

**Sociology**  
Program Review  
Evergreen Valley College  
*2015*



Prepared  
by  
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Program Review  
Sociology Program  
Last Review: 2009  
Current Year: 2015

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### SUMMARY OF SOCIOLOGY PROGRAM

#### 1. Summary of Program

*Provide a brief summary of your program. Assume the reader does not know anything about it. Your explanation should include a brief history and a discussion of any factors that have been important to the program's development. Please explain the purpose of your program, what students you serve, what services you provide, and why these services are valuable.*

#### Program summary

Sociology courses have been offered at Evergreen Valley College since the opening of the college in 1975. Today the Sociology Program offers an A.A. Degree in General Studies: Emphasis in Sociology which continues to be in alignment with EVC's institutional goals, which includes: Student Centered, Community Engagement and Organizational transformation. Students enrolled in Sociology courses are introduced to important and complex sociological issues impacting U.S. and Global societies. The importance of effective communication and collaboration with individuals from diverse backgrounds is emphasized. Topics addressed in courses within the A.A. Degree may include: the role and impact of social institutions in U.S. society, race relations, social stratification, and social class. Also introduced are the three major theoretical perspectives, applied in Sociology, including: functionalism, conflict, and symbolic interaction. Students utilize these theoretical perspectives to analyze social problems.

Student assignments are designed to promote critical thinking by requiring students to analyze issues, and supporting evidence, and to formulate their own thoughts regarding the social issue being addressed. Topics to analyze may include: the increase in population of working poor in the U.S., food insecurity, skyrocketing costs of higher education, or the disinvestment in public education.

In Sociology courses, faculty promote a learning environment that is supportive and accessible to all students regardless of race, ethnicity, culture, gender, language, disability, sexual orientation or religion. Sociology faculty are committed to ensure that every student enrolled in a Sociology course has the opportunity to succeed. Currently, we offer multiple sections of: Introduction to Sociology (Soc 10), and Social Problems (Soc 11). Faculty are in the process of identifying new courses to develop which may include: *Sociology of Race, Ethnicity and Inequality and Sociology of Civic Engagement*.

In analyzing the data relevant to Sociology courses, the findings indicate that the WSCH and productivity for Sociology courses ranks high at EVC, and exceeds the EVC average. Introduction to Sociology is identified as an EVC discipline that caps each section at 55 students per class, and consistently has a waiting list for classes. The Social Problems course is capped at 45 students and has periodically had waiting lists,

depending on the number of sections offered each semester. It is understood that in order for EVC to offer a comprehensive range of general course offerings, many that are low enrolled, it is important that traditional "high student capped" lecture courses, i.e. Sociology, offer sections with high student enrollment caps: Sociology 10 at 55 students and Sociology 11 at 45 students.

The Sociology Program faculty continues to address the changing demographics of EVC students and the community at-large. The proposed addition of a Sociology Community Advisory committee, coupled with efforts to expand partnerships between Sociology program faculty, and Community Based Organizations, will enhance opportunities for students and benefit the community at-large.

### Our Students

- 1) Sociology Emphasis Major: These students are primarily interested in pursuing a degree in Sociology, or related major, and or a career in Human and Social Services.
- 2) Non-Sociology Emphasis Majors: These students take Sociology courses for a variety of reasons including a prerequisite for their degree/transfer requirements and / or personal interest.
- 3) Lifelong Learners: These students take classes for personal enrichment and to enhance their awareness of contemporary social issues. They are often re-entry students who bring valuable life experiences and perspectives to our Sociology classes.

### Community Partnerships

The Sociology Program has developed partnerships with Community Based Organizations (CBO's). Students benefit by volunteering at community events and internship opportunities. Examples include attending events and volunteer opportunities with:

DeBug  
Human Agenda  
La Raza Roundtable  
Services, Immigrant Rights, Education Network (SIREN)  
Somos Mayfair  
Working Partnerships USA

2. *How does your program define effectiveness, and what measures have you chosen to gauge it?*
  - Student proficiency in subject matter: Assessment tools utilized to determine the effectiveness of our teaching is the culmination of in class examinations, short written reflection assignments, oral presentations, and a final written paper on an assigned topic. A rubric for the written assignments and oral presentations are shared with students so they are aware of the criteria to be evaluated. Assessment of Student Learning Outcomes and critical thinking skills occur throughout each semester. The benchmark used to determine whether an SLO has been met, in both Sociology 10 and 11, is a minimum of 70% of students who complete a Sociology course demonstrate proficiency.
  - Student evaluations of classes: It is important to incorporate student feedback via the student evaluation of course process. This feedback is extremely helpful with the reflection and analysis of data. This is an important part of the teaching process which takes place upon completion of each semester.
  - SLO Assessment Matrixes: The use of this data will be incorporated in the preparation for each course to be instructed each semester. Any indication that objectives are not being met will be addressed, and if deemed necessary, modifications to class instruction and student assignments will be made.
3. *Please summarize the results of any measures you have applied. What do these results mean for your program?*

All current SLO's for Sociology 10 (Intercession 2015) and Sociology 11 (Summer 2014) have been measured, documented and submitted to the Student Learning Outcomes (SLO) Coordinator. Seven of the ten SLO's measured, for Sociology 10, have met the minimum established threshold (70% student success), while for three SLO's, the results were below the threshold. This is being addressed and modifications are being considered to better address the content area of the three SLO's. All SLO's have been measured in Sociology 11 and have exceeded the minimum established threshold (75% student success) in each SLO measured. These results validate that both content and instruction being delivered in Sociology 10 & 11 are for the most part in line with the current SLO's. This speaks to the effectiveness of both instruction and learning taking place in Sociology courses.

