A. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS: Perform a SWOT analysis of your program, indicating the STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS in relation to program goals and available resources, including an evaluation of the curriculum in terms of student needs. Analyze the external factors affecting program goals and performance, e.g., changes in demographic, educational, social, economic, workforce, or global trends; evolving technology; demand (based on enrollment trends or other factors); linkage with other related campus programs, services, or committees; local availability of similar programs; availability of auxiliary funding. Include supplemental survey results and other data whenever available. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Retention, Success); 1999-2000 Program Planning Summary; Other _____________)

1. Internal factors
   **Strengths**
   Our strengths begin with our faculty.

   With the retirement of full time faculty member Lois McCarty in Spring 2001 and the resignation of full time faculty member Dr. Russell Jeung in Spring 2002, we have one strong and dedicated full time faculty member, Dr. Patricia Gibbs (hired for Fall 2002 and tenure candidate in Spring 2003), and a complement of many excellent part time faculty members (Dr. Georgia Platts, Dr. Mike Abrams, Dr. John Choi, Professor Leroy Martin, Professor Julliane Pekarth, Professor Robert Lee, Professor Mark Hsu, Professor Jeff Cormier, and Professor Emeritus Lois McCarty.)

   They continue with our commitment to the field of Sociology and to improving our curriculum to better serve our students.

   Dr. Gibbs completed a 10 page Human Services Program review aimed at strengthening that curriculum and has been working steadily on curriculum development aimed at addressing a wide variety of student needs (workplace and academic skills).

   As a result of discussion we had with our community advisory board members, we simplified our Human Services curriculum, focusing more on communication (media, literacy, compassion) skills, knowledge of social problems, and sensitivity to diversity issues and broad skills and less on the more applied skills of, for example, an eligibility or juvenile hall worker. We are better able to serve our student population as a result.

   We were also advised by our board that our market for students was not in the current workplace, but was comprised of students leaving high school and considering careers and University transfer programs. So, we then switched from offering the core required course, SOC 11 (Introduction to Human Services), in the evenings, at Middlefield campus to day time slots at Foothill campus and in an online version.

   In light of this information from our advisory board, we also, in working with Jean Wirth, then articulation/ curriculum officer, were successful in getting the course number for Soc 54 and 55 lowered to 11 and 19 respectively.

   Dr. Gibbs has made curriculum / course outline revisions for Soc 11 (initially as Introduction to Human Services) and 19 and submitted them to the Business and Social Sciences Curriculum Committee where they were unanimously approved.

   Dr. Gibbs recently submitted our new Sociology 11(Introduction to Social Welfare) course for consideration by the Foothill General Education committee. The course passed unanimously. This will greatly strengthen its position to attract and meet the needs of a diverse range of students seeking both transfer and terminal AA educational opportunities.

   Dr. Gibbs has continued to work with Bernie Day, Foothill articulation officer, on increased transferability for Soc 11 (Introduction to Human Services) and Soc 19 (Drugs and Alcohol).
Sociology 11 (Introduction to Social Welfare) has been submitted for approval by the Statewide CSU / IGETC committee. Gaining this approval will put the course and program in an even stronger position and enable us to even more effectively serve our students than at present.

In Spring 2002, we were fortunate to hire Leroy Martin, past director of Santa Clara County’s department of Child and Family Services to deliver the Soc 11 course during the daytime afternoon slot scheduled for Fall 2002. The course filled and was offered. In Winter 2003, Professor Martin has offered the course in an online format and it has filled as well.

We have increased our online Sociology course delivery and now offer Soc 1 (Introduction to Sociology), Soc 11 (Introduction to Human Services soon to be Introduction to Social Welfare), Soc 15 (Law and Society), and Soc 30 (Social Psychology) in an online format and Soc 1 (Introduction to Sociology) in a hybrid format.

We revised our Curriculum Sheet to include a new 13 unit Sociology Certificate of Achievement, making the curriculum more accessible to a wide variety of students.

Our WSCH has risen steadily from 1999 (4,839), 2001 (5,205) through 2002 (6,146).

Our student enrollment has risen steadily from 1999 (948), 2001 (1,011) through 2002 (1,166).

**Weaknesses**
These have to do with our current reliance on one full time faculty member (Dr. Gibbs) and a vast majority of part time faculty to fill Dr. Jeung’s position in absentia.

**Opportunities**
The opportunities to learn about the College’s various functions and curriculum issues has provided considerable opportunity for Dr. Gibbs to participate in internal committees to a wide degree.

**Threats**
The current economic problems of the State government have suspended our ability to proceed with the full time hire of a faculty member for Fall 2004.

