

# CAÑADA COLLEGE BI-ANNUAL STATE OF THE DEPARTMENT DATA COLLECTION DOCUMENT

**Program Name:** SOCIOLOGY

## **I. Program goals and objectives:**

The basic objectives include preparing students for careers related to sociology, to facilitate transfers to four-year institutions, and to contribute to an overall liberal arts education.

The program is also designed to help students:

1. Become familiar with sociological theories and concepts
2. Become familiar with basic sociological research methods
3. Develop critical writing skills for the purpose of sociological analysis
4. Develop the ability to view social institutions with a greater understanding of individual, group, and societal processes
5. Build confidence in their abilities to interpret their experiences, and to empower them to take action as agents of social change

In the coming years, the sociology program at Cañada College is planning on adding at least one course that would enhance articulation with the CSU and UC systems. Although students can fulfill most of the lower division sociology requirements for both the CSU and UC system, Cañada College currently lacks a research methods course. A new research methods course would allow sociology majors to fulfill all the lower division requirements for most four-year institutions.

Finally, the sociology department is planning to collaborate with other social science departments to facilitate the creation of interdisciplinary programs on campus.

## **II. Student Learning Outcomes:**

### **A. List all identified program student learning outcomes:**

Students will demonstrate proficiency in social science writing.

Students will be able to use appropriate documentation styles (i.e. APA, Chicago, MLA).

Students will be able to make more informed choices from a well-rounded social, political, psychological, philosophical, anthropological, historical and/or economic perspective.

Students will be able to demonstrate the ability of critical and conceptual analysis of the content in various social science courses.

Students will develop an appreciation for both statistical and anecdotal evidence.

**B. Attach correlated assessment tools and relevant data:**

Students will be assessed with a variety of tests, research papers, homework assignments, and class activities in their sociology courses.

See attachment.

**C. List a sample of course level student learning outcomes:**

Students will demonstrate proficiency in social science writing.

Students will be able to use appropriate documentation styles (i.e. APA, Chicago, MLA).

Students will be able to make more informed choices from a well-rounded social, political, psychological, philosophical, anthropological, historical and/or economic perspective.

Students will be able to demonstrate the ability of critical and conceptual analysis of the content in various social science courses.

Students will develop an appreciation for both statistical and anecdotal evidence.

**D. Attach correlated assessment documents and relevant data:**

Students will be assessed with a variety of tests, research papers, homework assignments, and class activities in their sociology courses.

See attachment.

**III. Curricular offerings:**

**A. New, deleted, “banked” and “unbanked” in the past two years ( check all that apply)**

Course Prefix	Course Number	Course Title	NEW	Delete	Bank	Unbank	General Education	IGETC	AA/AS	Basic Skills	Workforce
SOCI	254	Sociology of Women			X		X	X	X		

**B. All current offerings except those previously identified in section A ( check all that apply; attach a separate table as necessary)**

Course Prefix	Course Number	Course Title	General Education	IGETC	AS/AA	Basic Skills	Workforce	Date of last revision
SOCI	100	Introduction to Sociology	X	X	X			
SOCI	105	Social Problems	X	X	X			
SOCI	141	Ethnicity and Race in Society	X	X	X			

**C. Recommended areas of curricular need based on current offerings ( check all that apply; attach a separate table as necessary)**

Brief Description of Course Proposed	General Ed	IGETC	AS/AA	Basic Skills	Workforce
Social Science Research Methods	X	X	X		
Sociology of the Family	X	X	X		

**IV. Enrollment data:**

A. Weekly Student Contact Hours – WSCH /FTES  
Report the 2 previous Fall semesters with the most recent on the right.

Year	20	20
WSCH	487	607
FTES	16.23	20.23

B. Full time equivalent faculty count FTE and WSCH/FTE – LOAD  
Report the 2 previous Fall semesters with the most recent on the right.

Year	20	20
FTE	1.20	1.20
LOAD	406	506

C. Retention and Success (If applicable) Report data on program retention and success rate for the past 2 Fall semesters with the most recent on the right.

Year	20	20
Retention	81.8%	89.3%
Success	62.3%	67%

**D. Certificate, degree, and transfer status (If applicable) Report data on certificate, degree, and transfer status for the past 2 years with the most recent on the right.**

Year	20	20
Certificates	NA	NA
Degrees	0	3
Transfer	unknown	unknown

**E. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc.**

From fall 2001 to fall 2006, enrollment in sociology courses increased. Overall, there was a 203.5% increase in WSCH, a 100% increase in FTE, a 51.8% increase in LOAD, and a 5.9% increase in retention. However, there was a 19.1% decrease in the success rate.

From fall 2005 to fall 2006, enrollment in sociology increased slightly. Overall, there was a 24.6% increase in WSCH, no increase in FTE, a 24.6% increase in LOAD and FTES, a 9.2% increase in retention, and a 7.5% increase success.

Increases in enrollment, retention, and success rates are likely the result of a combination of factors. First, the increase in enrollment may be due to the increase in overall campus enrollment. The sociology department is a likely beneficiary of this growth. Second, the rise in enrollment is correlated with the hiring of a full-time sociology faculty in 2005. With the exception of 2001, enrollment in sociology courses was strongest when an established full-time faculty was present. The presence of an established full-time faculty helps sustain and grow enrollment for a number of reasons. Full-time instructors increase course continuity, help with course promotion, participate in student affairs, and develop longer term relationships with students.

The increase in retention and success is also due to improved coordination with student services. For example, campus counselors helped the new Sociology 105 course gain traction. In fall 2005, Sociology 105 had less than 10 students. It now averages more than 20. Students also are benefiting from progress reports, tutoring services, as well as, instructor office hours.

In terms of student goals, it is clear that many sociology students have the goal of transferring to a four-year institution. Unfortunately, we have no data on transfer rates at this time. Students that do transfer with the intention of studying sociology often transfer with a liberal arts or university studies degree.

In the next few years the sociology program is likely to add new courses: Research Methods and Sociology of the Family. It is also working on further collaboration with student services. Finally, the department is also planning on forming a new campus club to serve all sociology students.

**V. Faculty and staff hiring recommendations:**

**A. List full-time faculty requests and attach formal justification**

<b>Position</b>	<b>Areas of expertise needed</b>

**B. List adjunct faculty requests and attach formal justification**

<b>Position</b>	<b>Areas of expertise needed</b>
Adjunct Sociology Instructor	Research Methods and Sociology of the Family

**C. List staff requests and attach formal justification**

<b>Position</b>	<b>Areas of expertise needed</b>
Social Science Coordinator	Social Scientist

**D. List professional development needs:**

Full-time and adjunct sociology faculty should have access to resources that help them attend various academic and teaching conferences. For example, there are currently no resources to help faculty attend the Annual American Sociological Association Conference.

In addition, more funding should be allotted for the purchase of sociology books and journals.

**VI. Equipment and facilities recommendations:**

**A. List equipment, technology, materials needed in the coming year:**

<b>Item</b>	<b>Cost per unit</b>
10-20 mini cassette recorders, empty tapes	\$20-\$30 per recorder, \$5 per cassette

**B. List facilities needs:**

<b>New</b>	<b>Maintenance</b>