

# WEST HILLS COLLEGE

## PROGRAM REVIEW/PLANNING PROCESS UNIT PLANNING GUIDE – INSTRUCTIONAL PROGRAM

### ***TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE***

#### **I. General Information**

*Unit/Department:* Sociology/ Social Science

*TOP Code:* 220800

*Date Prepared:* September, 2004

*Prepared by:* Bernard Navarro

*Faculty/Staff:* Bernard Navarro

*Courses Included In This Unit Plan:* *Sociology 1 (CAN Soc. 2), Sociology 2 (CAN Soc.4); Sociology 3*

#### **II. Qualitative Analysis**

- A.** *Please provide a general description of the programs(s) or services(s) that are offered by your unit or department. When applicable, discuss any pertinent historical developments, which impact the structure of your area or future planning.*

The three Sociology courses offered by this department are all transferable. Only Sociology 1, Introduction to Sociology, is universally taught as a lower division class at CSU, UC, and other community colleges and is a requirement for sociology majors. Sociology 1 explains and explores the theoretical perspectives of sociology and their application to the fundamental problems of social life, and includes discussion of sociological methods and findings in such areas as family, race relations, religion, and deviance. In addition, Sociology 1 focuses heavily on the impact of globalization.

Sociology 2 (CAN Soc 4) or social problems is generally offered as a lower division course in both the UC and CSU systems and is usually required for sociology majors. It is offered by all the community colleges polled (Fresno City, Hancock, Cuesta and COS). The WHC course outline for Sociology 2 was amended to

include a strong critical thinking component and is now accepted by the CSU system as a general education, critical thinking class (Area A), one of the five such courses that West Hills offers. Its title is now Critical Thinking and Social Problems. This has enabled students to complete a sociology major requirement in addition to completing their critical thinking area for general education.

Sociology 3, Marriage and Family Relations, is generally offered as an upper division course at the four-year college; therefore, transferring students usually transfer it as a social science, general education course. It is still offered by nearly all community colleges polled.

### **Historical Developments:**

By nature, all sociology courses are extremely responsive to changing demographics and contemporary issues faced by our societies. All employ a cross-cultural perspective and employ macro and micro perspectives. Because sociology as a discipline focuses on race relations and diversity issues, these courses have responded easily to this district's growing Hispanic population, and are equally adaptable to increasing enrollment of foreign students. A major historic development in the world is the expansion of the global economy, and its implications are studied in all three courses, and thus, the recent phenomena, globalization, is discussed at length. Furthermore, we now offer all our sociology courses online in addition to the traditional face to face courses.

- B. Please list assumptions or trends unique to your area that are likely to influence your discipline or profession; you may want to describe how the nature and needs of students in your service area are changing, etc.. (Example: The ethnic composition of the students attending WHC will continue to be more diverse and College staff must be trained to provide multi-lingual assistance.)*

With increasing area population, college costs, and changing economy, we might expect that the college will attract and produce a **large number of transfer students (120 transfer students in 2002/2003)**. In the post-industrial (information and service-oriented) society of which we have become, there should be an increased demand for social work, education, public health, urban planning, child care, corrections, police officers, and other service occupations. All of these require some sociology courses, and a bachelor's degree in sociology is often the foundation for graduate work in social welfare, environmental studies, education, public health and urban planning. Therefore, we may expect enrollments in sociology courses to continue to grow.

Nevertheless, the San Joaquin Valley is still economically depressed with a higher unemployment rate than the rest of the state and nation. We should therefore continue to find that the majority of our students will be looking to school as an alternative to unemployment and also as a speedy training ground for employment and more interested in certificate programs than in a transferable two-year degree. However, I don't believe that these factors will work against enrollment growth in sociology courses. Typically, most of our sociology courses begin with full enrollment.

Offering all three sociology courses is not especially difficult because we currently have hired a fulltime sociology instructor and we have three part-time adjunct faculty members. The college must continue to find sociologists who are willing to teach part-time; however, as the need for sociology courses will increase with the increase in enrollment we will need to have the qualified pool of part-time instructors hired and ready to instruct. Sociology 1 has been offered online in recent years and has been completed successfully by many of our students. Our online courses have enabled us to reach students who would otherwise be unable to attend class on campus. This has enabled us to increase our enrollment in all our sociology courses.

The ethnic population will continue to be predominately white (42.6 percent in Fall of 2004) and Hispanic (38.0 percent in Fall of 2004). Currently, the sociology textbooks used by West Hills College instructors and curriculum are responsive to ethnic and race considerations. Teachers should take care to choose texts that are representative and to seek training about the cultures and history of these groups. Sociology as a discipline is particularly sensitive to issues of race and ethnicity as most sociology courses are taught from a multicultural perspective.

