



PROGRAM REVIEW



2017-2018

Program Name:

SOCIOLOGY

Self-Study Members: Daniel McNeil
Alberto Restrepo

PROGRAM REVIEW

SOCIOLOGY

TABLE OF CONTENTS

PROGRAM REVIEW

Status Summary-Final Plan of Action

Program Review Self Study

Assessment Plan

Review of Prerequisites, Corequisites, and Advisories – Summary

Plan of Action – Pre-Validation

EXHIBITS

Student Data Summary E1

Student Data..... E2

Statistics E3

Articulation Status of Courses E4

Course Review Verification Sheet..... E5

APPENDICES

Approved Course Outlines.....A1

Degree and Certificate RequirementsA2

VALIDATION

Executive Summary V1

Plan of Action – Post Validation V2

PROGRAM REVIEW

Status Summary - Plan of Action-Post Validation

During the academic year, 2011, 2012 completed program review. The self-study and validation teams developed a final plan of action-post validation based on information in the self study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the current status of the plan, if it is incomplete.

(If any plan was made and action not taken, please state the rationale for not pursuing that particular item.)

PLAN OF ACTION

ACTION TAKEN, RESULT AND STATUS

Continue to modify course assessments, requirements and rubric.	Ongoing. Course assessment is conducted on a regular basis and all SLOs are measured at least once a year.
Continue to support tutorial services in the facilitation of student success.	Ongoing. Full-time faculty regularly recommend students to serve as tutors with Tutorial Services. We have begun informing student about these services. We are beginning to encourage part-time faculty to do the same.
Look to technologies to engage students (i.e, Clickers, Prezi, PowerPoint, Blackboard.	Ongoing. Faculty stays abreast of technological developments for the classroom. The full-time faculty was trained on Canvas (Spring-Fall 2016) and consistently uses PowerPoint and other audiovisual materials.
Continue to provide computer and textbook access for students.	Ongoing. Sociology faculty has begun to provide alternatives for students to mitigate the cost of books. So far, several courses offer students the option of using older editions of the current textbook, as well as eBooks.
Complete Transfer Degree.	Completed. Fall 2014.

<p>Continue to expose students to educational experiences at local universities.</p>	<p>Ongoing.</p>
<p>Continue to expose students to education experiences within communities.</p>	<p>Ongoing.</p>
<p>Equipment Needed: Two laptops. One for each full-time faculty member.</p>	<p>Not completed.</p> <p>Fiscal constraints have meant that full-time faculty have not had this request approved.</p>
<p>Increase DVD purchasing funds.</p>	<p>Not completed. Modified</p> <p>Fiscal constraints have meant that the funds for acquisition of audiovisual materials remains limited. Faculty has been discussing the possibility of migrating to streaming content and services.</p>
<p>Hire additional part-time instructors as needed</p>	<p>Ongoing.</p> <p>Hiring qualified part-time faculty remains a challenge. Thus far we have been able to staff all our courses with competent instructors, but there is no guarantee that this will continue to be the case.</p>



Allan Hancock College Program Review

2017-2018 Comprehensive Self-Study

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation. (Place your responses in the expandable text boxes below each question.)

I. Program Mission (*must align with college mission statement*)

- x For all programs, describe the need that is met by the program or the purpose of the program, and explain how it aligns with the college mission and strategic plan.
- x For CTEA programs only, show that "the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area."

(Sample: The Health, Physical Education, and Recreation Division is committed to providing excellent education opportunities to our students for their affective, cognitive and psychomotor development as they pursue sport, recreation, physical education, health education and wellness. We will encourage our students to further and sustain their individual endeavors toward the regular, lifelong pursuit of physical activity and a healthy lifestyle.)

The Sociology Program provides quality general education opportunities, which enhance student learning by developing critical thinking skills and by increasing student awareness and understanding of our world's rich and diverse cultural histories.

The Sociology program aligns with the goals for the Student Learning & Success described in the college's Strategic Plan (2014-2020). For example, a concern of Sociology is the application of knowledge to the solution of human problems (Goal SLS6). The Sociology program at AHC also provides courses that enable students to complete lower division prerequisites and general education requirements for transfer to institutions of higher learning and/or receive an Associate's degree (Goal SLS3). In an effort to support transfer, instructors are continually and diligently ensuring students are focused on the development of their academic skills by maintaining a challenging academic environment (Goal SLS4). Finally, the assessment of Student Learning Outcomes is utilized in an effort to aid student improvement and advancement (Goal SLS1).

II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, strengths and struggles

of the program and the impact on student success as reflected in past comprehensive program reviews and Annual Updates.

A lot of the evidence for progress made towards past program and departmental goals can be extrapolated from the preceding section entitled “**Status Summary - Plan of Action-Post Validation.**” The following bullet points summarize the most important accomplishment of and challenges for the program in the last few years:

- Most courses now have clearly defined learning outcomes which have been mapped/articulated with both departmental and institutional learning outcomes.
- Faculty members submit lists of potential tutors for their respective courses to tutorial services, which has made a difference for those students who are struggling in their courses and are willing to access such services. This, in turn, has contributed to the decrease of students who perform below standards on course-specific SLOs.
- The Sociology Program is now fully integrated to the C-ID system and a Transfer Degree in Sociology has been completed and is available to students since 2014. The number of sociology students taking advantage of this degree keeps growing, as further data will show.
- The growth of the program continues to be affected by the demographic characteristics of our communities and the vicissitudes of the economy. The steady drop on FTES for the college as a whole is reflected in a similar –albeit slightly smaller—drop in FTES for the program, as well as in slightly smaller class-sizes. Still, when compared with the college as a whole, and with other disciplines in our department, the sociology program is doing relatively well.
- The CORs (Course Outlines of Record) for most courses have been modified/updated as recently as 2017, ensuring that the newest materials, and recent changes in the disciplines, are reflected in such outlines. In addition, many courses have been approved for both onsite and online modalities.
- All instructors have been trained and show high levels of proficiency in the use of Canvas, which is the current LMS.

III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

As far as human resources are concerned, the program is in no urgent need of staffing or support. The two full-time faculty members currently cover the majority of the courses offered, and we see no need for additional full-time faculty. In terms of part-time faculty, the program occasionally finds it difficult to secure qualified instructors to staff night classes or courses offered in other locations outside the Santa Maria main campus. Fortunately, the need for those instructors is relatively small, and, so far, we have managed to find competent and qualified faculty for all the courses that need staffing. Finally, we have adequate support staff for the needs of the program.

In terms of physical resources, our program doesn't need much more than adequate and well-equipped classrooms. Most of the instruction by full-time faculty is done on the C-Complex, and particularly, in classrooms C-30 and C-32. Classroom sizes are adequate for the needs of the program. Since the last Program Review, student seating was replaced in most of the classrooms in the C-Building Complex, significantly improving the learning environment.

Technological resources in the aforementioned classrooms, however, are somewhat behind the needs of modern instruction and today's learners. It would be useful if our classrooms podiums could be equipped with High Definition multimedia resources (projectors, cables, etc.). In addition, and probably more importantly, the sociology program frequently relies on multimedia materials such as documentaries and web-based content. And a lot of this content is "student-driven". In this respect, it would be very useful if classroom podiums could be equipped with resources that make streaming and mirroring more effective, or just possible. Most of our classrooms would benefit, for example, from the addition of an Apple TV device which would allow faculty to mirror the content of their laptops, or students to share (via the classroom projector) the content displayed on their phones or iPads.

Finally, in terms of fiscal resources, our program needs a slightly larger budget for the purchase of multimedia resources. As multimedia content available for classroom instruction migrates to streaming services, it is increasingly necessary to purchase new licenses for some of the material that we are currently using. This additional cost is in addition to the regular purchase or licensing of new multimedia materials for our courses.

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

Currently, there are eight 'active' courses (i.e., courses currently being taught) in the sociology program. Of these courses, seven are taught by the sociology faculty: SOC 101, SOC 102, SOC 104, SOC 110, SOC 120, SOC 155 and SOC 160. One of the eight 'active' courses is cross-listed with Human Services, and has always been taught by Human Services faculty: SOC 106.

In addition, there is a course that is listed in the catalog but is not currently being taught: SOC 122. There are several reasons why this course has not been offered for many years. First, it has been difficult to find qualified part-time faculty to teach it on a regular basis. And secondly, a significant portion of the course content (as it currently exists) overlaps with SOC 120, therefore reducing both the urgency to teach it as well as the demand for it to be taught.

With the exception of SOC 160, all the 'active' sociology courses have clearly defined and mapped learning outcomes. While SOC 160 has clearly defined SLOs—as can be seen in the Course Outline of Record (COR), those course specific learning outcomes still need to be mapped onto program and

institutional learning outcomes. What follows is a list of those SLOs for all active courses in the Sociology Program.

SOC101 - Intro to Sociology

SLO1 - Understand the different theoretical approaches to sociology

SLO2 - Understand the intersection of biography and history, i.e., to develop a "sociological imagination."

SOC102 - Social Problems

SLO1 - Identify and briefly discuss three distinctly social problems.

SLO2 - Explain how social problems can be objectively and subjectively defined

SLO3 - Understand the difference between individual (a.k.a. "person-blame") and structural (a.k.a. "system-blame") explanations of social problems.

SOC104 - Social Science Research Method

SLO1 - Identify and briefly describe the stages of the research process

SLO2 - Identify and briefly describe the major types of research design

SLO3 - Demonstrate the ability to locate peer-reviewed, social-scientific literature by using the major (available) databases

SOC106 - Alcohol Drugs and Addiction

SLO1 - Define the short-term and long-term effects of several categories of substances that are frequently abused

SLO2 - Explain the differences between substance use, substance abuse, and substance dependence

SOC110 - Intro to Marriage and Family

SLO1 - Apply sociological theories to the analysis and function of the family institution

SLO2 - Demonstrate an understanding of the common elements of all families and a respect for the diversity of family forms.

SOC120 - Race and Ethnic Relations

SLO1 - Define race and ethnicity and be able to explain the difference between the two.

SLO2 - Demonstrate an understanding of the concept of multiculturalism and some of its implications for society

SLO3 - distinguish between prejudice and discrimination and understand the connection between the two

SLO4 - understand the concept of "institutional discrimination" and illustrate it with an example

SOC155 - Media and Society

SLO1 - Think critically about the mass media they consume.

SLO2 - Show how media representations of racial, ethnic and gender groups reflect social stereotypes and prejudices.

SLO3 - Understand how political and economic forces shape the characteristics of media products our society.

SLO4 - Understand the role of the mass media in the creating and maintaining democratic institutions and a democratic society.

SOC 160 – Cities and Urban Life

SLO 1 - Describe three contemporary urban social problems.

SLO 2 - Be able to search for and identify the degree of racial and ethnic segregation of major cities and metropolitan areas in the U.S.

SLO 3 - Explain the concept of "sprawl" and some of the problems associated with it.

SLO 4 - Illustrate how the built environment can be used to maintain and reproduce social privilege and inequality.

Furthermore, all of these courses have had all their learning outcome assessed once a year for the past five years. Most of the assessment was done using questions embedded in quizzes and exams that were given to students throughout the term/semester

The assessment data for the active courses taught by the sociology faculty show that a majority of students met the learning objectives that were assessed. A more specific breakdown of the data is as follows:

- SOC 101 data was collected at least once a year between 2013 and 2017 for all learning outcomes. In every one of those years the percentage of students that meet or excel the SLO standards is above the 70% benchmark.
- SOC 102 data was collected at least once a year between 2013 and 2017 for all three student learning outcomes. During the 2015-2016 and 2016-2017 school years, data was collected every semester. As of our last assessment, all SLOs surpassed the 70% performance benchmark (86.4%, 81.4% and 74.6%)
- SOC 104 data was collected in Fall 2013 and Fall 2016. In both cases students scored above the default performance measure, meeting or exceeding the institutional standards. On average, the number of students not meeting such standards, declined by 6.37% for the SLOs #1 and #2 between 2013 and 2016. SLO #3 showed an even bigger improvement between those two years (31.75%).

- SOC 110 data was collected at least once a year between 2013 and 2017 for all learning outcomes. In every one of those years the percentage of students that meet or excel the SLO standards is above the 70% benchmark.
- SOC 120 data was collected twice every year between 2014 and 2017 for all four student learning outcomes. Prior to that, data was collected once a year. As of our last assessment, all SLOs surpassed the 70% performance benchmark (81.8%, 83.3%, 74.1% and 76.9%)
- SOC 155 data was collected at least once a year between 2013 and 2017 for all four student learning outcomes. During the 2015-2016 and 2016-2017 school years, data was collected every semester. As of our last assessment, all SLOs surpassed the 70% performance benchmark.

SOC 160 has no available data. The course was finally offered for the first time on Fall 2017, but had to be cancelled due to low enrollment. We will offer it again during the 2018-2019 school year, and hope that with better promotion and communication with academic counselors, as well as a more desirable time-slot in which it is offered, the course will succeed.

SOC 106 is cross-listed as a sociology course, but has always been taught by Humans Services faculty. Assessment for this course shows that 100% of students showed adequate or superior knowledge of the course content that the SLOs assessed.

As the summary above shows, most students (consistently above 70%) show an adequate grasp of the material that is being taught and assessed.

V. Distance Learning (If applicable):

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

- x Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

As well, describe how program instructors ensure regular substantive instructor-initiated contact in online classes.

All core courses in the Sociology program are offered as distance learning (DL) class. These courses include:

- SOC 101: Introduction to Sociology
- SOC 102: Introduction to Social Problems
- SOC 104: Introduction to Social Science Research Methods
- SOC 110: Introduction to Marriage and the Family
- SOC 120: Introduction to Race and Ethnic Relations

Since the time of the last program review (2011-2012), the major challenge the Sociology program faced in regards to distance education was the transition from the Blackboard LMS to the Canvas LMS.

SOC: Sections, Enrollment, FTES

course_type	course	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		Sec'to.	Enroll.	FTES	Sec'to.	Enroll.	FTES	Sec'to.	Enroll.	FTES	Sec'to.	Enroll.	FTES	Sec'to.	Enroll.	FTES	Sec'to.	Enroll.	FTES
Face to Face Course	SOC101	9	324	34	10	358	37	12	426	42	10	330	40	12	408	43	11	388	38
	SOC102	2	85	7	3	98	10	4	119	13	3	79	8	3	86	9	2	81	6
	SOC104	1	12	1	1	14	1	1	7	1	1	10	1	1	23	2			
	SOC106	3	42	4	3	41	4	4	37	4	6	45	5	6	42	4	6	45	5
	SOC110	2	74	8	2	66	7	1	34	4									
	SOC120	2	73	8	2	63	7	2	63	7	2	62	6	2	62	6	2	63	7
	SOC121	2	25	3															
	SOC155	2	60	7	2	64	7	2	63	7	2	50	6	2	60	6	2	51	5
Total	23	683	71	23	702	73	26	749	76	24	590	66	26	681	71	23	588	61	
Online Course	SOC101	6	215	21	6	204	30	8	255	25	6	235	23	8	214	21	8	220	21
	SOC102	5	173	17	5	171	17	5	153	15	6	181	18	5	117	11	5	122	12
	SOC104																1	11	1
	SOC110	5	176	17	5	162	16	3	93	9	5	162	16	4	113	11	5	140	14
	SOC120	6	194	19	6	201	20	5	157	15	5	146	14	5	120	12	5	137	13
	Total	22	758	74	22	738	72	21	659	64	24	724	70	22	564	65	24	630	61
Grand Total	45	1,441	144	45	1,440	145	47	1,408	140	48	1,314	137	48	1,245	126	47	1,218	123	

Based on the data from table list above which includes statistics from all SOC offerings, the percentage of Face-to-Face vs. Online courses is as follows:

- 2011-2012: Face-to-Face = 51% vs. Online Courses = 49%
- 2012-2013: Face-to-Face = 51% vs. Online Courses = 49%
- 2013-2014: Face-to-Face = 55% vs. Online Courses = 45%
- 2014-2015: Face-to-Face = 50% vs. Online Courses = 50%
- 2015-2016: Face-to-Face = 54% vs. Online Courses = 46%
- 2016-2017: Face-to-Face = 49% vs. Online Courses = 51%

The rationale for the change in the number/percentage of Face-to-Face vs. Online course offerings is as follows:

The Sociology program offers an even balance of face to face and online offerings. There has been no change. Historically and currently, there have been challenges in finding and retaining quality part time instructors.

Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

See table below for a visual of the numerical information being discussed in this section. For the six-year period (2011-2017), face to face courses have an average retention rate of 85% and an average success rate of around 72%. While online versions of the same class (over the same time frame), have an average retention rate of 64% and an average success rate of around 50%.

For the SOC 102 classes there has been an increase in the success and retention rates for the online classes (50% success & 63% retention in 2011-2012 to 59% success & 80% retention in 2016-2017). The face to face class has an average success rate of 79% and an average retention rate of 92%, which is consistent throughout the time frame under consideration.

For the SOC 110 classes there has been an increase in the success and retention rates for the online classes (44% success & 62% retention in 2011-2012 to 60% success & 76% retention in 2016-2017). When examining the available data for the F2F courses we had an average success rate of 63% and a retention rate of 78%.

For the SOC 104 classes, the success and retention rates in both the face to face and the online class appear evenly matched.

Overall, for the face to face classes, success rates ranged between 53% and 92%. The online classes showed a range of success rates between 43% and 73%. The retention rates for the face to face classes ranged from 70% to 97%. And finally, the online course retention rate had a low of 58%, with a high of 87%.

When examining available SLO data it does appear, based on individual assessments the majority of students are meeting and exceeding the standards that are being assessed in all courses where data is available. One way to increase success rates is to drop non-participating students before the final drop deadline, in expedited formats (i.e. eight week terms) this bookkeeping function often gets underutilized.

SOC: Retention & Success

course	course_type	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
SOC101	Face to Face Course	88%	82%	73%	84%	71%	80%
	Online Course	57%	58%	69%	64%	56%	76%
SOC102	Face to Face Course	83%	89%	72%	81%	84%	90%
	Online Course	60%	63%	56%	79%	61%	62%
SOC104	Face to Face Course	87%	86%	86%	70%	70%	78%
	Online Course						73%
SOC105	Face to Face Course	87%	95%	73%	86%	73%	81%
SOC110	Face to Face Course	84%	82%	83%	65%	69%	83%
	Online Course	48%	62%	52%	65%	58%	73%
SOC120	Face to Face Course	77%	82%	88%	89%	79%	82%
	Online Course	61%	75%	43%	74%	56%	65%
SOC121	Face to Face Course	76%	92%				
SOC155	Face to Face Course	75%	81%	75%	82%	79%	86%
Grand Total		68%	76%	64%	78%	69%	82%

The Sociology faculty are committed to being available to their students and regularly engage in instructor-initiated contact. First, online instructors send out weekly reminders to all students that inform them of upcoming due dates for assignments. Second, instructors through assignment feedback and posted grading rubrics, offer suggestions for students to improve their work, along with descriptions of the standards and expectations needed to fulfill assessments. Next, instructors are encouraged to contact students individually if they notice that they are not completing work and/or appear to be performing poorly on assignments. Finally, instructors are available by way of email, face to face offices hours and scheduled meetings both in person and over the phone. It is suspected that the more contact instructors can initiate and encourage; the better retention and success rates may be.

VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

- x Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).
- x Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

The Sociology program strives to promote student success by offering challenging and thought-provoking classes that will encourage students to develop skills, and that will benefit them in their future academic and professional experiences. Strategies used by Sociology instructors to promote student success include: active learning (a process whereby students engage in activities, such as reading, writing, researching, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content); and the use of problem-based learning, whereby students research and assess a "problem" and then offer solutions based on sociological theory and data.

The faculty of the Sociology program also take advantage of academic and student support services of the college by working with the Learning Resource Center (Library), the Learning Assistance Program (LAP), the tutorial center, and Counseling department (e.g. EOPS). For example, many courses have tutors from the LRC's tutorial center.

Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc.).

The overall student success and retention rates have improved since the last program review (2006-2012). Overall success and retention rates (%) for the current six-year cycle (2011-2017) are 74 and 88 (while rates were 61 and 81 for the previous program review).

All of the following data was gathered from the Tableau site and it covers all terms starting on Fall 2011 and ending in Spring 2017 (excluding summer and winter sessions). Headcount data was taken from the "program review data".

Success rates by gender over the past six academic years are:

Females:

- Success rate ranged from 57% - 73%.
- Average success rate (unweighted) was 63%.
- Total number of female students (headcount) was 4,548.

Males:

- Success rate ranged from 54% - 75%.
- Average success rate was 63%.
- Total number of male students (headcount) was 2,439.

Overall, the success of males and females is about the same (63%). There were more total female students (4,548 or 65%) than males (2,439 or 35%).

Success rates by ethnicity over the past six academic years are:

Asian:

- Success rate ranged from 50% - 100%
- Average success rate (unweighted) was 78.5%
- Total number of Asian students (headcount) was 203.

African American:

- Success rate ranged from 32% - 62%
- Average success rate (unweighted) was 48%
- Total number of African American students (headcount) was 378.

Filipino:

- Success rate ranged from 33% - 83%
- Average success rate (unweighted) was 64%
- Total number of Filipino students (headcount) was 239.

Hispanic:

- Success rate ranged from 55% - 72%
- Average success rate (unweighted) was 61%
- Total number of Hispanic students (headcount) was 3802.

Native American:

- Success rate ranged from 50% - 92%
- Average success rate (unweighted) was 71%.
- Total number of Native American students was 113.

Pacific Islander:

- Success rate ranged from 50% - 75%
- Average success rate (unweighted) was 56%.
- Total number of Pacific Islander students (headcount) was 50.

White:

- Success rate ranged from 58% - 76%
- Average success rate (unweighted) was 68%.
- Total number of White students (headcount) was 2,212.

The "Hispanic" category represents the largest group within the sociology program, signifying approximately 54% of our program participants. The "White" category is the second largest group in our program representing approximately 32% of program participants. Allan Hancock College is identified as a Hispanic Serving Institution by the Department of Education and strives to advance and support, student progress and success, through pedagogy and assistive technology.

VII. Trend Analyses/Outlook

Using the information already gathered in the Annual Updates s (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review. Explain possible causes for any identified gaps or trends and actions taken or needed to address these.

Trend #1: Decline in Enrollment

The Sociology program's enrollment/FTES has declined by ~14.5% from the peak 2012-2013 academic year (see table below). This is directionally at odds with the college's FTES increase of 3% over the past six years.

Trend #2: Program Efficiency

The Sociology program's efficiency (FTES/FTEF) has dropped from (a six year high) of 24.61 in 2011-2012 to 20.23 in 2016-2017, roughly an 18% drop. This trend is related to the decrease in enrollment in Sociology classes.

