Instruction – Sociology

Section 1: Program Information

Catalog Description

Sociology is the systematic, scientific study of social life and social change. Sociologists examine group structure, social relationships, social processes and social interactions, all of which shape human behavior. Because all human behavior is social, the discipline also examines such things as family relationships, family structure, crime, race, social class and gender. Sports, health care, and even religion are also the subject of sociological inquiry.

Sociology provides a new perspective on everyday interactions and behaviors. The world is constantly changing and sociology gives us a way to study the changes and help generate new ideas and ways to improve our world and our lives.

The Sociology curriculum is designed to help students discover how the world in which they live impacts and shapes their everyday lives and all their interactions with others. Students are introduced to research methods designed to inspire and foster critical thinking and produce data driven conclusions about the world. A degree in Sociology can lead students to many different career paths from teaching to human resources, health care, law and advanced degrees just to mention a few.

Courses in sociology satisfy general education requirements for the associate degree, an associate degree for transfer in sociology, an associate degree in social sciences with an emphasis in ethnic studies, and lower division transfer. The Honors Program includes one sociology course: SOC 201H Introduction to Sociology - Honors.

Full Time	Adjunct	Support Staff
Samoff, Sheryl	Ann Marie Bradley	Gayle Allen
White, Gailynn	Eric Lopez	
	Adriane Mozzini	
	Ashley Rodriquez	

Section 2: Mission

Citrus College Mission Statement

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

How does this program support the mission of the college? Write about the educational purposes of the program, including skill proficiency, degrees, certificates, transfer, and employment. Are there any specific ways the program promotes equity and cultural awareness?

The Sociology Program is designed to help students critically examine the structure of their culture, their world and begin to understand the people around them. It is through this examination of culture that they will begin to understand how their society and the rest of the world is structured and how they and others fit into and influence that structure. Sociology courses allow them to develop a cultural awareness of their own culture in comparison with others. This awareness of people and their cultures allows for a greater understanding of people and the ways in which the world is arranged. Students begin to understand the reciprocal nature of people and culture.

Sociology courses are designed to help students build basic the skills of reading and writing while at the same time they are practicing and improving critical thinking and communication skills. Sociology faculty have identified at least three student learning outcomes created to ensure students master the skills necessary to be successful in college courses. Successful completion of these courses allows students to earn an Associate of Arts degree or an Associate of Arts Transfer degree, both of which create a pathway of transfer to a four-year college or institution.

Section 3: Course Curriculum

Curriculum Table
Review the course outlines of record (COR) for the program. Then write about the status of these courses, with statements about each of the areas listed below. Include any modifications to the curriculum that have been made or need to be made to better serve students and enhance completion.

- Currency of courses: Has each COR been reviewed by the curriculum committee within the past six years? Have each course's prerequisites been reviewed to determine if they prepare students adequately enough for students entering the course?
- Alignment with California General Education Transfer Curriculum (CalGETC) if associated. Alignment with business and industry if career and technical education. Does it continue to meet the needs of employers in the area?
- Formats (modality type, course length, evening/weekend, noncredit, etc.)
- Are there any limitations preventing timely progress toward educational goal attainment?

Soc 114: Marriage, Family, and Intimate Relations
- Course Currency – Yes - This course was last reviewed October of 2022. There are no prerequisites, only ENGL C1000 recommendation
- CalGETC – Aligned
- IGETC – Aligned
- Format: Lecture, online, 16-week, 8-week – early and late start and summer and winter 6-week sessions are offered
- There are no limitations preventing timely progress toward educational goal attainment.

Soc 118: Race and Ethnicity
- Course Currency – Needs to be updated – In process. There are no prerequisites, only ENGL C1000 recommendation
- CalGETC – Aligned
- IGETC – Aligned
- Format: Lecture and online 16-week sessions are offered
- There are no limitations preventing timely progress toward educational goal attainment.