The proportions for females in our student population is growing, for example, 64 percent of the student body were women in fall of 2004; therefore, enrollment in Marriage and Family, which has traditionally been a course enrolling more women than men, may increase.

Unfortunately, we live in a region beleaguered by high unemployment and underemployment; nearly half of our students receive financial aid. Many students must work at jobs that leave them little time for homework. Moreover, many are first generation college **students with limited English academic skills**. Class scheduling must accommodate their work schedules; teaching

techniques must accommodate their unique strengths and weaknesses without compromising the rigor of the program.

Scheduling must also accommodate our increasing demand from prison employees and Air Naval Station community members who take college classes for salary advancement.

- C.** *Provide program of service goals statements from the core for your unit plan. In prioritized order, describe the near term (3-year) and long range (10-year) direction/vision for your program. Describe what you want to do differently or more effectively in the future.*

#### Short Term Goals

1. Continue to develop alternative instructional delivery strategies; specifically making use of the advanced computer technology and data banks by students to increase their ability to access information and to think and write critically about social issues.
2. Continue to actively recruit new students to take all Sociology 1, 2 and 3 courses. Furthermore, we need to continue to offer courses online so we can reach student who would otherwise not attend school.
3. Continue to recruit part-time sociology instructors who have Master degrees in the discipline to teach the additional sociology courses we may add due to increased enrollment.
4. Provide funding to sociology faculty to attend sociological conferences and symposiums.

#### Long Term Goals

1. Develop additional sociology courses in order to provide a wider range of special topics classes, depending on current issues, societal needs, and on the talents and special knowledge of available staff and possibly develop and offer an AA in Sociology to our students.
2. Offer training to our staff so that they may teach sociology in lecture classrooms using computers (PowerPoint and Internet sites) thus increases the activity of the sociology courses.

**D. Curriculum:** *Please describe the curriculum changes anticipated in the next three years. These described changes would include major course revisions, course deletions, new courses, revised or new options within a program, or proposed new programs. Please cite reason, such as technological changes, demographic changes and multicultural issues, changes in the subject field, enrollment trends, or why such changes are expected.*

Little curriculum change is projected beyond course revisions at the required times; Soc 1 and 2 course revisions are due in 2005 and Soc 3 in 2006.

Revised course outlines will incorporate greater use of data bases and computer technology. More materials (texts, internet, on-line data bases, etc.) are becoming available and are increasingly being used at the four-year colleges. By doing this, we will be preparing our students for transfer to these schools and be successful.

**E. Instruction:** *Please describe any anticipated changes in the area of instructional methodology in the next three years. This statement might include the use of self – contained video recorders, computer-aided instruction, the mix of large group lectures and small group discussions, greater use of LRC, instructive video, etc.*

As facilities and teacher competency improve, computer-aided instruction will become more usual. Already texts and workbooks in sociology are incorporating electronic addresses and exercises requiring electronic data bases such as Statistical Abstracts and the Census. Easy access to computers, especially if they are in the classroom, will enable students to access up-to-the-minute information. Furthermore, instructors have the option of using PowerPoint presentation to deliver course material.

Along with the increase in technology here at West Hills College Lemoore, we are increasing the emphasis on critical thinking skills and problem solving. For the past several semesters, students in Soc. 1 have been conducting their own social problems research projects incorporating their critical and analytical skills. In addition, students have access to data bases in our library to assist in their research endeavors.

**F. Technology:** *Please describe how technology will be used to enhance teaching/learning.*

The methodology changes described above should give students the necessary computer skills needed to be successful in today's

society. It will move the emphasis away from abstraction and memorization to experiential understanding. Also, we offer our sociology courses online, which enable students to choose a teaching method which works best for them.

**G. *Supplies:*** *Please describe the supply requirements of your existing programs, as well as the effect that any proposed curricular or instructional changes would have on the supplies required in the next three years. This statement should include the kinds and amounts of supplies needed, any anticipated costs, and the need for any computer software.*

We already have access to many data bases though the internet. In addition, the library continues to add new data bases to the students which will enable them to gain access to the resources needed to be successful. Students who don't have a computer can access these data bases here at the college. We have laptops which can be checked out, in addition to computer labs throughout the college. The problem now is that many of our students do not have their own computers and must rely on those supplied by the school during hours which are limited by availability and the students' own schedules. That situation is becoming better, however, as we continue to address those needs.

Many sociology books, including some reserve copies of current textbooks, are available to students through the library. It would be easier for those students who do not have the money to purchase the books to check them out at the library.