Trend #3: Growth in Sociology for Transfer Degree.

While still in its infancy, the transfer degree has shown significant growth (on a percentage basis) year over year, for the three years it has been in existence.

As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology -related developments and actions taken or needed to address these.

Textbooks in all courses have been updated/changed from the last program review and new teaching modalities have been explored in all courses (e.g. canvas in both face to face and online courses). The program strives to aid students in fulfilling lower division prerequisites and general education requirements for transfer to institutions of higher learning and/or receive an Associate's degree.

The course outlines for all core Sociology courses were updated in spring of 2017 and were previously approved by the C-ID transfer model curriculum (TMC) for the Associate's degree for transfer. The C-ID Sociology for transfer degree has steadily been increasing each year since it was first offered in 2014-2015. Awards increased almost 90 percent in 2015-2016 relative to the year before (2014-15) and they increased almost 50% from 2015-16 to 2016-2017. In total forty-five degrees have been awarded over the three years under discussion.

VIII. Long-Term Program Goals and Action Plans (Aligned with the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five-year period and include target dates and resources needed.)

Allan Hancock College's Educational Master Plan (EMP) delineates five "Educational Directions." They are: **Student Success, Professional Development, Integrated Planning, Community Outreach, and New Revenue Development.** In addition, within the Student Success directive, the EMP specifies four 'Initiatives:' 'Start Here, Go Anywhere,' 'Integrated Learning Experiences,' 'Strengthening Support Services,' and 'Expanded Learning Opportunities.' (see EMP, page 10).

Of all the aforementioned 'directions' and 'initiatives,' three of them are of particular significance in shaping the action plans of the Sociology Program. They also align well with the long-term goals of the program, which emerged from reviewing student survey data, and from reflecting on the experiences and challenges faced by instructors within the program:

1. **Student Success** is a major concern of the Sociology Program. The EMP defines “student success” as “the achievement of the student’s educational goals.” For our program in particular, educational success is defined in two ways: First of all, in terms of students’ ability to successfully complete our courses, while demonstrating competence in the subject’s SLOs. And secondly, in terms of the ability of sociology students to successfully complete either the ‘terminal’ or the Transfer Degree in Sociology.

In order to achieve the goal of **Student Success**, the program plans to take action on two fronts: First, we will continue to work closely with academic counselors to ensure clarity in the requirements of the sociology degree –both as a terminal degree and a Transfer Degree (AA-T) for UC and CSU schools. And secondly, ...

2. We will continue to strengthen the connection between instruction and support services. **“Strengthening Support Services”** is one of the four initiatives under the **Student Success** directive of the EMP. The way the Sociology faculty intends to tackle this initiative is by working closely with Tutorial Services in order to reduce the percentage of students that perform below each course’s SLO benchmark. There are two important components to this goal: The first one is to ensure that Tutorial Services has qualified tutors for each course. This is accomplished by making sure that every semester/year instructors recommend outstanding students to serve as tutors, and by encouraging these students to serve in that capacity. The second component of this goal is to ensure that instructors make all students aware of the availability of such services.

In addition, the strengthening of support services also involves making part-time faculty aware of the availability of these services, and encouraging them to take advantage of them as an effective tool for improving the performance of students that are struggling in their classes.

3. Also, in support of the **Student Success** directive of the Educational Masterplan –and in order to accommodate recent directives from the Chancellors Office to create “pathways” for successful and timely completion of degrees—the sociology faculty will closely monitor both the growth in the number of students completing sociology degrees, as well as the time it is taking them to complete such degrees. Based on the data collected in the next Program Review cycle, the faculty will decide if and/or what actions need to be taken to improve student success and efficiency in the completion of transfer (AA-T) and terminal degrees.
4. **Professional Development** is an important component of the long-term goals of the Sociology Program. This goal aligns with the second directive of the EMP. Professional development is needed –and poses challenges—in several fronts:
 - a. Full-time faculty need the resources to travel to conferences in their discipline and related disciplines. These conferences are an essential part of how faculty members stay updated on developments in their areas of expertise, as well as on new directions of collaboration between related fields. And in this respect, it is crucial that faculty have access to the funds necessary to cover the cost of attending these conferences, which nowadays is considerably higher than the \$700.00 per year limit that the college makes available to each faculty member for professional development conference attendance.
 - b. Professional development opportunities dealing with technology and technological changes are essential for student success, especially given the rapidly changing technological environment in education, and the technological expectations and needs of today’s learners.
 - c. Professional development opportunities related to how faculty members can maximize the use of all support services –especially for part-time faculty—is an essential part of achieving student success, both as defined in the EMP, and by the Sociology Program

Beyond the (aforementioned) goals and plans that intersect with the directives and initiatives

delineated in the EMP, the Sociology Program has some additional long-term goals and action plans –some of which are already presented in the Plan of Action:

In order to support student success and promote student equity, the faculty in the Sociology Program will be researching 'open and free textbook' and materials (OERs); and, if feasible, will consider adopting them for some of the existing courses.

The faculty will look into the possibility of creating a form (or borrowing an existing one) that describes the career options available to sociology majors, as well as other benefits that having a strong background in sociology confers students in their private and public life. This form would be available to students, either directly from faculty members or through counseling services.

The necessity to transition to digital and streaming technologies for instructors using multimedia content in the classroom has become one of the most important conversations in educational technology, and, more specifically, within the Technology Council at Allan Hancock College. As technologies like VCRs and overhead projectors become obsolete and increasingly difficult for the college to procure, it has become clear that we are moving in the direction of digital, and especially, streaming content and services. One of the long-term goals of the faculty in the Sociology Program is to investigate the streaming resources available, the logistics of transitioning to reliance on those resources, and the financial impact of replacing existing materials with digital/streaming access to those materials.

Finally, the faculty will redesign the course, SOC 122: Sociology of Hispanic Culture. This course has been in the Sunset List for several years, and has not been offered in more than a decade. The two primary reasons for why the course has not been offered are: (1) The difficulty of finding qualified and available faculty to teach this course. (2) The amount of overlap between this course and SOC 120 (Race and Ethnic Relations). Bringing back the course at this point in time, however, seems like an appropriate and beneficial option for a number of reasons: First, it provides an opportunity to increase FTES and broaden the number of offerings by the program. Secondly, the demographic changes of AHC's student population in the last decade, mean that this course addresses issues that are of particular importance to our current students—both in terms of its age and ethnic characteristics. Thirdly, SOC 122 would be a required course in the Latino Studies Program currently being proposed at Allan Hancock College. Finally, the growth of the EGS (Ethnic and Gender Studies) course of study in the Santa Maria Joint Union High School District (SMJUHSD) presents a great opportunity for aligning this course with one of the growing number of offerings in the local high schools through concurrent enrollment. This last point requires working closely with the SMJUHSD's EGS Working Committee to ensure that a course is developed at the high school level that matches the redesigned SOC 122. One of the great advantages of this option is increasing FTES without the need for much resource allocation.

The following table summarizes the goals and plans discussed above, and provides some rough estimates on completion dates and resources needed:

Long-Term Plan or Action Plan	Target Dates	Resources Needed
Monitor growth of sociology transfer degrees and average time students take to complete sociology degrees.	Ongoing through 2022	No resources needed
Work with academic counselors to ensure clarity on the requirements of the sociology program.	Ongoing through 2022.	No resources needed.
Consider to benefits and feasibility of creating a table/form that describes the benefits of and career options for a Sociology major.	Ongoing through 2022	Possibly a small amount of resources for design and printing services.
Aid in the strengthening of Tutorial Services by informing instructors and students of their availability, as well as by regularly recommending	Ongoing through 2022.	No resources needed.

qualified students to serve as tutors.		
Advocate for professional development opportunities and resources for faculty members.	Ongoing through 2022.	There is a need to increase the limits of monies allocated for conference attendance.
Explore the feasibility of OERs.	Spring 2021.	No resources needed.
Explore the fiscal, physical, technological and personnel demands of transitioning to digital/streaming content for classroom materials	Spring 2021	It is currently unknown how costly this transition will be, but it is likely to have a financial impact.
Make major modifications to "SOC 122: Sociology of Hispanic Culture" in order to articulate it with the UC/CSU schools, incorporate it into the Latino Studies Program, and articulate it through concurrent enrollment with local high-school	Spring 2021	No resources needed
Explore the possibility of working with the Santa Maria Joint Union High School District's (SMJUHSD's) Ethnic and Gender Studies (EGS) Working Committee and Advisory Group to ensure the development of (a) Latino Studies course(s) that meet the requirements of concurrent enrollment for SOC 122	Spring 2021	No resources needed

Revised March 2015



Assessment Plan

This part of the program review demonstrates alignment of courses with coverage of program student learning outcomes and lays out the program's plans for conducting assessments over the forthcoming five years.

Mission

The Sociology Program provides quality general education opportunities, which enhance student learning by developing critical thinking skills and by increasing student awareness and understanding of our world's rich and diverse cultural histories.

Program Outcomes

PSLO 1: Develop an awareness of the diversity of cultures around the world

PSLO 2: Understand social phenomena from a sociological perspective

PSLO 3: Demonstrate a proficiency in sociological concepts and terminology

PSLO 4: Develop skills in using digital technologies to inquire and communicate sociological data, concepts and theories

Course/Program Alignment

All outcomes (CSLOs and PSLOs) are assessed through the use of questions embedded in exams and quizzes –using both ‘subjective’ questions such as exam essays and definitions, and ‘objective’ questions such as True/False and Multiple Choice.

SOC 101-Introduction to Sociology	PSLO 1	PSLO 2	PSLO 3	PSLO 4
CSLO 1: Understand the different theoretical approaches to sociology		X	X	
CSLO 2: Understand the intersection of biography and history, and therefore develop the ability to use the “sociological imagination”.		X	X	
SOC 102-Social Problems	PSLO 1	PSLO 2	PSLO 3	PSLO 4
CSLO 1: Identify and briefly discuss three distinct social problems			X	
CSLO 2: Explain how social problems can be objectively and subjectively defined	X			
CSLO 3: Understand the difference between individual and structural explanations of social problems		X		

SOC 104-Social Science Research Methods	PSLO 1	PSLO 2	PSLO 3	PSLO 4
CSLO 1: Identify and briefly describe the stages of the research process.			X	
CSLO 2: Identify and briefly describe the major types of research design.			X	
CSLO 3: Demonstrate the ability to locate peer-reviewed, social-scientific literature by using the major databases available.				X
SOC 110-Pers/Family Relations in 21st C.	PSLO 1	PSLO 2	PSLO 3	PSLO 4
CSLO 1: Apply sociological theories to the analysis and function of the family institution.		X	X	
CSLO 2: Demonstrate an understanding of the common elements of all families and a respect for the diversity of family forms.	X	X		
SOC 120-Race and Ethnic Relations	PSLO 1	PSLO 2	PSLO 3	PSLO 4
CSLO 1: Students should be able to define race and ethnicity and be able to explain the difference between the two.			X	

CSLO 2: Students should demonstrate an understanding of the concept of multiculturalism and some of its implications for society.	X			
CSLO 3: Students should be able to distinguish between prejudice and discrimination and understand the connection between the two			X	
CSLO 4: Students should be able to understand the concept of "institutional discrimination" and illustrate it with an example.		X		
SOC 155-Media and Society	PSLO 1	PSLO 2	PSLO 3	PSLO 4
CSLO 1: Think critically about the mass media they consume.	X			
CSLO 2: Show how media representations of racial, ethnic and gender groups reflect social stereotypes and prejudices.				X
CSLO 3: Understand how political and economic forces shape the characteristics of media products our society.		X		
CSLO 4: Understand the role of the mass media in the creating and maintaining democratic institutions and a democratic society.			X	
SOC 160-Cities and Urban Life	PSLO 1	PSLO 2	PSLO 3	PSLO 4
CSLO 1: Describe three contemporary urban social problems.		X		

CSLO 2: Be able to search for and identify the degree of racial and ethnic segregation of major cities and metropolitan areas in the U.S.				X
CSLO 3: Understand the concept of "sprawl" and some of the problems associated with it.			X	
CSLO 4: Illustrate how the built environment can be used to maintain and reproduce social privilege and inequality.				X
SOC 106-Alcohol, Drugs and Addiction	PSLO 1	PSLO 2	PSLO 3	PSLO 4
CSLO 1: Define the short-term and long-term effects of several categories of substances that are frequently abused		X		
CSLO 2: Explain the differences between substance use, substance abuse, and substance dependence			X	

Implementation of Assessment

Responsibility for implementing the assessment lies with the entire department. Confident that outcomes are reflected in actual coursework of your major/program, describe the mechanisms for assessment. Think of assessing your outcomes on a 4 or 5-year cycle. (If you have 10 outcomes assessing 2 a year is ideal.)

AssessmentCycle

Use one row for each Program outcome. Your 6-Year assessment schedule can be inserted here, if you've already completed it.

Program Outcome	To be assessed in semester:	Assessment method (s)	Team to review assessment results	Resources needed to conduct assessment	Individual responsible for assessment report	Date we expect to complete review
PSLO 1: Develop an awareness of the diversity of cultures around the world	Spring	Exams and quizzes (using M/C and T/F question, and essays and definitions.	Sociology faculty members	eLumen	Daniel McNeil & Alberto Restrepo	Spring 2019
PSLO 2: Understand social phenomena from a sociological perspective	Spring	Exams and quizzes (using M/C and T/F question, and essays and definitions.	Sociology faculty members	eLumen	Daniel McNeil & Alberto Restrepo	Spring 2020
PSLO 3: Demonstrate a proficiency in sociological concepts and terminology	Spring	Exams and quizzes (using M/C and T/F question, and essays and definitions.	Sociology faculty members	eLumen	Daniel McNeil & Alberto Restrepo	Spring 2021
PSLO 4: Develop skills in using digital technologies to inquire and communicate sociological data, concepts and theories	Spring	Exams and quizzes (using M/C and T/F question, and essays and definitions.	Sociology faculty members	eLumen	Daniel McNeil & Alberto Restrepo	Spring 2022

Data for all outcomes will be collected according to the cycle described in the table above.

Dissemination of Information

Results will be reported in the Program Review Annual Update. In addition, results will be shared during department meetings or retreats, as they become available, or as the department deems important and useful.

PREREQUISITES, COREQUISITES, ADVISORIES

UC/CSU COMPARISON SHEET

Course Prefix and Number SOC 110

Department: Social & Behavioral Sciences Responsible Instructor Daniel McNeil

Prerequisite being reviewed: N/A

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

<u>Institution</u>	<u>Name of Parallel Course</u>	<u>Prerequisite of Parallel Course</u>
UC Santa Barbara	Sociology of the Family	upper division equivalent
CSU LA	Intimate relationships in our diverse society	NA
CSU San Jose	Sociology of Family	upper division equivalent

NOTE: For a complete list of 'Parallel Courses,' please check the "Sociology Transfer Sheets" appended to this Program Review.

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

Alberto Restrepo 12/12/17
Initiator Date

Department Chair Date

Approved:

Academic Dean Date

PREREQUISITES, COREQUISITES, ADVISORIES

UC/CSU COMPARISON SHEET

Course Prefix and Number SOC 101

Department: Social & Behavioral Sciences Responsible Instructor Daniel McNeil

Prerequisite being reviewed: N/A

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

<u>Institution</u>	<u>Name of Parallel Course</u>	<u>Prerequisite of Parallel Course</u>
CSU San Diego	Intro. to Sociology	N/A
UC Merced	Intro. to Sociology	N/A
UC Santa Barbara	Intro. to Sociology	N/A

NOTE: For a complete list of 'Parallel Courses,' please check the "Sociology Transfer Sheets" appended to this Program Review.

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

Alberto Restrepo 12/12/17
Initiator Date

Department Chair Date

Approved:

Academic Dean Date

PREREQUISITES, COREQUISITES, ADVISORIES

UC/CSU COMPARISON SHEET

Course Prefix and Number SOC 102

Department: Social & Behavioral Sciences Responsible Instructor Daniel McNeil

Prerequisite being reviewed: N/A

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

<u>Institution</u>	<u>Name of Parallel Course</u>	<u>Prerequisite of Parallel Course</u>
CSU San Diego	Introduction to Social Problems	N/A
UC Davis	Social Problems	N/A
CSU San Jose	Social Problems	N/A

NOTE: For a complete list of 'Parallel Courses,' please check the "Sociology Transfer Sheets" appended to this Program Review.

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

Alberto Restrepo 12/12/17
Initiator Date

Department Chair Date

Approved:

Academic Dean Date

PREREQUISITES, COREQUISITES, ADVISORIES

UC/CSU COMPARISON SHEET

Course Prefix and Number SOC 104

Department: Social & Behavioral Sciences Responsible Instructor Alberto Restrepo

Prerequisite being reviewed: N/A

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

<u>Institution</u>	<u>Name of Parallel Course</u>	<u>Prerequisite of Parallel Course</u>
Cal Poly Pomona	SOC 204: Research Methods in Sociology	Introduction to Sociology
CSU Bakersfield	SOC 2210: Introduction to Research Methods	Introduction to Sociology
CSU Northridge	SOC 202: Sociological Analysis	Introduction to Sociology

NOTE: For a complete list of 'Parallel Courses,' please check the "Sociology Transfer Sheets" appended to this Program Review.

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

Alberto Restrepo 12/12/17
Initiator Date

Department Chair Date

Approved:

Academic Dean Date

PREREQUISITES, COREQUISITES, ADVISORIES

UC/CSU COMPARISON SHEET

Course Prefix and Number SOC 106

Department: Social & Behavioral Sciences Responsible Instructor Alberto Restrepo

Prerequisite being reviewed: N/A

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

<u>Institution</u>	<u>Name of Parallel Course</u>	<u>Prerequisite of Parallel Course</u>
San Diego State University	PH294: Substance Abuse & Public Health	N/A
CSU Fresno	HS 110: Drugs, Society and Health	Upper Division Equivalent
CSU Long Beach	HSC 427: Drugs and Health	Upper Division Equivalent

NOTE: For a complete list of 'Parallel Courses,' please check the "Sociology Transfer Sheets" appended to this Program Review.

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

Alberto Restrepo 12/12/17
Initiator Date

Department Chair Date

Approved:

Academic Dean Date

PREREQUISITES, COREQUISITES, ADVISORIES

UC/CSU COMPARISON SHEET

Course Prefix and Number SOC 120

Department: Social & Behavioral Sciences Responsible Instructor Alberto Restrepo

Prerequisite being reviewed: N/A

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

<u>Institution</u>	<u>Name of Parallel Course</u>	<u>Prerequisite of Parallel Course</u>
UC Santa Barbara	BL ST 4: Critical Introduction to Race and Racism	N/A
UC Irvine	SOCIOL 63: Race and Ethnicity	N/A
Cal Poly San Luis Obispo	ES 114: Race in American Culture	N/A

NOTE: For a complete list of 'Parallel Courses,' please check the "Sociology Transfer Sheets" appended to this Program Review.

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

Alberto Restrepo 12/12/17
Initiator Date

Department Chair Date

Approved:

Academic Dean Date

PREREQUISITES, COREQUISITES, ADVISORIES

UC/CSU COMPARISON SHEET

Course Prefix and Number SOC 122

Department: Social & Behavioral Sciences Responsible Instructor Alberto Restrepo

Prerequisite being reviewed: N/A

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

<u>Institution</u>	<u>Name of Parallel Course</u>	<u>Prerequisite of Parallel Course</u>
Cal Poly Pomona	EWS 202: Chicano/Latino Experience	N/A
CSU Channel Islands	CHS 200: Diversity in Latina/o Communities	N/A
UC Riverside	ETST 2: Into to Chicano Studies in Comp. Perspective	

NOTE: For a complete list of 'Parallel Courses,' please check the "Sociology Transfer Sheets" appended to this Program Review.

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

Alberto Restrepo 12/12/17
Initiator Date

Department Chair Date

Approved:

Academic Dean Date

PREREQUISITES, COREQUISITES, ADVISORIES

UC/CSU COMPARISON SHEET

Course Prefix and Number SOC 155

Department: Social & Behavioral Sciences Responsible Instructor Alberto Restrepo

Prerequisite being reviewed: N/A

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

<u>Institution</u>	<u>Name of Parallel Course</u>	<u>Prerequisite of Parallel Course</u>
Cal Poly Pomona	COM 270: Media, Politics, Sex and Violence	N/A
Cal Poly San Luis Obispo	COMS 419: Media Effects	Upper Division Equivalent
UC Berkeley	MASS COMM 102: Effects of the Mass Media	Upper Division Equivalent

NOTE: For a complete list of 'Parallel Courses,' please check the "Sociology Transfer Sheets" appended to this Program Review.

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

Alberto Restrepo 12/12/17
Initiator Date

Department Chair Date

Approved:

Academic Dean Date

PREREQUISITES, COREQUISITES, ADVISORIES

UC/CSU COMPARISON SHEET

Course Prefix and Number SOC 160

Department: Social & Behavioral Sciences Responsible Instructor Alberto Restrepo

Prerequisite being reviewed: N/A

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

<u>Institution</u>	<u>Name of Parallel Course</u>	<u>Prerequisite of Parallel Course</u>
Cal Poly San Luis Obispo	SOC 313: Urban Sociology	Upper Division Equivalent
CSU Northridge	URBS 150: The Urban Scene	N/A
UC Berkeley	SOC 158: Urban Sociology	Upper Division Equivalent

NOTE: For a complete list of 'Parallel Courses,' please check the "Sociology Transfer Sheets" appended to this Program Review.

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

Alberto Restrepo 12/12/17
Initiator Date

Department Chair Date

Approved:

Academic Dean Date

EXHIBITS

STUDENT DATA SUMMARY

Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data.

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

1. 61% of the respondents were highly satisfied with the quality of instruction within the program.
2. 55% and 35% (90% in total) of the respondents were highly satisfied or somewhat satisfied with the way the Sociology program meets their program needs.
3. 55% and 36% (91% in total) of the respondents were highly satisfied or somewhat satisfied with the way the Sociology program contributes their intellectual growth.

State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

1. While many are satisfied overall with resources available in the library, 20.5% of the respondents stated that they were neither satisfied nor dissatisfied. Instructors should use, recommend, and promote library resources whenever possible and appropriate. For example, the online film library is quite useful and easily accessible.
2. Only 35.5% of the respondents of the respondents were highly satisfied with the advice about the program from counselors but 32.5% were neither satisfied nor dissatisfied.
3. Only 36% of the respondents were highly satisfied with the assistance they received from the Tutorial Center but 24% were neither satisfied nor dissatisfied. Instructors should recommend tutors and promote Tutorial Center services frequently and whenever possible.

State any other information (use responsive numbers) that you obtained from student data (e.g. focus groups, questionnaires, or SGIDs) that may be of special interest to the self study team. What planning implications will result from this information?