However, it has been determined that to further enhance instruction and learning all Sociology 10 & 11 SLO's need to be modified. This also includes the assessments instruments used to measure the SLO's. This is also the case for PLO's which have been modified. The previous Sociology Program Review did not present measurable PLO's which resulted in partial completion of the assessment. With the new SLO's, linked to the PLO's, which are in line with the ILO's, it is now feasible to assess all levels of outcomes that will be completed in the future.

4. *Where we would like our program to be in three years from now?*

It is important that courses offered are of value to students, whether they are transferring to a four year institution or entering the job market. It is the goal of the Sociology faculty to offer a program that meets the needs of both students and the community at-large. The following are prospective efforts to address these needs.

- a) Relevant course offerings in the Sociology Program
  - b) Sociology Student Club at EVC
  - c) Sociology Community Advisory Committee
  - d) Sociology in Action Speaker Series
  - e) Regional Sociology Conference for Students, Faculty, and Community, to be hosted by EVC
- 1) Updated curriculum, updated articulation
    - a) All courses updated
  - 2) Updated programs
    - a) AA degree in General Studies w/ Emphasis in Sociology
  - 3) Expanded courses in Sociology (currently being considered)
    - a) Sociology of Race, Ethnicity and Inequality
    - b) Sociology of Civic Engagement
  - 4) Full time faculty hires
    - a) Not at this time

**PART A: Overview of Program**

**1. Identify your program/department's commitments to Action - CTA's for this year.**

- a. Student Centered:
  - i. Establish a Sociology in Action student club at EVC
  - ii. Establish a Sociology student conference each Spring at EVC
  - iii. Include Sociology students in the planning of student conference
- b. Community Engagement:
  - i. Establish a Sociology Program Community Advisory Committee
  - ii. Establish community partnerships including lectures on Sociology related topics in the community
- c. Organizational Transformation
  - i. Update curriculum
  - ii. Curriculum changes will be finalized and implemented according to timeline with the new changes communicated to counselors
  - iii. Create new courses: i.e. Sociology of Race, Ethnicity and Inequality

**2. Please explain how your program's CTA's are aligned with the goals of the College. How does your program help the College fulfill its Mission, Strategic initiatives, and Commitments to Action (CTA's)?**

Aligned with EVC Mission

The EVC Sociology Program is designed to assist students to be better prepared to accomplish their personal, academic, and professional goals. Improving student's social awareness contributes directly to their capacity for learning and achievement. This allows students, who come from diverse backgrounds, to learn from different perspectives and to contribute and expand their understanding of their cultural similarities and differences.

Aligned with EVC CTA's:

***i. Student-Centered: We provide access to quality and efficient programs and services to ensure student success. Areas of focus are: 1) Increased Visibility; 2) Develop Strategic Partnerships; 3) Building Campus Community.***

- 1) Whether it's functioning as a contributing member in a student club or asserting oneself to achieve individual personal and academic goals, students enrolled in Sociology courses develop a greater understanding of the Societal framework. This provides students with the tools needed to better engage in a highly complex society.
- 2) The Sociology Program has developed close partnerships with Community Based Organizations which has provided the opportunity to offer a variety of volunteer experiences, networking, and valuable support in the community. These successful partnerships foster a greater sense of community between EVC and the community at-large.
- 3) Students enrolled in Sociology courses often network with other students which continues beyond the classroom. This provides additional social and collegial connections on and off campus. Social recognition and acknowledgement can help create a sense of community, belonging, and reduces isolation all of which contribute to creating a friendlier EVC campus environment.

**ii. Community Engagement: We create a trusting environment where everyone is valued and empowered. Areas of focus are: 1) Student Access - Completion of Educational Goals; 2) Employee Development; 3) Transparent Infrastructure.**

- 1) Academic growth in Sociological concepts and theory are readily apparent, concrete and measurable by the individual. Content in Sociology courses allow for students to develop skills and strategies for accomplishing semester goals and during the process gain greater academic self-confidence. The successes they discover by achieving student learning outcomes in Sociology courses continue to contribute to their success beyond the classroom. Good planning, determination and successful completion of courses, enhance the probability of achieving academic and professional success. Building upon these successes allow for students to gain trust in their ability to achieve and also place greater value in EVC which has assisted with their important personal development, growth, and empowerment.
- 2) Faculty are encouraged to seek out staff development opportunities. However, very limited campus/district funding is available for workshops, conferences, or other professional development.
- 3) Ongoing Division meetings are held regularly with opportunities for faculty to openly share concerns or request support. Clearly defined agendas are available with opportunities for collegial engagement between members.

**ii. Organizational Transformation: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are: a) Access; b) Curriculum and Programs; c) Services**

- a) The emphasis in Sociology degree, along with its courses, attracts a diverse group of students from diverse ethnic backgrounds. The courses offered in Sociology serve to prepare students for on-going societal changes.
- b) The collaboration between Sociology faculty and established community groups has played a significant role in connecting students with Community Based Organizations. The networking between students enrolled in Sociology course and CBO's will be enhanced with the establishment of a Community Advisory Committee.
- c) The Sociology program can provide service to the college in promotion of positive, highly visible images through campus and community lectures and workshops. This will engage both students and community members to take an active interest in the future of both the Sociology Program and EVC goals.

**3. Please state at least three recent accomplishments for your program which show how it contributes to the College's success.**

- a. Consistent High Productivity: Course offerings in the Sociology program consistently have high productivity with an average of 673.
- b. Consistent high WSCH: The Sociology program consistently serves a large number of students measured in WSCH averaging 1,045.
- c. Student access: Courses in Sociology have good enrollment and maintain high retention rates across all twelve ethnic groups measured and recorded by the district. Enrollment patterns by students reflect the enrollment pattern of all ethnicities in the college.