The supply requirements at the present time are more than adequate: Each classroom has a whiteboard, the availability of a TV- VCR and DVD, and duplicating access for all instructors.

**H. *Equipment:*** *Please describe the equipment requirements of your existing program, as well as the effect that any proposed curricular or instructional changes would have on equipment required in the next three years. This statement should include a description and rationale for new equipment or replacement of existing equipment and the estimated costs of the equipment or replacement of existing equipment and the estimated costs of the equipment or replacement of existing equipment and the estimated costs of the equipment. It should also include any on-going maintenance and installation requirements, as well as an estimate of the costs associated with these requirements.*

Ideally, we would teach sociology in a classroom with a computer and screen for the instructor and computer access in the classroom for students: Until such time, my needs are compatible with reality. Each class room at this time has the necessary equipment needed to successfully instruct the courses. For example, all instructors have the ability to present course materials on PowerPoint.

- I. Facilities:** *Please describe the need for facility modifications within your existing program or the effect that any proposed curricular or instructional changes would have on the existing facilities in the next three years. This statement should include a description of the desired changes, the rationale for the changes, and a rough estimate of the costs.*

I anticipate no facility modifications.

- J. Staffing:** *Please describe the certificated and classified staffing requirements of the existing program, as well as the effect any proposed curricular or instructional changes would have on certificated or classified staffing in the next three years. This statement should include the need to retrain or to add certificated staff or new specialties, for anticipated enrollment increases, or for replacing anticipated retirements. Finally, this statement should include the need to retrain or to add classified support staff for clerical assistance, for maintaining equipment, or for serving as an instructional assistant.*

We need to be looking constantly for qualified part time teachers. During the past year, some of the instructors for sociology 3 Marriage and Family have not had degrees in sociology; however, they are qualified because the class falls within the hybrid social-psychology category. It would better if we could increase the pool of part time sociology instructors with degrees in sociology rather than psychology.

Teachers for sociology classes have often been social workers or psychology majors, which is not an ideal situation, especially for the introductory course.

- K. Articulation and Marketing:** *Please describe any anticipated changes in the way the unit articulates with feeder high schools and with CSU Fresno, CSU Bakersfield, and Cal Poly SLO. Please describe any anticipated changes in the way the department/unit intends to promote its offerings to potential students.*

The only lower-division courses offered and required at CSU Cal Poly are equivalent to Soc. 1 and 2. That catalog does not list them with CAN numbers. I assume that our courses articulate even though there are no CAN numbers to verify this articulation. Sociology 2 has been accepted by the CSU system as a critical thinking course.

Soc. 1 and Soc. 2 articulate with CSU Fresno State courses, CAN Soc. 2 and CAN Soc. 4.

Our courses also articulate with CSU Bakersfield. The department has no plans to change its "marketing," which now relies on counselor and student recommendations.

**L. *Staff Development Requirements:*** *Please describe the department/unit plans for staff development over the next three years. The requirements may include but are not limited to, the following areas: improvement of teaching, maintenance of academic and technical knowledge and skills, retaining, development of innovations, affirmative action/diversity, instructional technology, and self-esteem.*

Present staff development plans are two-fold: to participate in professional sociological organization by attending conferences and to increase familiarity within the field of sociology, which is constantly producing new studies and statistical reports. In addition, staff will be attending teaching and technical workshops. These workshops should be centered on faculty improvement in understanding new teaching technology, in addition to contemporary teaching pedagogies. I also, recommend that sociology faculty work with the library technician to add new books and journals, dealing with sociological issues.

**M. *Vocational Education Requirements:*** *Please explain how the course in the program address the issues of integration of academic and vocational education, course sequencing, SCANS foundation skills and competencies, and all aspects of industry as defined in the statewide plan.*

Students going into social work, nursing, early childhood development and psychology have been those most likely to take sociology courses.

In all classes, students will improve their critical thinking and analytical skills; practice reading, writing, and interpretation skills—including graphs, maps, and tables.

**N. *Class Scheduling Patterns:*** Describe the annual scheduling patterns for courses in this program and discuss their impact on students, faculty, and the program. Consider interaction with other instructional programs, use of facilities, and flexibility for students.

The main scheduling problem has been the fact that we have a one-person department, supplemented by a changing pool of part time teachers. Nevertheless, sociology classes are regularly offered each semester. Both day and evening courses are offered to students, which enable students with varying work schedules to take sociology classes. Furthermore, online class are offered to students are unable to attend class on site.