N/A

2017-2018 Program Review Data

Sociology

If you need to explore you data further please access the publically available Tableau Reports at http://www.hancockcollege.edu/institutional_effectiveness/data.php .

For any further questions, you can contact Armando Cortez at Armando.Cortez@hancockcollege.edu .

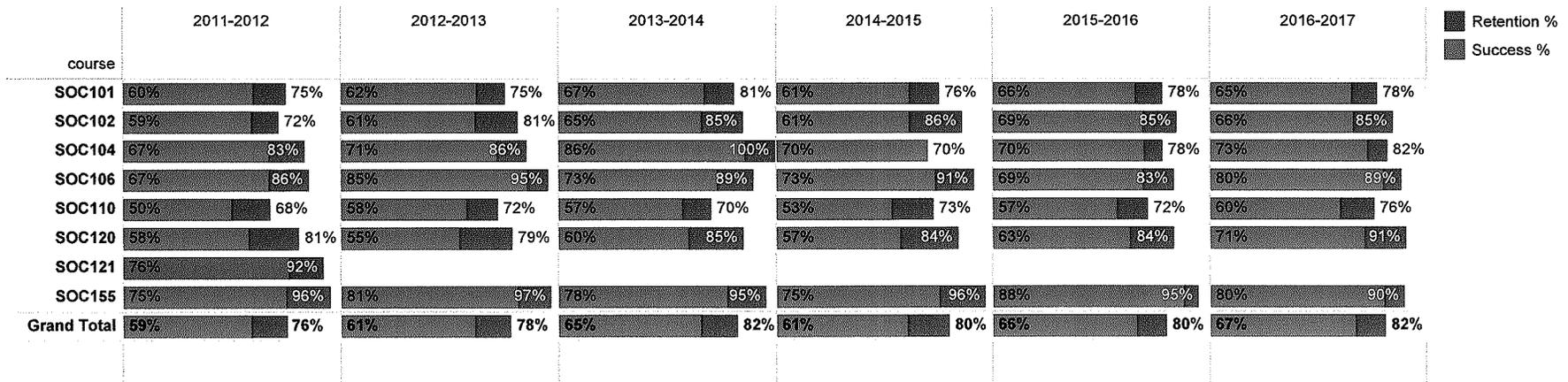
Table of Contents

Enrollment, Headcount, Retention, Success, FTES - PROGRAM	1
Enrollment, Headcount, Retention, Success, FTES - COURSE	2
Demographics	3
Degrees & Certificates	5
Online vs. Face to Face	6
• Retention & Success	7
• Sections, Enrollment, FTES	8
Course Efficiency – GRAPH	9
Course Efficiency – TABLE	10
Faculty Load	11

SOC: OUTCOMES

subject_code
SOC

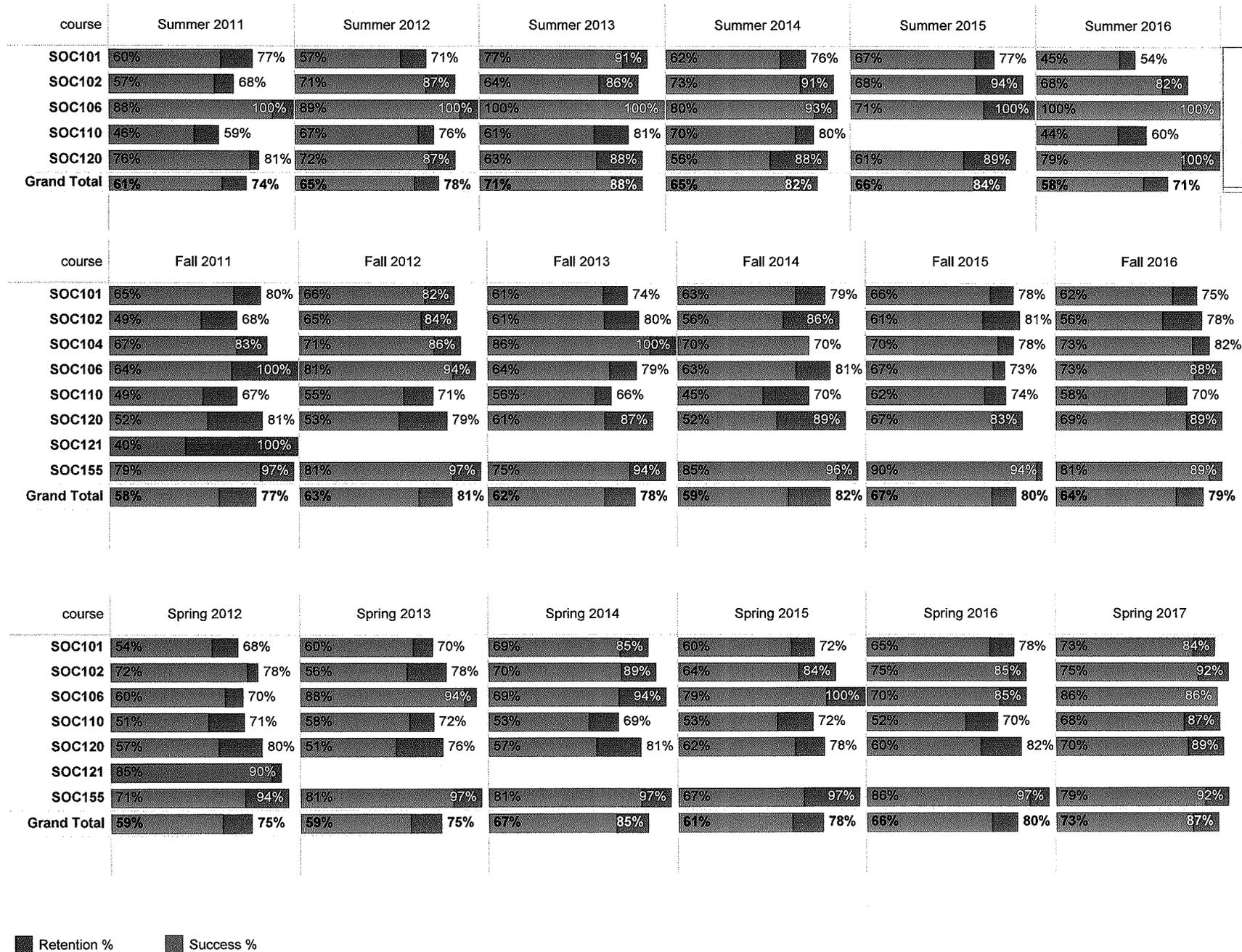
	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017
Sections	7	19	19	7	18	20	7	20	20	7	20	21	6	20	22	6	20	21
Headcount	231	568	580	203	552	604	190	592	570	187	534	518	146	496	516	122	491	495
Enrollment	234	594	613	213	579	648	201	615	592	194	564	556	150	529	566	142	534	542
retained	174	459	458	167	471	487	177	479	502	160	460	431	126	422	453	101	421	471
Retention %	74.4%	77.3%	74.7%	78.4%	81.3%	75.2%	88.1%	77.9%	84.8%	82.5%	81.6%	77.5%	84.0%	79.8%	80.0%	71.1%	78.8%	86.9%
success	142	342	362	138	366	381	142	379	398	127	332	339	99	352	374	82	340	395
Success %	60.7%	57.6%	59.1%	64.8%	63.2%	58.8%	70.6%	61.6%	67.2%	65.5%	58.9%	61.0%	66.0%	66.5%	66.1%	57.7%	63.7%	72.9%
FTEs	22.7	59.9	61.8	20.7	58.5	65.6	19.7	62.5	58.0	19.1	56.7	61.0	14.8	53.6	57.5	13.8	53.9	54.8



ALL AHC: OUTCOMES

	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017
Sections	314	1,023	1,146	293	1,004	1,087	285	1,069	1,141	306	1,141	1,209	355	1,177	1,220	357	1,184	1,214
Headcount	5,798	10,957	11,736	5,551	10,883	11,361	5,421	10,922	11,293	5,185	11,084	11,249	5,593	10,982	11,341	4,354	12,111	11,636
Enrollment	9,242	29,219	30,988	8,784	28,559	29,609	8,455	28,612	29,369	8,168	29,153	28,984	8,789	28,471	28,153	8,305	29,268	28,161
Retention %	85.5%	86.7%	84.6%	89.8%	86.6%	86.2%	89.1%	87.0%	85.2%	89.4%	86.8%	85.4%	89.6%	86.4%	89.4%	90.4%	88.0%	88.1%
Success %	74.3%	68.6%	69.1%	77.3%	69.6%	70.4%	77.5%	70.6%	70.2%	77.7%	69.8%	71.4%	77.4%	70.2%	73.2%	79.6%	71.5%	74.0%
FTEs	1,072	3,905	3,879	1,001	3,775	3,813	978	3,852	3,868	944	3,900	4,048	1,009	3,807	3,715	967	4,197	4,020

SOC: Retention & Success



SOC: DEMOGRAPHICS

subject_code
SOC

age_category	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
Under 19	376	41	412	46	386	42	318	37	336	37	329	37
20-24	559	64	547	64	516	59	511	62	475	56	422	53
25-29	139	15	135	16	153	17	143	18	124	14	123	14
30-34	91	11	74	8	82	9	83	9	55	7	56	6
35-39	31	4	30	3	54	6	29	3	28	3	37	5
40-49	56	6	55	6	59	6	41	5	39	5	27	3
50+	19	2	14	2	14	2	21	3	26	3	22	3

ETHNICITY	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
Asian	38	5	42	5	42	4	20	2	33	4	28	3
Black	56	6	68	8	80	9	74	10	59	7	41	5
Filipino	39	4	36	4	43	5	43	5	35	4	38	4
Hispanic	636	74	665	78	679	77	596	73	636	77	590	74
Native Am	23	3	20	2	13	1	21	3	15	2	21	2
Pac Isl	6	1	13	2	6	1	16	2	5	1	4	0
White	467	52	413	47	391	43	365	42	292	32	284	31

Gender	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
Female	854	97	840	97	754	87	711	86	724	85	665	81
Male	411	47	416	48	499	53	424	51	351	41	338	40
Unknown			1	0	1	0					3	0

Enrollment Status	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
First Time Student	98	10	102	11	160	16	129	14	107	11	101	11
First Time Transfer	103	10	126	13	108	11	111	12	85	9	61	6
Continuing	899	104	832	96	830	93	791	97	775	92	763	93
Returning	184	19	212	23	176	19	111	12	106	12	86	10
NA	4	0	18	2	11	1	12	1	17	2	14	2
Unknown	2	0	2	0	2	0	1	0				
Grand Total	1,265	144	1,257	145	1,254	140	1,135	137	1,075	126	1,006	121

ALL AHC CREDIT: DEMOGRAPHICS

subject_code
All

age_category	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
Under 19	4,349	2,778	4,318	2,784	4,221	2,720	4,268	2,742	4,527	2,758	5,797	3,013
20-24	6,375	3,402	6,362	3,337	6,302	3,417	6,121	3,441	6,054	3,341	5,695	3,354
25-29	2,631	1,117	2,564	1,029	2,497	1,100	2,584	1,182	2,555	1,118	2,433	1,242
30-34	1,597	541	1,585	514	1,520	508	1,542	563	1,533	528	1,377	570
35-39	1,021	334	950	291	978	317	944	320	969	292	919	353
40-49	1,416	422	1,324	382	1,253	378	1,212	400	1,261	356	1,037	372
50+	993	257	919	250	878	259	891	244	966	248	786	223

ETHNICITY	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
Asian	593	302	638	282	627	297	585	277	582	275	512	264
Black	658	339	625	342	634	327	617	340	673	359	583	326
Filipino	490	294	447	261	450	271	477	320	473	292	483	309
Hispanic	7,495	4,232	7,604	4,253	7,654	4,475	7,959	4,698	8,196	4,670	8,206	4,873
Native Am	286	142	290	142	261	136	270	144	263	133	307	144
Other	6	1	2	0	1	0	5	1	2	0	4	1
Pac Isl	93	60	103	59	105	50	122	59	97	50	119	62
Unknown	35	4	5	0	2	0	7	1	3	0	6	2
White	7,844	3,477	7,503	3,248	7,033	3,143	6,671	3,050	6,728	2,862	7,016	3,146

Gender	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
Female	8,738	4,804	8,529	4,526	8,474	4,635	8,255	4,714	8,361	4,479	8,771	4,922
Male	8,753	4,039	8,674	4,058	8,283	4,061	8,450	4,174	8,645	4,159	8,343	4,182
Unknown	13	7	5	3	4	2	3	2	3	2	109	23

Enrollment Status	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs	Headcount	FTEs
First Time Student	2,804	972	2,455	801	2,859	1,169	2,904	1,176	2,920	1,185	2,778	1,194
First Time Transfer	2,538	546	3,096	695	2,871	681	2,408	598	2,634	616	2,111	541
Continuing	10,766	6,193	9,894	5,704	9,365	5,831	10,408	6,335	10,181	5,991	10,505	6,487
Returning	3,839	1,034	4,709	1,286	4,211	919	3,041	672	3,196	675	2,281	552
NA	474	90	475	94	505	96	560	107	935	173	2,260	353
Unknown	25	14	14	7	6	3	13	3	6	2	4	0
Grand Total	17,500	8,850	17,208	8,587	16,760	8,699	16,707	8,891	17,007	8,641	17,223	9,127

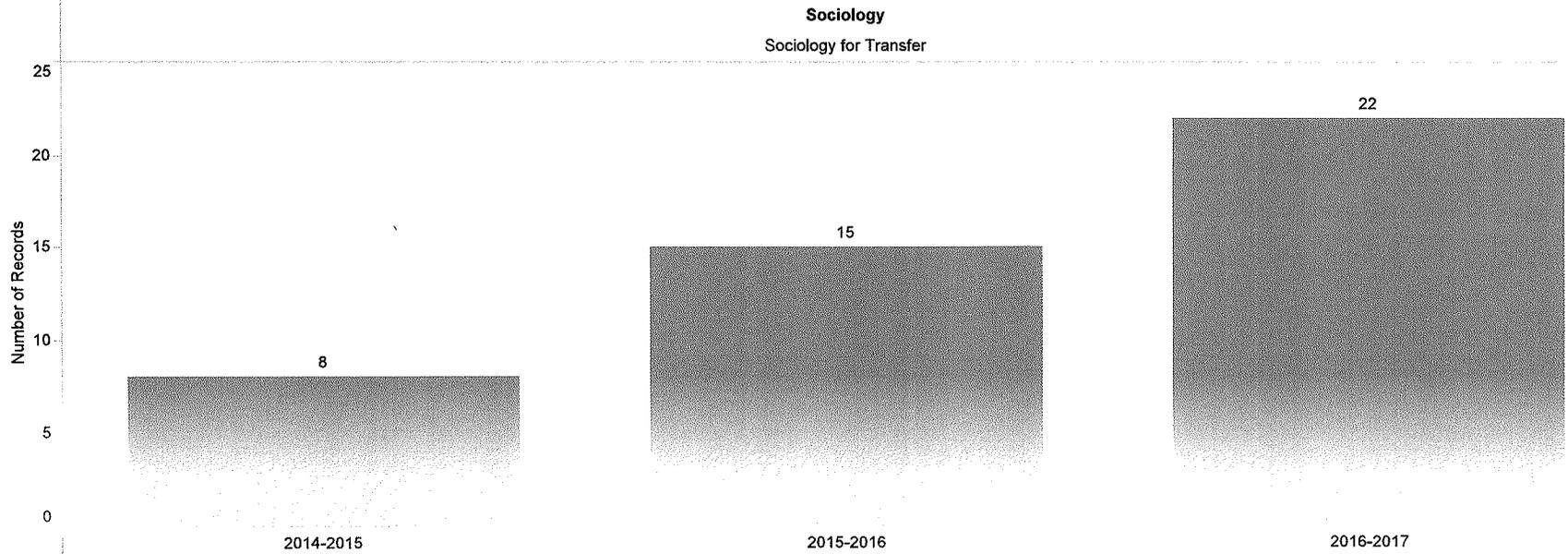
Sociology: Degrees & Certificates

DEGREE_PROGRAM_DESC
Sociology

DEGREE_PRO..	DEGREE_MAJOR_D..	DEGREE_CODE	GRADUATION_TERM_CODE (group)			Grand Total
			2014-2015	2015-2016	2016-2017	
Sociology	Sociology for Transfer	AA-T	8	15	22	45
Total			8	15	22	45
Grand Total			8	15	22	45

Degrees & Certificates

DEGREE_PROGRAM_DESC / DEGREE_MAJOR_DESC / GRADUATION_TERM_CODE (group)



Online Course vs. Face to Face Course Comparison

Term
Multiple values

subject_code
SOC

SOC: Retention & Success

course_type	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
Face to Face Course	71%	88%	74%	87%	73%	86%	74%	88%	77%	88%	78%	90%
Online Course	48%	64%	49%	70%	56%	78%	50%	73%	54%	71%	57%	73%
Grand Total	59%	76%	61%	78%	65%	82%	61%	80%	66%	80%	67%	82%

course_type	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES
Face to Face Course	23	683	71	23	702	73	26	749	76	24	590	66	26	681	71	23	588	61
Online Course	22	758	74	22	738	72	21	659	64	24	724	70	22	564	55	24	630	61
Grand Total	45	1,441	144	45	1,440	145	47	1,408	140	48	1,314	137	48	1,245	126	47	1,218	123

ALL AHC: Retention & Success

course_type	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
Face to Face Course	74%	88%	74%	89%	75%	88%	75%	88%	76%	90%	76%	90%
Online Course	57%	78%	61%	81%	62%	81%	61%	81%	64%	83%	66%	84%
Grand Total	70%	86%	71%	87%	71%	86%	71%	87%	72%	86%	74%	88%

course_type	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES	Sections	Enrollm..	FTES
Face to Face Course	2,003	52,906	7,180	1,918	50,302	6,917	2,009	49,816	7,028	2,127	49,545	7,187	2,172	48,400	6,792	2,181	49,100	7,467
Online Course	480	16,543	1,675	466	16,650	1,672	486	16,620	1,671	529	16,760	1,705	621	18,283	1,850	615	17,948	1,831
Grand Total	2,483	69,449	8,855	2,384	66,952	8,589	2,495	66,436	8,699	2,656	66,305	8,892	2,793	66,683	8,642	2,796	67,048	9,298

SOC: Retention & Success

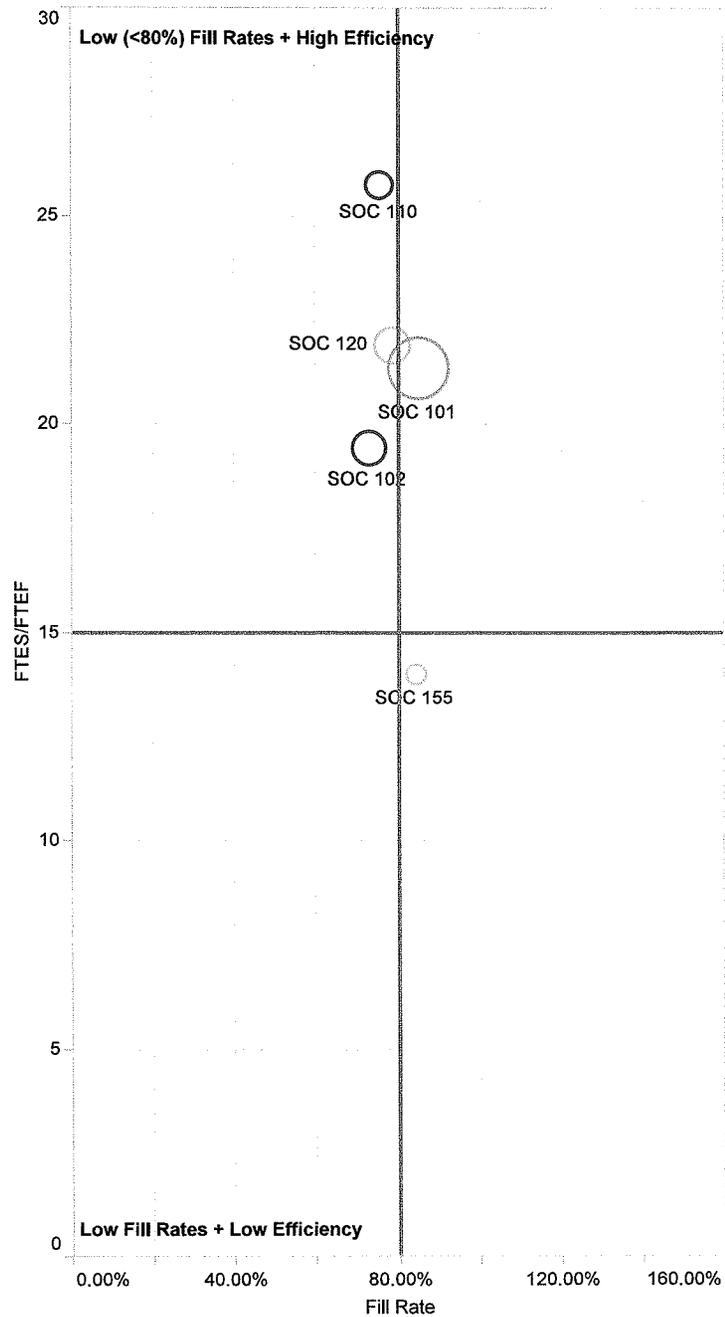
course	course_type	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
SOC101	Face to Face Course	68%	85%	69%	82%	73%	84%	71%	86%	75%	86%	76%	84%
	Online Course	47%	58%	49%	64%	56%	76%	48%	61%	48%	64%	49%	60%
SOC102	Face to Face Course	83%	95%	72%	91%	78%	92%	84%	90%	79%	92%	80%	94%
	Online Course	50%	63%	56%	76%	56%	79%	51%	84%	62%	79%	59%	80%
SOC104	Face to Face Course	67%	85%	71%	86%	86%	100%	70%	70%	70%	78%		
	Online Course											73%	82%
SOC106	Face to Face Course	67%	88%	85%	95%	73%	89%	73%	91%	69%	88%	80%	89%
SOC110	Face to Face Course	64%	81%	73%	88%	53%	65%						
	Online Course	44%	62%	52%	65%	58%	72%	53%	73%	57%	72%	60%	76%
SOC120	Face to Face Course	77%	96%	92%	94%	68%	99%	79%	92%	82%	97%	89%	98%
	Online Course	51%	75%	43%	74%	56%	83%	48%	61%	53%	77%	63%	87%
SOC121	Face to Face Course	76%	92%										
SOC155	Face to Face Course	75%	96%	81%	97%	78%	95%	75%	96%	88%	95%	80%	90%
Grand Total		59%	76%	61%	78%	65%	82%	61%	80%	66%	80%	67%	82%

