



Instructional Programs

2017-2018 Self-Study

Three-Year Program Review

Sociology Department

Social Science Division

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the Self-Study

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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

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1.0 Mission and Goals

Mission: Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

Fullerton College sociology courses and degrees offer a variety of learning experiences for students seeking academic enrichment, increased social awareness, educational opportunities, and a wide variety of career pathways.

The Sociology Department offers courses focusing on the diversity of society, including coursework related to the study of social problems, race/ethnicity, gender, marriage and family, religion, aging, crime, and drugs. Students benefit from the knowledge gained in sociology courses which enhance their awareness of, and sensitivity to, the many challenges facing societies today: poverty, crime, discrimination, class conflict, and societal struggles over resources and power. This knowledge benefits students on an individual, personal level, as well as a broader, societal level. We foster a supportive and inclusive teaching/learning environment in an effort to help our students become well-informed critical thinkers and contributing members of our culturally diverse and technologically complex society.

The Sociology Department offers a *Sociology Associate in Arts degree* and a *Sociology Associate in Arts degree for Transfer*. The Sociology AA and ADT (AA-T) allow for flexible pathways for our students; for students seeking to earn a terminal degree, these degrees offer a broad base of knowledge related to the discipline of sociology. For students seeking to transfer to four-year institutions of higher education, the Sociology AA degree allows for transfer to any four-year college, including UC's and private colleges. The Sociology ADT facilitates transfer to CSU, and any student who completes the Sociology ADT is granted priority admission as a sociology major to a local CSU with a similar major. The Sociology AA and Sociology ADT provide excellent general preparation for careers in sociology, social work, law, personnel and human resources, the criminal justice system, education, marketing research and counseling.

In addition to our Sociology degrees, Sociology faculty have collaborated with other Social Science faculty to develop and propose two new inter-disciplinary Social Science skills certificates, to provide students with additional academic opportunities and more flexible career pathways.

1. The *Research Fundamentals Skills Certificate* encourages students to learn basic research skills, and/or improve their existing research skills. This certificate emphasizes the skills needed to interpret research data and conduct basic research in accordance with the procedures and methods of social/behavioral science.
2. The *Volunteer Services Skills Certificate* enables students to experience and understand the importance of volunteering in the community from a social/behavioral sciences perspective. This certificate offers students core courses in behavioral/social science, and includes at least one course with a service learning requirement. This certificate can enrich the service of experienced volunteers, guide those interested in volunteering for the first time and transfer students interested in teaching and social service agency work, as well as public service.

Vision: Fullerton College will transform lives and inspire positive change in the world.

The Sociology Department is committed to promoting inquiry and intellectual curiosity. Our program strives to be of value and benefit to our students in regard to encouraging intellectual curiosity, and fostering academic enrichment. Our *Introduction to Sociology* course provides a theoretical foundation for students to critically analyze societal events and human behavior. Courses such as the *Sociology of Aging* build on the theoretical foundation provided in our introductory course, providing students an opportunity to better understand the personal and individual challenges of the aging process, while also becoming aware of the social and political power of an increasingly “gray” demographic in the U.S. *Sociology of Gender* classes provide students the opportunity to explore issues surrounding the complexity of gender identity, sexual orientation, feminist theory, heterosexism, and sexual dimorphism. *Sociology of Religion* focuses on the influence religion has on society as well as the many ways it shapes individual life experiences.

Sociology courses provide students with the ability to acquire essential critical thinking skills in order to effectively analyze real world issues and create positive social change. In addition to their classroom experience, Fullerton College sociology students are frequently involved in club activities, the campus food bank, as tutors for the FC Tutoring Center, as supplemental instructors for the FC Supplemental Instruction program, and as advocates for positive social change on our campus and within our community.

Core Values:

- **Community - We promote a sense of community that enhances the well-being of our campus and surrounding areas.**
- **Partnership – We work together with our educational and community partners.**

The Sociology Department is committed to making a contribution to the college and the local community. An important component of our program is the *Sociology Club*, which regularly offers film screenings, discussion forums and campus/community events focusing on contemporary social issues, as well as community service opportunities to help students expand their knowledge and awareness of disadvantaged and under-served populations, including the homeless and in-need populations.

The Sociology Club promotes and participates in many campus and community events, including the following:

Meet & Greet with Professors and Professionals in Sociology

Self Defense Demonstrations for Sexual Assault Awareness Month

Worldfest

High School Night

Love Fullerton

Donate Life Run/Walk

Donate Life

Facebook club group page, Instagram #fcsociologyclub, Twitter, monthly newsletter

Smart Start Saturday

Quadchella

FC Campus Food Bank (collected and donated 1,900 food items)

Prison Library Project (collected and donated 1,000 pairs of socks, 1,000 toothbrushes and 1,200 books)

Collected packaged bars of soap for homeless and in-need populations

Suicide Awareness

Day of the Dead Alter – Organ Donation

Animal Shelters (collected and donated items)

The Sociology Club helps bridge the gap between academic theory and the application of this acquired knowledge to societal issues and challenges, in order to encourage positive social change. This connection between the classroom and the community directly reflects the mission, vision and goals of the college: promoting a sense of community that enhances the well-being of our campus and surrounding areas.

- **Equity – We commit to equity for all we serve.**
- **Diversity - We embrace and value the diversity of our entire community.**

As a discipline, sociology focuses on issues of social class, race and ethnicity, gender, sexual orientation, aging, and religion. We are committed to providing students with the chance to better understand the cultural complexity of society, and most of our sociology courses satisfy the multicultural graduation requirement.

In recognition of the complex cultural diversity of our society, we have recently collaborated with Ethnic Studies faculty to develop a new inter-disciplinary Social Science course, *Introduction to LGBTQ Studies*, and a new inter-disciplinary Social Science degree program, the *Associate Degree for Transfer in Social Justice Studies*. This inter-disciplinary degree allows students to gain knowledge and experience to work with culturally diverse populations, and understand how social justice issues affect various communities.

Sociology faculty are involved with a variety of inter-disciplinary club and campus activities which support and celebrate cultural diversity:

- ✓ The *Middle Eastern Club's* mission is to learn, share, appreciate and celebrate the many cultures that make up the Middle East, and to encourage cooperation, coexistence and pride in one's culture.
- ✓ The *Puente Project* is an academic, counseling and mentoring program that has improved college persistence and success rates for thousands of California's educationally underserved students.
- ✓ "*Islamophobia in Politics*" (event) encouraged students to reflect on the mainstream narrative surrounding Muslims and Islam. In addition, it helped build a stronger sense of tolerance and acceptance among students from diverse religious, and non-religious backgrounds.
- ✓ "*Earth Day Symposium*" (event) celebrating Earth Day. The focus of the event was the topic of climate change, and included a guest speaker, a panel on climate change and the refugee crisis, and the screening of a documentary film.
- ✓ *Pluralism, Equity and Inclusion Series* (NOCCCD workshops and trainings) on pluralism, cultural diversity and competence, and inclusion.
- ✓ *Kindercaminata*
- ✓ *Dia De Los Muertos*
- ✓ *The Women's Student Forum*
- ✓ *The Clothesline Project* and *Walk in Her Shoes*
- ✓ *Worldfest*

- **Growth - We expect everyone to continue growing and learning.**

Members of the Sociology Department, both full-time and adjunct, are encouraged to utilize the most current social science research in the classroom. It is essential to maintain currency in our discipline, and to share new data findings, social trends, and theoretical perspectives with our students. It is equally important for our students to learn how to effectively access and critically analyze this information beyond their classroom experience, and our faculty consistently focus on teaching critical thinking skills in sociology classes. Sociology faculty members are encouraged to attend discipline specific conferences, and students are encouraged to engage in discipline related research to maintain currency in our discipline.

