



## Table of Contents

|   |           |
|---|-----------|
| <b>I. Department/Program Mission .....</b>  | <b>2</b>  |
| <b>II. Department and Program Description &amp; Data .....</b>                      | <b>4</b>  |
| <b>III. Curriculum.....</b>   | <b>11</b> |
| <b>IV. Student Learning Outcomes.....</b>   | <b>14</b> |
| <b>V. Departmental Engagement .....</b>   | <b>15</b> |
| <b>VI. Professional Development.....</b>  | <b>17</b> |
| <b>VII. Support Services .....</b>  | <b>19</b> |
| <b>VIII. Career and Technical Education Programs.....</b>                           | <b>22</b> |
| <b>IX. Resource Planning: Personnel, Technology, Facilities, and Budget.....</b>    | <b>32</b> |
| <b>X. Final Summary of Goals, Commitments to Action, and Resource Requests.....</b> | <b>34</b> |

| I. Department/Program Mission  |   |
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| 1. State the department name and everyone who participated in creating the comprehensive program plan. | SOCIOLOGY<br>Patricia Gibbs, Ph.D.  |
| 2. State the program's mission. If you don't have one, create one.                                     | <p>The Mission of the Sociology program is to prepare students for the pursuit of advanced degrees in Sociology or related schools by educating them in the fundamental concepts, knowledge, techniques and skills of the field and/ or for employment in various Sociology-related areas.</p> <p>Foothill College's Sociology Program is committed to academic excellence in Sociology by offering a broad range of courses designed to prepare students for careers in Sociology and related areas. Sociology program courses are taught by high quality instructors who are dedicated to their field to a diverse student body. Foothill's Sociology Program includes courses that require analysis of sociological topics and enables students to develop and apply a sociological imagination.</p> |
| 3. Explain how the program/department mission is aligned with the <a href="#">college mission</a> ?    | <p>The program / department mission statement and college mission are aligned in that they are both committed to furthering education of students to sustain and promote a democratic society. As well, both are committed to academic excellence, the preparation of students for the field and/or the pursuit of advanced in related Social Science areas, and comprehensive course offerings to enhance student knowledge.</p> <p>The major also allows students to pursue careers in health, teaching, government, counseling, social welfare</p>   |

## I. Department/Program Mission

and community work and it is an excellent undergraduate degree for continuing studies in professional graduate studies or related academic preparation in the social sciences, social welfare, urban planning, humanities, law, bio-health, business and computer science.

Students transfer with majors in Sociology, graduate with AA degrees in the major, as well as earn certificates of proficiency in General Sociology and Social Welfare, fulfilling missions of transfer as well as career workforce education.

| <b>II. Department and Program Description &amp; Data</b>   |                     |  |   |   |
|--|---------------------|--|---|---|
| 1. What are your hours of operation?   |                     | Our offices open at: Office hours vary by instructor; division is open at 7:30am<br>Closed for Lunch: No <input checked="" type="checkbox"/> or Yes <input type="checkbox"/> If yes, when:<br>Our offices closed at: 4:30 pm |   |   |
| 2. What types of classes do you offer, at what locations, and at what times?   |                     | Times offered:<br><input checked="" type="checkbox"/> Morning (6AM-12PM)<br><input checked="" type="checkbox"/> Afternoon (12PM-4PM)<br><input checked="" type="checkbox"/> Evening (4PM-10PM)                               | Locations offered:<br><input checked="" type="checkbox"/> FH Main Campus<br><input checked="" type="checkbox"/> Middlefield<br><input type="checkbox"/> Off campus  | Types Offered:<br><input checked="" type="checkbox"/> In Person<br><input checked="" type="checkbox"/> Hybrid<br><input checked="" type="checkbox"/> Distance |
| 3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names). |                     |  |   |   |
| Faculty Positions by Discipline  | Full-time Headcount | Part-time Headcount  | Brief Description of duties   |   |
| Sociology Professor  | 1                   | 0  | Full Time Position duties - Coordinates curriculum, certifies substitutions, updates curriculum sheets, major requirements, and all other aspects of the Sociology program, creates and develops new curriculum (ie. Soc 8, 11, 19 and 57), teaches Sociology courses |   |
| Position Title   | 0                   | 8  | Part Time Position duties teach Sociology courses as required.  |   |
| Position Title   | 0                   | 0  |   |   |
| Position Title   | 0                   | 0  |   |   |