■ Retention % ■ Success %

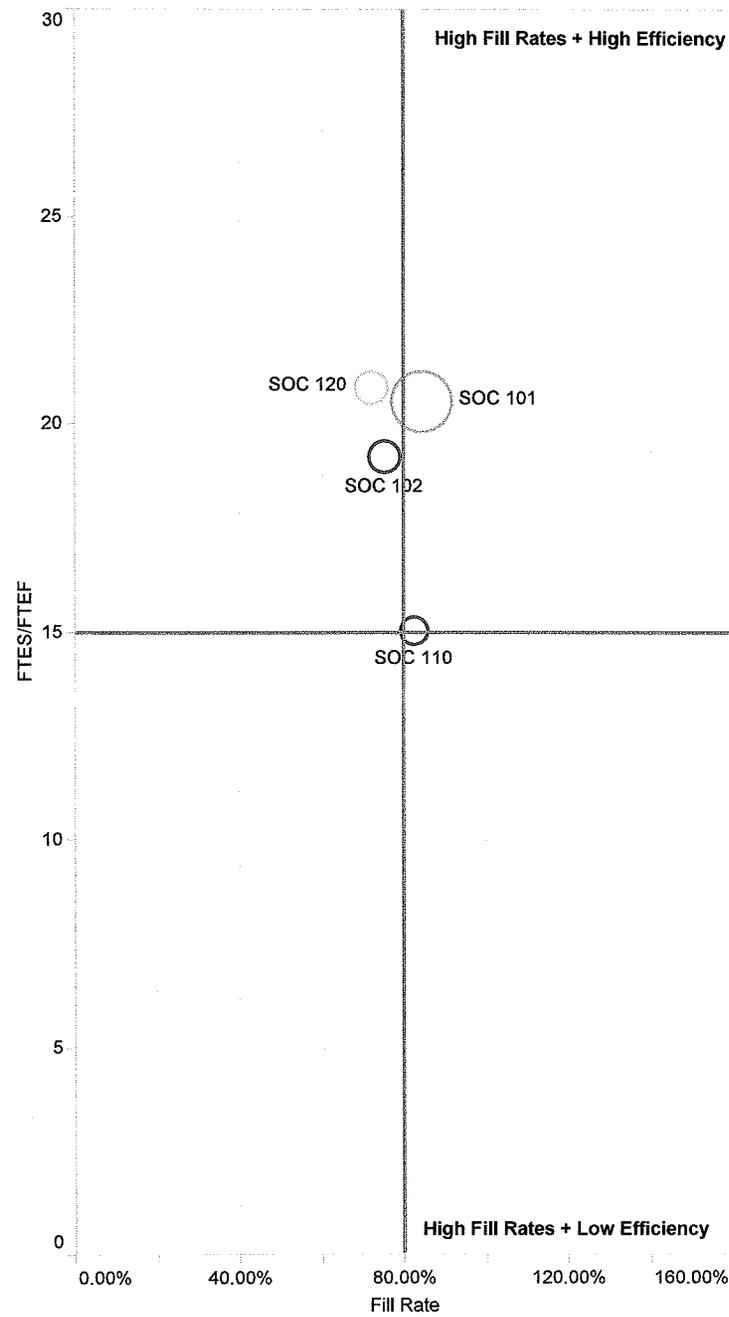
SOC: Sections, Enrollment, FTES

course_type	course	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES	Sectio..	Enroll..	FTES
Face to Face Course	SOC101	9	324	34	10	358	37	12	426	42	10	338	40	12	408	43	11	368	38
	SOC102	2	65	7	3	96	10	4	119	13	3	79	8	3	86	9	2	61	6
	SOC104	1	12	1	1	14	1	1	7	1	1	10	1	1	23	2			
	SOC106	3	42	4	3	41	4	4	37	4	6	45	5	6	42	4	6	45	5
	SOC110	2	74	8	2	66	7	1	34	4									
	SOC120	2	73	8	2	63	7	2	63	7	2	62	6	2	62	6	2	63	7
	SOC121	2	25	3															
	SOC155	2	68	7	2	64	7	2	63	7	2	56	6	2	60	6	2	51	5
Total		23	683	71	23	702	73	26	749	76	24	590	66	26	681	71	23	588	61
Online Course	SOC101	6	215	21	6	204	20	8	256	25	8	235	23	8	214	21	8	220	21
	SOC102	5	173	17	5	171	17	5	153	15	6	181	18	5	117	11	5	122	12
	SOC104																1	11	1
	SOC110	5	176	17	5	162	16	3	93	9	5	162	16	4	113	11	5	140	14
	SOC120	6	194	19	6	201	20	5	157	15	5	146	14	5	120	12	5	137	13
	Total		22	758	74	22	738	72	21	659	64	24	724	70	22	564	55	24	630
Grand Total		45	1,441	144	45	1,440	145	47	1,408	140	48	1,314	137	48	1,245	126	47	1,218	123

SOC: Course Efficiency - Fall 2016



SOC: Course Efficiency - Spring 2017



Subject Code
SOC

Totals Fall 2016

FTES/FTEF	14.98
FTES	53.92
FTEF	3.60
Fill Rate	74%
Sections	20
Avg Class Size	27
Day 1 Waitlist	31

Totals Spring 2017

FTES/FTEF	15.24
FTES	54.85
FTEF	3.60
Fill Rate	72%
Sections	21
Avg Class Size	26
Day 1 Waitlist	35

Efficiency is the ratio of FTES to FTEF or 'how many FTES are generated per FTEF'.

The threshold for efficiency is 15 and the threshold for fill rate is 80%

If courses have similar data the circles will overlap

SOC: Course Efficiency

AcademicYear	Term Code - Desc	Division Desc	Subject Code	course	Max. Lab Sessions	FTEF/FTEF	FTEF	FTEF	Enrollment	Max Enrollment	Fill Rate	Day 1 Waitlist	Demand Ratio
2016-2017	Summer 2016	Social & Behavioral Sciences	SOC	SOC 101	0	12.83	5.44	0.42	56	70	80%	0	80%
				SOC 102	0	12.83	2.72	0.21	28	35	80%	0	80%
				SOC 106	0		0.52	0.00	5	33	15%	0	15%
				SOC 110	0	11.46	2.43	0.21	25	35	71%	0	71%
				SOC 120	0	12.83	2.72	0.21	28	35	80%	0	80%
				Total	0	13.04	13.83	1.06	142	208	68%	0	68%
	Fall 2016	Social & Behavioral Sciences	SOC	SOC 101	0	16.00	25.60	1.60	251	295	85%	19	92%
				SOC 102	0	12.95	7.77	0.60	78	107	73%	3	76%
				SOC 104	0	5.34	1.07	0.20	11	40	28%	0	28%
				SOC 106	0		2.78	0.00	26	63	41%	0	41%
				SOC 110	0	12.87	5.15	0.40	53	70	76%	4	81%
				SOC 120	0	14.59	8.76	0.60	88	112	79%	5	83%
				SOC 155	0	13.99	2.80	0.20	27	32	84%	0	84%
	Total	0	14.98	53.92	3.60	534	719	74%	31	79%			
	Spring 2017	Social & Behavioral Sciences	SOC	SOC 101	0	16.00	28.80	1.80	281	333	84%	33	94%
				SOC 102	0	12.80	7.68	0.60	77	102	75%	1	76%
				SOC 106	0		1.50	0.00	14	96	15%	0	15%
				SOC 110	0	15.06	6.02	0.40	62	75	83%	1	84%
				SOC 120	0	13.93	8.36	0.60	84	117	72%	0	72%
				SOC 155	0	12.43	2.49	0.20	24	32	75%	0	75%
				Total	0	15.24	54.85	3.60	542	755	72%	35	76%
Grand Total				0	14.84	122.60	8.26	1,218	1,682	72%	66	76%	

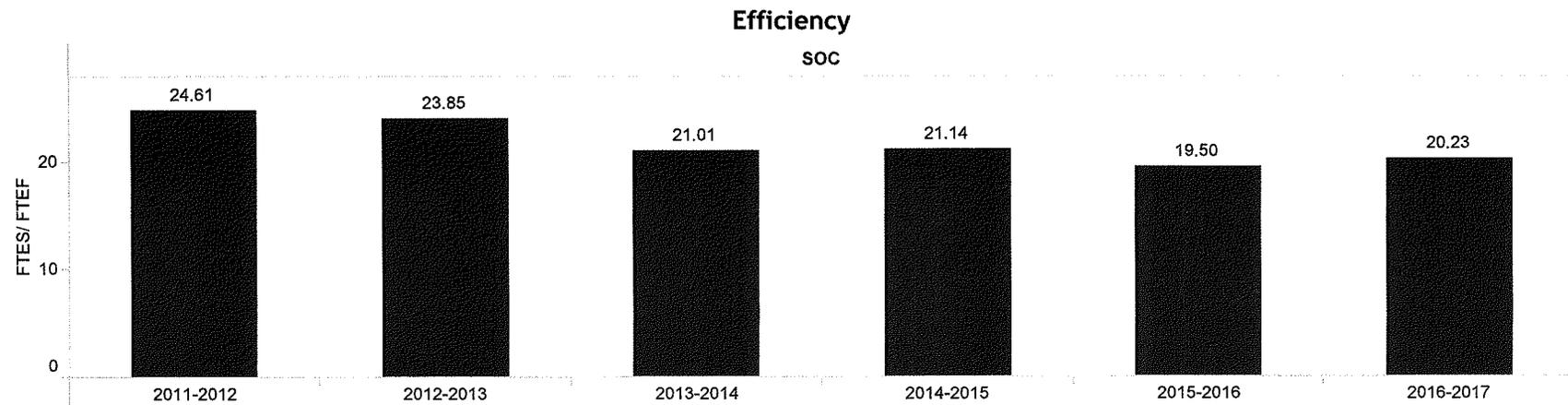
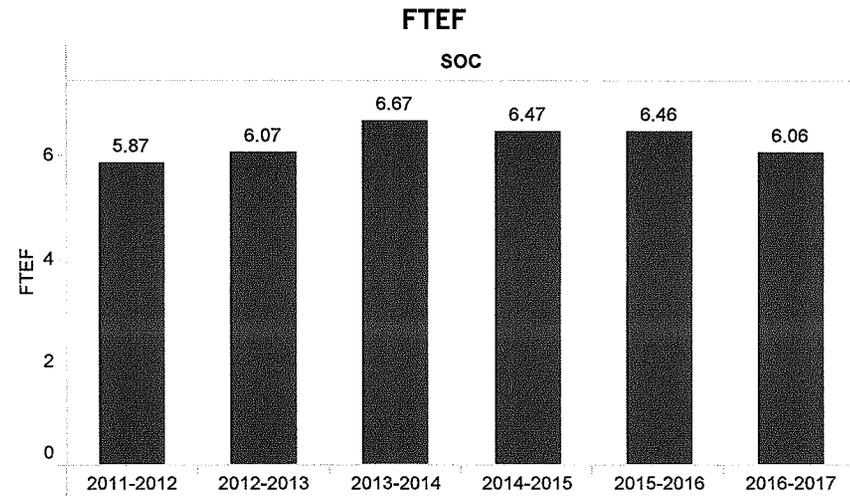
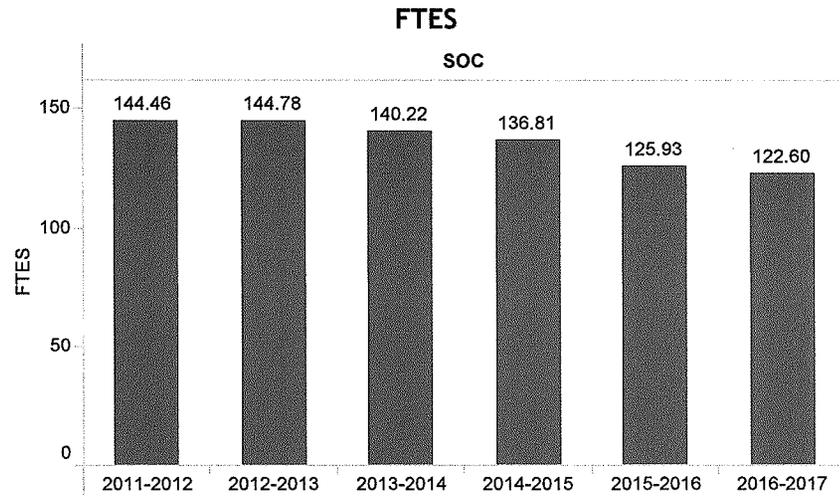
SOC: FTEF, FTES, Efficiency

Subject
SOC

Subject__
SOC

Academic Year
Multiple values

Subject__	Academic Year																	
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017							
	FTEF	FTES	FTES/ FTEF	FTEF	FTES	FTES/ FTEF	FTEF	FTES	FTES/ FTEF	FTEF	FTES	FTES/ FTEF	FTEF	FTES	FTES/ FTEF	FTEF	FTES	FTES/ FTEF
SOC	5.871	144.46	24.61	6.071	144.78	23.85	6.673	140.22	21.01	6.472	136.81	21.14	6.459	125.93	19.50	6.060	122.60	20.23
Grand Total	5.871	144.46	24.61	6.071	144.78	23.85	6.673	140.22	21.01	6.472	136.81	21.14	6.459	125.93	19.50	6.060	122.60	20.23



SOC: FTEF by Faculty Type

If multiple faculty teach the same course the TOTAL section count may not equal the SUM of sections shown

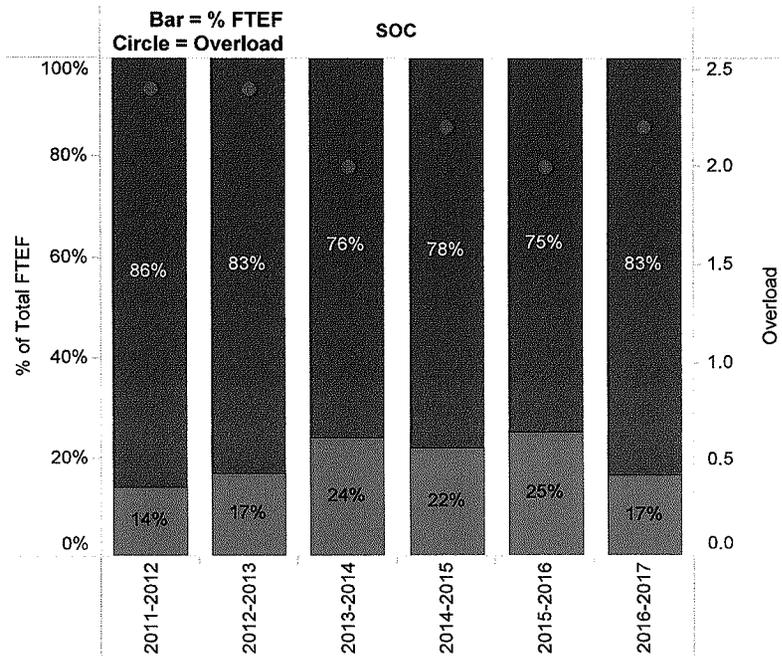
Subject_
All

Academic Year
Multiple values

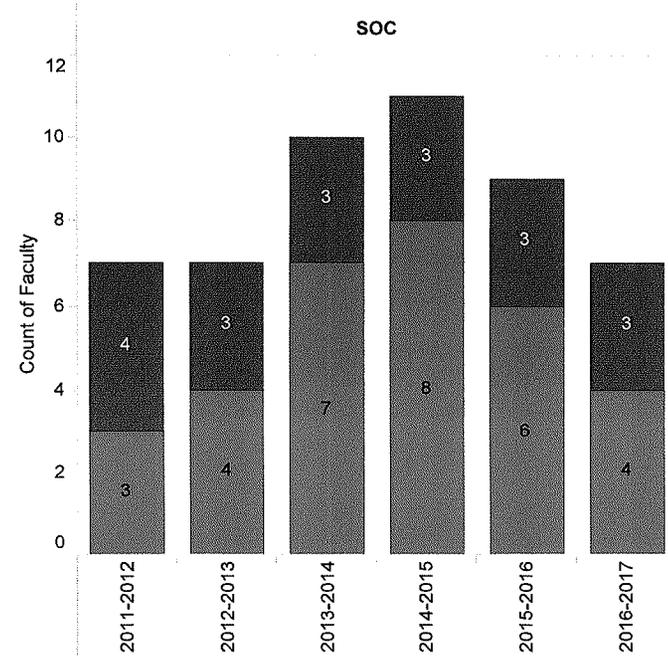
		2011-2012				2012-2013				2013-2014			
Subject_	Faculty Type	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections
SOC	Instructional - FT	5.060	2.400	4.00	40.00	5.060	2.400	3.00	39.00	5.060	2.000	3.00	37.00
	Instructional - PT	0.811	0.000	3.00	5.00	1.011	0.000	4.00	6.00	1.613	0.000	7.00	10.00
	Total	5.871	2.400	7.00	45.00	6.071	2.400	7.00	45.00	6.673	2.000	10.00	47.00
Grand Total		5.871	2.400	7.00	45.00	6.071	2.400	7.00	45.00	6.673	2.000	10.00	47.00

		2014-2015				2015-2016				2016-2017			
Subject_	Faculty Type	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections	FTEF	Overload	Faculty	Sections
SOC	Instructional - FT	5.060	2.200	3.00	38.00	4.848	2.000	3.00	36.00	5.060	2.200	3.00	38.00
	Instructional - PT	1.412	0.000	8.00	10.00	1.612	0.000	6.00	13.00	1.000	0.000	4.00	9.00
	Total	6.472	2.200	11.00	48.00	6.460	2.000	9.00	49.00	6.060	2.200	7.00	47.00
Grand Total		6.472	2.200	11.00	48.00	6.460	2.000	9.00	49.00	6.060	2.200	7.00	47.00

SOC: % of Total FTEF, Overload



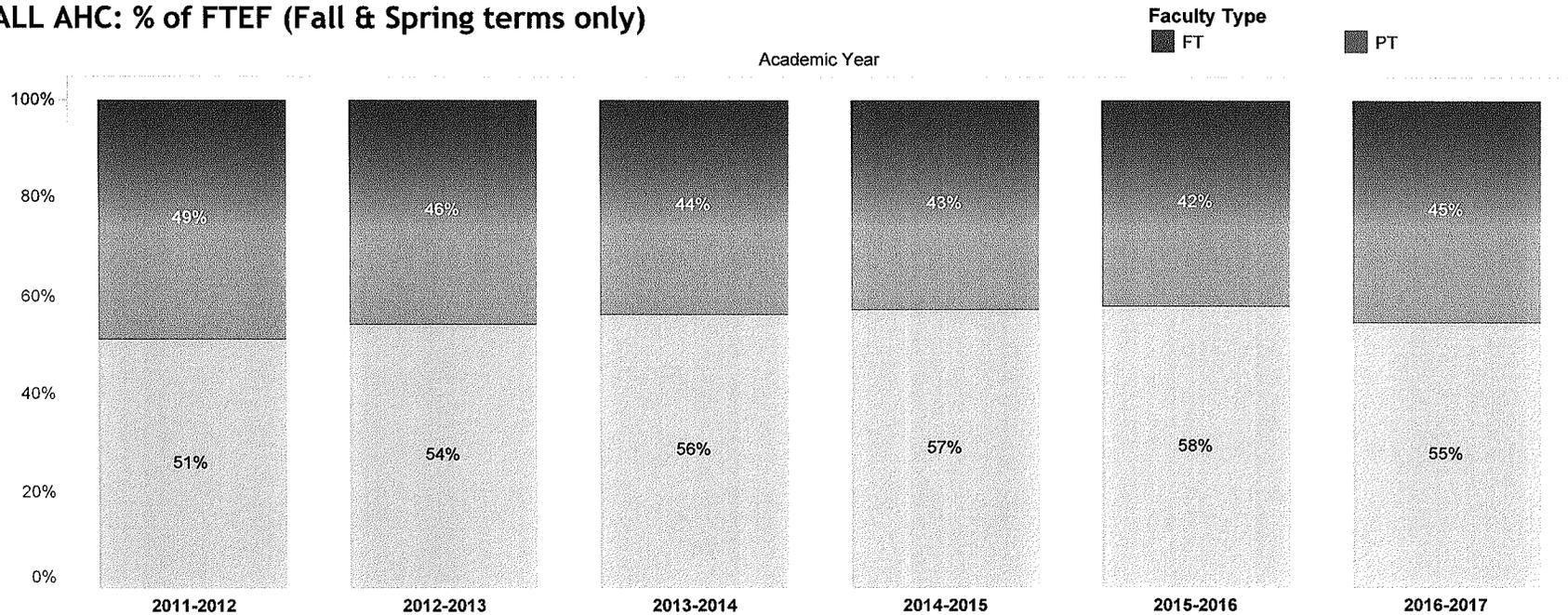
SOC: Count of Faculty Type



ALL AHC: FTEF by Faculty Type

Instruction Type	Faculty Type__	Academic Year						
		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Instructional	FT	233.5	226.1	222.3	221.5	211.1	219.2	235.5
	PT	325.5	282.5	308.9	334.9	358.5	379.7	356.5
	Total	558.9	508.6	531.2	556.4	569.6	598.9	592.0
NonInstructional	FT	47.8	45.5	51.5	55.4	68.3	70.9	74.1
	PT	24.3	25.6	30.8	30.4	35.5	37.4	36.3
	Total	72.1	71.0	82.3	85.8	103.8	108.3	110.4
Grand Total		631.1	579.6	613.4	642.2	673.4	707.2	702.4

ALL AHC: % of FTEF (Fall & Spring terms only)



Program Review Template - Sociology

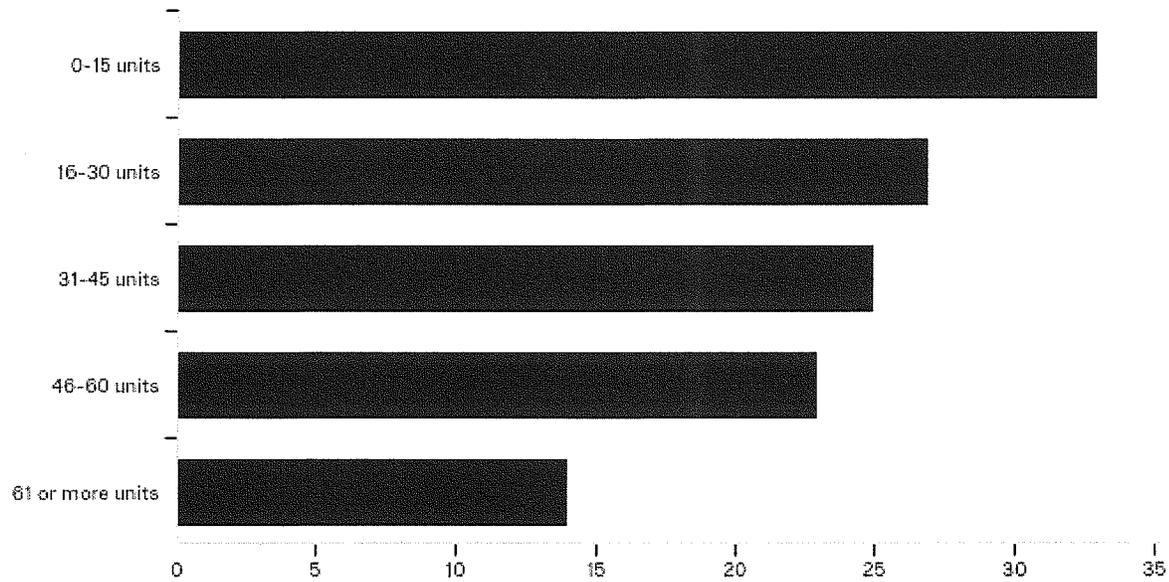
November 9th 2017, 9:04 am MST

Q2 - Part I. Please indicate how satisfied you are, in general, with the following aspects of the Sociology