Soc 130: Introduction to LGBTQ Studies
- Course Currency – Needs to be updated – In process. There are no prerequisites, only ENGL C1000 recommendation
- CalGETC – Aligned
- IGETC – Aligned
- Format: Lecture and online 16-week sessions offered
- There are no limitations preventing timely progress toward educational goal attainment.

Soc 201: Introduction to Sociology
- Up to date. There are no prerequisites, only ENGL C1000 recommendation
- CalGETC – Aligned
- IGETC – Aligned
- Format: Lecture, online, 16-week, 8-week – early and late start as well as summer and winter 6-week sessions are offered
- There are no limitations preventing timely progress toward educational goal attainment.

Soc 201H: Introduction to Sociology
- Up to date – No prerequisites, only ENGL C1000 recommendation
- CalGETC – Aligned
- IGETC – Aligned
- Format: Lecture, online, 16-week sessions offered
- There are no limitations preventing timely progress toward educational goal attainment.

Soc 202: Contemporary Social Problems
- Up to date – No prerequisites, only ENGL C1000 recommendation
- CalGETC – Aligned
- IGETC – Aligned
- Format: Lecture, online, 16-week, 8-week – early and late start as well as summer and winter 6-week sessions are offered.
- There are no limitations preventing timely progress toward educational goal attainment.

Soc 220: Introduction to Gender
- Up to date – No prerequisites, only ENGL C1000 recommendation

- CalGETC – Aligned
- IGETC – Aligned
- Format: Lecture, online, 16-week, and 8-week sessions offered
- There are no limitations preventing timely progress toward educational goal attainment.

Section 4: Student Success Data

Review and write about the data on student success, retention, degrees, certificates, and transfer.
- How does your program compare with college-wide data?
- Compare performances within your program to those of the collegewide data.
- Write about any notable equity gaps in performance.
- What potential obstacles or barriers do students face?
- What opportunities are available to address these barriers?

- How does your program compare with college-wide data?
  - Enrollment is down but increasing college wide as well as for sociology
    - Retention for college: Sociology's retention rate was slightly higher than the overall college retention rate.
    - Student success in sociology is similar to college wide success: 74% college wide and 73% for sociology
    - Men tend to be more successful in their classes than women
    - Students 50 years old and older are more successful compared to other age cohorts
    - Students ages 20 to 24 and 25 to 49 have the same success rates
    - Pacific islanders are most likely to succeed, followed by Asians followed by whites and Hispanics
    - Degree awards are down because enrollment is down
    - More degrees are awarded to women
    - Degrees given to students ages 20 to 24 are almost the same as those given to students ages 25 to 49. Perhaps this is due to more people coming back to school?
    - Far more degrees are awarded to Hispanic & Latino students, and least are awarded to African American students

Section 5: Program-Level Student Learning Outcome Assessment

Review all program, degree, certificate, and skill award SLOs. Write about their current status, as well as any modifications that have been made or need to be made. (If you need to update the degree/certificate/skill award learning outcomes, this is done through the curriculum review process. Program learning outcomes should be updated here.)

The Sociology program needs to include a reference to sociology's emphasis on empirical research and data. SLO 1 should include a reference to an understanding of human behavior based on empirical research and data.

Provide a summary of how well course-level SLOs align with the broader program-level SLOs and if any changes are needed.

Sociology Program SLO Set
Sociology Program SLO 1
> Develop and communicate an understanding of human behavior in the social context.
> Mapping
> SLO Goals: 1. Communication

Sociology Program SLO 2
> Analyze the social interactions, relationships and societal factors that shape beliefs and practices of human society.
> Mapping
> SLO Goals: 3. Creative, Critical and Analytical Thinking

Sociology Program SLO 3
> Recognize the factors that contribute to social stratification in order to explain how social inequality is produced and
> reproduced.
> Mapping
> SLO Goals: 4. Community/Global Consciousness and Responsibility

Sociology Program SLO 4
> Develop a Sociological Imagination
> Mapping
> SLO Goals: 3. Creative, Critical and Analytical Thinking

DEGREE/CERTIFICATE/SKILL AWARD LEARNING OUTCOMES
- SOCIOLOGY AA-T DEGREE

SOCIOLOGY AA-T DEGREE SLO1
> Communicate knowledge of sociological theory and social research in order to better understand and explain the social world.