The Sociology Department continues to expand our honors course offerings, and to encourage and facilitate student research in honors classes. Students enrolled in sociology honors classes are given the opportunity to submit their research papers to the Honors Student Research Conference for California Community Colleges. This conference is hosted annually at the University of California, Irvine. Students selected to participate in this conference present their research papers on sociological topics. Sociological research conducted by honors students has been selected for inclusion in "Building Bridges," the HTCC publication of select student abstracts. This is an enriching and unique experience for freshman and sophomore level college students, and is a valuable academic opportunity.

Sociology faculty consistently explore innovative teaching approaches and pedagogies to increase student retention and success in both distance education and face-to-face classes. Teaching/learning platforms for online classes which utilize new technologies such as interactive, digital "SmartBooks" are significantly increasing student success and retention in online sociology classes.

In the last several years, the Sociology Department has expanded and diversified our course offerings, in a continuing effort to attract students to the major, and encourage enrollment in courses which increase academic growth and learning. *Sociology of Gender, Sociology of Religion, Drugs and Society, Sociology of Race and Ethnicity, and Introduction to Criminology* are all courses which help support social awareness, personal growth, and academic enrichment, and allow students and faculty alike to continue growing and learning.

- **Inclusivity - We support the involvement of all in the decision-making process.**
- **Integrity – We act in accordance with personal integrity and high ethical standards.**
- **Respect – We support an environment of mutual respect and trust that embraces the individuality of all.**

Members of the Sociology Department collaborate on all department decisions. We frequently discuss course and program development, student learning outcomes, scheduling of classes, and short-term and long-term program goals. Our full-time faculty members regularly consult with our exceptional adjunct sociologists, and work cooperatively to meet student needs. Our program goals reflect our ideals of inclusiveness, integrity, respect and collegiality in the process of shared governance. Because of our commitment to these ideals, our program has managed to grow and thrive during even the most challenging of budgetary crises.

Sociology Department members are committed to program and curriculum development; as a result, sociology course/program offerings have continued to expand and attract students. The number of Fullerton College sociology majors has significantly increased, and sociology is now one of the most popular majors at Fullerton College. Interesting new courses reflect the expertise and academic backgrounds of our excellent faculty, and students have responded by enrolling in sociology classes in record numbers. Sociology faculty collaborate on every aspect of program development; in addition to curriculum, full-time and adjunct sociologists work cooperatively to develop and revise student learning outcomes in a thoughtful, serious, and collegial manner. Student learning outcome assessments are administered per a schedule devised by our department as a whole, and course assessments are compared to a department standard. Members of our department work cooperatively and collaboratively, and adjunct sociologists are consistently included in this collaboration.

- **Innovation - We support innovation in teaching and learning.**
- **Excellence – We honor and build upon our tradition of excellence.**

Members of the Sociology Department support the use of new and innovative teaching/learning methodologies to maintain a standard of excellence in our program.

Sociological coursework is grounded in theory, and should include innovative and exciting teaching/learning methods; for example, *Sociology of Religion* courses in our department include field trips to local religious sites such as a mosque, synagogue, and/or temple, and students have an opportunity to interview religious leaders. *Introduction to Criminology* and *Social Problems* classes include a tour of the “Twin Towers” correctional facility, where students can interview inmates and correctional officers. These unique and innovative teaching/learning approaches are reflective of the tradition of excellence in teaching and learning within the Sociology Department.

Our wide variety of sociology courses reflects a tradition of innovation and excellence in curriculum development within the Fullerton College Sociology Department. The Sociology Department offers two inter-disciplinary Social Science courses, *SOSC 120: Introduction to Probability and Statistics*, and *SOSC 125: Introduction to Research Methods*. Both of these courses are impressive additions to our extensive course offerings. The Sociology Department is proud to be one of only 10 community colleges (of the total 114 California community colleges) that offer both of these courses in their sociology and/or social science department.

Regarding the importance of these two courses to a sociology department’s offerings, according to the Transfer Model Curriculum (TMC) template for Sociology, both of these courses should be part of the “required core” courses. Both courses are extremely beneficial to Fullerton College students; for example, *SOSC 120: Introduction to Probability and Statistics*, fulfills the college math requirement for transfer to a four-year university. Thus, it is one of the very critical courses that students need if they are seeking to transfer. In addition, *SOSC 120* and *SOSC 125* are particularly important in preparing students for continued study in sociology (and other social science programs). Both courses train students in the research process, and this preparation is essential in order to develop the skills necessary to critically read and understand Social Science research articles, which will be an important aspect of their transfer experience as sociology/social science majors. *Statistics* and *Research Methods* courses provide a foundation for students to do their own research in their chosen field of study.

SOSC 120: Introduction to Probability and Statistics, and *SOSC 125: Introduction to Research Methods* provide Fullerton College students with a unique opportunity (as these courses are rarely offered in Sociology Departments in the California Community College system), to enter a four year university with a solid understanding of the research process. The inclusion of *Statistics* and *Research Methods* in our degree programs is the result of collaboration with CSU discipline faculty who contend it is highly beneficial for Sociology majors to complete *Statistics* and *Research Methods* as part of their AA/ADT programs. The inclusion of these and other important, foundational courses in our degrees has put the Fullerton College Sociology program at the forefront of California Community College Sociology Departments.

College Goals

Goal 1: Fullerton College will promote student success.

The Sociology Department is committed to student retention and success.

- The Department strives to meet the needs of students with various teaching/learning modalities, including traditional face-to-face classes, hybrid classes incorporating service learning and community-based involvement, fully online classes using the latest technological enhancements, and honors classes, which provide a small class size with a seminar teaching/learning approach.
- Our faculty members have made a serious commitment to identifying appropriate student learning outcomes, and assessing these outcomes through measures based on a department standard. We believe this process has fostered valuable discussion on how best to meet student needs, increase student retention, and improve student success.
- Sociology faculty are committed to utilizing our “Supplemental Instruction” program, wherein students are provided with additional, supplementary instruction outside of regularly scheduled class time; this approach has been particularly effective and beneficial for students enrolled in *Introduction to Probability and Statistics*.
- Each term the Sociology Department also offers a section of *SOC 275 F, Marriage and Family*, to TAP students. The goal of the Transfer Achievement Program (TAP) is to encourage and support students in their goal of transferring to a four-year college or university. This goal is met by offering a comprehensive, student-centered instructional and peer-supportive program tailored to meet the needs of community college students, and the Sociology Department is committed to supporting this effort.