- d. Student Retention Rates: Sociology student retention rates across all ethnicities average 84%
- e. Civic Engagement: Sociology program faculty are highly involved with Community Based Organizations which results in opportunities for students to volunteer and engage in community activities.

**4. State the goals and focus of this department/program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.**

Sociology Program Connection to College and District Priorities

The Sociology Program and the Associate of Arts Degree in General Studies with an Emphasis in Sociology is committed to providing students with an opportunity to study a broad range of topics within Sociology and related courses.

Opportunity, Equity, and Social Justice are an important part of the fabric in the SJECCD. At the core of the Sociology Program is Diversity, Equality, and Social Justice. The Sociology course offerings, and A.A. degree, compliment EVC's efforts to expand the range of AA Degrees offered, to enhance employment opportunities, and for students who are interested in transferring to UC, CSU, and Private Universities, as they pursue a bacheloreate degree in Sociology.

Sociology Program Goals

While the Sociology Program is geared to academically prepare students to work in the Human and Social Services Field, the Program also strives to develop students holistically. It is through the program learning outcomes that we feel students are best prepared to advance their knowledge, work in their desired career field, and/or serve their community in whatever capacity they ultimately choose.

Program Learning Outcomes

The five proposed PLO's (2015) below are competencies that a student should master upon successful completion of the Sociology Program. However, because the previous Sociology Program Review (2009) identified PLO's, that were in essence over-all goals of the program, it made them difficult to assess. They are as follow:

1. Provide updated core Sociology and transferable GE courses that meet transfer requirements for Sociology major.
2. Provide varied multicultural traditions that honor and respect diversity.
3. Provide students flexibility to accommodate diverse career goals and plans.

These PLO's, from the 2009 Program Review, are unmeasurable and would not glean a true reflection of the knowledge student's gain upon completion of the Sociology Program. The Sociology Program faculty are in the process of addressing revisions to the Sociology Program which includes measurable PLO's. The following PLO's will be proposed to the ACCC:

- a. **PLO#1 aligns with ILO #1 (Communication)** Demonstrate both written and verbal proficiency critical in the field of Sociology.
- b. **PLO#2 aligns with ILO #2 (Inquiry and Reasoning)** Demonstrate the ability to differentiate between methodologies and develop proficiency in describing the three major theoretical perspectives used in Sociological research.
- c. **PLO#3 aligns with ILO #3 (Information Competency)** Demonstrate the ability to analyze and evaluate data, as well as other information and research, presented as fact.
- d. **PLO#4 aligns with ILO #4 (Social Responsibility)** Demonstrate effective communication, and collaboration, with individuals from diverse economic, cultural, racial, gender, and sexual orientation backgrounds.

- e. **PLO#5 aligns with ILO #5 (Personal Development)** Demonstrate the ability to recognize and apply sociological concepts to personal experiences and observations.

**PLO#1** Students are introduced to the three major theoretical perspectives used in the Sociology discipline. The evaluation of student proficiency is assessed via written assignments and oral presentations.

**PLO#2** Critical thinking is promoted in all Sociology program courses. Various research methodologies are introduced. Students are required to evaluate and recommend a methodology to be used in researching contemporary social issues and must justify their recommendation.

**PLO#3** Sociology courses present assignments which require students to select a social problem and identify an article that addresses the problem. Using the critical steps in analyzing a social problem, students are required to submit a paper and include their evaluation of the evidence presented.

**PLO#4** Sociology courses address sociological concepts related to social responsibility and diversity. Respecting differing perspectives from classmates, during intense class discussions, is expected in all Sociology courses.

**PLO#5** Sociology courses require assignments which promote a greater understanding of societal expectations and personal well-being. Each Sociology course has assignments that require students to apply concepts, addressed in readings and lectures, to their own personal experiences or observations.

**5. *Identify current student demographics. If there are recent changes in student Demographics, explain how the program is addressing these changes.***

Summary of Demographic Data (Appendix A)

- Women have higher enrollment than male students (56% to 44%).
- On average 71% of Sociology students are between the ages of 18 and 22
- On average 46% of students are part-time and 54% are full-time
- African American students range between 3-6% of enrolled Sociology students
- Asian students range between 19-24% of enrolled Sociology students
- Latino students range between 35-44% of enrolled Sociology students
- White students range between 4-12% of enrolled Sociology students
- Retention rates across all ethnicities average 84%.
- Success rates across all ethnicities average 67%.

**6. *Identify enrollment patterns of the department/program in the last 2 years and provide an analysis of any notable trends or patterns***

Summary of Enrollment, Productivity and Success Rates (Appendix A)

- Sociology courses average 84% retention rate
- Sociology courses average 67% success rate

**7. *Identify department/program productivity WSCH/FTEF***

Summary of Productivity Data (Appendix A)

- Average productivity is 673

**8. *Identify student success rate and patterns within the department/program paying particular attention to our college's target groups.***

While there is always room for improvement, the data indicates that all ethnic, gender, and age groups are experiencing success. Students from historically disadvantaged backgrounds are a population that warrants more attention regarding their over-all success at EVC. Student success rates in Sociology courses are partly attributable to an excellent and dedicated group of faculty members who work hard to help students realize their potential.

**9. If the program utilizes advisory boards and/or professional organizations, describe their roles.**

The Sociology Program faculty are interested in developing a formal Sociology Community Advisory Committee. In addition, Sociology faculty members serve as a great source of expertise as all are subject matter experts in the field. Current students and student alumni also provide valuable feedback regarding courses and curriculum. The Sociology Program faculty also networks with Community Based Organizations and the community at-large.