#	Question	Highly satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Highly dissatisfied		Total
1	Quality of instruction within the program	60.98%	75	28.46%	35	5.69%	7	3.25%	4	1.63%	2	123
2	The way textbooks and other materials used in courses within the program help me learn	37.61%	44	41.03%	48	17.09%	20	3.42%	4	0.85%	1	117
3	Advice about the program from counselors	35.42%	34	29.17%	28	23.96%	23	8.33%	8	3.13%	3	96
4	The way this program meets your educational goals	55.00%	66	35.00%	42	9.17%	11	0.00%	0	0.83%	1	120
5	Contribution towards your intellectual growth	54.92%	67	36.07%	44	6.56%	8	1.64%	2	0.82%	1	122
6	Clarity of course goals and learning objectives	47.97%	59	37.40%	46	8.13%	10	4.07%	5	2.44%	3	123
7	Feedback and assessment of progress towards learning objectives	39.67%	48	42.98%	52	12.40%	15	4.13%	5	0.83%	1	121

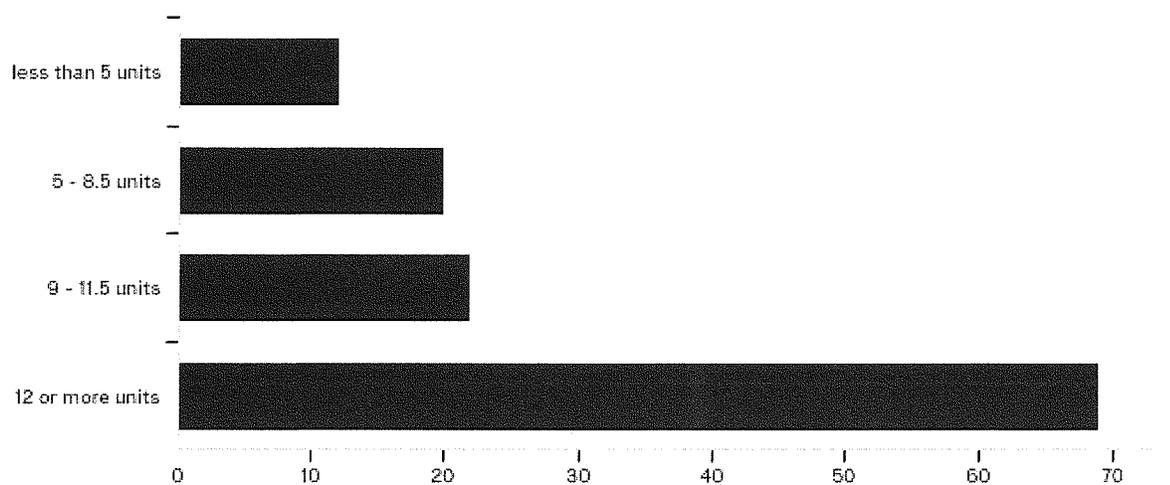
8	The availability of courses offered in Sociology	39.13%	45	41.74%	48	7.83%	9	9.57%	11	1.74%	2	115
9	The content of courses offered in Sociology	42.50%	51	42.50%	51	9.17%	11	5.83%	7	0.00%	0	120
10	The coordination of courses offered in Sociology and courses offered in other departments that may be required for your major	45.54%	51	35.71%	40	10.71%	12	4.46%	5	3.57%	4	112
11	The physical facilities and space (e.g., classrooms, labs)	50.44%	57	32.74%	37	14.16%	16	1.77%	2	0.88%	1	113
12	Instructional equipment (e.g., computers, lab equipment)	39.39%	39	39.39%	39	18.18%	18	3.03%	3	0.00%	0	99
13	Presentation of classes via the college's Canvas course management system	50.85%	60	36.44%	43	6.78%	8	4.24%	5	1.69%	2	118
14	Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	36.84%	35	25.26%	24	32.63%	31	2.11%	2	3.16%	3	95
15	Availability of appropriate	35.48%	33	37.63%	35	20.43%	19	3.23%	3	3.23%	3	93

Q9 - How many units have you completed prior to this semester?



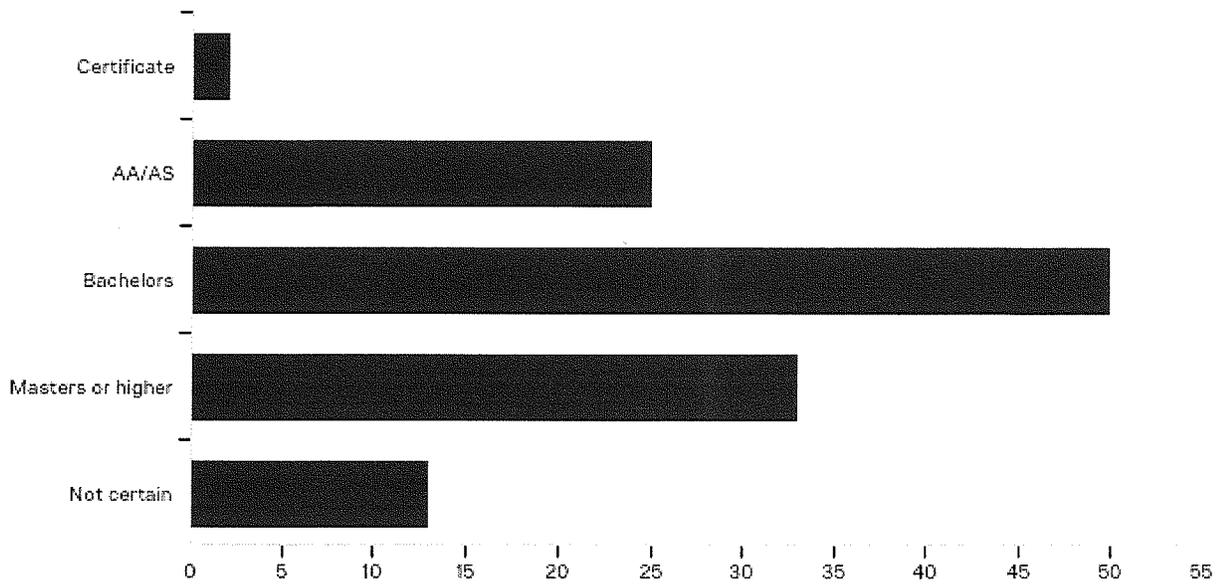
#	Answer	%	Count
1	0-15 units	27.05%	33
2	16-30 units	22.13%	27
3	31-45 units	20.49%	25
4	46-60 units	18.85%	23
5	61 or more units	11.48%	14
	Total	100%	122

Q10 - In how many units are you currently enrolled?



#	Answer	%	Count
1	less than 5 units	9.76%	12
2	5 - 8.5 units	16.26%	20
3	9 - 11.5 units	17.89%	22
4	12 or more units	56.10%	69
	Total	100%	123

Q11 - What is your final academic goal?



#	Answer	%	Count
1	Certificate	1.63%	2
2	AA/AS	20.33%	25
3	Bachelors	40.65%	50
4	Masters or higher	26.83%	33
5	Not certain	10.57%	13
	Total	100%	123

SOC 101 Introduction to Sociology (3)

12/12/17

CATALOG DESCRIPTION

A survey course in the science of society which examines major sociological processes and structures with particular attention to American society. Emphases are placed upon basic sociological concepts, social institutions, social issues, and the connections between individual consciousness and the broader socio-historical context.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona	SOC 201	Principles of Sociology
	Cal Poly San Luis Obispo	SOC 110	Comparative Societies
	CSU Bakersfield	SOC 1008	Introduction to Sociology
	CSU Channel Islands	SOC 100	Introduction to Sociology
	CSU Chico	SOCI 100	Principle of Sociology
	CSU Dominguez Hills	SOC 101	The Individual in Society (3)
	CSU East Bay	SOC 1000	Introduction to Sociology
	CSU Fresno	SOC 1	Principles of Sociology
	CSU Fullerton	SOCI 101	Introduction to Sociology
	CSU Long Beach	SOC 100	Principles of Sociology
	CSU Los Angeles	SOC 2010	Principles of Sociology
	CSU Monterey Bay	SOC 100	Introduction to Sociology (3-4)
	CSU Northridge	SOC 150	Introductory Sociology
	CSU Sacramento	SOC 1	Principles of Sociology
	CSU San Bernardino	SOC 100	The Study of Society
	CSU San Marcos	SOC 101	Introduction to Sociology (4)
	CSU Stanislaus	SOCL 1010	Introduction to Sociology]
	Humboldt State	SOC 104	Introduction to Sociology
	San Diego State	SOC 101	Introduction Sociology: The Study of Society
	San Francisco State	SOC 105	Sociological Perspectives
	San Jose State	SOCI 1	Introduction to Sociology
	Sonoma State	SOC 201	Introduction to Sociology
	UC Transferable	Yes	
	UC Berkeley	SOCIOL 1	Introduction to Sociology
	UC Davis	SOCIOL 1	Introduction to Sociology
	UC Irvine	SOCIOL 1	Introduction to Sociology
	UC Los Angeles	SOCIOL 1	Introduction to Sociology
	UC Merced	SOC 1	Introduction to Sociology
	UC Riverside	SOC 1	Introduction to Sociology
	UC San Diego	SOCI 1	The Study of Society
	UC Santa Barbara	SOC 1	Introduction to Sociology
	UC Santa Cruz	SOCY 1	Introduction to Sociology

	C-ID	C-ID SOC 110	
	CSU GE	D1	
	IGETC	4J	

SOC 102 Social Problems (3)

12/12/17

CATALOG DESCRIPTION

A survey course on national and international social problems, their causes, and possible solutions. Macro level problems relate to economic, gender, and ethnic stratification are emphasized as well as issues of criminality, drug abuse, environmental resources and pollution, and changing social institutions.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona	SOC 202	Principles of Sociology
	Cal Poly San Luis Obispo	SOC 111	Social Problems
	CSU Bakersfield	-----	No Equivalent Course
	CSU Channel Islands	SOC 201	Social Problems
	CSU Chico	SOCI 200	Social Problems
	CSU Dominguez Hills	Pending	Articulation Requested August 2008 [SOC 102, Understanding Social Relationships] Resent 6/2016 Nothing Dec 2017
	CSU East Bay	-----	<i>Articulation Denied</i> [SOC 1002, Introduction to Sociology of the Individual and Society] Only articulate major preparation course.
	CSU Fresno		
	CSU Fullerton	-----	No Equivalent Course
	CSU Long Beach	SOC 142	Social Trends and Problems
	CSU Los Angeles		
	CSU Monterey Bay	-----	No Equivalent Course
	CSU Northridge	SOC 200	Social Crisis of Today
	CSU Sacramento	SOC 3	Social Problems
	CSU San Bernardino	-----	No Equivalent Course
	CSU San Marcos	SOC 205	Exploring Social Problems (3)
	CSU Stanislaus	SOCL 2240	Social Problems
	Humboldt State	SOC 201S	Social Issues and Action
	San Diego State	SOC 102	Introduction to Social Problems
	San Francisco State	SOC 245	Social Problems-
	San Jose State	SOC 80	Social Problems
	Sonoma State	-----	No Equivalent Course
	UC Transferable	Yes	
	UC Berkeley	-----	No Equivalent Course
	UC Davis	SOCIOL 3	Social Problems
	UC Irvine	SOCIOL 3	Introduction to Social Problems
	UC Los Angeles	-----	No Equivalent Course

	UC Merced	SOC 20	Social Problems
	UC Riverside	SOC 2S	Social Problems
	UC San Diego	SOCI 2	The Study of Society
	UC Santa Barbara	-----	No Equivalent Course
	UC Santa Cruz	SOCY 10	Contemporary American Society
	C-ID	C-ID SOC 115	
	CSU GE	D1	
	IGETC	4J	

CATALOG DESCRIPTION

An introduction to sociological research methods. The research process is explored from topic selection through data collection for a variety of methods such as surveys, experiments, in-depth interviews, content analysis and comparative/historical research. This course is not open to students who are enrolled in or have received credit for Sociology 104.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona	SOC 204	Research Methods in Sociology I (4)
	Cal Poly San Luis Obispo	-----	Upper-division Equivalent [PSY 329, Research Methods in Psychology]
	CSU Bakersfield	SOC 2210	Introduction to Research Methods
	CSU Channel Islands	SOC 202	Introduction to Research Methods
	CSU Chico	-----	Articulation Denied September 2008 [PSY 261, Research Methods in Psychology] Sociological vs. psychological approach
	CSU Dominguez Hills		
	CSU East Bay	-----	LD Elective for ES Major [PSYC 2020, Methods of Investigation in Psychology]
	CSU Fresno	-----	Upper-division Equivalent [PSYCH 144, Research Designs and Experimental Methods]
	CSU Fullerton	-----	<i>Articulation Denied</i> [PSYC 202, Research Methods in Psychology] Requires laboratory hours
	CSU Long Beach	-----	<i>Articulation Denied</i> September 2008 [PSY 200, Research Methods] No lab or research projects and doesn't use APA style.
	CSU Los Angeles	-----	Upper-division Equivalent [PSY 304, Research Methods in Psychology]
	CSU Monterey Bay		
	CSU Northridge	SOC 202	Sociological Analysis
	CSU Sacramento	-----	Upper-division Equivalent [PSYC 101, Foundations of Psychological Research]
	CSU San Bernardino	-----	Upper-division Equivalent [PSYC 310, Applied Research Methods]
	CSU San Marcos	Pending	Articulation Requested August 2008 Nothing Dec 2017 [PSYC 230, Research Methods in Psychology]

	CSU Stanislaus	Pending	Articulation Requested August 2008 Nothing Dec 2017 [PSYC 2020, Introduction to Psychological Methods]
	Humboldt State	Pending	Articulation Requested August 2008 Nothing Dec 2017 [PSYC 242, Introduction to Psychological Research Design & Methodology]
	San Diego State	SOC 250	Introduction to Social Research
	San Francisco State	-----	Upper-division Equivalent [PSY 400, Introduction to Research in Psychology]
	San Jose State	-----	<i>Articulation Denied</i> September 2008 [PSYC 18, Introductions to research Methods] No lab, collection or analysis of data.
	Sonoma State	-----	Upper-division Equivalent [PSY 300, Psychological Research Methods]
	UC Transferable	Yes	
	UC Berkeley	SOCIOL 5	Evaluation of Evidence
	UC Davis	SOCIOL 46A	Introduction to Social Research
	UC Irvine	-----	<i>Articulation Denied</i> [SOCECOL 10, Probability and Statistics]
	UC Los Angeles	-----	Upper-division Equivalent [PSYCH 100B, Research Methods in Psychology]
	UC Merced		
	UC Riverside	SOC 4	Methods of Social Research
	UC San Diego	SOCI 60	Upper-division Equivalent [PSYC 111A, Research Methods]
	UC Santa Barbara		
	UC Santa Cruz	SOCY 3A	The Evaluation of Evidence
	C-ID	C-ID SOC 120	
	CSU GE	D1	
	IGETC	4J	

SOC 106 Alcohol, Drugs and Addiction (3)

12/12/17

CATALOG DESCRIPTION

An overview of the role of alcohol and other drugs in society with emphasis on such topics as patterns of use, major categories of drugs, use/abuse/dependency, and approaches to prevention, intervention, and treatment. This course is not open to students who are enrolled in or have received credit for Human Services 106 or Psychology 106.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona	-----	No Equivalent Course
	Cal Poly San Luis Obispo	-----	No Equivalent Course
	CSU Bakersfield	-----	Graduate Course Equivalent [SW 573, Substance Abuse: Assessment and Treatment]
	CSU Channel Islands	-----	Upper-Division Equivalent [PSY 460, Addiction Studies]
	CSU Chico	-----	Graduate Course Equivalent [SWRK 677, Substance Abuse: Foundations for Social Work Practices]
	CSU Dominguez Hills	-----	Upper-Division Equivalent [BIO 374, Drug Abuse, or SOC 363, Sociology of Alcohol and Other Drug Use]
	CSU East Bay	-----	Upper-Division Equivalent [SOC 3750, Alcohol and Drug Abuse]
	CSU Fresno	-----	Upper-Division Equivalent [HS 110, Drugs, Society, and Health, or HS 111, Alcohol and Alcoholism]
	CSU Fullerton	-----	Upper-Division Equivalent [HUSR 434, Physiological Effects of Alcohol and Other Drugs]
	CSU Long Beach	-----	Upper-Division Equivalent [HSC 427, Drugs and Health]
	CSU Los Angeles	-----	Upper-Division Equivalent [HS 456, Drugs and Health]
	CSU Monterey Bay		
	CSU Northridge	-----	No Equivalent Course
	CSU Sacramento	-----	Upper-Division Equivalent [HLSC 130, Alcohol and Other Drugs]
	CSU San Bernardino	-----	Upper-Division Equivalent [HSCI 364, Drugs and Alcohol Use and Abuse]
	CSU San Marcos	-----	Upper-Division Equivalent [SOC 324, Drugs and Abuse in Society]

	CSU Stanislaus	-----	Upper-Division Equivalent [SOCL 4730, Alcohol and Alcoholism, or SOCL 4750, Sociology of Drug Use]
	Humboldt State	-----	Upper-Division Equivalent [PSYC 473, Substance Use and Abuse]
Same as PSYCH 106 or HU SER 110	San Diego State	P H 294	Substance Abuse & Public Health
	San Francisco State	-----	No Equivalent Course
	San Jose State	-----	No Equivalent Course
	Sonoma State	-----	Upper-Division Equivalent [SOC 340, Drugs and Society]
	UC Transferable	No	
	UC Berkeley		
	UC Davis		
	UC Irvine		
	UC Los Angeles		
	UC Merced		
	UC Riverside		
	UC San Diego		
	UC Santa Barbara		
	UC Santa Cruz		
	C-ID	N/A	
	CSU GE	N/A	
	IGETC	N/A	

SOC 110 Introduction to Marriage and Family (3)

12/12/17

CATALOG DESCRIPTION

A study of today's family from a sociological perspective. An overview of intimate relationships, including love, sex, gender roles, dating, forming partnerships, marriage, parenting, family values, and cultural differences is presented.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona	-----	Upper-Division Equivalent [SOC 321, Family as a Social Institution]
Or HU SER 106	Cal Poly San Luis Obispo	PSY 254	Family Psychology
	CSU Bakersfield	-----	Upper-Division Equivalent [SOC 364, Family and Society]
	CSU Channel Islands	-----	Upper-Division Equivalent [SOC 412, Sex, Love and Money: The Family]
	CSU Chico	SOCI 235	Contemporary Families
	CSU Dominguez Hills	-----	Upper-Division Equivalent [SOC 320, The Family]
	CSU East Bay	-----	Upper-Division Equivalent [SOC 3410, Sociology of the Family]
	CSU Fresno	CFS 31	The Family in America
	CSU Fullerton	-----	Upper-Division Equivalent [SOC 351, Sociology of Families]
	CSU Long Beach	-----	Upper-Division Equivalent [SOC 320, The Family]
	CSU Los Angeles	CHDV/SOC 1200	Intimate Relationships in our Diverse Society
	CSU Monterey Bay	-----	No Equivalent Course
	CSU Northridge	SOC 201	Contemporary Family in American Society
	CSU Sacramento	FACS 50	The Family+Social Issues
	CSU San Bernardino	-----	Upper-Division Equivalent [SOC 340, Sociology of the Family]
	CSU San Marcos	-----	Denied 12/17/10 SOC 204- Human Relationships Across the Life Course (4)
	CSU Stanislaus	-----	Upper-Division Equivalent [SOC 3150, The Family]
	Humboldt State	-----	Upper-Division Equivalent [SOC 306, The Changing Family]
	San Diego State	CFD 135	Principles of Family Development
	San Francisco State	-----	Upper-Division Equivalent [SOC 464, Families and Society]
	San Jose State	-----	Upper-Division Equivalent

			[SOC 170, The Modern Family]
	Sonoma State	-----	Upper-Division Equivalent [SOCL 345, Sociology of Families]
	UC Transferable	Yes	
	UC Berkeley	-----	Upper-Division Equivalent [SOCIO 111, Sociology of the Family]
	UC Davis	-----	Upper-Division Equivalent [SOCIO 131, The Family]
	UC Irvine	-----	No Equivalent Course
	UC Los Angeles	-----	Upper-Division Equivalent [SOCIO 117, Family Demography]
	UC Merced	-----	No Equivalent Course
	UC Riverside	SOC 31	Couples & Families
	UC San Diego	-----	No Equivalent Course
	UC Santa Barbara	-----	Upper-Division Equivalent [SOC 154A, Sociology of the Family]
	UC Santa Cruz	-----	Upper-Division Equivalent [SOCY 111, Family and Society]
	C-ID	C-ID SOC 130	
	CSU GE	DO or E	
	IGETC	4J	

SOC 120 Race and Ethnic Relations (3)