Goal 2: Fullerton College will reduce the achievement gap.

The Sociology Department attempts to improve the academic performance of all students, particularly those in need of help outside of regularly scheduled class time.

- Students in need of specialized help in a course are referred to our Tutoring Center. Full-time and adjunct sociologists consistently recommend high-achieving students as tutors, who then provide academic support and encouragement to newer sociology students who may be in need of academic help outside of the classroom.

- Department faculty members also regularly refer students to the Fullerton College Writing Center for assistance with improving their skills in writing essays and research papers.
- Faculty members consistently make themselves available to students by holding regular office hours, encouraging and scheduling student study groups both inside and outside class, and by maintaining regular, frequent communication with students via email.
- Department faculty participate in our “Supplemental Instruction” to benefit all students, particularly those in need of additional academic support.

Goal 3: Fullerton College will strengthen connections with the community.

The Sociology Department has strong connections with the College and with the local community.

- The Sociology Department is working collaboratively with the Fullerton College Vice-President of Instruction and with local high schools in a dual enrollment program, wherein our department offers sociology classes to high school students, providing those students the opportunity to earn college credit while still in high school. The academic focus thus far has been on introducing high school students to our discipline via two “core” courses: *Introduction to Sociology* and *Introduction to Research Methods*. We are excited about this opportunity to connect with members of the high school community, and we anticipate an increase in the number of Fullerton College sociology majors as the result of our participation in this program.
- The Sociology Department continues to connect with our campus community and the larger surrounding communities via *Sociology Club* activities, which provide students with an opportunity to connect with local charities, service agencies and non-profit organizations.
- The Sociology Department now offers a *Sociology Internship* course, which will allow students to work with local businesses, non-profit organizations, schools, and various agencies in a more formal and structured way. The *Sociology Internship* course provides students an opportunity to earn academic credit while exploring potential career paths.
- Sociology courses such as *Dying and Death* connect students with professionals in the local community; for example, a specialist in forensic operations from the Orange County Coroner’s office, a director from Southern California Hospice Foundation, a funeral director/licensed embalmer from a local mortuary, representatives from “Donate Life California” (organ donation agency), and a retired police officer, formerly of the Placentia Police Department.
- Our *Honors Sociology of Women* students recently participated in a semester-long service learning project, which included volunteering for several hours per week with an Orange County Human Trafficking Task Force.

2.0 Program Data & Trends Analysis

2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean.

(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings			
Enrollment		2013	5275	
		2014	6831	
		2015	6630	
		2016	6366	
		2017	6015	
		Enrollment in Sociology courses has increased by 14% from 2013 to 2017.		
	Total FTES		2013	542.8
2014			696.2	
2015			679.7	
2016			651.3	
2017			613.9	
Total FTES in Sociology courses has increased by 13% from 2013 to 2017.				
Sections			2013	75
	2014		100	
	2015		98	
	2016		101	
	2017		98	
	The number of sections offered by the Sociology Department increased 30% from 2013 to 2017.			
	FTEF		2013	20.6
2014			25.8	
2015			25.6	
2016			25.7	
2017			26.2	
FTEF in the Sociology Department increased 27% from 2013 to 2017.				
Fill Rate			2013	100.1%
	2014		97.4%	
	2015		93.7%	
	2016		90.8%	
	2017		88.8%	

	Fill rates in Sociology courses have decreased by 11% from 2013 to 2017. The decrease in fill rates is likely due a number of potential variables: More sections are being offered by other departments/divisions, which results in more options for students; employment rates have increased, likely resulting in lower enrollment overall; and college administrators now encourage faculty to avoid over-enrollment.													
WSCH/FTEF		<table><tr><td>2013</td><td>791.8</td></tr><tr><td>2014</td><td>808.5</td></tr><tr><td>2015</td><td>797.6</td></tr><tr><td>2016</td><td>761.6</td></tr><tr><td>2017</td><td>702.0</td></tr></table>	2013	791.8	2014	808.5	2015	797.6	2016	761.6	2017	702.0		WSCH/FTEF has decreased 11% from 2013 to 2017; however, 702.0 still far exceeds the college WSCH/FTEF goal.
2013	791.8													
2014	808.5													
2015	797.6													
2016	761.6													
2017	702.0													
Retention		<table><tr><td>2013</td><td>88.9%</td></tr><tr><td>2014</td><td>86.8%</td></tr><tr><td>2015</td><td>87.5%</td></tr><tr><td>2016</td><td>86.9%</td></tr><tr><td>2017</td><td>89.5%</td></tr></table>	2013	88.9%	2014	86.8%	2015	87.5%	2016	86.9%	2017	89.5%		Student retention in Sociology classes has increased by .6%. Although this is a minor change, it is a positive increase; moreover, Sociology course retention rates have been consistently high over time, and this pattern continued from 2013 to 2017.
2013	88.9%													
2014	86.8%													
2015	87.5%													
2016	86.9%													
2017	89.5%													
Success		<table><tr><td>2013</td><td>69.2%</td></tr><tr><td>2014</td><td>64.2%</td></tr><tr><td>2015</td><td>67.2%</td></tr><tr><td>2016</td><td>69.1%</td></tr><tr><td>2017</td><td>72.1%</td></tr></table>	2013	69.2%	2014	64.2%	2015	67.2%	2016	69.1%	2017	72.1%		Student success in Sociology classes from 2013 to 2017 has increased by 3.0%. This is a consistent pattern of increasing student success rates, and reflects a positive change since the previous program review.
2013	69.2%													
2014	64.2%													
2015	67.2%													
2016	69.1%													
2017	72.1%													
Majors		<table><tr><td>2013</td><td>690</td></tr><tr><td>2014</td><td>911</td></tr><tr><td>2015</td><td>994</td></tr><tr><td>2016</td><td>1073</td></tr><tr><td>2017</td><td>1078</td></tr></table>	2013	690	2014	911	2015	994	2016	1073	2017	1078		The number of Sociology majors at Fullerton College has increased by a very significant 56% from 2013 to 2017.
2013	690													
2014	911													
2015	994													
2016	1073													
2017	1078													

2.2 Peer Institution Comparison

Complete the table below.