**O. *Additional Information (optional):*** Please provide any other information to describe, explain, justify, analyze, or clarify prospective program/departmental changes or needs anticipated in the next three years.

I have no additional information to submit at this time.

**P. *What factor did you use in determining the quality and success of this program? (Example: increased enrollment, more critical thinking application: high retention rate; student success in next sequential course, etc.)***

Head count in 2004 was at an all-time high with 271 students in 13 sections, an average of 21 students per section. Sociology course typically are full. Online courses usually max out at 50 students. In the classroom, sociology courses rarely have any empty seats. Students often enroll in subsequent sociology courses; (many have taken all three sociology courses 1, 2, and 3), and students who return to visit often report that they were well prepared for their four-year school, but there is no readily available hard data to judge success.

**Q. *Identify the best way to measure the quality and success of this program. (Example: increase in WSCH; increase liaison with other campus departments and counseling staff, etc.)***

The best way to measure the success of the sociology program would be to conduct in-depth interviews with former sociology students to see how they benefited from the courses they completed. This is done

through evaluations; however, I think that it would be better to follow up with the student at a later stage of their college tenure. This would be difficult to do, considering the lack of funds available. The students I talk to, however, inform me that sociology courses have been helpful for them in other classes they have completed. The emphasis on critical thinking is particularly crucial to the educational development of our students, and I think that the sociology department has done an excellent job in providing that to the students at West Hills College.

*R. Which of the measures listed in Q above are you using or do you plan to use in the next year?*

We will continue to conduct teacher evaluations; however, at this point in time, I don't anticipate any other studies or evaluations being conducted.

### **III. Quantitative Analysis**

Please provide a short, written commentary answering each of the following: Refer to information and data from the statistical report provided for your program.

#### **A. Student Enrollments And Characteristics**

1. *How does the five-year enrollment trend for this program compare with the overall College trend?*

Enrollment in sociology courses at West Hills College Lemoore has always been excellent. Typically each sociology course is full by the time the semester begins. The typical class size is 40 students. Over the last five years enrollment has stayed consistent (208 students per semester).

2. *How do each of the five-year demographic trends (age, gender, ethnicity, unit load, day vs. evening) for this program compare with the overall College trend?*

In each sociology course offered at West Hills College Lemoore, there are students from diverse ethnic and racial backgrounds. In addition, there is diversity in age and gender in all the sociology courses offered. Typically, I have a wide age-range of both women and men; however, there is insufficient data to describe with complete accuracy the gender, age, and ethnicity demographics.

#### **B. Productivity**

1. *Have there been any significant fluctuations in WSCH over the last five years? If so, explain.*

There has been no significant fluctuation in WSCH over the past five years.

2. *How does the five-year load (WSCH/FTEF) trend of the program compare with the State average of similar programs?*

Due to the high enrollment in our sociology course, we have very good FTES. As stated earlier, typically all the sociology courses have full enrollment.

### **C. Student Outcomes**

1. *After reviewing the latest semester's Grade Analysis Report, please comment on the grade distribution and passing grade rate by course for that program.*

The success rate is fairly good among students who enroll in our sociology courses. In the spring of 2004 we offered 5 sections of sociology courses (two soc. 1, one soc. 2, and two soc. 3). In the soc. courses, 50 percent of the students received a "B" or better. In the soc. 2 course offered, 43 percent of the students earned a "B" or better. In the two soc. 3 courses offered, over 23 percent of the students earned a "B" or better. Less than 8 percent of the students earned an "F" in all sections.

2. *How does the program's passing grade rate compare with that of the area and the College?*

There is insufficient data available; however, very few students who enroll in our sociology courses receive a "D" or an "F." Looking at all five sections offered during the spring semester of 2004, no more than 13 percent of the students received a "D" or "F."

### **D. For Transfer Programs**

1. *How well do transfer students from your department do at four-year institutions compared to other community college transfer or native four-year students?*

Most of the students I talk to who have gone on to other four year institutions report being very well prepared to upper division work.

### **E. For Occupational Programs**

1. *How well does your department prepare students for a job? What are the indicators?*

In soc. 1, instructors discuss the jobs available to those who earn a degree in sociology; however, at this time we do not have a sociology degree.

2. *Does your program provide any assistance with job placement? If so, describe the activities and include any data you have on results.*

At this time we do not have any assistance with job placement.

3. *What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?*

Again, we do not currently offer a degree in sociology, and we do not offer any job placement.

4. *After reviewing the U/I wage data report for this vocational area, please comment on how the data for your program compares to statewide data. How do you plan to use this information in the future to evaluate your program?*

Not applicable.