12/12/17

CATALOG DESCRIPTION

A survey and analysis of ethnic groups and their relations in the United States including the stratification systems, prejudice and discrimination.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona	EWS 140	Introduction to Ethnic Studies
Or ECS 116	Cal Poly San Luis Obispo	ES 114	Race in American Culture
	CSU Bakersfield	-----	Upper-Division Equivalent [SOC 327, Race and Ethnic Relations]
	CSU Channel Islands	-----	Upper-Division Equivalent [SOC 360, Race and Ethnicity]
	CSU Chico	-----	Upper-Division Equivalent [SOC 390, Ethnic and Race Relations]
	CSU Dominguez Hills	-----	Upper-Division Equivalent [SOC 331, Minority Racial and Ethnic Relations]
	CSU East Bay	-----	LD Elective for ES Major [ES 1001, Introduction to Ethnic Studies]
	CSU Fresno	-----	Upper-Division Equivalent [SOC 111, Sociology of Race and Ethnicity]
	CSU Fullerton	AFAM 101	Introduction to Ethnic Studies (3) [Same As: ASAM 101, CHIC 101, WMST 101]
	CSU Long Beach	-----	Upper-Division Equivalent [SOC 346, Race, Gender and Class]
	CSU Los Angeles	SOCS 180	Race and Ethnicity in American Society
	CSU Monterey Bay	-----	No Equivalent Course
	CSU Northridge	-----	Upper-Division Equivalent [SOC 390, Race Relations]
	CSU Sacramento	ETHN 11	Introduction to Ethnic Studies
	CSU San Bernardino	ES 100	Ethnicity and Race in America
	CSU San Marcos	-----	Upper-Division Equivalent [SOC 314, Race and Ethnic Relations]
	CSU Stanislaus	Pending	[Requested 6/2016 Nothing Dec 2017 ETHS 2050 Searching for America: Introduction to Ethnic Studies (3)]
	Humboldt State	-----	Upper-Division Equivalent [SOC 303, Race and Ethnic Relations]
	San Diego State	-----	Upper-Division Equivalent [SOC 314, Minority Group Relations]
	San Francisco State	-----	Course no longer offered

			[ETHS 250, Race, Ethnicity and Power in America]
	San Jose State	-----	Upper-Division Equivalent [SOCL 162, Race and Ethnic Relations]
	Sonoma State	AMCS 210 or SOCL 263	Ethnic Groups in America or Sociology of Race and Ethnicity
	UC Transferable	Yes	
	UC Berkeley	-----	Upper-Division Equivalent [SOCL 131AC, Race and Ethnic Relations]
	UC Davis	SOCL 4	Immigration & Opportunity
	UC Irvine	SOCL 63	Race and Ethnicity
	UC Los Angeles	-----	Upper-Division Equivalent [SOC 156, Race and Ethnic in American Life]
	UC Merced	-----	No Equivalent Course
	UC Riverside	ETST 1	Intro to the Study of Race and Ethnicity
	UC San Diego	-----	No Equivalent Course
	UC Santa Barbara	BL ST 4	Critical Introduction to Race and Racism
	UC Santa Cruz		
	C-ID	C-ID SOC 150	
	CSU GE	D0/D3	
	IGETC	4J	

SOC 122 Sociology of the Hispanic Culture (3)

12/12/17

CATALOG DESCRIPTION

A sociological exploration of the culture of Mexican Americans, Puerto Rican Americans, Cuban Americans. Topics includes educational, political and economic status. Emphasis will be on immigration patterns, cultural values, assimilation patterns and pluralism.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona	EWS 202	Chicano/Latino Experience
	Cal Poly San Luis Obispo	-----	No Equivalent Course
	CSU Bakersfield	-----	Upper-Division Equivalent [ENS 402, Chicano/Latino Contemporary Issues]
	CSU Channel Islands	CHS 200	Diversity in Latina/o Communities
	CSU Chico	CHST/SOCI 157	Introduction to Chicano Studies
	CSU Dominguez Hills	-----	Upper-Division Equivalent [CHS 300, Introduction to Chicano/a Studies]
	CSU East Bay	-----	Upper-Division Equivalent [ES 2200, Introduction to Latino/a and Latin American Studies (4)]
	CSU Fresno	CLAS 3	Introduction to Chicano/Latino Studies
	CSU Fullerton	Pending -----	Articulation Requested August 2008 Nothing Dec 2017 [CHIC 106, Introduction to Chicano/a Studies] Resent 6/2016
	CSU Long Beach	-----	<i>Articulation Denied</i> September 2008 [SOC 161, Introduction to Latin American Studies] Focus not on Latinos in U.S.
	CSU Los Angeles		
	CSU Monterey Bay	-----	No Equivalent Course
	CSU Northridge	CH S 100	Chicana/o Culture
	CSU Sacramento	-----	Not Major Prep: [ETHS 30, Introduction to Chicano/Latino Studies]
	CSU San Bernardino	ES 102	Chicano(a)/Latino(a) Culture: An Overview
	CSU San Marcos	-----	Upper-Division Equivalent [SOC 345, Latino Communities]
	CSU Stanislaus	-----	<i>Articulation Denied</i> November 2008 [ETHS 2100, Contemporary Chicano Studies]
	Humboldt State	-----	Upper-Division Equivalent [ES 314, Chicano Culture and Society in America]
	San Diego State	-----	Upper-Division Equivalent

			[CCS 303, Chicana/o Community Studies]
	San Francisco State	LTNS 215	Introduction to Latina/o Studies
	San Jose State	-----	No Equivalent Course
	Sonoma State	CALS 219	The Latino Experience
	UC Transferable	Yes	
	UC Berkeley	-----	No Equivalent Course
	UC Davis	-----	No Equivalent Course
	UC Irvine	-----	No Equivalent Course
	UC Los Angeles	Pending	Articulation Requested August 2008 Nothing Dec 2017 [CS 10A, Introduction to Chicana/Chicano Studies: History and Culture] Resent 6/2016
	UC Merced	-----	No Equivalent Course
	UC Riverside	ETST 2	Introduction to Chicano Studies in Comparative Perspectives
	UC San Diego	-----	Upper-Division Equivalent [ETHN 136, Topics in Chicano/Latino Cultures]
	UC Santa Barbara	Pending	Articulation Requested August 2008 Nothing Dec 2017 [CH ST 1C, Introduction to Latino/Chicano Cultures Studies: Culture] Resent 6/2016
	UC Santa Cruz	-----	Introduction course must be taken at UCSC
	C-ID	N/A	
	CSU GE	N/A	
	IGETC	N/A	

CATALOG DESCRIPTION

An exploration of the complex interaction between the mass media and individuals, culture and other social institutions. While focused on the United States, the issue of an increasingly globalized mass media and the emergence of global culture are also addressed. Topics include the effects of mass media on public opinion and popular culture; the various racial, ethnic and gender stereotypes in the mass media; the ways in which politics affects and is affected by mass communication; the consequences of privately owned media; the major changes in technologies; and the emergence and growth of a "global culture" based on media technology and organizations.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona	COM 270	Media, Politics, Sex and Violence
	Cal Poly San Luis Obispo	-----	Upper-Division Equivalent [COMS 419, Media Effects]
	CSU Bakersfield	-----	Upper-Division Equivalent [COMM 407, Mass Media and Society]
	CSU Channel Islands	-----	Upper-Division Equivalent [COMM 331, Art, Society and Mass Media]
	CSU Chico	-----	Upper-Division Equivalent [JOUR 310, Entertainment and Mass Media in American Culture]]
	CSU Dominguez Hills	-----	Articulation Denied September 2008 [COMM 100, Media and Society] CSUDH focus is on history and evolution of media
	CSU East Bay	-----	Not Major Preparation – only articulate major preparation courses [COMM 2000, Mass Media in Society]
	CSU Fresno	-----	Upper-Division Equivalent [MJC 160, Investigating Media Issues]
	CSU Fullerton	COMM 233	Mass Communication in Modern Society
	CSU Long Beach	-----	Upper-Division Equivalent [COMM 422, Media Effects]
	CSU Los Angeles	TVF 2500	Media Culture and Identity
	CSU Monterey Bay	-----	No Equivalent Course
	CSU Northridge	CTVA 100	Introduction to Mass Communication
	CSU Sacramento	COMS 55	Media Communication and Society
	CSU San Bernardino	-----	Upper-Division Equivalent [COMM 321, Media and Society]
	CSU San Marcos	-----	Upper-Division Equivalent [COMM 360, Mass Media and Society]
	CSU Stanislaus	COMM 2200	Introduction to Mass Media

	Humboldt State	-----	No Equivalent Course
	San Diego State	-----	Upper-Division Equivalent [SOC 335, Mass Communication and Popular Culture]
	San Francisco State	-----	Upper-Division Equivalent [SOC 420, Indigenous Media and Social Change]
	San Jose State	-----	Upper-Division Equivalent [COMM 169, The Media Response and Criticism]
	Sonoma State	-----	Upper-Division Equivalent [SOCI 330, Sociology of Media]
	UC Transferable	Yes	
	UC Berkeley	-----	Upper-Division Equivalent [MASS COMM 102, Effects of the Mass Media]
	UC Davis	-----	Articulation Denied February 2011 [SOCIOL 25, Sociology of Popular Culture]
	UC Irvine	-----	No Equivalent Course
	UC Los Angeles	-----	No Equivalent Course
	UC Merced	-----	No Equivalent Course
	UC Riverside	ENGL 33	Introduction to Comparative Media Studies
	UC San Diego	-----	No Equivalent Course
	UC Santa Barbara	-----	Upper-Division Equivalent [COMM 114, Media Effects on Society and Institutions]
	UC Santa Cruz	-----	Upper-Division Equivalent [SOC 116, Communication and Mass Media]
	C-ID	N/A	
	CSU GE	D7	
	IGETC	4G	

SOC 160 Cities and Urban Life (3)

12/12/17

CATALOG DESCRIPTION

This course is an introduction to the multi-disciplinary field of urban studies. Taking advantage of the contributions made by disciplines such as history, sociology, economics, psychology, political science, architecture and planning, the course explores the following topics: the origin of cities; the physical, social and cultural characteristics of cities and metropolises; the complexity, richness and challenges of everyday life in urban society; the social problems that plague urban America; and the various strategies being used to solve urban problems and enhance the metropolitan experience. The focus of the course is primarily (although not exclusively) the United States, and special attention is given to issues of class, race and gender.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona	-----	Upper-division Equivalent [SOC 401, Urban Sociology]
	Cal Poly San Luis Obispo	-----	Upper-division Equivalent [SOC 313, Urban Sociology]
	CSU Bakersfield	-----	Upper-division Equivalent [SOC 367, Urban Sociology] Sociology Concentration in Urban Studies and Planning, BA
	CSU Channel Islands	-----	Upper-division Equivalent [SOC 372, Urban Sociology]
	CSU Chico	-----	No Equivalent Course
	CSU Dominguez Hills	-----	Upper-division Equivalent [SOC 380, Urban Sociology]
	CSU East Bay	-----	Articulation Not Reviewed [SOC 2001, Introduction to Urban Sociology] Only accept major preparation courses for articulation.
	CSU Fresno	-----	Upper-division Equivalent [SOC 163, Urban Sociology] Urban Studies Minor
	CSU Fullerton	-----	Upper-division Equivalent [SOC 371, Sociology of City Life]
	CSU Long Beach	-----	Upper-division Equivalent [U/ST 301, The Urban Scene] Certificate in Urban Studies
	CSU Los Angeles	URBA 1800	Urban World Urban Analysis Option in Geography BA
	CSU Monterey Bay	-----	No Equivalent Course
	CSU Northridge	URBS 150	The Urban Scene Urban Studies and Planning, BA
	CSU Sacramento	-----	Upper-division Equivalent

			[SOC 110, Urban Life and Problems]
	CSU San Bernardino	-----	Upper-division Equivalent [SOC 430, Urban Sociology] Urban Planning Certificate in Geography BA
	CSU San Marcos	-----	Upper-division Equivalent [SOC 433, Urban Sociology]
	CSU Stanislaus	-----	Upper-division Equivalent [SOC 4810, Urban Sociology]
	Humboldt State	-----	No Equivalent Course
	San Diego State	-----	No Equivalent Course Urban Studies, BA
	San Francisco State	-----	Upper-division Equivalent [SOC 480, City in a Global Society] Urban Studies, BA
	San Jose State	-----	Upper-division Equivalent [SOC 161, City Life] Urban Studies Minor
	Sonoma State	-----	Upper-division Equivalent [SOC 350, City and Community Life]
	UC Transferable	Yes	
	UC Berkeley	-----	Upper-division Equivalent [SOC 158, Urban Sociology] Urban Studies, BA
	UC Davis	-----	Upper-division Equivalent [SOC 143A, Urban Society]
	UC Irvine	Pending	Articulation Requested August 2008 Nothing Dec 2017 [SOC 101, Urban Sociology]
	UC Los Angeles	-----	Upper-division Equivalent [SOC 158, Urban Sociology]
	UC Merced	-----	No Equivalent Course
	UC Riverside	Pending	Articulation Requested August 2008 Nothing Dec 2017 [SOC 10, The City: An Introduction]
	UC San Diego	-----	Articulation Denied September 2008 [USP 3, The City and Social Theory] Dept. requires students to petition – no articulation given for this course.
	UC Santa Barbara	-----	Upper-division Equivalent [SOC 126U, Sociology of the Urban Underclass]
	UC Santa Cruz	-----	Upper-division Equivalent [SOC 177, Urban Sociology]
	C-ID	N/A	
	CSU GE	D0	

	IGETC		4J	
--	-------	--	----	--

COURSE REVIEW VERIFICATION

Discipline: SOCIOLOGY Year: 2017 – 2018

Program/Discipline SOCIOLOGY

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):

SOC 101, SOC 102, SOC 110, SOC 120, SOC 155, SOC 160

2. The following courses require minor modification to ensure currency. It is anticipated that such minor modifications will be completed by _____.

3. The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, FALL 20____ SPRING 2019____

SOC 122

GENERAL EDUCATION or MULTICULTURAL/GENDER COURSES

The following courses were also reviewed as meeting an **AHC general education** requirement and were found to satisfactorily meet the established criteria (list courses by prefix & number):

SOC 101, SOC 102, SOC 110, SOC 120, SOC 155, SOC 160

The following courses were also reviewed as meeting an **AHC general education** requirement and will require modification to ensure the content reflects compliance with category definitions (list courses by prefix & number). It is anticipated that such modifications will be completed by:

(date): SPRING 2019

SOC 122

The following courses were also reviewed as meeting the **multicultural/gender graduation** requirement and were found to satisfactorily meet the established criteria (list courses by prefix & number):

SOC 101, SOC 102, SOC 110, SOC 120

The following courses were also reviewed as meeting the **multicultural/general graduation requirement** and will require modification to ensure the content reflects compliance with category definitions (list courses by prefix & number). It is anticipated that such modifications will be completed by:

(date): SPRING 2019

SOC 122

Course Review Team Members:

Signature Date

Signature Date

Signature Date

Signature Date

Signature Academic Dean Date

APPENDICES

Allan Hancock College Course Outline

Discipline Placement: Sociology (Masters Required)

Department: Social & Behavioral Sciences

Prefix and Number: SOC 101

Catalog Course Title: Introduction to Sociology

Banner Course Title: Intro To Sociology

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	3.0
Lab	0.000	0.0 - 0.0	0.0
Total Hours	3.0	48.0 - 54.0	3.0

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

A survey course in the science of society, which examines major sociological, processes and structures with particular attention to American society. Emphases are placed upon basic sociological concepts, social institutions, social issues, and the connections between individual consciousness and the broader socio-historical context.

Course Content

Lecture

1. Core Sociological Concepts
 - a. sociological imagination
 - b. major sociological perspectives
 - c. research methods
 - d. society, culture and social structure
 - e. socialization

- f. deviance
 - g. face-to-face interaction, groups and organizations
 - h. stratification, inequality and class
 - i. race and ethnicity
 - j. gender and age
2. Major Social Institutions
- a. economy/work
 - b. politics
 - c. family
 - d. religion
 - e. education
3. Social Change and Social Dynamics
- a. theories of social change
 - b. environment and globalization
 - c. population and urbanization

Course Objectives

At the end of the course, the student will be able to:

1. identify and apply the sociological imagination to a variety of contemporary and historical social phenomena.
2. discuss the historical development of Sociology as a separate discipline.
3. identify, compare and apply the various theoretical perspectives.
4. identify the major values and guidelines of sociological inquiry and distinguish between the use of various research methods.
5. analyze the major components of culture and social structure
6. analyze and explain the relationships between socialization, social control, deviance, and power.
7. identify the major types, causes, and consequences of social inequalities including class, gender, race, and age.
8. describe at least three major social institutions and analyze their sociological significance from various theoretical perspectives.

Methods of Instruction

- **Activity**
- **Discussion**
- **Lecture**
- **Methods of Instruction Description:**
 1. Lectures
 2. Discussions
 3. Videos/Films
 4. Guest Speakers
 5. Group Projects/Activities
- **Visiting Lecturers**

Outside Assignments

- **Outside Assignments**
 1. Reading the textbook and other assigned materials.
 2. Library research (i.e. SIRS, Gale Virtual Research Library, etc...)
 3. Presentation Projects, research papers (individual and/or group)---See course objectives and content for possible topics.

Methods of Evaluation

- Exams/Tests
 - Quizzes
 - Class Participation
 - Other
 1. Exams/Tests
 2. Quizzes
 3. Presentation Projects, research papers (individual and/or group)
 4. Class Participation
-

Adopted Texts and Other Instructional Materials

Textbooks

1. Henslin, James M. *Essentials of Sociology: A Down to Earth Approach* Edition: 12 2017

Other Texts

1. Berger, P. L. and T. Luckmann (1966). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*, Garden City, NY: Anchor Books.
2. Dubner, Stephan J. and Levitt, Steven D. (2005). *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*. New York, NY: William Morrow & Company.
3. Mills, C.W. (1959), *The Sociological Imagination*, London, U.K.: Oxford University Press.
4. Diamond Jared (2005). *Guns, Germs, and Steel: The Fates of Human Societies*, New York, NY: W.W. Norton & Company.

Instructional Materials

None

Student Learning Outcomes

1. SOC101 SLO1 - Understand the different theoretical approaches to sociology.
 2. SOC101 SLO2 - Understand the intersection of biography and history, i.e., to develop a "sociological imagination."
-

Distance Learning

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Email Communication (group and/or individual communications)
2. Discussion Board
3. Telephone Contacts
4. Other (please specify)
One hour a week on Q and A discussion board, email and announcements.
5. Other (please specify)
No in-person contact required.

Adjustments to Assignments

Assignments will remain the same but students will submit them using the email function of the college LMS (such as Canvas).

Adjustments to Evaluation Tools

There will be online assignments, readings, films, quizzes and exams. Student participation (and attendance) will be evaluated through their regular participation in discussion boards and completion of above assignments. Assignments will be graded in the same manner in which on-site course assignments are graded.

Strategies to Make Course Accessible to Disabled Students

1. All exams and quizzes that are timed but can be adjusted in order to allow as much time as their particular accommodation allows them to have. 2. All video material (both outside links and embedded in the course) will be closed captioned (and or scripts will be provided). 3. All assignments can be submitted in a variety of formats and can be completed with the assistance of personnel that has been designated for this purpose by their accommodation assessment. 4. Alternative but comparable assignments will be provided as needed. 5. There are no on-site or specific site requirements for the completion of any of the work allowing the student to complete their work in the environment suitable for their accommodation. 6. Course sections are clearly marked and instructions are spelled out within each section, as well as in the course general instructions, and on the syllabus. 7. Screen reader as assessed by the Adaptive Technology Internet Access Specialist.

Inform Students

Students will be informed via email, course syllabus and announcements on Canvas in a timely fashion.

Additional Comments

none

Allan Hancock College

Course Outline

Discipline Placement: Sociology (Masters Required)

Department: Social & Behavioral Sciences

Prefix and Number: SOC 102

Catalog Course Title: Social Problems

Banner Course Title: Social Problems

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	3.0
Lab	0.000	0.0 - 0.0	0.0
Total Hours	3.0	48.0 - 54.0	3.0

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

A survey and analysis of ethnic groups and their relations in the United States including the stratification systems, prejudice and discrimination.

Course Content

Lecture

1. Subjective and objective definitions of Social Problems
2. Structural and systemic explanations of Social Problems
3. Problems of a changing world:

- a. population growth and global inequality
- b. environmental problems
- c. terrorism, militarism, and war

4. Problems of Inequality

- a. poverty and Socio-economic inequality
- b. racial and ethnic inequality
- c. sexual and gender inequalities

5. Deviance as a Social Problem:

- a. crime
- b. drugs and alcohol

6. Institutional Problems:

- a. problems in the educational system
- b. problems in the workplace
- c. family problems
- d. the health care crisis

Course Objectives

At the end of the course, the student will be able to:

1. describe the process by which some social situations and arrangements become defined as a problem.
2. explain how structural or (systemic) explanations of social problem differ from individual (or personal) explanations.
3. illustrate how the characteristics of the political economy can affect the conditions and opportunities of individuals and groups, either exacerbating or reducing social inequalities.
4. give examples of institutionalized racism and discrimination.
5. describe some of the major causes and consequences of global inequality.
6. describe some of the major causes of environmental degradation.
7. discuss some possible solutions to the problem associated with drug and alcohol abuse.
8. describe some possible solutions to the problem associated with drug and alcohol abuse.
9. describe some of the ways in which educational problems contribute to social inequality.
10. discuss some of the ways in which access to health care varies according to race, ethnicity and social class.

Methods of Instruction

- Lecture
- Methods of Instruction Description:

1. Lectures
 2. Documentary Films
-

Outside Assignments

- **Outside Assignments**
 1. Reading the textbook and other assigned materials
 2. Documentary film comprehension and reflection questions
 3. Completing a course project (either individual or group)
-

Methods of Evaluation

1. Three written exams composed of T/F questions, definitions and short-essay questions
 2. Presentation or submission of project
 3. Documentary film comprehension and reflection questions
 4. Class attendance, behavior, and participation
-

Adopted Texts and Other Instructional Materials

Textbooks

1. Eitzen, D. Stanley, Maxine Bacca Zinn and Kelly Eitzen Smith *Social Problems* Edition: 13th 2014

Other Texts

1. Documentaries and film excerpts that address or illustrate the issues covered in the "Outline of Course Content and Scope"
2. Class handouts (articles, charts, etc.)

Instructional Materials

None

Student Learning Outcomes

1. SOC102 SLO1 - Identify and briefly discuss three distinct social problems.
 2. SOC102 SLO2 - Explain how social problems can be objectively and subjectively defined.
 3. SOC102 SLO3 - Understand the difference between individual and structural explanations of social problems.
-

Distance Learning

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Email Communication (group and/or individual communications)
2. Discussion Board

Adjustments to Assignments

Assignments will be posted on Blackboard and made available for both download and online viewing. In addition, deadlines and submission procedures will be clearly stated both on the assignments themselves, and on the Blackboard description of the assignment. Finally, students will be instructed to submit the assignments via email using the email function of Blackboard.

Adjustments to Evaluation Tools

There will be weekly quizzes and 2 exams (instead of 3). Student participation (and attendance) will be evaluated through their regular participation in discussion boards. Film viewing, comprehension and reflection will also be evaluated through their participation in the appropriate discussion boards.

Strategies to Make Course Accessible to Disabled Students

please update this field

Inform Students

Students will be informed via email, course syllabus and announcements on Blackboard.