College/Program	Fullerton SOC	Cypress SOC	Glendale SOC	LA City SOC	Rio Hondo SOC	Santa Ana SOC
Retention:	F14 87.47% F15 86.45% F16 89.08%	F14 78.15% F15 81.59% F16 78.75%	F14 85.20% F15 82.68% F16 86.37%	F14 87.42% F15 86.16% F16 87.21%	F14 88.85% F15 90.41% F16 89.82%	F14 88.03% F15 85.49% F16 89.06%
Average:	87.7%	79.49%	84.75%	86.93%	89.69%	87.52%
Rank:	2	6	5	4	1	3
Success:	F14 65.44% F15 66.93% F16 70.14%	F14 63.44% F15 66.37% F16 63.57%	F14 60.83% F15 60.10% F16 67.66%	F14 58.81% F15 66.02% F16 69.62%	F14 62.95% F15 60.60% F16 64.99%	F14 67.70% F15 70.99% F16 77.14%
Average:	67.50%	64.46%	62.86%	64.81%	62.84%	71.94%
Rank:	2	4	5	3	6	1
Degrees Awarded:						
Annual 2013-2014	93 (76 AAT; 17 AA)	19 (18 AAT; 1 AA)	7 (7 AAT)	N/A	18 (18 AAT)	41 (28 AAT; 13 AA)
Annual 2014-2015	124 (105 AAT; 10 AA)	22 (22 AAT)	15 (15 AAT)		31 (31 AAT)	41 (33 AAT; 8 AA)
Annual 2015-2016	131 (114 AAT; 17 AA)	43 (43 AAT)	23 (23 AAT)		52 (52 AAT)	43 (35 AAT; 8 AA)
Total	348 (295 AAT; 44 AA)	84 (83 AAT; 1 AA)	45 (45 AAT)	N/A	101 (101 AAT)	125 (96 AAT; 29 AA)
Average/Year	116 (98 AAT; 14.6 AA)	28 (27.7 AAT; .3 AA)	15 (15 AAT)		33.6 (33.6 AAT)	41.6 (32 AAT; 9.6 AA)
Rank: AAT/year	1	4	5		2	3
Certificates Awarded:	N/A	N/A	N/A	N/A	N/A	N/A
Transfers:						
2012-2013	CSU Transfers 73	CSU Transfers 23	CSU Transfers 28	CSU Transfers 18	CSU Transfers 26	CSU Transfers 26
2013-2014	102	28	64	26	58	32
2014-2015	84	23	63	44	57	42
Average	86.3	24.6	51.6	29.3	47	33.3
Rank	1	6	2	5	3	4

How does your program compare with peer institutions? Provide a *narrative* of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

The following peer institutions were selected for comparison from a list provided by OIRP: Cypress College, Glendale College, LA City College, Rio Hondo College, and Santa Ana College. The following parameters have been chosen for comparison: Retention, Success Rate, Degrees Awarded, and Transfers to CSU campuses.

1. In regard to **retention**, the **Fullerton College Sociology Department ranks 2nd** out of 6 peer departments on that metric.
2. In regard to **success rates**, the **Fullerton College Sociology Department ranks 2nd** out of 6 peer departments on that metric.
3. In regard to **degrees awarded**, the **Fullerton College Sociology Department ranks 1st** out of 6 peer departments on that metric, awarding almost triple the number of degrees awarded by the next-highest ranking peer department.
4. In regard to **transfers**, the **Fullerton College Sociology Department ranks 1st** out of 6 peer departments on that metric, transferring an average of 86 students per year to California State University campuses.

We contend the outstanding ranking of the Fullerton College Sociology program amongst our peer institutions reflects innovation and excellence in curriculum development, as well as a progressive approach to implementing a diversity of exciting and innovative teaching/learning methods.

2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Group	% Retention	% Success
Males	AN1213 88.0%, AN1314 85.5%, AN1415 85.4%, AN1516 85.8%, AN1617 88.0%	AN1213 65.3%, AN1314 60.8%, AN1415 62.3%, AN1516 64.8%, AN1617 67.2%
Females	AN1213 89.5%, AN1314 87.5%, AN1415 88.6%, AN1516 87.6%, AN1617 90.2%	AN1213 71.4%, AN1314 66.1%, AN1415 69.8%, AN1516 71.5%, AN1617 74.8%
Asian-American	AN1213 88.6%, AN1314 90.2%, AN1415 91.7%, AN1516 91.0%, AN1617 91.7%	AN1213 75.4%, AN1314 75.7%, AN1415 79.4%, AN1516 78.5%, AN1617 80.9%
African-American	AN1213 86.7%, AN1314 85.1%, AN1415 79.0%, AN1516 73.2%, AN1617 80.8%	AN1213 51.9%, AN1314 50.0%, AN1415 48.0%, AN1516 51.2%, AN1617 46.0%
Filipino	AN1213 85.4%, AN1314 88.7%, AN1415 91.8%, AN1516 85.4%, AN1617 92.5%	AN1213 70.7%, AN1314 74.9%, AN1415 77.1%, AN1516 73.7%, AN1617 77.4%
Hispanic	AN1213 89.0%, AN1314 86.1%, AN1415 87.1%, AN1516 87.4%, AN1617 89.4%	AN1213 66.6%, AN1314 61.6%, AN1415 65.4%, AN1516 67.6%, AN1617 71.5%
Native American	AN1213 78.9%, AN1314 87.5%, AN1415 100.0%, AN1516 81.3%, AN1617 100.0%	AN1213 68.4%, AN1314 56.3%, AN1415 61.5%, AN1516 68.8%, AN1617 92.3%

Other Non-White	Data Not Available	Data Not Available
Pacific Islander	AN 1213 76.2% , AN1314 69.2%, AN1415 100.0%, AN1516 88.0%, AN1617 82.8%	AN1213 52.4%, AN1314 38.5%, AN1415 60.9%, AN1516 56.0%, AN1617 65.5%
White	AN1213 90.3% , AN1314 87.0%, AN1415 88.4%, AN1516 86.0%, AN1617 91.1%	AN1213 75.0%, AN1314 67.9%, AN1415 72.0%, AN1516 73.2%, AN1617 76.5%
Unknown	AN1213 92.5% , AN1314 91.5%, AN1415 81.0%, AN1516 88.9%, AN1617 83.9%	AN1213 73.3%, AN1314 64.5%, AN1415 54.2%, AN1516 68.0%, AN1617 61.9%
Range (Max-Min)	100% - 69.2%	92.3% - 38.5%

2.4 Program Effectiveness

Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

Sociology course-level Student Learning Outcomes and Assessments have been analyzed and discussed in some detail; consequently, Sociology Department faculty have the opportunity to critically examine teaching pedagogies related to student learning outcomes and assessment results.

The development and offering of new courses continues to foster an increase in the number of sociology majors on our campus; since the previous Program Review Self-Study, the number of sociology majors has increased by a remarkable 56%.

The Sociology ADT continues to provide a clear pathway for sociology majors to transfer to CSU's. Annually, we are awarding an average of 98 AAT's, and transferring an average of 86 students per year to CSU's; this is a very significant increase when compared to previous averages relative to degrees awarded and annual transfers.

2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

The most significant current challenge for the Fullerton College Sociology program is a delay in the approval of the Sociology 2013-14 ADT (AAT) revision. Unfortunately, ADT revisions, mandated by Title 5 every six years and submitted to the California Community College State Chancellor's Office for approval, are now likely to become stalled at the state approval level, due to a variety of reasons beyond the control of any individual program and/or any individual campus.