**PART B: Curriculum**

**1. Identify all courses offered in the program and describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).**

See list of Sociology courses and A.A. Degree requirements. **(Appendix B)**

The Sociology program provides opportunities for students, from across all adult age groups, to take courses for personal growth, to meet an A.A. degree requirement, or for transfer to a four year university. The breadth of courses, offered to earn the A.A. degree, focus on Diversity, Equality, and Social Justice, and is intended to meet the diverse interests of students.

Students wishing to earn an Associate of Arts Degree in General Studies: Emphasis in Sociology must complete all A.A. Degree requirements which include the following core requirements:

<b><u>Area of Emphasis Requirements</u></b>		<b><u>Units</u></b>
SOCIO-010	Introduction to Sociology	3.0
SOCIO-011	Social Problems	3.0
ETH-010	Introduction to Ethnic Studies	3.0
MATH-063	Elementary Statistics	3.0
<b>(Select Two from the Three Courses)</b>		
SSCI-020	African American Culture	3.0
ETH-030	Chicana/o Culture	3.0
ETH-040	Vietnamese American Culture and Experience	3.0

**2. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.**

The Sociology Program faculty will address revisions to the Sociology Program which includes measurable PLO's to present to the ACCC for approval.

The Sociology Program is currently considering the development of the following courses to address areas of growing interest:

1. New Course- *Sociology of Race, Ethnicity and Inequality*
2. New Course- *Sociology of Civic Engagement*

Additional program considerations currently include:

- Curriculum Updating: Sociology courses are currently being updated to accommodate for improved Student Learning Outcome evaluation.
- Establish a Sociology Program Advisory Committee:

Lacking in the Sociology Program is a formal link to Community Based Organizations. An opportunity to develop a formal advisory committee to the Sociology Program would enhance the relationship between both the Sociology Program and EVC campus staff with the community. The advisory committee could also be beneficial to further enhance EVC's presence in the community at-large.

Timeline:

Spring 2015	Complete curriculum updates Implement SLO assessment matrixes
Fall 2015	Establish Sociology Program Advisory Committee
Spring 2016	Submit new course outlines for approval

**3. Describe how your program is articulated with the High School Districts, CCOC (if applicable), and/or other four-year institutions. (Include articulation agreements, common course numbering, etc.)**

The Sociology Program courses are college level and do not articulate with high school or CCOC courses. However, Sociology courses articulate with both the California State University and University of California systems, as well as, select Private Universities and Colleges.

**4. If external accreditation or certification is required, please state the certifying agency and status of the program.**

N/A

**PART C: Student Outcomes**

**1. On the course level, list all the courses that have current student learning outcomes (included in the course outline) and provide link to the course outlines for review purpose. Provide a plan and timeline to include student outcomes for those courses that do not have one.**

\\Do\_data\_whse\R&P\Curriculum\\_Course Outlines of Record\\_Course Outlines of Record-EVC

In collaboration with SJCC faculty, Sociology course SLO's are currently being updated and reduced to 4/5 SLO's per course.

**2. On the program level, list all programs (and degrees) that have current student learning outcomes**

- a. Sociology Program (Appendix B)

**3. List or describe all assessment mechanisms you are using to evaluate SLOs. Provide results of any analysis.**

- a. Oral presentations
- b. Papers
- c. Exams

In the Introduction to Sociology course, the measured SLO's have resulted in seven of the ten SLO's meeting the minimum established threshold (70% to 75%). Modifications to address the three SLO's which fell below the expected range will be addressed by adding opportunities for students to meet in small groups to better understand the application of concepts. In the Social Problems course, nine of the ten SLO's were also assessed with imbedded questions in each of the examinations. One SLO was measured utilizing a rubric for both the written assignment and an oral power point presentation. All ten SLO's measured in Sociology 11 exceeded the minimum threshold which varied based on the SLO.

**4. Since the last program review, provide a summary of SLO Assessment results at the course and program level:**

In the last Sociology Program Review (2009), the assessments of SLO's were not documented. An analysis of SLO's is presented in item #3.

**5. Discuss implemented improvement plan to course or program as a result of SLO Assessment:**

Proposed interventions to improve student learning are addressed in the analysis of SLO's in item #3. Selected modifications to address the three SLO's, which fell below the expected range, will be made and implemented for the Fall 2015 semester. These SLO's will be reassessed in the Spring 2016 semester.

**6. Discuss additional resources needed as a result of SLO Assessment:**

Ongoing professional development opportunities on SLO and Program Review are critical for faculty to better understand the importance and value of this process.

**PART D: Faculty and Staff**

**1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.**

Name	FT	PT	Sociology Courses	
Frank Espinoza	X		X	
Lori Lujan	X		X	
New Adjunct		X		

**Each faculty member are qualified to teach Sociology courses.**

**Full-time Faculty**

**Dr. Frank Espinoza**

*B.A. Sociology, San Jose State University.*

*M.A. Counselor Education and Pupil Personnel, San Jose State University.*

*Ed.D. International and Multicultural Education, University of San Francisco.*

**How this Position Contributes to Program Success?**

Dr. Frank Espinoza has been working in higher education since 1987. He began his career at San Jose State University, in Academic Support Services. In 1990, Dr. Espinoza accepted a position at California State University Stanislaus, and served as a Coordinator in Academic Support Services until the completion of his Doctorate in 1996. From 1996 to 1999, Dr. Espinoza was an Assistant Professor, in the Graduate Program of Advanced Educational Studies. Beginning the Fall of 1999, Dr. Espinoza began his tenure, at Evergreen Valley college, where he has served as a Non-Instructional and Instructional faculty member, teaching courses in Counseling and Guidance, Mexican American Studies, and Sociology. At the end of Spring 2015, Dr. Espinoza will complete sixteen years at Evergreen Valley College and will have a total of twenty eight years serving the needs of students in California Public Higher Education.