Additional Comments

D. Franzman

Generated on: 4/17/2018 1:04:48 PM

Allan Hancock College

Course Outline

Discipline Placement: Sociology (Masters Required)
Department: Social & Behavioral Sciences
Prefix and Number: SOC 104
Catalog Course Title: Social Science Research Methods
Banner Course Title: Social Science Research Method

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	3.0
Lab	0.000	0.0 - 0.0	0.0
Total Hours	3.0	48.0 - 54.0	3.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade or Pass/No Pass

Requisites

Prerequisite
SOC 101 Introduction to Sociology

Entrance Skills

Upon entering this course, the student should be able to:

SOC 101 - Introduction to Sociology

- o identify and apply the sociological imagination to a variety of contemporary and historical social phenomena.
 - o discuss the historical development of Sociology as a separate discipline.
 - o identify, compare and apply the various theoretical perspectives.
 - o identify the major values and guidelines of sociological inquiry and distinguish between the use of various research methods.
 - o analyze the major components of culture and social structure
 - o analyze and explain the relationships between socialization, social control, deviance, and power.
 - o identify the major types, causes, and consequences of social inequalities including class, gender, race, and age.
 - o describe at least three major social institutions and analyze their sociological significance from various theoretical perspectives.
-

Catalog Description

An introduction to sociological/psychological research methods. Presents the research process from topic selection through data collection for a variety of methods such as surveys, experiments, in-depth interviews, content analysis and comparative/historical research. This course is not open to students who are enrolled in or have received credit for Psychology 104. (F,S)

Course Content

Lecture

1. Introduction to Sociological/Psychological Research
 - a. The research cycle
 - b. Choosing and defining a topic
 - c. Literacy review
 - d. Theory

2. Research Methods
 - a. Survey
 - b. Experiments
 - c. Interviews
 - d. Observation
 - e. Content analysis
 - f. Historical investigation

3. Ethics and Objectivity
 - a. Protecting human subjects
 - b. Research integrity

4. Hypothesis, operational, measurement, relationship between variables
 - a. Theory-tentative explanations
 - b. Hypothesis and operational definition of variables
 - c. Measurement theory-validity and reliability

5. Quantitative research: sampling, surveys and inference, questionnaire design
 - a. Survey research
 - b. Sampling
 - c. Data collection
 - d. Inferential statistics

e. Questionnaires

6. Qualitative research

a. Observation

b. In-depth interview

c. Field research

7. Evaluation of data and drawing conclusions

a. Corelational methods

b. Causation

c. Interpretation of data

8. Applied social research

a. Making decisions

b. Needs assessment

c. Setting up monitoring programs

d. Program impact

Course Objectives

At the end of the course, the student will be able to:

1. discuss the research cycle, and be able to choose and define a topic to be studied.
2. write hypothesis and null hypothesis and choose the appropriate methodology for a given topic.
3. discuss the formal guidelines written by the American Sociological Association on conducting ethical research.
4. define independent and dependent variables, and reliability and validity.
5. conduct a research project using at least three types of research designs.
6. discuss the difference between qualitative and quantitative data analysis.
7. think critically about research and case studies that have been done in the field of sociology.

Methods of Instruction

- Lecture

Outside Assignments

- **Other Assignments**

1. Students will complete a series of research projects. The following are assignments which prepare students to do social research.
 - A. Look up crime rates in the data file: Hypothesis: States that have higher per capita consumption of alcohol will have higher crime rates.
 - a. Compare two maps. Are they similar or opposite of one another or neither similar or opposite.
 - b. Write the value of the correlation coefficient.

- c. Is the correlation positive or negative?
- d. Is the correlation statistically significant?
- e. Do the results support the hypothesis?

B. Exercise for selecting a study design. For each of the following research questions, circle the design (experimental, survey, comparative, field, or content analysis) that you think is best and explain why.

- a. On what kinds of issues are there differences between democrats and republicans in the general public?
- b. Do the popular magazines of today portray minorities differently than they did 20 years ago?
- c. Do cities that have higher crime rates have higher rates of unemployment and poverty?
- d. If an instructor writes encouraging notes to students on first exam, does this increase student performance on the next exam.

2. Research Assignment: For this assignment the student will conduct a modified research project. Follow the guidelines for doing research. For this week you will need to complete the following:

- A. State of hypothesis.
- B. Operationally define your variables.
- C. Select and develop your study design.
- D. Prepare to collect data.

Methods of Evaluation

- Exams/Tests
- Quizzes
- Research Projects
- Other
 - 1. Students will take a mid-term and final (30% of their grade).
 - 2. Students will complete 8 worksheets (20% of their grade).
 - 3. Students will complete 3 research projects (50% of their grade).
 - 4. Essay question example: "What are some of the most important differences in the methods that historical researchers use when compared with more traditional (experimental) researchers in the social and behavioral sciences?"

Adopted Texts and Other Instructional Materials

Textbooks

1. Neuman, W Lawrence *Basics of Social Research -Quantitative and Qualitative Approaches* Edition: 4th 2012

Other Texts

None

Instructional Materials

None

Student Learning Outcomes

1. SOC104 SLO1 - Identify and briefly describe the stages of the research process.
2. SOC104 SLO2 - Identify and briefly describe the major types of research design.
3. SOC104 SLO3 - Demonstrate the ability to locate peer-reviewed, social-scientific literature by using the major (available) databases.

Distance Learning

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Discussion Board
2. Email Communication (group and/or individual communications)
3. Other (please specify)
Office visits

Adjustments to Assignments

Assignments will remain the same but students will submit them using the email function of Blackboard.

Adjustments to Evaluation Tools

Much like on the onsite version of the course, there will be two midterm exams composed of 'objective' (T/F) questions as well as essay questions. The main difference between the online and onsite versions of the course is the in addition to the exams, the online version of the course will also include weekly quizzes to ensure that students stay on track.

Strategies to Make Course Accessible to Disabled Students

Met with Adaptive Technology/Internet Access specialist. Given the specific components of this course, the following adaptations will be implemented:

1. All exams and quizzes that are timed will allow the students to override such time limitations and take as much time as their particular accommodation allows them to have.
2. All video material (both outside links and embedded in the course) will be closed captioned.
3. All assignments can be submitted in a variety of formats and can be completed with the assistance of personnel that has been designated for this purpose by their accommodation assessment.
4. There are no on-site or specific site requirements for the completion of any of the work allowing the student to complete their work in the environment suitable for their accommodation.
5. Course sections are clearly marked and instructions are spelled out within each section, as well as in the course general instructions, and on the syllabus.

Inform Students

Information will be available on the Blackboard site for the course, it will be emailed to students about one week before the start of the course, and will be clearly described on the syllabus.

Additional Comments

N/A

Allan Hancock College Course Outline

Discipline Placement: Counseling (Masters Required) or Addiction Paraprofessional Training or Psychology (Masters Required) or Sociology (Masters Required)

Department: Social & Behavioral Sciences

Prefix and Number: SOC 106

Catalog Course Title: Alcohol, Drugs, and Addiction

Banner Course Title: Alcohol, Drugs, and Addiction

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	3.0
Lab	0.000	0.0 - 0.0	0.0
Total Hours	3.0	48.0 - 54.0	3.0

Number of Times Course may be Repeated

None

Grading Method

Letter Grade Only

Requisites

None

Entrance Skills

None

Catalog Description

An overview of the role of alcohol and other drugs in society with emphasis on such topics as patterns of use; major categories of drugs; explanations of use, abuse and dependency; as well as prevention, intervention, and treatment. This course is not open to students who are enrolled in or have received credit for Human Services 106 or Psychology 106. (F,S)

Course Content

Lecture

1. Introduction

- a. Introduction to the topic of substance use, abuse, and addictions.

- b. Exploration of personal substance-related experience, attitudes, and values.
2. Role of helping professions in prevention and treatment
3. Classification of drugs
 - a. DEA schedule
 - b. Drugs of abuse by category
 - c. Drugs used in treatment of mental disorders
4. Models of addiction (Moral, Disease, Psychological, Sociocultural, Biopsychosocial)
5. Cultural and ethnic diversity and substance use, abuse, dependency, and treatment
6. Screening, assessment and diagnosis of substance-related problems
7. Client engagement and brief interventions
 - a. Client engagement
 - b. Motivational interviewing
 - c. Interventions: formal and brief
8. Treatment of Alcohol and Other Drug Problems
 - a. Overview
 - b. What occurs in treatment
 - c. Treatment strategies and techniques
 - d. Treatment settings
 - e. Special issues in treatment
9. Relapse prevention and long-term recovery
10. Twelve-Step and other support groups
 - a. Alcoholics Anonymous and other 12-step programs
 - b. Other support programs
 - c. Critiques and comparisons
11. Families and substance use, abuse, and addiction
 - a. Families as homeostatic systems
 - b. Family roles, rules, themes, and boundaries
 - c. Intergenerational addiction
 - d. Step-families
 - e. Family treatment

12. Children, adult children, and codependency
 - a. Teratology, fetal exposure to alcohol and drugs
 - b. Interpersonal exposure to addiction, trauma, and abuse
 - c. Adult children of alcoholics, addicts, and dysfunction
 - d. Codependency and enabling
 13. HIV/AIDS, Hepatitis C Virus, and other substance se-related medical problems
 14. Gambling and other behavioral addictions
 - a. Gambling problems, prevalence, assessment, and treatment
 - b. Eating disorders and "food addictions"
 - c. Sex and love addiction
 - d. Workaholism
 - e. Other addictive patterns and behaviors
 15. Prevention of alcohol and other drug problems
 16. Ethics and confidentiality in treatment of substance use problems
-

Course Objectives

At the end of the course, the student will be able to:

1. define the terms "substance use," "substance misuse," "substance abuse," and "substance dependence."
 2. explain how substances are classified on the DEA Schedule.
 3. describe the major features of at least three major models of addiction (Moral, Disease, Psychological, Sociocultural, Biopsychosocial).
 4. explain how alcohol and other drug use are affected by a cultural factors.
 5. describe how to screen and assess for a substance use problem in a client.
 6. describe one method for engaging or intervening on a person with a substance use problem.
 7. describe the major elements of relapse prevention.
 8. list the defining features of Twelve Step and other self-help groups.
 9. explain how families function as homeostatic systems and may perpetuate substance use problems.
 10. list three symptoms of either fetal alcohol syndrome or fetal drug effect.
 11. define codependency and enabling.
 12. list three risk factors for HIV/AIDS and Hepatitis C Virus among substance abusers.
 13. describe similarities and differences among substance addictions and non-substance addictions.
 14. list three ethical guidelines appropriate for an addiction treatment setting.
 15. describe an approach to prevention of substance use problems among teens.
-

Methods of Instruction

- Lecture
-

Outside Assignments

- **Other Assignments**

Two written papers

Sample Assignment:

Personal Abstinence Report. During the first or second class session, select a substance or behavior that you will attempt to voluntarily abstain from on a continuous basis (examples: smoking, drinking alcohol, eating dessert, looking at pornography on the internet, making self-deprecating comments, using charge cards, gossiping, cursing, etc.) over the period covered by the next 15 class sessions. Then, write an approximately 5-page paper in which you describe the experience (Was it difficult, and if so, in what ways? How did friends or family react? What did you learn—about yourself, about behavior change, about addiction? Will you continue to abstain or not, and why?).

Methods of Evaluation

- **Exams/Tests**
- **Papers**
- **Other**

Students will complete two written papers and four examinations. Examinations will include a combination of objective and subjective questions focusing on information from the textbook and the lecture materials.

Sample essay question:

Harry is an alcoholic. Paul is a pathological gambler. (a) Describe as many ways as you can think of how Harry's and Paul's problems are alike or similar, and then (b) describe as many ways as you can think of how Harry's and Paul's problems are different.

Adopted Texts and Other Instructional Materials

Textbooks

1. Fisher, G.L., and Harrison, T.C. *Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors*, Edition: 3rd 2005 -

Other Texts

1. Bateson, Gregory. *Steps to Ecology of Mind*, New York: Ballentine, 1972
2. Beattie, Melody. *Codependent No More: How to Stop Controlling Others and Start Caring for Yourself*, Minneapolis: Harper/Hazelden, 1987
3. Black, Claudia. *It Will Never Happen to Me*, Denver: Medical Administration Co., 1982
4. Bradshaw, John. *Bradshaw on the Family*, Pompano Beach, FL: Health Communication, Inc. 1988
5. Inaba, D.S., & Cohen, W.E. *Uppers and Downers and All Arounders*, 5th Ed., Monterey, CA: CNS Productions, 2004
6. Kurtz, Ernest. *Not God: A History of Alcoholics Anonymous*, Center City, MN: Hazelden Press, 1979
7. Hogan, J.A., Gabrielsen, K.R., Luna, N., and Grothaus, D. *Substance Abuse Prevention: The Intersection of Science and Practice*, 2003
8. Royce, J.E., & Scratchley, D., *Alcoholism and Other Drug Problems*, 1996
9. Sacks, S., & Ries, R.K., *Substance Abuse Treatment for Persons with Co-occurring Disorders*, Rockville, MD: U.S. Dept. of Health and Human Services, 2005
10. American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders*. (4th edition, Text Revision). Washington, DC., 2000

Instructional Materials

None

Student Learning Outcomes

1. SOC106 SLO1 - Define the short-term and long-term effects of several categories of substances that are frequently abused.
 2. SOC106 SLO2 - Explain the differences between substance use, substance abuse, and substance dependence.
-

Allan Hancock College Course Outline

Discipline Placement: Sociology (Masters Required)
Department: Social & Behavioral Sciences
Prefix and Number: SOC 110
Catalog Course Title: Introduction to Marriage & Family
Banner Course Title: Intro to Marriage and Family

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	3.0
Lab	0.000	0.0 - 0.0	0.0
Total Hours	3.0	48.0 - 54.0	3.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

A study of today's family from a sociological perspective. An overview of intimate relationships, including love, sex, gender roles, dating, forming partnerships, marriage, parenting, family values, and cultural differences is presented.

Course Content

Lecture

1. Social History of the Family
2. History of the African American, Asian, and Latino Family
3. Families and Race, Class, and Gender

4. Families, the Economy, and Housework
5. Love and Sex (Gender and Ethnic Differences)
6. Dating (Gender and Ethnic Differences)
7. Marriage, Communication, and Conflict
8. Parenting
9. Abuse and Rape
10. Children
11. Divorce and Remarriage (his and hers)
12. Family, Family Policy, and the State

Course Objectives

At the end of the course, the student will be able to:

1. compare and contrast the various theoretical perspectives used in studying the family.
2. identify and understand the various family forms and functions.
3. identify and discuss the family from a cross-cultural and historical perspective.
4. identify and discuss the role and impact of culture, class, inequality and social change in family relationships.
5. identify and discuss the role and impact of gender, sexual orientation, age, race and ethnicity in family relationships.
6. identify and discuss the role of power, conflict and communication in deepening intimacy and in resolving conflict within family relationships.
7. discuss and evaluate their expectations of their own intimate relationships.

Methods of Instruction

- **Methods of Instruction Description:**
 1. Lectures
 2. Discussions
 3. Videos/Films
 4. Guest Speakers
 5. Group Projects/Activities

Outside Assignments

- **Outside Assignments**

Outside Assignments may include, but are not limited to, the following:

 1. Reading the textbook and other assigned materials
 2. Library research (i.e. SIRS Gale Virtual Research Library, etc...)
 3. Presentation projects, research papers (individual and/or group)--See course objectives and content for possible topics.

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Research Projects**
- **Class Participation**

- **Other**
 1. Exams/Tests
 2. Quizzes
 3. Presentation Projects, research papers (individual and/or group)
 4. Class Participation.
-

Adopted Texts and Other Instructional Materials

Textbooks

1. Knox, David *M&F (Marriage & Family)* Edition: 4 2018

Other Texts

1. Coontz, Stephanie (1992). *The Way We Never Were: American Families and the Nostalgia Trap*. New York, NY: Basic Books.
2. Mills, C.W. (1959). *The Sociological Imagination*, London, U.L.: Oxford University Press
3. 1. Carlson, Marcia J. and England, Paula (2011). *Changing Families in an Unequal Society*. Palo Alto, CA: Stanford University Press.
4. Coontz, Stephanie (1998). *The Way We Really Are: Coming to Terms with America's Changing Families*. New York, NY: Basic Books.

Instructional Materials

None

Student Learning Outcomes

1. SOC110 SLO1 - Apply sociological theories to the analysis and function of the family institution.
 2. SOC110 SLO2 - Demonstrate an understanding of the common elements of all families and a respect for the diversity of family forms.
 3. SOC110 SLO3 - Provide examples of structural and cultural influences on choices.
-

Distance Learning

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Discussion Board
2. Telephone Contacts
3. Other (please specify)
One hour a week on Q and A discussion board, email and announcements.
4. Email Communication (group and/or individual communications)
5. Other (please specify)
No in-person contact required.

Adjustments to Assignments

Assignments will remain the same but students will submit them using the email function of the college LMS (such as Canvas).

Adjustments to Evaluation Tools

There will be online assignments, readings, films, quizzes and exams. Student participation (and attendance) will be evaluated through their regular participation in discussion boards and completion of above assignments. Assignments will be graded in the same manner in which on-site course assignments are graded.

Strategies to Make Course Accessible to Disabled Students

1. All exams and quizzes that are timed but can be adjusted in order to allow as much time as their particular accommodation allows them to have. 2. All video material (both outside links and embedded in the course) will be closed captioned (and or scripts will be provided). 3. All assignments can be submitted in a variety of formats and can be completed with the assistance of personnel that has been designated for this purpose by their accommodation assessment. 4. Alternative but comparable assignments will be provided as needed. 5. There are no on-site or specific site requirements for the completion of any of the work allowing the student to complete their work in the environment suitable for their accommodation. 6. Course sections are clearly marked and instructions are spelled out within each section, as well as in the course general instructions, and on the syllabus. 7. Screen reader as assessed by the Adaptive Technology Internet Access Specialist.

Inform Students

Students will be informed via email, course syllabus and announcements on Canvas in a timely fashion.

Additional Comments

none

Allan Hancock College

Course Outline

Discipline Placement: Sociology (Masters Required)

Department: Social & Behavioral Sciences

Prefix and Number: SOC 120

Catalog Course Title: Race and Ethnic Relations

Banner Course Title: Race & Ethnic Relations

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	3.0
Lab	0.000	0.0 - 0.0	0.0
Total Hours	3.0	48.0 - 54.0	3.0

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

A survey and analysis of ethnic groups and their relations in the United States including the stratification systems, prejudice, and discrimination.

Course Content

Lecture

1. Understanding Race and Ethnicity
 - a. defining minority and subordinate groups
 - b. the meaning of race: biological and social definitions

c. distinguishing race and ethnicity

2. The Creation of Minority/Subordinate Groups

- a. migration
- b. annexation
- c. colonialism

3. Patterns of Group Relations

- a. genocide
- b. expulsion
- c. secession
- d. segregation
- e. fusion and amalgamation
- f. assimilation
- g. pluralism

4. Patterns of Resistance by Subordinate Groups

5. Prejudice and Discrimination

- a. Prejudice
- b. discrimination: individual vs. institutional discrimination

6. Immigration Into The United States

- a. historical patterns of immigration
- b. reactions to immigrations
- c. the economic impact of immigration
- d. immigration and globalization

7. Ethnicity, Class and Religion

8. Racial and Ethnic Groups in The Unites States

- a. the native americans
- b. african americans
- c. Latinos in the United States
- d. muslim and arab americans

e. asian americans

f. jewish americans

9. Beyond Race and Ethnicity: Women - The Oppressed Majority

Course Objectives

At the end of the course, the student will be able to:

1. explain the difference between racial and ethnic groups.
 2. describe various patterns of dominant-subordinate group relationship ranging from most hostile to most harmonious.
 3. explain the difference between prejudice and discrimination.
 4. explain and illustrate the concept of institutional discrimination.
 5. describe various waves of immigration into the United States.
 6. illustrate some of the unique challenges facing specific racial and/or ethnic groups in American society.
 7. describe some of the conditions and challenges that make women a subordinate group in the United States.
-

Methods of Instruction

- **Methods of Instruction Description:**
 1. Lectures
 2. Documentary films
-

Outside Assignments

- **Other Assignments**
 1. Reading the textbook and other assigned materials
 2. Documentary film comprehension and reflection questions
 3. Completing a course project (either individual or group)
-

Methods of Evaluation

1. Three written exams composed of T/F questions, definitions and short-essay.
 2. Presentation or submission of project.
 3. Documentary film comprehension and reflection questions.
 4. Class attendance, behavior and participation.
-

Adopted Texts and Other Instructional Materials

Textbooks

1. Schaefer, Richard *Racial & Ethnic Groups* Edition: 14th 2015

Other Texts

1. Documentaries and film excerpts that address or illustrate the issues covered in the course content outline.
Class handouts (articles, charts, etc.)

Instructional Materials

None

Student Learning Outcomes

1. SOC120 SLO1 - Define race and ethnicity and be able to explain the difference between the two.
 2. SOC120 SLO2 - Demonstrate an understanding of the concept of multiculturalism and some of its implications for society.
 3. SOC120 SLO3 - distinguish between prejudice and discrimination and understand the connection between the two.
 4. SOC120 SLO4 - understand the concept of "institutional discrimination" and illustrate it with an example.
-

Distance Learning

Delivery Methods

- Internet

Instructor Initiated Contact Hours Per Week: 3.000

Contact Types

1. Discussion Board
2. Email Communication (group and/or individual communications)

Adjustments to Assignments

Assignments will be posted on Blackboard and made available for both download and online viewing. In addition, deadlines and submission procedures will be clearly stated both on the assignments themselves, and on the Blackboard description of the assignment. Finally, students will be instructed to submit the assignments via email using the email function of Blackboard.

Adjustments to Evaluation Tools

There will be online quizzes and exams. Student participation (and attendance) will be evaluated through their regular participation in discussion boards. Assignments will be graded in the same manner in which on-site course assignments are graded.

Strategies to Make Course Accessible to Disabled Students

please update this section

Inform Students

Students will be informed via email, course syllabus and announcements on Blackboard.

