012-13, 2013-14

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Objective	Completion Indicators	Completion Date
Hire one full-time permanent faculty member for Sociology and maintain a qualified adjunct faculty pool	Hiring of Faculty; increasing number of classes offered	2011
Develop new SB 1440 Sociology Major and create new courses for Sociology major	Catalog; Admission of Sociology majors	2011
Complete training, implementation and assessment of SLO's with all Sociology faculty; update records and make appropriate changes	Data collected and analyzed	2011-2012
Modernize classrooms as to technology and furniture; dedicated Sociology classroom	Modernization of 200 Building	2014
Develop new teaching methodologies, ideas for instruction and course work for Sociology courses that we hope will contribute to raising the success and retention rates of our students by 5%.	Trainings; colloquia; new courses; online courses, institutional data	2014

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

Because of our lack of Sociology faculty, we have not assessed or analyzed our assessments in every Sociology course. Adjuncts are sole instructors teaching some classes and have not been trained on how to identify and assess because of lack of tenured faculty or full-time faculty in the service area. The Dean of Behavioral & Social Sciences will coordinate the training of the entire SLO procedure for all new and existing Sociology faculty that have not been participating in the process. This will begin in the Fall, 2011 semester and continue as needed.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

Funding would be the most needed resource to accomplish these objectives, especially the funding for a permanent full-time Sociology faculty. An obstacle that has resulted from this lack of permanent full-time faculty teaching Sociology courses is that the academic requirements outside of the classroom, such as SLO's or curriculum, have been neglected. The focus has been on meeting the students' needs in instruction. Hiring of a permanent full-time Sociology faculty member will help to solve these issues. Funding is also needed for any modernization of current classrooms. Obstacles to funding are ongoing at the State level which in turn affects the available funding at I.V.C. Plans for funding through grants are being discussed currently.

4. Identify any outside factors that might influence your program during the next three years.

As the budget crisis continues in the State of California, Imperial Valley College will be affected many ways. Currently, we are hearing that due to budget cuts, the California State University system will continue to cut enrollment. This leads to more students seeking services at the community college. Because of State budget cuts, I.V.C. is expecting to be directed to cut FTES per academic year, starting in Fall, 2012. There is also a possibility that current adjunct faculty will not be hired to teach in upcoming semesters due to budget constraints. At a time when more students will be seeking courses at I.V.C., we will be unable to meet the need, both for financial reasons and because of lack of Sociology faculty and courses. The issues facing us in the next three years will revolve around the budget crisis.