Dr. Espinoza’s personal and educational experiences did not follow a traditional “college bound” path. His experience in high school was less than productive which resulted in his withdrawal from high school at sixteen years of age. After working several menial jobs, Dr. Espinoza pursued his high school diploma via the San Jose Metropolitan Adult Education Program, while continuing to work full-time. Upon completion of a H.S. diploma, Dr. Espinoza was admitted to San Jose State University, with assistance from the Educational Opportunity Program (EOP). With continued support from Special Program services, and faculty / community mentors, Dr. Espinoza excelled academically, in both his undergraduate and graduate studies, which eventually resulted in his completion of a Doctorate from the University of San Francisco.

Dr. Espinoza’s non-traditional educational experience resonates with a wide-range of students, which include, the non-traditional, historically disadvantaged, first generation college going student. His unique ability to address Sociology content and apply it to real everyday experiences is well received by students enrolled in Sociology courses.

### **Professor Lori Lujan**

A.A. Laney College.

B.A. CSU, Hayward.

M.A. San Jose State University

Professor Lori Lujan was born in Oakland, CA and has been at Evergreen Valley College since 1996. She has served as the Coordinator of Student Activities and currently teaches Sociology, Ethnic Studies, including film, and has taught Critical Thinking and leadership. She was the chair of the Graduation Committee for eight years and established the Associated Students scholarships (over \$8,000) during her tenure on the Scholarship Committee. Professor Lujan received an AA Degree from Laney College, a Bachelor's Degree from Cal State Hayward, and a Master's Degree from San Jose State University. After her son was born, she returned to school for a course of study towards a Master's Degree in Clinical Psychology.

While in the Peralta Community College District, Professor Lujan served as an instructor, counselor, placement specialist, recruiter, and student activities advisor. Her tenure in Peralta occurred at three of the four colleges: Laney College, Merritt College and College of Alameda. She has served on the Board of Directors for Centro Legal de la Raza in Oakland and as an advisory board member for the Street Academy. Professor Lujan has worked in radio and has been published in a cultural history of the City of Oakland.

Professor Lujan is a Member of American Sociological Association (ASA) and attends national ASA conferences. She currently serves as a Board member of Human Agenda, a non-profit social justice organization which has produced the annual Hunger Banquet, in commemoration of the International Declaration of Human Rights of the United Nations. Additional work of Human Agenda – education regarding social issues, local, national and international. In addition, Professor Lujan previously served as the chair of Sister Cities, Veracruz, Mexico and maintained a professional relationship with the previous Mexican Consul for the city of San Jose. Professor Lujan has traveled throughout the Southwest, Mexico and Latin America, photographing, and documenting observations.

### **Adjunct Faculty**

The Sociology Program has one Adjunct faculty member who is teaching one Sociology course, for the first time, Fall 2014 semester.

#### ***1. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?***

In addressing the diverse needs of students enrolled in Sociology courses, Faculty incorporate different assignments which provides students with the opportunity to enhance their verbal and written communication skills, as well as, the importance of effectively working in a group setting.

Written assignments include short papers throughout the semester that require students to reflect on the material discussed in class and to produce short 600 word papers synthesizing their thoughts on the topic addressed. Students then have the opportunity to orally share their papers in a small group setting which produces collegial interaction. This written and oral communication, and group interaction, are an integral part of the Sociology class experience.

As basic as these assignments may sound, the faculty member's ability to facilitate this process is critical to both student engagement and class discussions. These activities are designed to promote critical thinking, effective communication, and cooperative teamwork strategies which are important beyond the classroom experience and will prove critical in a university classroom setting and professional work environment.

#### ***2. Identify current schedule for tenure review, regular faculty evaluation, adjunct faculty evaluation, and classified staff evaluation.***

Evaluations and reviews of faculty are done in accordance with the Collective Bargaining Agreement between AFT 6157 and the SJECCD.

**3. Describe the department orientation process (or mentoring) for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).**

New faculty hires are provided an administrative orientation by HR and the Dean overseeing SSHAPE. Student and peer evaluations are included as part of the faculty evaluation process in accordance with the Collective Bargaining Agreement.

**PART E: Facilities, Equipment, Materials and Maintenance**

**1. Identify and discuss the facilities, equipment, equipment maintenance, and materials allocated to the program. Identify and explain additional facility needs and rationale.**

Sociology courses are loaded as Instructional lecture-3 units. The current facilities and equipment are well maintained and current. Both faculty members Espinoza and Lujan have offices located in the Cedro building, which are easily accessible to students. The majority of Sociology classes are offered in both the Physical Education and Cedro buildings which have been renovated and modernized. The assigned classrooms offer for a collegial and safe environment for students and faculty.

**2. Describe the use and currency of technology used to enhance the department. Identify projected needs and rationale.**

- a. All lecture classrooms are equipped with a smart podium and projector.
- b. Some computer systems need to have upgraded software, such as flash player, to allow for smooth streaming of video content off the Web, and updated Adobe Reader.
- c. Faculty should have a personal printer available in their individual office. This would expedite work to be completed.

**3. If applicable, describe the support the program receives from industry.**

N/A

**PART F: Future Needs**

**1. Current budget**

**A. Identify the budget currently allocated for the department through the division budget (fund 10). Discuss its adequacy in meeting your program's needs**

I just learned today (11/21/14), via the Dean of SSHAPE, that the Sociology Program has had an annual supplies budget of \$100. In my years of teaching in the Sociology Program, this information has never been communicated.