Additional Comments

Original DL Initiator: D. McNeil

Allan Hancock College Course Outline

Discipline Placement: Sociology (Masters Required)
Department: Social & Behavioral Sciences
Prefix and Number: SOC 122
Catalog Course Title: Sociology of the Hispanic Culture
Banner Course Title: Soc of Hispanic Culture

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	3.0
Lab	0.000	0.0 - 0.0	0.0
Total Hours	3.0	48.0 - 54.0	3.0

Number of Times Course may be Repeated
None

Grading Method
Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

A sociological exploration of the Hispanic culture which includes their educational, political and economic status. Emphasis will be on immigration patterns, culture, images, cultural values, social images, assimilation patterns and pluralism. Hispanic groups to be studied will include Mexican Americans, Puerto Rican Americans, Cuban Americans.(F,S)

Course Content

Lecture

1. Specific Immigration and Migration Patterns
 - a. annexation (Mexican American) immigration (Cuban Americans, Mexican Americans, South and Central Americans)

b. U. S. Territory – Special Status (Puerto Ricans)

c. size, growth and distribution of the Hispanics

2. Images

a. stereotypes throughout the media

b. institutional consequences of the stereotypes

c. internal and external racism

3. Portraits of the Hispanics

a. family relationships

i. structure

ii. age patterns

iii. native and generational

b. community and class level

i. upper class

ii. middle class

iii. lower class

c. Hispanics and church

4. Culture and Language

a. the Spanish language

i. background use of the language

ii. demographic information – who uses it

iii. problems encountered

b. the culture

i. values – differences of and similarities within the Hispanic group and compared to the dominant group

ii. norms – differences and similarities with the Hispanic group and compared to the dominant group

5. Discrimination

a. theories of

b. political power

c. economic status (income, wealth)

d. educational status (drop-out rate, college success)

e. health status

6. Assimilation and Pluralism

a. general differences

b. socio-economic status

c. current trends

Course Objectives

At the end of the course, the student will be able to:

1. discuss important events and individuals that have had a significant impact of the shaping of American society.
2. discuss the cultural aspects of the Hispanic experience including family, family and religious commitment, community norms, values, and language.
3. analyze critically the impact of socio-economic status, health status, and generational status of Hispanics.
4. analyze critically the historical and current images of Chicanos.
5. analyze critically the impact of institutional discrimination, stereotypes, affirmative action, and language differences on specific Hispanic groups.

Methods of Instruction

- **Lecture**

Outside Assignments

- **Other Assignments**

Students will write three papers, 3-5 pages in length. These papers will incorporate information from readings, lectures, and individual research.

Specific writing assignment: Now that we have explored different images of the Hispanics in the media, write a profile of a person who has proven these images false. Include an analysis of how she or he has broken down the negative images.

Methods of Evaluation

- **Exams/Tests**
- **Research Projects**
- **Papers**
- **Oral Presentation**
- **Other**

In conjunction with the three papers, students will take two essay tests, which will cover the lecture materials and reading assignments. They will also complete a group research project that will be presented to the class.

Example of an essay question: How does the migrant status of and proximity Mexico help Mexican Americans to assimilate and how does it hinder their assimilation process? How is this different for the Puerto Ricans?

Adopted Texts and Other Instructional Materials

Textbooks

1. Fox, Geoffrey *Hispanic Nation* 1996 -

Other Texts

1. Novas, Himilee. *The Hispanic 100*. Citadel Press Book, 1995
2. Bean, Frank and Marta Tienda. *The Hispanic Population of the U.S.*, 1990
3. Castillo-Speed, Lillian. *Latina.*, Touchstone Press, 1995
4. Zambrano, Ruth. *Understanding Latino Families.*, Sage, 1995
5. Moore, Joan and Harry Pachon. *Hispanics in the U.S.*, Prentice Hall, 1985
6. Taylor, Ronald. *Minority Families in the U.S.*, 2nd ed. Prentice Hall, 1998
7. Pastora San Juan Cafferty, David Wells Engstrom. *Hispanics in the United States: An Agenda for the Twenty-First Century*. Transaction Publishers. New Brunswick, NJ. 2001
8. Acuna, Rudolph. *Occupied America: A History of Chicanos*. 4th ed. Longman. 2000

Instructional Materials

None

Student Learning Outcomes

None

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Sociology (Masters Required)

Department: Social & Behavioral Sciences

Prefix and Number: SOC 155

Catalog Course Title: Media and Society

Banner Course Title: Media and Society

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	3.0
Lab	0.000	0.0 - 0.0	0.0
Total Hours	3.0	48.0 - 54.0	3.0

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

An exploration of the complex interaction between the mass media and individuals, culture and other social institutions. While focused on the United States, the issue of an increasingly globalized mass media and the emergence of global culture is also addressed. Topics include the effects of mass media on public opinion and popular culture; the various racial, ethnic and gender stereotypes in the mass media; the ways in which politics affects and is affected by mass communication; the consequences of privately owned media; the major changes in technologies; and the emergence and growth of a "global culture" based on media technology and organizations.

Course Content

Lecture

1. Basic concepts and definitions in the study of mass communications.

2. Mass media in socio-historical perspective.
3. Theoretical perspectives in the study of mass communication.
4. Global issues in mass communication: the geopolitics of information and cultural imperialism.
5. The economics of the media industry.
6. Mass communication and politics.
7. Media and ideology.
8. Social inequality and media representations: class, gender and race.
9. Media influence and socialization.
10. The construction of meanings and (sub)cultural resistance.

Course Objectives

At the end of the course, the student will be able to:

1. describe both obvious and subtle way in which the mass media are ubiquitous in our daily lives.
2. identify several ways in which media consumption is influenced by race, gender and social class.
3. identify and describe various racial, ethnic and gender stereotypes in popular media.
4. list and describe the dangers of media concentration.
5. list the major ways in which the mass media in the United States affects (and is affected by) politics.
6. explain how the capitalist economy shapes the characteristics of media products.

Methods of Instruction

- **Methods of Instruction Description:**
 1. Lectures
 2. Documentary films

Outside Assignments

- **Outside Assignments**
 1. Reading the textbook and other assigned materials.
 2. Writing between one and two term papers.
 3. Documentary film comprehension and reflection questions.

Sample Assignment

 1. Go through your music or movie collection (CDs or DVDs) and make a list of the labels or studios that produced/released them. [If you do not own many CDs or DVDs, you can do the same thing with book publishers, or by going online and finding out which company produced/released your favorite movies or songs.] Once you have created the list, look up those companies online and try to find out if they are independent or owned by another, larger company. After doing this, write a short essay describing how many companies produce/release the music and films you watch; whether you found this number to be larger or smaller than you expected; and, based on what you have seen and read during the course, what are some possible reasons for this diversity or lack thereof. Be prepared to discuss your finding in class and to compare them with those of your classmates.
 2. Watch the local news on four separate days during the next two weeks and try to see if you can recognize several instances in which it uses VNRs (Video News Releases). Make note of these instances and write down your answers to the following questions: How many VNRs did you see in those four occasions? Based on what we have learned in the course, what led you to believe that those segments were in fact VNRs? What were the subjects of those VNRs? How well do you think that these VNRs blended with the rest of the news? Be prepared to discuss your findings in class.

Methods of Evaluation

1. Three written exams composed of T/F questions, definitions and short-essay questions.
2. Term papers that require the student to look critically at the media s/he consumes.
3. Documentary film comprehension and reflection questions.
4. Class attendance, behavior and participation.

Sample essay question:

1. Use two examples from the Bill Moyer's documentary "Free Speech For Sale" to discuss how "free speech" has been affected by big corporations and consolidated media ownership.
 2. Using some of the television programs discussed in your textbook, write an essay describing two racial and two gender stereotypes that are common in today's media.
-

Adopted Texts and Other Instructional Materials

Textbooks

1. Croteau, David and Hoynes, William *Media/Society: Industries, Images and Audiences* Edition: 5th 2014

Other Texts

1. Documentaries and film excerpts that address or illustrate the issues covered in the 'Outline of Course Content and Scope'
2. Dines, G. and Humez, J. *Gender, Race and Class in Media*, Sage. 1995
3. Class handouts (articles, charts, etc.)

Instructional Materials

None

Student Learning Outcomes

1. SOC155 SLO1 - Show how media representations of racial, ethnic and gender groups reflect social stereotypes and prejudices.
 2. SOC155 SLO2 - Show how political and economic forces shape the characteristics of media productions.
 3. SOC155 SLO3 - Illustrate the role of the mass media in the creating and maintaining democratic institutions and democratic society.
-

Distance Learning

This course is not Distance Learning.

Allan Hancock College Course Outline

Discipline Placement: Sociology (Masters Required)

Department: Social & Behavioral Sciences

Prefix and Number: SOC 160

Catalog Course Title: Cities and Urban Life

Banner Course Title: Cities and Urban Life

Units and Hours

	Hours per Week (Based on 16 Weeks)	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	3.0
Lab	0.000	0.0 - 0.0	0.0
Total Hours	3.0	48.0 - 54.0	3.0

Number of Times Course may be Repeated

None

Grading Method

Letter Grade or Pass/No Pass

Requisites

None

Entrance Skills

None

Catalog Description

This course is an introduction to the multi-disciplinary field of urban studies. Taking advantage of the contributions made by disciplines such as history, sociology, economics, psychology, political science, architecture and planning, the course explores the following topics: The origin of cities; the physical, social and cultural characteristics of cities and metropolises; the complexity, richness and challenges of everyday life in urban society; the social problems that plague urban America; and the various strategies being used to solve urban problems and enhance the metropolitan experience. The focus of the course is primarily (although not exclusively) the United States, and special attention is given to issues of class, race and gender.

Course Content

Lecture

1. From Settlement to City and From City to Megalopolis.

2. The Development of North American Cities
3. Theories of Urban Growth and Development
4. The 21st Century Metropolis: Trends in Urban Growth
5. The Racialized Metropolis: Race, Ethnicity and Gender in Urban America
6. Urban Problems in Sociological Perspective
7. Metropolis by Design: Engineering Physical Environments.
8. Community in Urban Settings: Identity, Difference and Fear in City Life.
9. The Cultures of Cities and the Cities in Culture.
10. The Economy of Cities
11. Class, Status and Politics in the City.

Course Objectives

At the end of the course, the student will be able to:

1. describe the various stages of urban development of the United States.
2. describe the principal form of city government.
3. explain several forms of 'informal power' that affect urban decision-making.
4. find and report on the levels of racial and ethnic segregation of various cities and metropolitan areas in the USA.
5. list at least three major urban problems and explain how they came about.
6. explain the concept of urban (and suburban) sprawl.
7. describe several approaches that have been suggested to solve urban social problems.
8. explain "smart growth" and the "New Urbanisms" and how these ideas are challenging old forms of growth

Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**
Documentary films

Outside Assignments

- **Outside Assignments**
 1. Reading of the textbook and other assigned articles.
 2. Documentary film comprehension and reflection questions.
 3. Writing between one and two term papers.

SAMPLE ASSIGNMENT:

 1. Using Mike Davis' theory on the "ecology of fear" (discussed in "Fortress Los Angeles - The Militarization of Urban Sapce") as a starting point, I want you to do a photographic essay in which you document the various ways in which fear has shaped --and continues to shape-- the built urban environment. In other words, travel around the city --into various neighborhoods, districts, zones-- and take photographs of those objects, architectural designs, man-made structures and arrangements that represent a response to fear of crime, fear of declining property values, fear of incivility, fear of minorities, etc. Use Davis' article as an inspiration, but focus on one of the cities in the Central Coast. Finally, make sure that every photograph is accompany by an inscription of at least one hundred words in which you explain the rationale behind that shot and how it relates to Davis' theory. If possible, make a PowerPoint slide show (with the photos and inscriptions) and be ready to present it to the class.

2. Visit the Census Scope website (<http://www.censuscope.org>) and find the Dissimilarity Index for three cities: (1) The city in which you currently live. (2) The city in the United States in which you would most like to live (make sure it is different from (1)). And (3), a large metropolitan area of your choice. Compare the "dissimilarity indices" for two racial/ethnic groups between these three cities. For your assignment: (1) Briefly describe the differences. (2) Discuss whether these differences conformed to your preconceptions (or expectations) or were a surprise to you. (3) Finally, now that you know the dissimilarity indices for these three cities, try to explain the reasons for the differences --in other words, why it is higher in one place than in another.

Methods of Evaluation

1. Three written exams composed of T/F questions, definitions and short-essay questions.
 2. Term paper(s) selected from a list of topics provided by the instructor, and which address some of the main themes and/or learning outcomes of the course.
 3. Documentary film comprehension and reflection questions.
 4. Class attendance, behavior and participation.
-

Adopted Texts and Other Instructional Materials

Textbooks

1. John Macionis and Vincent Parrillo *Cities and Urban Life* Edition: 7th 2017

Other Texts

1. Documentaries and film excerpts that address or illustrate the issue covered in the "Outline of Course Content and Scope"
2. Class handouts (articles, charts, etc.)
3. Alternate Text: *Cities, Change and Conflict- A Political Economy of Urban Life*. Nancy Kleniewski. Forth edition. 2011. (Wadsworth)

Instructional Materials

None

Student Learning Outcomes

1. SOC160 SLO1 - Describe three contemporary urban social problems.
 2. SOC160 SLO2 - Be able to search for and identify the degree of racial and ethnic segregation of major cities and metropolitan areas in the U.S.
 3. SOC160 SLO3 - Understand the concept of "sprawl" and some of the problems associated with it.
 4. SOC160 SLO4 - Illustrate how the built environment can be used to maintain and reproduce social privilege and inequality.
-

Distance Learning

This course is not Distance Learning.

services, education, law and criminal justice, government and business administration.

The graduate of the AA program in social science will:

- Synthesize and apply social science concepts.
- Use information/data from multiple sources and demonstrate knowledge of research methodologies and multiple theoretical perspectives.
- Have the ability to use social science methods to identify, formulate and study social problems.
- Understand the interdisciplinary nature of knowledge and view issues from a holistic perspective.
- Have college-level knowledge and skills in critical thinking, analysis and written communication.
- Understand the global society and processes of globalization from non-Western, Western and indigenous perspectives.
- Make informed, reasoned and ethical personal and public choices.

A major of 18 units is required for the associate in arts degree.

COURSE NUMBER	TITLE	UNITS
Required core courses (18 units):		
ANTH 102	Intro to Cultural Anthropology	3
GEOG 102	Human Geography	3
HIST/ HUM 105	Western Civilization Since 1650	3
PSY 101	General Psychology	3
POLS 101	Introduction to Political Science	3
or		
POLS 104	Introduction to International Relations	3
SOC 101	Introduction to Sociology	3
Recommended electives:		
BUS/ECON/ GBST 141	Global Economics	3
ECON 102	Principles of Economics: Micro-Economics	3
or		
SOC 122	Sociology of the Hispanic Culture	3

ASSOCIATE in ARTS in SOCIOLOGY for TRANSFER (AA-T)

The Sociology Program provides quality general education opportunities, which enhance student learning by developing critical thinking skills and by increasing student awareness and understanding of our world's rich and diverse cultures and human social organization. Sociology is the study of human social behavior, groups, culture and how environments and relationships influence behavior. Sociologists are concerned with social phenomena, such as social stratification, deviant behavior, effects of mass media, urban organization, educational systems, and how societies develop and change. The Associate in Arts in Sociology for Transfer degree is designed to prepare the student for transfer to four-year institutions of higher education and specifically intended to satisfy the lower division requirements for the Baccalaureate Degree in Sociology at a California State University.

The graduate of the AA-T in Sociology for transfer will:

- Develop an awareness of the diversity of cultures around the world.
- Understand social phenomena from a sociological perspective.
- Demonstrate a proficiency in sociological concepts and terminology.
- Develop skills in using digital technologies to inquire and communicate sociological data, concepts and theories.

Associate Degree for Transfer Requirements

Completion of 60 semester units that are eligible for transfer to the California State University, including the following:

- A. The completion of the Intersegmental General Education Transfer

Curriculum (IGETC) or the California State University General Education-Breadth (CSU GE). [The following Allan Hancock College graduation requirements will not be required: Health and Wellness, Multicultural Gender Studies and Allan Hancock College General Education.]

- B. A minimum of 18 semester units in a major or area of emphasis, as determined by the community College district.
- C. Obtainment of a minimum grade point average of 2.0 with all courses in the major being completed with a grade of "C" or better.

Associate in Arts in Sociology for Transfer Program Requirements

1. **GENERAL EDUCATION:** Complete one of the following:
 - a) CSU General Education Pattern 39 units
 - b) Intersegmental General Education Transfer Curriculum 37 units
 - Total GE Units: 37-39 units
2. **MAJOR CORE COURSES:** A major of 18-19 units is required for the associate in arts in sociology for transfer degree.

COURSE NUMBER	TITLE	UNITS
Required core courses (12 units):		
SOC 101	Introduction to Sociology <i>(All CSU campuses except Maritime)</i>	3
SOC 102	Social Problems <i>(CPP, CSUCI, CSULB, CSUS, HUS, SFSU, SJSU, SDSU)</i>	3
SOC 110	Introduction to Marriage and Family <i>(CSUN)</i>	3
SOC 120	Race & Ethnic Relations <i>(No CSU requires such a course for the major)</i>	3

List A: Select 1 course from the following (3-4 units):

MATH 123	Elementary Statistics <i>(CPSLO, CPP, CSUB, CSUDH, CSUEB, CSUF, HSU, CSULB, CSULA, CSUMB, CSUN, SDSU, SJSU, CSUSM, CSUStan)</i>	4
SOC 104	Social Science Research Methods <i>(CPP, CSUCI, CSULB, CSU, CSUS, SDSU)</i>	3

List B: Select 1 course from any not selected in List A or from the following (3 units):

ANTH 102	Introduction to Anthropology <i>(CPSLO, CSULB)</i>	3
ECON 141	Global Economics <i>(CPSLO)</i>	3
GBST 101	Introduction to Global Studies <i>(No CSU requires such a course the major)</i>	3
GEOG 102	Human Geography <i>(CPSLO)</i>	3
SOC 155	Media & Society <i>(No CSU requires such a course the major)</i>	3
SOC 160	Cities & Urban Life <i>(No CSU requires such a course for the major)</i>	3

- 3. **DOUBLE COUNTING:** A maximum of 9-12 units can be double counted for the major and CSU GE or IGETC general education requirements.

- 4. **Select additional courses,** if needed, to achieve the 60 units required for the associate in art in sociology for transfer.

Major Units:	18-19 units
CSU-GE Breadth/IGETC:	37-39 units
CSU Transferable Electives (as needed):	11-15 units
Double-Counted:	9-12 units
Degree Total (maximum):	60 units

VALIDATION

EXECUTIVE SUMMARY
(Validation Team Report)

1. MAJOR FINDINGS

Strengths of the program/discipline:

1. Significant growth in the number of Transfer Degrees (AA-T) awarded.
2. Serves as a strong foundation for further studies, and for careers in a wide variety of fields.

Concerns regarding the program/discipline:

None.

2. RECOMMENDATIONS

The following recommendations by the Validation Team have been added to the Plan of Action – Post-Validation:

1. Create a document that highlights the benefits of a sociology degree and informs students of career options available to sociology graduates.
2. Monitor the growth in the number of Sociology Transfer degrees (AA-T) awarded, and the average time that it takes for students to complete the sociology degree.
3. Explore the possibility of offering SOC 122 as concurrent enrollment if it can be aligned with one of the courses that are being developed by the Santa Maria Joint Union High School District as part of their new Ethnic and Gender Studies (EGS) course of studies.
4. Continue to monitor FTES/FTEF ratio.

VALIDATION TEAM SIGNATURE PAGE

214 pm

Gary Beily

Tom

[Signature]

Ben

PLAN OF ACTION – POST-VALIDATION
(Sixth-Year Evaluation)

DEPARTMENT Social & Behavioral Sciences PROGRAM Sociology

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives). The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE STUDENT LEARNING OUTCOMES AND ACHIEVMENT

**Theme/Objective/
Strategy Number
AHC from Strategic
Plan**

**TARGET
DATE**

Continue to develop meaningful assessments that engage students and promote success.	Goal SLS6	Spring 2022
Map SOC 160 SLO to PLOs and ILOs	Goal SLS1	Spring 2019

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS

**Theme/Objective/
Strategy Number
AHC from Strategic
Plan**

**TARGET
DATE**

Enrollment Changes		
Work to increase FTES/FTEF and efficiency.	Goal IR4	Spring 2022
Create an online offering of SOC 104	Goal SLS2	Completed
Update and offer SOC 122 to be offered onsite, online and/or as concurrent enrollment.	Goal SLS2	Spring 2022
Discuss the possibility of creating a document (for students and counselors) that highlights the benefits of a sociology degree, and informs students of the career options available to sociology graduates.	Goal SLS3	Spring 2020
Monitor the growth in the number of Sociology Transfer Degrees (AA-T) awarded, and the average time that it takes for students to complete the sociology degree.	Goal SLS3	Spring 2022
Demographic Changes		
Research and consider the use of OERs in an effort to reduce textbook costs for students.	Goal SLS2	Spring 2022

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT

Theme/Objective/
Strategy Number
AHC from Strategic
Plan

TARGET
DATE

Curricular Changes		
None		
Co-Curricular Changes		
None		
Neighboring College and University Plans		
Continue to direct students to University and College opportunities.	Goal SLS3	Spring 2022
Related Community Plans		
Continue to direct students to community experiences.	Goal SLS8	Spring 2022
Explore the possibility of working with the Santa Maria Joint Union High School District (SMJUHD) to ensure the development of EGS course(s) that meet the requirements of concurrent enrollment for SOC 122.	Goal SLS8	Spring 2022

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

Theme/Objective/
Strategy Number
AHC from Strategic
Plan

TARGET
DATE

Facilities		
None		
Equipment		
Access to multimedia content both in DVD and streaming formats (such as site licenses to streaming services and funding for material only available on DVD)	Goal IR3	Spring 2022
Podium and classroom equipment (technology) that facilitates the use of digital multimedia content (such as Apple TV devices, HD connectivity, etc.): <u>Requesting Apple TV devices on Rooms C-30 and C-32.</u>	Goal IR3	Spring 2019
Staffing		
Cultivate and maintain communication with part time faculty in an effort to retain quality instructors.	Goal IR1	Spring 2022

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By

Alberto Restrepo



Date: 3/5/2018

Dan McNeil

Date: 3/5/2018

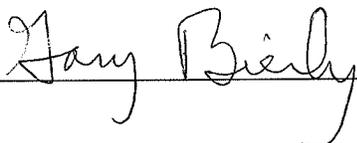
Date: _____

Date: _____

Date: _____

Reviewed:

Department Chair*

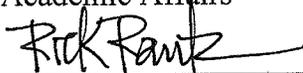


Date: 3/12/18

*Signature of Department Chair indicates approval by department of Plan of Action.

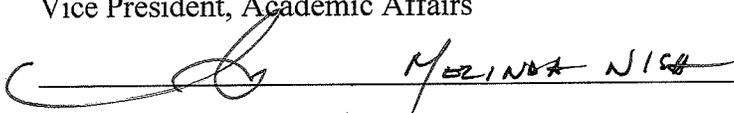
Reviewed:

Dean of Academic Affairs



Date: 3/13/18

Vice President, Academic Affairs



Date: 4-24-18