The delay in state review/approval of ADT revisions is detrimental to our program and to our students. Associate Degrees for Transfer (AAT/AST) based on California legislative mandate SB 1440 have had a significantly positive impact on our number of sociology majors, ADT earners, and the number of students transferring to CSU's with a clear pathway as sociology majors. Delays in state approval of ADT revisions prevent program improvements which benefit students and programs. For example, the

Sociology ADT 2013-14 revision included two new courses recommended by transfer model curriculum for the Sociology ADT: *Sociology of Race/Ethnicity* and *Introduction to Research Methods*. As a result of the delay in state approval of the Sociology ADT, it is problematic to offer these new courses, since they are not listed in the college catalog as required courses or restricted electives in the Sociology ADT; this prevents students from experiencing the academic benefits of completing these foundational courses in our discipline.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?

The strengths of the program for the Department of Sociology as indicated by the aforementioned data are as follows:

- The number of Sociology majors at Fullerton College has increased by a very significant 56% from 2013 to 2017.
- There has been a significant increase in annual student enrollment. Enrollment in Sociology courses has increased by 14% from 2013 to 2017.
- The number of sections offered by the Sociology Department increased 30% from 2013 to 2017.
- The Fullerton College Sociology program compares very favorably with various peer institutions, ranking 1st in degrees awarded and 2nd in both retention and success rates. Retention rates are generally high in sociology courses for both males and females (88%).
- FTEF in the Sociology Department increased 27% from 2013 to 2017.
- Total FTES in Sociology courses increased 13% from 2013 to 2017.

3.2. What are the weaknesses of your program?

The weaknesses of the Sociology program relate to limitations on growth.

- The Sociology program is limited in growth by the lack of available classrooms, particularly during morning and mid-day hours.
- The Sociology program is also limited in growth by being permitted to offer only a relatively small number of units online.
- The Sociology program is limited in growth due to the number of full-time faculty; our program is now one of the largest on campus, and we are in need of additional full-time faculty to support program development, support student internships, sponsor campus events which bring attention to our discipline, and assist in data analysis relative to improving student success rates.
- The Sociology program currently has limited access to SPSS, a software program widely used for statistical analysis in social science. Access to SPSS is essential to the success of students enrolled in *Introduction to Probability and Statistics* and *Introduction to Research Methods*. Our program will be significantly improved by expanding our campus SPSS license to allow faculty and student access to SPSS from their homes. Currently, there are only two computer labs on campus which provide students with access to SPSS, which is a serious weakness in our program.
- The Sociology program is concerned about the relatively low course success rates for African-American students in sociology classes (46.0%, 2017). We are committed to determining how to most effectively address and reduce this achievement gap.

3.3 What opportunities exist for your program?

- An opportunity for improvement reflected in the aforementioned data exists relative to student success rates, particularly as compared to retention rates. While success rates for almost all racial/ethnic categories improved from 2012-13 to 2016-17, success rates for African-American students decreased from 51% in 2012-13 to 46% in 2016-17; this decrease is even more significant in comparison to other racial/ethnic categories. In comparison, during the same time period Asian-American success rates improved from 75% to 80%; Filipino success rates increased from 70% to 77%; Hispanic success rates increased from 66% to 71%; Native American success rates increased from 68% to 92%; and success rates for Whites increased from 75% to 76%. The disparity between success rates for African-American students and all other racial/ethnic categories provides an opportunity for improvement within the Sociology program.
- Sociology faculty will continue to critically analyze student learning outcome assessment results, and will continue to collaboratively determine effective approaches to teaching specific course topics, in an effort to improve student success rates.
- The Sociology program sees opportunities for continued growth in our program through a variety of approaches, including: the use of social media to connect with sociology majors and develop a sociology student alumni network; the creation and distribution of a sociology faculty/student newsletter; improvement and upgrades to the sociology department web site and sociology faculty web sites; conducting an annual "Sociology Day"; continued development and distribution of brochures, pamphlets and other information for students interesting in majoring in sociology; and stipends for discipline-related guest speakers for sociology classes and sociology campus events.

3.4 What challenges exist for your program?

- A significant challenge for the Sociology program is the long delay in state review and approval of the Sociology ADT 2013-14 revision. This delay is detrimental to our program and to our students, and is reflective of a system-wide problem with ADT review and approval by the CCC State Chancellor's office.
- Another significant challenge for the Sociology program and Sociology faculty is an increasingly time-intensive workload involving administrative tasks. Clerical support to assist faculty with administrative tasks may help address this challenge, as well as the opportunity to hire additional full-time sociology faculty.

4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

Sociology AA/ADT Degree Program-Level Student Learning Outcomes

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Define the "sociological imagination" and identify how the discipline of sociology is relevant to the study of contemporary society.	Spring 2016	Fall 2016	8/24/2017	8
2.	Differentiate between the major sociological theoretical perspectives - structural functionalism (functionalist), social conflict (conflict) and symbolic interactionism (interactionist).	Spring 2016	Fall 2016	8/24/2017	8
3.	Demonstrate a reasonable knowledge of current social problems, including the ability to describe their effects on individuals as well as society at large.	Spring 2016	Fall 2016	8/24/2017	8
4.	Demonstrate how the scientific method is used in the field of sociology, as well as demonstrate reasonable knowledge of descriptive and inferential statistics.	Spring 2016	Fall 2016	8/24/17	8

4.2 Assessment: Complete the expandable table below.

Sociology AA/ADT Degree Program-Level Student Learning Outcomes

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Define the "sociological imagination" and identify how the discipline of sociology is relevant to the study of contemporary society.	Program-level student learning outcome will be assessed at the course level (SOC 101 F, Introduction to Sociology) via common multiple-choice or other objective questions embedded in an exam or as a stand-alone assessment; and/or essay or other writing assignment assessed against a department standard; and/or research paper assessed against a department standard.	The majority of students met the expectations	Data will be used to find out which PSLOs need improvement to increase our success rate.
2. Differentiate between the major sociological theoretical perspectives - structural functionalism (functionalist), social conflict (conflict) and symbolic interactionism (interactionist).	Program-level student learning outcome will be assessed at the course level (SOC 101 F, Introduction to Sociology), via common multiple-choice or other objective questions embedded in an exam or as a stand-alone assessment; and/or essay or other writing assignment assessed against a department standard; and/or research paper assessed against a department standard.	The majority of students met the expectations	Data will be used to find out which PSLOs need improvement to increase our success rate.
3. Demonstrate a reasonable knowledge of current social problems, including the ability to describe their effects on individuals as well as society at large.	Program-level student learning outcome will be assessed at the course level (SOC 102 F, Social Problems), via common multiple-choice or other objective questions embedded in an exam or as a stand-alone assessment; and/or essay or other	The majority of students met the expectations	Data will be used to find out which PSLOs need improvement to increase our success rate.

	writing assignment assessed against a department standard; and/or research paper assessed against a department standard.		
4. Demonstrate how the scientific method is used in the field of sociology, as well as demonstrate reasonable knowledge of descriptive and inferential statistics.	Program-level student learning outcome will be assessed at the course level (SOC 120 F, Introduction to Probability and Statistics, or SOSC 125 F, Introduction to Research Methods), via common multiple-choice or other objective questions embedded in an exam or as a stand-alone assessment; and/or essay or other writing assignment assessed against a department standard; and/or research paper assessed against a department standard.	The majority of students met the expectations	Data will be used to find out which PSLOs need improvement to increase our success rate.