|  |                            |                            |                                    |  |
|--|----------------------------|----------------------------|------------------------------------|--|
| Position Title                             | 0                          | 0                          |                                    |  |
| Position Title                             | 0                          | 0                          |                                    |  |
| <b>Management and Classified Positions</b> | <b>Full-time Headcount</b> | <b>Part-time Headcount</b> | <b>Brief Description of duties</b> |  |
| Position Title                             | 0                          | 0                          |                                    |  |
| Position Title                             | 0                          | 0                          |                                    |  |
| Position Title                             | 0                          | 0                          |                                    |  |
| Position Title                             | 0                          | 0                          |                                    |  |
| <b>Student Worker Positions</b>            | <b>Hours per Week</b>      | <b>Months per Year</b>     | <b>Brief Description of duties</b> |  |
| Position Title                             | 0.00                       | 0                          |                                    |  |
| Position Title                             | 0.00                       | 0                          |                                    |  |
| Position Title                             | 0.00                       | 0                          |                                    |  |

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| <p>4. Given the data, describe the trends in <a href="#">enrollment</a>, <a href="#">FTES</a>, and <a href="#">Average Class size</a>. What are the implications for your department?</p>  | <p>Trends have shown a slow rise in enrollment, FTES, and Average Class Size rates over the past 3 academic years.<br/> 2008/9 data:<br/> Productivity = 533<br/> Retention = 87%<br/> Success = 73%<br/> % FT = 48%<br/> Students enroll in both online and in person sections at an equal rate when a course is offered in both formats ( Soc 1 / 8 / 15 / 20 / 30 and 40). Some courses are only offered online at this time (Soc 11, 19). And other courses are only offered in a face to face format at this time (Soc 10, 23).</p> |
| <p>5. <a href="#">Student Achievement</a>: Given the data, describe the trends in overall <a href="#">success rates</a>, <a href="#">retention rates</a>, and <a href="#">degrees and certificates awarded</a>. What are the implications for your department?</p> | <p>Rates have remained constant over the past 3 academic years -<br/> 2006/7, 2007/8 and 2008/9 data:<br/> Retention rates are generally over 86% to 92% in face to face classes and 85% to 86% in online classes. The slight drop in retention in distance education courses can have to do with students thinking a course is going to be</p>  |

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|   | <p>easier in an online format and, once entering the course, realizing that online courses are not easier than face to face courses.</p> <p>Success rates are 75 to 82% in face to face courses and 66 – 73% in online courses. The drop in success rates for online courses can be due to many factors. One piece of research on this done by our distance education office indicated a very wide variety of reasons – now that it is not possible to track students in online classes, it is entirely possible for a student to stop participating in an online course and receive a failing grade rather than being dropped from the course and receiving no grade. We have awarded approximately 137 Achievement Certificates over the past years. We have recently changed the titles of these certificates to “Awards of Proficiency” – this move was taken under advisement of our Foothill division curriculum representative.</p> |  |
| <p>6. <b>Student Equity:</b> Given the data, describe the trends with respect to <a href="#">underrepresented students</a>. How will your program address the needs/challenges indicated by the data?</p> | <p>By ethnicity in 2008/9, the following data represents student success rates:</p> <p>Average success rate: (1,606) 73%</p> <p>Asian: (330) 83%</p> <p>Black: (122) 47%</p> <p>White: (555) 73%</p> <p>Hispanic: (266) 69%</p> <p>Multiple: (39) 82%</p> <p>Other: (39) 67%</p> <p>Unrecorded: (175 students) 75%</p> <p>(How many of these “unrecorded” students should actually be in another category or a mixture of categories or in the “other” category?) These categories are confusing and not mutually exclusive, so the data could be highly flawed. This indicates a problem with measurement method.</p> <p>Although 73% is a good overall success rate, the African American rate of 47% is too low. We will request support</p>  |  |