**The current budget does not provide adequate dollars to consistently provide opportunities for Sociology Program students to experience out of class speakers, events, or other related activities on campus.**

Having an annual allocation of \$500.00 can begin supporting on-campus speakers and other activities to engage students in issues related to the field of Sociology.

**2. Explain any grants or other external funding sources for which your program would be a good candidate. Do you have plans to apply for such sources?**

None at this time.

**3. Please describe any unmet needs for your program and how you plan to address them. Are any additional resources needed to accomplish your program's CTAs?**

None at this time.

**4. Does your program require any additional facilities, equipment, and/or supplies over the next six years (above and beyond the program's current budget)?**

- The current budget is 0. An annual allocation of \$500 would provide for programmatic activities.

**PART G: Additional Information**

***Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.***

None at this time.

**PART H: Annual Assessment: Program Faculty and PR Committee**

***Please attach copies of any annual review that you have completed in the last six years (if applicable)***

N/A

**Appendices:**

- A Demographic Data, Trends, WSCH/FTE Data (Fall 2012 to Spring 2014)
- B Sociology Courses and A.A. Degree requirements (Current Catalogue)

Program by Subject: EVC-Sociology

<b>Current Term:</b>	<b>2014SP</b>
<b># of Sections:</b>	<b>7</b>
<b># of Courses:</b>	<b>2</b>
<b># of Labs:</b>	<b>0</b>

<b>STUDENT CHARACTERISTICS BY TERM - SEATCOUNT TRENDS</b>										
	Fall 2012		Spring 2013		Fall 2013		Spring 2014		% Point Change	
	#	%	#	%	#	%	#	%	FA to FA	SP to SP
<b>Total Seatcount</b>	373		314		320		282			
<b>Total Headcount</b>	362		307		305		274			
<b>Gender</b>										
Female	214	59%	164	53%	170	56%	156	57%	-3.40%	3.50%
Male	148	41%	143	47%	135	44%	117	43%	3.40%	-3.90%
Unreported	0	0%	0	0%	0	0%	1	0%	0.00%	0.40%
<b>Age</b>										
	Fall 2012		Spring 2013		Fall 2013		Spring 2014		% Point Change	
	#	%	#	%	#	%	#	%	FA to FA	SP to SP
<18	2	1%	3	1%	16	5%	3	1%	4.70%	0.10%
18-19	114	31%	72	23%	96	31%	65	24%	0.00%	0.30%
20-22	140	39%	137	45%	135	44%	123	45%	5.60%	0.30%
23-24	39	11%	31	10%	22	7%	32	12%	-3.60%	1.60%
25-29	28	8%	28	9%	22	7%	22	8%	-0.50%	-1.10%
30-39	23	6%	22	7%	6	2%	20	7%	-4.40%	0.10%
40-49	8	2%	8	3%	2	1%	4	1%	-1.60%	-1.10%
50>	8	2%	6	2%	6	2%	5	2%	-0.20%	-0.10%
	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Change	
	#	%	#	%	#	%	#	%	FA to FA	SP to SP
<b>Capacity Percentage @ Census (CAP)</b>		92%		77%		79%		75%	-13.40%	-1.60%
<b>Completion Rate</b>		96%		96%		96%		96%	0.00%	0.00%
<b>Awards</b>	8		8		8		9		0	1
<b>WSCH</b>	1,218		1,015		1,039		907		-179.2	-107.3
<b>FTES</b>	37.6		31.4		32.2		28		-5.4	-3.3
<b>FTEF</b>	1.6		1.6		1.6		1.4		0	-0.2
<b>Productivity</b>	761.1		634.1		649		648		-112	13.9

<b>Enrollment Status</b>	Fall 2012		Spring 2013		Fall 2013		Spring 2014		% Point Change	
	#	%	#	%	#	%	#	%	FA to FA	SP to SP
<b>Day</b>	225	62%	198	64%	210	69%	201	73%	6.70%	8.90%
<b>Day &amp; Eve</b>	118	33%	92	30%	83	27%	63	23%	-5.40%	-7.00%
<b>Evening</b>	19	5%	17	6%	12	4%	10	4%	-1.30%	-1.90%
<b>Full-time</b>	205	57%	175	57%	160	52%	134	49%	-4.20%	-8.10%
<b>Part-time</b>	157	43%	132	43%	145	48%	140	51%	4.20%	8.10%
<b>Units Attempted</b>										
.5-5.5	20	6%	22	7%	12	4%	21	8%	-1.60%	0.50%
6-8.5	58	16%	48	16%	47	15%	37	14%	-0.60%	-2.10%
9-11.5	79	22%	62	20%	86	28%	82	30%	6.40%	9.70%
12-14.5	156	43%	137	45%	121	40%	99	36%	-3.40%	-8.50%
15-17.5	43	12%	32	10%	32	10%	28	10%	-1.40%	-0.20%