4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

100% of Sociology program-level student learning outcomes have ongoing assessment.

4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?

Although the majority of students met the expectations, we were able to focus on the PSLO's that could benefit from further improvement. This was done by focusing on the CSLOs that could positively influence the outcome of the PSLO in question. This includes spending more time in class on topics that would improve the CSLOs that would, in turn, improve the PSLO outcome, and revisiting some of our pedagogical approaches.

4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

Student success in meeting the expectations of Sociology program-level student learning outcomes is a reflection of student success in sociology courses. Overall, the Sociology program has good course level success rates, and good program-level student learning outcome assessments results.

In regards to degrees awarded, a comparison among peer institutions relative to number of sociology degrees awarded annually reveals excellent standing for the Fullerton College Sociology program,

which ranks 1st among peer institutions. Fullerton College awards an average of 116 Sociology AA/AAT's per year; the majority of Sociology degrees awarded by Fullerton College are AAT's. Successful completion of a Sociology AAT guarantees students admission to a CSU with a similar major; therefore, it is evident the Sociology AAT has proven to be of benefit to students, and a very valuable addition to our program.

4.6 What challenges remain to make your program level SLOAs more effective?

The Sociology Department is anxious to continually improve the effectiveness of our program-level student learning outcome assessments. We recognize that some variables are beyond our control; for example, some of our students begin their college careers underprepared, due to socioeconomic and other societal factors. However, we aim to make them aware of the multitude of resources that will help alleviate some of the difficulties they encounter. This includes access to food through the Food Bank, providing transfer information from the Cadena Transfer Center, assistance in improving student writing skills through the FC Writing Center, academic support from the Tutoring Center and programs such as the FC Supplemental Instructional Program, and focusing on continual improvement in retention and success rates within our sociology classes.

We are committed to doing everything possible to support student retention and success at every level, and enable students to earn Sociology degrees from Fullerton College. We are ranked 1st among peer institutions in degrees awarded, and 1st among peer institution in transfers to CSU. We will continue to focus on developing clear pathways for students to earn degrees at Fullerton College and transfer to sociology programs at four-year colleges and universities. It would be helpful to obtain transfer data from UC's and private colleges to better assess transfer to those institutions, as well as more detailed data relative to Fullerton College Sociology majors who do not earn a Sociology AA/AAT, and/or those who major in Sociology, don't earn a degree, but do transfer; this will be valuable information to help determine how we can most effectively support their efforts.

5.0 Evaluation of Progress Toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

5.1 List the goals from your last self-study/program review.

- A. The Sociology Department will diversify scheduling options for various course offerings, particularly *SOSC 120, Introduction to Probability and Statistics*, via alternative scheduling options and hybrid formats.
- B. The Sociology Department will develop a "Best Practices" collaborative teaching approach for *SOC 101, Introduction to Sociology*.
- C. The Sociology Department will attempt to complete Student Learning Outcome Assessment of all sociology courses.
- D. The Sociology Department will strive to increase the use and efficacy of Writing Center and Tutoring Center services by students enrolled in sociology classes.
- E. The Sociology Department will offer a Sociology or Social Science Internship course.
- F. The Sociology Department will strive to increase student retention and success rates.
- G. The Sociology Department will review and revise program-level student learning outcomes.
- H. The Sociology Department will continue to support the Sociology AA and Sociology AAT programs.
- I. The Sociology Department seeks to support program goals with the addition of at least two full-time faculty members.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

- A. Goal A was achieved. The Sociology Department will diversify scheduling options of course offerings, particularly *SOSC 120, Introduction to Probability and Statistics*, via alternative scheduling options and hybrid formats.
- B. Goal B was achieved. The Sociology Department will develop a “Best Practices” collaborative teaching approach for *SOC 101, Introduction to Sociology*.
- C. Goal C was achieved. The Sociology Department will attempt to complete Student Learning Outcome Assessment of all sociology courses.
- D. Goal D was partially achieved. The Sociology Department will strive to increase the use and efficacy of Writing Center and Tutoring Center services by students enrolled in sociology classes. This goal has been partially achieved, but is progress is difficult to measure, since we have been unable to obtain specific data from these entities.
- E. Goal E was achieved. The Sociology Department will offer a Sociology or Social Science Internship course.
- F. Goal F was achieved. The Sociology Department will strive to increase student retention and success rates.
- G. Goal G was partially achieved. The Sociology Department will review and revise program-level student learning outcomes.
- H. Goal H was achieved. The Sociology Department will continue to support the Sociology AA and Sociology AAT programs.
- I. Goal I was partially achieved. The Sociology Department seeks to support program goals with the addition of at least two full-time faculty members.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

- A. The Sociology Department will diversify scheduling options of course offerings, particularly *SOSC 120, Introduction to Probability and Statistics*, via alternative scheduling options and hybrid formats.

Goal A progress/success: This goal was achieved by offering an evening, hybrid section of *SOSC 120, Introduction to Probability and Statistics*. We also offer online sections of *Introduction to Sociology, Social Problems, Marriage and Family, Drugs and Society, and Introduction to Criminology* to increase student access to these courses.

- B. The Sociology Department will develop a “Best Practices” collaborative teaching approach for *SOC 101, Introduction to Sociology*.

Goal B progress/success: This goal was achieved via faculty collaboration and discussion of “best practices.” This effort continues, via group email discussions and individual faculty collaboration. Currently, Sociology honors faculty share teaching approaches and techniques used in courses offered to the “Honors Freshman Cohort,” involving a series of sociology courses, including *Honors Introduction to Sociology* and *Honors Sociology of Religion*.

- C. The Sociology Department will attempt to complete Student Learning Outcome Assessment of all sociology courses.

Goal C progress/success: This goal was achieved, and 100% of sociology courses have been assessed. Faculty discussions relative to assessment results are on-going, and includes all full-time and adjunct faculty in this collegial and collaborative effort.

- D. The Sociology Department will strive to increase the use and efficacy of Writing Center and Tutoring Center services by students enrolled in sociology classes.

Goal D progress/success: This goal has been partially achieved, but is difficult to measure, since we are unable to obtain specific data from these entities. Nonetheless, sociology faculty continue to refer students to the FC Writing and Tutoring Centers, and support the mission of their respective programs.

- E. The Sociology Department will offer a Sociology or Social Science Internship course.

Goal E progress/success: This goal has been achieved, and our *SOC 198, Sociology Internship* course has been offered several times. 100% of students enrolled have successfully completed the Sociology Internship course, and report substantive benefits from volunteering with community agencies and non-profit organizations.

- F. The Sociology Department will strive to increase student retention and success rates.

Goal F progress/success: This is a perpetual goal, and is on-going. From 2013 to 2017, student retention in sociology classes has increased .6% and student success has increased 3%; however, the Sociology Department is determined to continue to analyze variables related to retention and success, and seek methods by which to support improvement in these areas.

- G. The Sociology Department will review and revise program-level student learning outcomes.