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|  | programs for any underperforming group but don't feel that the measurement method is valid or reliable at this time.   |  |
| 7. Given the data, discuss how the <a href="#">FTEF</a> trends and <a href="#">FTEF/FTES ratio</a> will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?  | During the 2008/9 academic year, we had a full-time professor transfer to the DeAnza program, leaving a vacancy for a full-time professor in Sociology at Foothill. During the 2009-10 academic year, we have requested a full time position in light of this. |  |
| 8. Given the data for <a href="#">distance learning</a> , describe the trends related to <a href="#">success</a> , <a href="#">retention</a> , and <a href="#">student satisfaction</a> . Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses. | In 2008/9, productivity has risen to 569. Retention rates have remained constant at around 85% and success rates have remained constant at around 71%. These numbers do roughly match or exceed our traditional course format offerings.                       |  |
| 9. Optional: Provide any additional data relevant to your program. (Indicate the <a href="#">source</a> of the data).  |  |  |
| 10. Are you seeing <a href="#">trends</a> that are not reflected in the data cited above? If yes, please explain.  | N.A.   |  |

| <b>Summary of Planning Goals &amp; Action Plans</b>             |  |                                     |   |                          |
|---|--|-------------------------------------|---|--------------------------|
| <b>Department Operational Goals</b>                             | <b>College Strategic Initiatives</b>   |                                     |   |                          |
| Identify 3-6 operational goals                                  | Building a Community of Scholars   | Putting Access into Action          | Promoting a Collaborative Decision-making Environment | Operations Planning      |
| Providing a comprehensive curriculum.                           | <input checked="" type="checkbox"/>  | <input type="checkbox"/>            | <input type="checkbox"/>                              | <input type="checkbox"/> |
| Hiring and retaining dedicated, collegial and expert faculty    | <input checked="" type="checkbox"/>  | <input type="checkbox"/>            | <input type="checkbox"/>                              | <input type="checkbox"/> |
| Providing students with support services                        | <input checked="" type="checkbox"/>  | <input type="checkbox"/>            | <input type="checkbox"/>                              | <input type="checkbox"/> |
| Stanford Research Experience Program                            | <input type="checkbox"/>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>                              | <input type="checkbox"/> |
|   | <input type="checkbox"/>   | <input type="checkbox"/>            | <input type="checkbox"/>                              | <input type="checkbox"/> |
|   | <input type="checkbox"/>   | <input type="checkbox"/>            | <input type="checkbox"/>                              | <input type="checkbox"/> |
| 12. What is your plan for accomplishing your goals?             |  |                                     |   |                          |
| <b>Department Operational Goals</b>                             | <b>Activities</b>  |                                     |   |                          |
| Comprehensive curriculum  | Work to offer courses in a variety of formats and be able to offer courses that have been developed but not offered due to budgetary cut backs (ie. Sociology 57)  |                                     |   |                          |
| Hiring and retention of dedicated, collegial and expert faculty | Request full time hire for year 2010/11, work with recruitment committee   |                                     |   |                          |
| Student support services  | Work to access college support services for students and to increase success rates among minority students – invite counselors to division meetings and connect each department with a current Foothill counselor. |                                     |   |                          |
| Stanford Research Education Program (R.E.P.)                    | Continue to offer and expand this important research experience program on Foothill's campus   |                                     |   |                          |
| Support full time faculty with                                  | Cycle older Foothill desk computer to  |                                     |   |                          |

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| computer hardware and software support  | Dr. Gibbs for use at off site office to support online work and enable continued companion site course and general Sociology course development and upkeep. |  |  |
| 13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource. |   |  |  |
| Identified Resource   | Purpose   | If requesting funding, provide a rationale of how each request <b>supports one or more college strategic initiative and/or supports student learning.</b>  |  |
| Curriculum  | Offer Sociology 57  | This course brings together the college and the community by serving the “putting access into action” strategic initiative as we could conceivably get funds from a non-profit child advocacy agency to offer the course.  |  |
| Student support services  |   | Counseling, tutoring, writing assistance.  |  |
| Stanford Research Experience Program - R.E.P. Program   | To introduce Foothill Students to the Social Research Process first hand.   | The Stanford R.E.P. program is a valuable Foothill – Stanford partnership and the program needs office and classroom space with internet capabilities on campus. This program supports student learning by giving Foothill students hands on experience as participants in Stanford Research Studies. Stanford students are required to participate in these studies as part of their education. Now, due to this program, Foothill students can participate as well. To support R.E.P. - Foothill collaboration. Program needs rooms that will be used for conducting social research studies and holding discussions and group presentations on social research topics, rooms need to be able to be divided up, and have internet access or wi-fi. As well, the Program needs dedicated and consistent |  |