## **F. Professional Standards And Growth**

1. *Curriculum: What procedures are being used to assure that current curriculum is adequately meeting the needs of students?*

Curriculum is continually being reviewed to ensure that our courses will maintain an academic standard that is comparable to the other community colleges in our area. New textbooks and journals are constantly being reviewed to make sure the course content of all the sociology courses is up-to-date.

2. *Academic Standards: What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department, particularly in regard to multiple section introductory classes?*

Each instructor who teaches sociology follows the same curriculum and uses the same course content and outline. In addition, peer and students evaluations are done on a regular basis.

3. *Individual Professional Growth: What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?*

The current fulltime sociology instructor has a Masters of Science in Sociology and is working on PH.D in sociology. He regularly attends professional conference, both as an observer and a presenter.

4. *What recognitions (awards, publications, promotions, memberships, etc.) have been given to faculty within the last year?*

The fulltime faculty in Sociology was voted most supportive faculty at West Hills College Lemoore by the student body and was voted the most outstanding instructor by S.I.F.E. (Students in Free Enterprise). Furthermore, he recently attended a conference in New Zealand and presented some of his research.

#### **G. Overall Changes**

1. *Were there any significant changes in data or trends? Describe. (Example: 17.4% increase in retention; 10% increase in apportionment generated; cost per FTES increased by 5%; growth trend - down by 3% from previous year, etc.)*

There are no recent significant changes in data and or trends.

2. *If changes occurred, what were the reasons for these changes? (Example: faculty meetings with high school teachers; more course offerings on Saturdays; etc.)*

No recent changes have occurred.

3. *Does analysis of the data suggest any changes are needed to improve program effectiveness: If so, what changes? (Example: Increase retention rate for all classes, more diversity/alternatives in teaching methods; etc.)*

I would like to see the student retention rates increase for all the sociology courses offered; however, at this time they are still very good.

#### **IV. Program Analysis and Three-Year Plan**

- A. What were the major accomplishments of this program in the previous academic year? Did these accomplishments meet your educational plan for the previous academic year?

(Example: Increased WSCH & apportionment funding; increased enrollment; among the top 10 declared majors; more course articulations with high schools; etc.)

The goal of the sociology department was to keep the enrollment for all the courses high. We, in fact, achieved this goal as many of the sociology courses offered at West Hills College Lemoore were completely full by the time the semester began.

- B. List other accomplishments that were not in the educational plan.  
(Example: developed a computer literacy component; revised course outline to fit into proposed G.E. requirement; etc.)

Students in two sociology courses organized, with their instructor, a student forum on globalization and sweatshop labor. The forum was viewed as a great success by the students and faculty. The event was organized in great detail by the students, who gave presentation on issues of globalization. The topics pertained to the class discussions. The event also attracted more students to the field of sociology as many have since declared themselves sociology majors.

- C. Please create a three-year plan for this program using the analyses made in this review. Please use the attached "Three-Year Plan" form.

## **V. Summary Statement**

What are the major conclusions on the state of the present program? Summarize the plan for improving or maintaining the quality of the program. Identify strategies for the future.

**WEST HILLS COLLEGE LEMOORE  
UNIT PLANNING GUIDE - INSTRUCTIONAL PROGRAMS  
For  
2005\_\_\_\_\_ through 2008\_\_\_\_\_**

***TO BE COMPLETED BY UNIT/DEPARTMENT COMMITTEE***

**Unit/Department: Social Science**

**Discipline: Sociology**

**Date Plan Developed: 10/05/2004**

**1. Curriculum:**

a. Changes

As stated in the text of this document there are no immediate plans to alter the current sociology curriculum. We plan, however, to develop curriculum for sociology classes dealing with race and ethnic issues. With diversity of the central valley, it is important to develop curriculum and offer courses which address the issues pertinent to the local area.

b. Special Projects (research related to program review, grants, pilot projects, student retention plans, recruitment, outreach, etc.)

At this time there are no special projects under way.

**2. Teaching/Learning Methodology:**

None at this time.

**3. Resources Needed:**

a. Personnel

We will need to recruit part-time sociology instructors who hold master degrees in sociology. As stated earlier, many of the instructors for sociology 3 do not have degrees in sociology.

b. Equipment

There is no equipment needed at this time.

c. Facilities

There are no facilities needed at this time. Having examined the facilities of the other community colleges in our area, I feel West Hills College has the best facilities and technologies available to students.

d. Supplies

Duplicating access, paper, felt markers, other materials are always in demand.

e. Travel

Conference attendance is an expense that Staff Development Funds do not fully cover. More funds are needed for faculty to attend sociological conferences and symposiums.

f. Other