Goal G progress/success: This goal has been achieved; program-level student learning outcomes are frequently reviewed and revised to reflect course and program changes.

- H. The Sociology Department will continue to support the Sociology AA and Sociology AAT programs.

Goal H progress/success: This is a perpetual goal, and we are making excellent progress. From 2013 to 2017, the Fullerton College Sociology Department ranked 1st among peer institutions in number of degrees awarded, and also ranked 1st in number of student transfers to CSU; the majority of degrees awarded were Sociology AAT's.

- I. The Sociology Department seeks to support program goals with the addition of at least two full-time faculty members.

Goal I progress/success: This goal has been partially achieved, with the hiring of one full-time faculty member.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

Goal A and the outcomes of this intended goal illustrates continuous quality improvement in our program.

The Sociology Department has successfully diversified scheduling options for various course offerings, particularly *SOSC 120, Introduction to Probability and Statistics*, via alternative scheduling options and hybrid formats. SOC 120 was offered as an evening hybrid section for several terms; however,

enrollment was lower than daytime sections. Consequently, as the result of careful consideration of enrollment trends, it was determined daytime sections of SOSC 120 better meet student needs. This illustrates the implementation of a specific goal, a collaborative discussion of the progress, success, and/or outcomes related to the goal, and programmatic changes which have resulted from these outcomes.

The Sociology Department has successfully developed online sections of several courses, including *Introduction to Sociology*, *Social Problems*, *Sociology of Marriage and Family*, *Drugs and Society*, and *Introduction to Criminology*. We have also developed new honors courses, including *Introduction to Sociology*, *Sociology of Gender*, *Sociology of Women*, *Sociology of Marriage and Family*, and *Sociology of Religion*. Based on significant increases in student enrollment (12% increase in enrollment from 2013 to 2017), we contend this diversification of course offerings has contributed to continuous quality improvement in our program.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

The aforementioned goals did not require a specific allocation of resources.

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

N/A

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1		
Describe Strategic Action Plan: (formerly called short-term goal)	The Sociology Department seeks to support program goals with the addition of at least one full-time faculty member.	
List College goal/objective the plan meets:	College Goal 1: Fullerton College will promote student success. Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificates awarded. Objective 4: Increase the number of transfers.	
Describe the SAP: (Include persons responsible and timeframe.)	The Sociology Department has well-qualified adjunct faculty; however, another full-time faculty member is needed for a variety of reasons. Full-time faculty are on campus a minimum of 25 hours per week, and should be accessible to students outside of regularly scheduled class time to discuss our discipline, the benefits of majoring in Sociology, answering questions regarding academic and career paths. Full-time faculty should also commit to professional service beyond teaching, including assisting with tasks required of Departments and Division, as well as service on campus-wide committees. An additional full-time faculty member in our department would provide more opportunity for program development and growth, thereby allowing us to continue to attract students to our discipline. From 2013 to 2017 we experienced a 56% increase in the number of students at Fullerton College who chose Sociology as their major; it is essential to have full-time faculty committed to serving the academic needs of these students and the Sociology program.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	The measureable outcome anticipated for this strategic action plan is the addition of a full-time Sociology faculty member to our department. We anticipate additional associated positive outcomes, including an improvement in student retention and success rates, an increase in the number of Sociology degrees awarded, and an increase in the number of students who successfully transfer to four-year schools as Sociology majors.	
What specific aspects of this SAP can be accomplished without additional financial resources?	The hiring of a full-time faculty member will require additional financial resources.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	Information to come from Human Resources	
Facilities		

Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	Information to come from Human Resources	

STRATEGIC ACTION PLAN # 2		
Describe Strategic Action Plan: (formerly called short-term goal)	The Sociology Department seeks to improve student success rates, particularly for African-American students.	
List College goal/objective the plan meets:	College Goal 2: Fullerton College will reduce the achievement gap. Objective 3: Increase success rate of Hispanic and African-American students by at least 2%.	
Describe the SAP: (Include persons responsible and timeframe.)	Sociology faculty will focus on improving success rates among lower achieving groups, with a goal of 2% improvement by 2021 (or the next program review cycle). This goal will be accomplished by practicing early intervention for any student struggling academically, and seeking increased support for those students via campus resources like Supplemental Instruction, the Tutoring Center, the Writing Center, and the Health Center.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Success rates in sociology courses for African-American students will increase by 2% by 2021 (or the next program review cycle).	
What specific aspects of this SAP can be accomplished without additional financial resources?	It is likely early intervention approaches to support student success can be accomplished without additional financial resources.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 3

Describe Strategic Action Plan: (formerly called short-term goal)	The Sociology program strives for continued growth in our program through a variety of approaches, some of which require financial resources, including the creation and distribution of a sociology faculty/student/alumni newsletter; conducting an annual “Sociology Day”; continued development and distribution of brochures, pamphlets and other information for students interesting in majoring in sociology; and stipends for discipline-related guest speakers for sociology classes and sociology campus and community events.
List College goal/objective the plan meets:	<p>College Goal 1: Fullerton College will increase student success. Objective 1: Address the needs of under-prepared students. Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificates awarded. Objective 4: Increase the number of transfers. Objective 6: Increase the persistence rate of students.</p> <p>College Goal 2: Fullerton College will reduce the achievement gap. Objective 2: Increase retention rate of Hispanic and African-American students by at least 2%. Objective 3: Increase success rate of Hispanic and African-American students by at least 2%. Objective 4: Increase persistence rate of Hispanic and African-American students by at least 2%.</p> <p>College Goal 3: Fullerton College will strengthen connections with the community. Objective 1: Strengthen our contacts with Alumni. Objective 2: Strengthen partnerships with local feeder high schools and universities. Objective 3: Strengthen partnerships with local business and industry. Objective 4: Increase funding capabilities of the college. Objective 5: Increase engagement of the college with the community through college events, community service, and other partnerships.</p>
Describe the SAP: (Include persons responsible and timeframe.)	Sociology faculty will utilize existing resources and seek additional resources to create and distribute a sociology faculty/student/alumni newsletter; conduct an annual “Sociology Day”; continue development and distribution of brochures, pamphlets and other information for students interesting in majoring in sociology; and provide stipends for discipline-related guest speakers for sociology classes and sociology campus and community events.
What <i>Measurable Outcome</i> is anticipated for this SAP?	An increase in enrollment and an increase in the number of sociology majors, increased connections with alumni, better communication with majors, alumni and campus and community groups.