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| Cycle Foothill desk computer to off site office | To support full time faculty's online work.   | office space.<br>Support full time faculty with computer hardware and software support. Cycle older Foothill desk computer to Dr. Gibbs for use at off site office to support online work and enable continued companion site course and general Sociology course development and upkeep.   |  |
| Etudes System Tracking function                 | To improve student success in online classes. | The Etudes system's previous generation software included a student tracking feature whereby faculty could track student participation in online classes. The New Generation of Etudes lacks this. The lack of tracking presents obstacles for faculty in working effectively with students, calls the Etudes system into question as a quality online educational delivery platform and harms student success. |  |

| III. Curriculum  |  |
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| Curriculum Overview  |  |
| 1. How does your curriculum address the needs of diverse learners?   | It covers a broad range of topics and is offered in a variety of formats and at different times of the day.  |
| 2. How does your curriculum respond to changing community, student, and employer needs?  | Sociology as a field by nature is dynamic and reflects current trends and needs. Curriculum materials are constantly changing to reflect this.                             |
| 3. How does your curriculum support the needs of other certificates or majors?   | Sociology courses are suggested or required courses in many other majors.  |
| 4. Do your courses for the major align with transfer institutions?   | Yes.   |
| 5. Do your courses have appropriate and necessary prerequisites? Identify any challenges and plans to address the challenges.  | N.A.   |
| 6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V, course deactivation, updated prerequisites, cross-listed courses, measuring student learning outcomes, curriculum sheets, certificates and degrees). | All are up to date.  |
| 7. Does your program offer distance education courses?   | Yes.   |
| 8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.  | All offer announcement areas and dialogue chambers for students and faculty to interact with each other and a private message center for students and faculty to interact. |
| 9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.  | All offer announcement areas and dialogue chambers for students to interact with each other and a private message center for students to interact.                         |
| College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)   |  |
| 10. What college skills should a student have before entering your program?  | College level study, reading, writing, computational and communication skills.   |

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| 11. Given the data, comment on the effectiveness of the <b>assessment</b> and <b>placement</b> of college skills students into your program. (For MATH, ENGL and ESL only).  | N.A.  |  |
| 12. In what ways are you addressing the needs of the <b>college skills</b> students in your program?   | N.A.  |  |
| 13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?  | N.A.  |  |
| <i>Program Mapping</i>   |   |  |
| 14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.  | N.A.  |  |
| 15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.   | N.A.  |  |
| 16. If applicable, describe any <b>capstone course</b> , <b>signature assignment</b> (project, <b>service learning</b> , portfolio), or <b>exam</b> that demonstrates knowledge, skills, and abilities, indicating successful program completion?  | N.A.  |  |
| <i>Course Scheduling &amp; Consistency</i>   |   |  |
| 17. Given available data, describe the <b>trends</b> in the scheduling of <b>morning</b> , <b>afternoon</b> , and <b>evening</b> classes, as well as Friday, <b>Weekend</b> , and <b>distance education</b> classes. Comment on the feasibility of offering classes at non-standard times.   | Due to the downturn in the economy, it is risky to offer courses in non-standard times as the course may get low enrollment and therefore simply be canceled.                     |  |
| 18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the <b>prescribed length of time</b> ? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain. | Yes. We offer courses in face to face and online formats at different times and on different days. There is no evidence to suggest that this presents a barrier for our students. |  |
| 19. How does the department determine that classes are taught consistently with the <b>course outline of record</b> ?  | Regular course evaluation and open discussion / mentorship for part time instructors.   |  |