2. **External factors**

**Strengths**
The current economic downturn seems to be providing us with a strong selection of highly motivated and professional part time faculty.

After significant planning and research, Dr. Gibbs was able to establish a community advisory board for the Human Services area of the sociology program. These board members who are representatives of local area government (social services and corrections, youth programs), non-profit (drug and alcohol programs), and educational sectors have given key advice in terms of required academic and workplace skills for potential human service program participants.

The limited local availability of Human Service programs and the severe need for social service and related workers nation wide has spurred interest and increased enrollment in our program.

Dr. Gibbs keeps informal track of where Foothill sociology students are transferring to and there seems to be a wide variety of institutions where Foothill sociology transfers go on to and have great success there and beyond.

**Weaknesses**
With only one full time faculty member, links to outside agencies have to be limited.

**Opportunities**
With the current economic downturn and the continued strong need for both University transfer and workplace education, our opportunities to meet these increased demands are limitless.
**Threats**
The continued economic problems of the State government threaten our ability to proceed with the same level of staffing and to participate in community and other possible externally linked programs.

B. **STUDENT SUCCESS EVALUATION:** Briefly discuss how the program is performing relative to program and college projections for student success. Comment on specific student success programs or services provided by the college that you perceive to be particularly valuable to your students. Identify unmet needs related to student success. *(References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Success); 1999-2000 Program Planning Summary; Other______________)*

Our enrollment numbers continue to climb.

We continue to serve a diverse range of students by ethnicity, gender and age.

Success rates for these diverse groups average a respectable 73 % with 12% non-success and 15 % withdrawal rates.

Particular student success programs or services that continue to provide much needed assistance to our sociology students are the college counseling area, the ETUDES online help desk, and the ongoing commitment of our sociology faculty.

C. **STUDENT EQUITY/DIVERSITY ANALYSIS:** Student equity may already be defined as a factor in the above assessments. Use this section to offer additional observations and to specify other needs related to bringing your program into alignment with college or program goals for student equity. *(References: Educational Master Plan; Division and All-College Program Review Data (Success by Ethnicity, Gender, Age); Other__________________________)*

See section B above.

The field of sociology is attractive to a wide variety of students due to the integral role of diversity issues in the subject matter.

D. **ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES:** Review the Education Master Plan (EMP), Partnership for Excellence (PFE) goals, Curriculum Sheet, and Department Program Review Data. Using measurable terms, describe the program's goals related to these documents. *(Examples: “The number of students issued a Career Certificate will increase by five over last year's figure.” “The program will initiate an advisory board.” “Faculty will examine learning goals for their programs and courses.” Etc.)*

1. **Program Goals Related to Educational Master Plan and Partnership for Excellence:**
   Possible action plan items, dependent on the State budgetary situation and our ability to hire a full time faculty member in Sociology, could include:

   Increase our online course offerings to make possible a Soc Online AA.

   Increase our hybrid course offerings to diversify our delivery formats in addition to online and face-to-face versions.

   Increase certificate offerings with possible specializations in race and ethnicity, human services and others.

   Expand our course offerings, where transferability can be arranged and when full time faculty positions are stabilized, to include such possible courses as Sociology of California, Sociology of Popular Culture, Sociology of Media and Technology, Sport Sociology, and /or Comparative International Sociology.

   Explore / research increased collaboration with selected Bay area universities.

   Explore / research increased collaboration with team or learning communities in English and / or Political Science.
Explore / research increased exposure / marketing in terms of a brochure for the new Social Welfare program.

2. Other Program Improvement Plans:

E. ENROLLMENT AND PRODUCTIVITY GOALS  
(References: Program Review Data Sheet (Enrollment and Productivity); Other________________________)

F. SUMMARY OF RESOURCES REQUESTED: Summarize resources needed to reach program goals and describe the expected outcomes for program improvement. (Specifically what will be the outcome of receiving these resources? What will happen if the resource requests aren't granted?) Complete any of the following sections that apply to your current program needs.

1. FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS: We need the following -
   • Another full time faculty member.
   • Part time faculty members.
   • Lab tech person to provide ongoing multi-media assistance and student support.
   • Curriculum officer to provide ongoing assistance with curriculum development, transfer and articulation.

2. FACILITIES NEEDS: (Include all aspects of the physical setting, e.g., room size, seating type and arrangement, multimedia equipment, lab stations, etc., that might provide a more effective student learning environment.)
   • Multimedia in classrooms (ie. Overhead projector, document projector, tv/vcr/dvd combinations, and web access) to provide a more effective student learning environment.
   • Need access with ongoing lab technician to computer lab with a minimum of 40 stations to conduct online and hybrid course tutorials.