What specific aspects of this SAP can be accomplished without additional financial resources?	None. All aforementioned aspects of enhancing connections and communications with individuals and groups on our campus and in the community at large will require financial resources.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$2,500 honorariums for professional speakers	
Facilities		
Equipment		
Supplies	\$1,500 for program brochures and related materials	
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 4	
Describe Strategic Action Plan: (formerly called short-term goal)	Social Sciences Faculty Support Staff
List College goal/objective the plan meets:	<p>College Goal 1: Fullerton College will increase student success. Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificates awarded. Objective 4: Increase the number of transfers. Objective 6: Increase the persistence rate of students.</p> <p>Goal 2: Fullerton College will reduce the achievement gap. Objective 2: Increase retention rate of Hispanic and African-American students by at least 2%. Objective 3: Increase success rate of Hispanic and African-American students by at least 2%. Objective 4: Increase persistence rate of Hispanic and African-American students by at least 2%.</p> <p>Goal 3: Fullerton College will strengthen connections with the community. Objective 1: Strengthen our contacts with Alumni. Objective 2: Strengthen partnerships with local feeder high schools and universities.</p>

	<p>Objective 3: Strengthen partnerships with local business and industry.</p> <p>Objective 4: Increase funding capabilities of the college.</p> <p>Objective 5: Increase engagement of the college with the community through college events, community service, and other partnerships.</p>
Describe the SAP: (Include persons responsible and timeframe.)	<p>Hire a part-time administrative assistant to support faculty administrative needs including:</p> <ol style="list-style-type: none"> 1. Assisting faculty with Six-Year Review of curriculum: checking commas, author names, textbook edition updates, and other clerical updates. 2. Saving all active Social Science courses/programs from CurricUnet and uploading to our Division "I" drive yearly, as a failsafe. 3. Assisting faculty with with eLumen data entry for Student Learning Outcome Assessment. 4. Helping with Program Review data collection: a lot of the data is from the same sources so it would be more efficient to have one person providing this research. 5. Reviewing Assist.org for articulation verifying our articulation agreements are current. 6. Creating faculty web pages and upgrading/improving department web sites. 7. Lists of discipline majors with email addresses (we cannot currently email large groups of students), so we can contact students majoring in our respective disciplines. 8. Creating brochures and posters for the Social Science Division and individual departments. Our classrooms should exhibit support for, and information about, our respective programs. 9. Creating posters and flyers for division events and promoting campus events. 10. Shop online for instructional equipment, gather the ordering information that goes on the forms.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Providing designated faculty support services with the increased administrative workload would allow faculty to concentrate on the rest of their workload that impacts our students and campus.
What specific aspects of this SAP can be accomplished without additional financial resources?	The district is currently paying faculty much more money to do these administrative tasks that it would cost to hire clerical support. That frees up faculty time for campus service, student club advising, and improving the classroom experience for our students. A dedicated administrative assistant would also provide consistency and professional support for small departments where the administrative workload falls on just 1-2 professors.
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>	

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 5	
Describe Strategic Action Plan: (formerly called short-term goal)	Seek an SPSS licensing agreement to allow increased access by faculty and students.
List College goal/objective the plan meets:	<p>College Goal 1: Fullerton College will increase student success. Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificates awarded. Objective 4: Increase the number of transfers. Objective 6: Increase the persistence rate of students.</p> <p>Goal 2: Fullerton College will reduce the achievement gap. Objective 2: Increase retention rate of Hispanic and African-American students by at least 2%. Objective 3: Increase success rate of Hispanic and African-American students by at least 2%. Objective 4: Increase persistence rate of Hispanic and African-American students by at least 2%.</p>
Describe the SAP: (Include persons responsible and timeframe.)	Fullerton College will obtain an expanded SPSS licensing agreement to allow faculty and students to access this essential software program from home. This is common practice at other campuses, and will significantly improve the academic experience in core courses such as <i>Introduction to Probability and Statistics</i> and <i>Introduction to Research Methods</i> .
What <i>Measurable Outcome</i> is anticipated for this SAP?	An improvement in student performance and achievement in SOSC 120 and SOSC 125.
What specific aspects of this SAP can be accomplished without additional financial resources?	None. An expanded licensing agreement for SPSS will incur some expense.
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>	

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software	Amount to be determined by Academic Computing	
Training		
Other		
Total Requested Amount		

7.0 Long Term Plans

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

The Fullerton College Sociology Department will continue to provide students with viable pathways to earn degrees and transfer to four-year colleges and universities as sociology majors.

The resources and approaches needed to support the growth of the Sociology program include:

- Hiring additional full-time faculty.
- Developing specific strategies to improve student success rates, particularly for African-American students.
- Continuing analysis of student learning outcome assessment at the course and program level.
- Financial support for marketing approaches intended to attract new sociology majors, including materials explaining our program and degree opportunities, student/faculty/alumni newsletters, campus events which bring attention to our program and major such as a "Sociology Day" and honorarium/stipends for discipline-related guest speakers for sociology classes and sociology campus events.
- Continuing curriculum development and revision.
- An expanded SPSS licensing agreement to allow increased access by faculty and students, and better support student efforts in *Introduction to Probability and Statistics* and *Introduction to Research Methods*.

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

The Sociology Department will continue the process of self-study and self-evaluation. This process will include an on-going analysis of student retention and success rates, with particular attention given to the relatively low success rates of African-American students in sociology classes. The Sociology Department will continue its efforts at improving student success. However, it is important to note the Fullerton College Sociology Department ranks 2nd in retention rates and 2nd in success rates compared to peer institutions; moreover, retention rates are generally very high in Fullerton College Sociology courses for both males and females (88%).

The Fullerton College Sociology Department is proud of the growth and overall success of our program since the previous program review. The number of Sociology majors at Fullerton College increased 56% from 2013 to 2017. In the same time period, we ranked 1st among peer institutions in the number of Sociology degrees awarded as well as the number of students transferring to CSU; enrollment in Sociology courses at Fullerton College increased by 14%; the number of sections offered by the Sociology Department increased 30%; FTEF in the Sociology Department increased 27%; and total FTES in Sociology courses increased 13%. Considering the aforementioned parameters and various measures of program success, the Fullerton College Sociology Department is a discipline leader among California Community College Sociology programs.

We will continue to develop and enhance our program by committing to curriculum development and revision; by conducting rigorous review and analysis of course/program level student learning outcomes and assessment; by effectively marketing our program through the use of social media, department and faculty web sites, and student/faculty/alumni newsletters, and sponsoring campus events and guest speakers; and by hiring at least one additional full-time faculty member to support our efforts working toward these program goals.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the internet, please provide a sample of the publication with your program review self-study.

[Please see materials attached].

Publication	Date last reviewed	Is the information accurate?	URL of publication
Sociology Department web page	Oct, 2017	Yes; however, our department has made many requests for an updated and expanded web page	http://sociology.fullcoll.edu/
"21 st Century Careers with an Undergraduate Degree in Sociology"	Oct, 2017	Yes	asa.enoah.com Paper copy provided
"Major in Sociology" brochure	Oct, 2017	Yes	Paper copy provided
Sociology Degree flyer	Oct, 2017	Yes	Paper copy provided
Sociology Scholarship Award flyer	Oct, 2017	Yes	Paper copy provided
"Sociology: A World of Opportunities" informational flyer	Oct, 2017	Yes	Paper copy provided
Sociology Club flyer	Oct, 2017	Yes	Paper copy provided

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Division Deans' or appropriate Immediate Management Supervisor (IMS)
Response Page

☐

I concur with the findings contained in this Program Review

☐

I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:

☐

I do not concur with the findings contained in this Program Review (include a narrative exception):



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

We accept our responsibility for the betterment of the world around us.