	18+	6	2%	6	2%	7	2%	7	3%	0.60%	0.60%		
	<b>Fall 2012</b>				<b>Fall 2013</b>								
	<b>Fall 2012</b>		<b>Fall 2013</b>			<b>Succ</b>	<b>Seatcount</b>		<b>Retention</b>		<b>Success</b>		<b>Seatcount</b>
<b>Ethnicity of Students</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	
African American	24	6%	21	88%	13	54%	10	3%	7	70%	6	60%	3.30%
Asian (All other)	14	4%	12	86%	10	71%	10	3%	8	80%	6	60%	0.60%
Asian/Cambodian	11	3%	9	82%	6	55%	3	1%	3	100%	3	100%	2.00%
Asian/Chinese	10	3%	8	80%	6	60%	9	3%	7	78%	6	67%	0.10%
Asian/Indian	15	4%	13	87%	10	67%	14	4%	14	100%	8	57%	0.40%
Asian/Vietnamese	37	10%	31	84%	23	62%	25	8%	18	72%	17	68%	2.10%
Filipino	39	10%	33	85%	22	56%	16	5%	14	88%	9	56%	5.50%
Latina/o	164	44%	139	85%	92	56%	113	35%	91	81%	70	62%	8.70%
Native American	3	1%	3	100%	1	33%							
Pacific Islander	7	2%	6	86%	3	43%	3	1%	3	100%	3	100%	0.90%
White	25	7%	23	92%	19	76%	14	4%	12	86%	11	79%	2.30%
Other/Unknown	24	6%	21	88%	15	63%	103	32%	90	87%	70	68%	25.80%
<b>Total:</b>	373	100%	319	86%	220	59%	320	100%	267	83%	209	65%	
	<b>Spring 2013</b>												
	<b>Seatcount</b>		<b>Retention</b>		<b>Success</b>		<b>Seatcount</b>		<b>Retention</b>				
<b>Ethnicity of Students</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>
African American	17	5%	15	88%	12	71%	12	4%	10	83%	9		
Asian (All other)	14	4%	11	79%	9	64%	8	3%	6	75%	5		
Asian/Cambodian	5	2%	3	60%	1	20%	3	1%	3	100%	3		
Asian/Chinese	6	2%	4	67%	4	67%	3	1%	3	100%	3		
Asian/Indian	15	5%	13	87%	11	73%	3	1%	3	100%	3		
Asian/Vietnamese	34	11%	28	82%	26	76%	39	14%	36	92%	32		
Filipino	34	11%	27	79%	23	68%	34	12%	29	85%	28		
Latina/o	131	42%	113	86%	87	66%	103	37%	89	86%	77		
Native American	2	1%	1	50%	1	50%							
Pacific Islander	1	0%	1	100%	1	100%	3	1%	0	0%	0		
White	38	12%	31	82%	30	79%	15	5%	13	87%	11		
Other/Unknown	17	5%	11	65%	7	41%	59	21%	47	80%	39		
<b>Total:</b>	314	100%	258	82%	212	68%	282	100%	239	85%	210		
	<b>Fall 2012 to Spring 2013</b>				<b>Spring 2013 to Fall 2013</b>				<b>Fall 2013 to Spring 2014</b>				
	<b>Fall 2012</b>		<b>Persistence</b>		<b>Spring 2013</b>		<b>Persistence</b>		<b>Fall 2013</b>		<b>Persistence</b>		<b>Spring 2014</b>
<b>Ethnicity of Students</b>	<b>Headcount</b>	<b>#</b>	<b>%</b>	<b>Headcount</b>	<b>#</b>	<b>%</b>	<b>Headcount</b>	<b>#</b>	<b>%</b>	<b>Headcount</b>	<b>#</b>	<b>%</b>	<b>Headcount</b>
African American	24	14	58%	16	7	44%	10	5	50%	11			
Asian (All other)	14	14	100%	14	7	50%	9	7	78%	8			
Asian/Cambodian	11	11	100%	5	3	60%	3	3	100%	2			
Asian/Chinese	10	8	80%	5	4	80%	9	6	67%	3			
Asian/Indian	14	10	71%	15	10	67%	13	10	77%	3			
Asian/Vietnamese	37	32	86%	33	23	70%	24	19	79%	36			
Filipino	38	26	68%	34	22	65%	15	11	73%	33			
Latina/o	156	114	73%	129	87	67%	108	83	77%	101			
Native American	3	2	67%	2	1	50%							
Pacific Islander	7	5	71%	1	1	100%	3	3	100%	3			

										%	
White	25	22	88%	36	23	64%	13	9	69%	15	
Other/Unknown	23	18	78%	17	11	65%	98	74	76%	59	
<b>Total:</b>	362	276	76%	307	199	65%	305	230	75%	274	

Grade Distribution of All (EVC - Sociology) Students										
Grade	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Change	
	#	%	#	%	#	%	#	%	FA to FA	SP to SP
A	77	26%	71	29%	50	20%	81	34%	-6.60%	5.40%
B	69	24%	76	31%	78	31%	70	29%	7.20%	-1.20%
C	74	25%	65	26%	81	32%	59	25%	6.70%	-1.40%
D	40	14%	15	6%	16	6%	11	5%	-7.40%	-1.40%
F	31	11%	21	8%	27	11%	17	7%	0.10%	-1.30%

Ethnicity	Fall 2012						Avg GPA	Avg		
	4.0/A	3.0/B	2.0/C	1.0/D	0.0/F	Total		4.0/A	3.0/B	2.0/C
African American	3	3	4	2	0	12	2.6	1	2	1
	0	1	2	0	1	4	1.8	0	1	1
Asian (All other)	3	0	2	0	0	5	3.2	1	1	1
	1	3	1	0	1	6	2.5	1	0	2
Asian/Cambodian	2	1	2	1	0	6	2.7	1	0	0
	1	0	0	1	0	2	2.5	0	0	2
Asian/Chinese	1	0	0	0	0	1	4	2	1	0
	2	1	2	0	0	5	3	2	0	1
Asian/Indian	5	1	2	0	1	9	3	3	3	2
	1	0	1	2	0	4	2	0	0	0
Asian/Vietnamese	9	7	1	1	1	19	3.2	5	1	2
	1	3	2	1	2	9	2	2	3	4
Filipino	4	4	7	2	0	17	2.6	2	2	2
	3	1	3	0	3	10	2.1	0	1	2
Latina/o	15	27	22	12	9	85	2.3	6	22	14
	10	7	11	10	10	48	1.9	1	15	12
Native American	0	0	1	0	0	1	2	0	0	0
	0	0	0	0	0	0		0	0	0
Pacific Islander	1	0	2	1	1	5	1.8	1	0	0
	0	0	0	0	0	0		0	0	2
White	4	1	2	2	0	9	2.8	5	1	0
	6	3	3	0	1	13	3	2	2	1
Other/Unknown	4	2	3	3	0	12	2.6	7	15	18
	1	4	1	2	1	9	2.2	8	8	14