3. MATERIALS AND SUPPLIES BUDGET AUGMENTATION:

List names of participants assisting in this program review.
Primary program contact person: Patricia Gibbs Phone or email address: (650) 949-7474

Participants
Full-time faculty: Patricia Gibbs, Ph.D.
Part-time faculty: Lois McCarty (Emeritus), Leroy Martin, Georgia Platts, John Choi, Juliane Pekarthy, Mike Abrams, Marc Hsu, Jeff Cormier and Robert Lee.
Administrators: Elizabeth Zoltan, Ph.D. and BSS Division Dean
Classified staff: Deborah Borelli, BSS Division Assistant
Students: None.
## PROGRAM NAME: Sociology

Degree/certificate options available:

### DIRECT OUTCOMES: Program-Specific Outcomes and Attributes Desired of Program Graduates

<table>
<thead>
<tr>
<th>PROGRAM CONTENT PROFICIENCIES/ COMPETENCIES</th>
<th>BEHAVIORS: What should a student be able to do upon graduation?</th>
<th>REQUIRED PROGRAM COURSES related to this outcome: Where do students acquire experience?</th>
<th>OUTCOME MEASURES — Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine the historical development of the field in general and more specifically in sub-disciplines of the field (such as race, ethnicity, gender, and/or class).</td>
<td>Demonstrate awareness of major historical shifts and changes and a diverse range of leading historical figures in the field or sub-discipline.</td>
<td>SOC 1, 10, 11, 15, 19, 20, 23, 30 and 40</td>
<td>A grade of “C” or better on course assignments – tests, papers, verbal presentations, service learning projects, debates and/or group work.</td>
</tr>
<tr>
<td>Examine social institutions, culture, group processes and interactions, deviance, social issues, law and society, social stratification and/or social change.</td>
<td>Give clear and critical written and or verbal communication on contemporary research findings in one or more of these areas.</td>
<td>SOC 1, 10, 11, 15, 19, 20, 23, 30 and 40</td>
<td>A grade of “C” or better on course assignments – tests, papers, verbal presentations, service learning projects, debates and/or group work.</td>
</tr>
<tr>
<td>Compare a range of sociological theory as it applies to social groups and societies.</td>
<td>Compare and contrast a variety of social theoretical paradigms (a minimum of which are structural functionalism, symbolic interactionism and social conflict perspectives) as they apply to social life.</td>
<td>SOC 1, 10, 11, 15, 19, 20, 23, 30 and 40</td>
<td>A grade of “C” or better on course assignments – tests, papers, verbal presentations, service learning projects, debates and/or group work.</td>
</tr>
<tr>
<td>Awareness of the social research process.</td>
<td>Illustrate the importance of empirical research methods and their findings in understanding human interaction.</td>
<td>SOC 1, 10, 11, 15, 19, 20, 23, 30 and 40</td>
<td>A grade of “C” or better on course assignments – tests, papers, verbal presentations, service learning projects, debates and/or group work.</td>
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</table>

### CORE COMPETENCIES: Outcomes and Attributes Distinct to This Program

<table>
<thead>
<tr>
<th>CORE COMPETENCIES</th>
<th>Behaviors: Construct critical, creative analyses of current sociological research and writing.</th>
<th>REQUIRED PROGRAM COURSES related to this outcome: Where do students acquire experience?</th>
<th>OUTCOME MEASURES — Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Give clear and critical verbal presentations.</td>
<td>SOC 1, 10, 11, 15, 19, 20, 23, 30 and 40</td>
<td>A grade of “C” or better on assignments included in this core competency.</td>
</tr>
<tr>
<td>Computation</td>
<td>Interpret research data in both quantitative and qualitative sociological research.</td>
<td>SOC 1, 10, 11, 15, 19, 20, 23, 30 and 40</td>
<td>A grade of “C” or better on assignments included in this core competency.</td>
</tr>
<tr>
<td>Creative, Critical &amp; Analytical Thinking</td>
<td>Construct critical, creative analyses of current sociological research and writing.</td>
<td>SOC 1, 10, 11, 15, 19, 20, 23, 30 and 40</td>
<td>A grade of “C” or better on assignments included in this core competency.</td>
</tr>
<tr>
<td>Community/ Global Consciousness &amp; Responsibility</td>
<td>Identify interconnections between personal troubles and public issues and between privilege and discrimination both locally and globally.</td>
<td>SOC 1, 10, 11, 15, 19, 20, 23, 30 and 40</td>
<td>A grade of “C” or better in the course.</td>
</tr>
</tbody>
</table>