SOCIOLOGY AA-T DEGREE SLO2
> Identify the structure of groups, organizations, and societies.

SOCIOLOGY AA-T DEGREE SLO3
> Employ sociological concepts to examine society in everyday life.

SOCIOLOGY AA-T DEGREE SLO4
Be prepared for transfer.

Section 6: Assessment and Planning

Past Recommendations and Goals

<u>Summary of Past Recommendations and Goals:</u> **Describe the progress made on your recommendations and goals from the last comprehensive program review.**

Past Goals and Status:
1. Hire a full-time Ethnic Studies Faculty member – **accomplished**

2. Hire a full-time Sociology Faculty member – **due to budgetary constraints we were not able to accomplish this goal.**

3. Develop new Sociology courses to align with Administration of Justice, Nursing and Social Justice degrees – **due to lower enrollment of Sociology students we have only been able to focus on the courses currently offered.**

4. Find or create OER Books for Sociology Courses – **in process – Dr. Samoff and Dr. White are currently working on and using an OER for Sociology 114, Sociology 202 and Sociology 201. We hope to be finished with them within the next year.**

5. Improve teaching skills and develop new ideas – **currently Dr. Samoff and Dr. White are meeting with adjunct faculty to develop new methods of instruction and create a more uniform department.**

    We had been in the process toward hiring an additional full-time sociology instructor, though since the COVID pandemic, we have been unable to pursue this goal. We also had a goal to develop additional sociology courses, but since the COVID pandemic we have been unable to do so due to low student enrollment on campus.

<u>Overall Strengths:</u> **What does your program do especially well? List some of the things that are making a positive difference for your students, as well as any recent improvements or accomplishments.**

    Our program offers courses that support diversity, and we are known as a safe and supportive place for students of diverse backgrounds. We do a great job in developing lasting relationships with our students, whose relationships continue well beyond Citrus College, as they stay in touch with us and share their academic progress after transferring to 4-year colleges.

Overall Weaknesses: In what ways does your program need to improve?

We want to increase enrollment among our black student population, and recruit more male students. We also aim to help female students become more successful in their coursework since their success rates are lower compared to male students.

How does your program help support DEIA+ efforts and students' sense of belonging? What additional institutional resources or cross-departmental interaction would aid in offering support?

We make sure to include contributions from sociologists of diverse backgrounds, especially those of minority statuses whose voices have been overlooked such as W.E.B. Du Bois and Jane Adams. We also include perspectives of the LGBTQIA+ community by teaching queer theory. In addition, we offer courses that emphasize perspectives of women and the LGBTQIA+ community in our Introduction to Gender and LGBTQ Studies courses.

Recommendations and Goals: Identify changes you plan to make to improve your program over the next three years. (Keep in mind that goals should not include increasing your budget or getting useful equipment. Instead, they should be focused on what your program will accomplish in serving students and the college.)

We plan to continue pursuing a full-time sociology instructor, and additional sociology courses. We have been in communication with Administration of Justice instructor, Jim Woolum to develop a Social Justice course to align with that degree.

Budget Planning: Describe the resources (staffing, facilities, technology, equipment, and professional development) you anticipate needing over the next three years in order to accomplish the goals/SLOs for your department. Ideally, this information will inform your resource requests in the annual updates for each of the next three years.

Over the next three years one of the most important things we will need is an instructional designer to help faculty navigate the changing requirements for online instruction as well as best practices for educating a diverse student population.

We will continue to need classrooms with stable internet access for faculty as well as students.

Faculty need access to reliable AI detection software to ensure students are using their own critical thinking abilities and not relying on AI to complete their assignments.