Ethnicity	Fall 2012						Avg GPA	Avg		
	4.0/A	3.0/B	2.0/C	1.0/D	0.0/F	Total		4.0/A	3.0/B	2.0/C
African American	1	2	3	2	0	8	2.3	0	1	1
	4	2	0	0	1	7	3.1	0	4	3
Asian (All other)	3	1	1	1	0	6	3	1	2	0
	1	1	2	0	1	5	2.2	0	2	0
Asian/Cambodian	0	0	0	1	0	1	1	0	0	1
	0	1	0	0	0	1	3	1	1	0
Asian/Chinese	1	0	1	0	0	2	3	0	0	0
	0	1	1	0	0	2	2.5	1	2	0

Asian/Indian	1	4	1	0	1	7	2.6	1	0	1
	2	3	0	0	0	5	3.4	0	0	1
Asian/Vietnamese	11	4	2	0	0	17	3.5	15	5	1
	2	4	3	1	0	10	2.7	3	2	6
Filipino	6	7	3	0	0	16	3.2	4	4	5
	1	3	3	1	2	10	2	9	3	3
Latina/o	14	19	22	3	7	65	2.5	20	16	14
	8	10	14	4	7	43	2.2	11	12	4
Native American	1	0	0	0	0	1	4	0	0	0
	0	0	0	0	0	0		0	0	0
Pacific Islander	0	0	1	0	0	1	2	0	0	0
	0	0	0	0	0	0		0	0	0
White	3	2	1	0	0	6	3.3	4	1	1
	10	10	4	0	0	24	3.3	0	4	1
Other/Unknown	1	0	1	1	1	4	1.8	4	5	13
	1	2	2	1	1	7	2.1	6	6	4

Days of Week Classes Offered	Fall 2012		Spring 2013		Fall 2013		Spring 2014		% Point Change	
	#	%	#	%	#	%	#	%	FA to FA	SP to SP
MW	4	50%	4	50%	4	50%	3	43%	0.00%	-7.10%
TTh	3	38%	3	38%	3	38%	3	43%	0.00%	5.40%
T	1	13%	1	13%	1	13%	1	14%	0.00%	1.80%



# Evergreen Valley College

SSHAPE DIVISION  
SOCIAL SCIENCE, HUMANITIES, ARTS, P.E.  
ROBLE BUILDING, ROOM RE-206  
(408) 223-6792

CENTER FOR STUDENT SUCCESS  
STUDENT SERVICES BUILDING  
ROOM SC-250  
(408) 270-6475

## ASSOCIATE IN ARTS

2014-2015

### GENERAL STUDIES WITH EMPHASIS IN SOCIOLOGY

The Associate of Arts Degree in General Studies with Emphasis in Sociology is designed to provide students with an opportunity to study a broad range of topics within Sociology and related courses. Issues of Diversity, Equality, and Social Justice are core to this area of emphasis. While the courses that comprise this degree are all transferable, students who intend to transfer should consult a counselor for information as to the requirements for their intended baccalaureate major. **Note:** Many CSUs have unique admissions and preparation-for-the-major requirements beyond minimum requirements. Students should consult the specific university catalog and website, [www.assist.org](http://www.assist.org) and an Evergreen Counselor for further information and assistance. Students wishing to earn an Associate of Arts Degree in General Studies with Emphasis in Sociology must complete each required area of emphasis course with a grade of "C" or better.

#### Area of Emphasis Requirements

ETH 010	Introduction to Ethnic Studies	3.0
MATH 063	Elementary Statistics	3.0
SOC 010	Introduction to Sociology	3.0
SOC 011	Social Problems	3.0

#### **(Select Two of the Three Courses)**

ETH 020	African American Culture	6.0
ETH 030	Chicana/o Culture	
ETH 040	Vietnamese American Culture and Experience	

#### General Education

Complete the entire 39 unit (minimum) CSU Lower Division General Education requirements. Students should see a counselor in order to select the best method to meet their academic goals.

#### **Area A: English Language Communication & Critical Thinking** **9.0**

*(One course from each area)*

- A1 Oral Communications
- A2 Written Communication (English 001A)
- A3 Critical Thinking

#### **Area B: Scientific Inquiry and Quantitative Reasoning** **9.0**

*(One course from B1, B2 B4; one course with lab)*

- B1 Physical Science
- B2 Life Science
- B4 Mathematics/Quantitative Reasoning

#### **Area C: Arts & Humanities** **9.0**

*(Minimum one course from each area)*

- C1 Arts: Arts, Cinema, Dance, Music, Theater
- C2 Humanities: Literature, Philosophy, Language Other than English

#### **Area D: Social Sciences** *(3 courses in at least 2 categories)* **9.0**

*(2 of these courses may be used to satisfy the American Institutions graduation requirement: HIST 017A and 017B or POLSC 001 and HIST 001)*

#### **Area E: Lifelong Learning and Self Development** **3.0**

Area of Emphasis Requirements	18.0
General Education Requirements	39.0
Electives	2.0
Physical Activity	<u>1.0</u>
<b>Total units</b>	<b>60.0</b>

#### Program Learning Outcomes:

- Provide core courses that meet transfer requirements to UC, CSU, and Private University for a Sociology Major
- Provide varied multicultural traditions that honor and respect ethnic diversity
- Provide students flexibility to accommodate diverse career goals and plans