| <b>Summary of Planning Goals and Action Plans</b>   |  |  |
|---|--|--|
| 20. What are your goals with respect to curriculum and how will those goals be measured?  | To offer Soc 57. Success would be measured by its consistent offering. |  |
| 21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource. |  |  |
| Identified Resource   | Purpose  | If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b> |
| Offer Soc 57  | An important course that has been given CSU approval.                  | Supports Putting Access into Action and student learning by further diversifying our course offerings.   |
| Appropriate Office Space for the Stanford R.E.P. program  | To support the Stanford Research Experience Program                    | N.A. on the funds. But this program is an excellent example of “Building a Community of Scholars.”   |
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| IV. Student Learning Outcomes  |   |  |
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| <i>Student Learning Outcome Assessment</i>   |   |  |
| <p>1. <b>Be sure and complete your student learning outcomes assessment for each course online through the C3MS system. When the program review form is online, the resources that you tie to your student learning outcomes will be included here on this form.</b></p> <p>2. Are additional resources needed to accomplish your student learning outcome goals that were not included in C3MS report?<br/>If yes, identify the resource, as well as the purpose and rationale for each resource.</p> |   |  |
| Identified Resource  | Purpose   | If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b> |
| Stanford R.E.P. access   | Program needs room – office and classroom space – that is wired for internet use.   |  |
| Off campus faculty computer provision, maintenance and support   | We offer an expansive selection of online courses and are expected to have high level computer skills in our other courses. This requires off campus and mobile use of computers. | This is related to the Putting Access into Action area. As faculty are greater prepared and can access their courses off campus as well as on.             |
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| V. Departmental Engagement  |  |   |
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| 1. What standing committees, if any, does your department maintain? What are the committee charges and membership?  | N.A.   |   |
| 2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?   | The Stanford R.E.P. is a collaborative endeavor between the Stanford Institute for Research and Interdisciplinary Studies and Foothill College's Sociology and Psychology Departments.   |   |
| 3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community? | The Stanford R.E.P. is a collaborative endeavor between the Stanford Institute for Research and Interdisciplinary Studies and Foothill College's Sociology and Psychology Departments. The R.E.P. was partially conceived as a result of a visiting Scholar's position I held in the Stanford Sociology Department during the 2007-2008 and 2008-2009 academic years where I was able to make important connections with R.E.P. program employees. |   |
| 4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?  | I believe our College outreach employees do this.  |   |
| 5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop <a href="#">articulation agreements</a> ?              | I work with Bernie Day, our campus articulation officer, constantly on these issues. Also because I have developed a lot of new curriculum over the years, I have worked hard to ensure our articulation agreements. I have complied with any request to ensure these agreements are held and continue.  |   |
| Summary of Planning Goals and Action Plans  |  |   |
| 6. What are your goals with respect to departmental engagement and how will those goals be measured?  | I am the only full time faculty member at present. All of the part-timers have serious obligations elsewhere and are not able to primarily identify with Foothill.   |   |
| 7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.            |  |   |
| Identified Resource   | Purpose  | If requesting funding, provide a rationale for how each request <b>supports one or more</b> |

|  |  |   |   |
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|  |  | <b>college strategic initiative and/or supports student learning.</b> |  |
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| <b>VI. Professional Development</b>  |   |   |
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| 1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.  | Gibbs – Visiting Scholar Post at Stanford University Sociology Department for 2007-08 and 2008-09.<br>Gibbs – Faculty Coordinator for the Stanford R.E.P. Program at Foothill College.<br>Gibbs – run an Inter-Cultural Understanding and Global Citizenship program in the Palo Alto School District called “Bridge to Africa.” (on-going)<br>Gibbs – hold the position of the Vice President of the Palo Verde Elementary School’s (Palo Alto School District) Parent Education area. (2009-10)<br>Gibbs – Project Censored (Sonoma State University) Story Evaluator |   |
| 2. What opportunities does your department take to share professional development experiences with colleagues?   | Experiences are shared informally or formally with other faculty in meetings and shared in classes.   |   |
| 3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?   | All experience gained in the professional development endeavors is used to enrich classroom material.   |   |
| 4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?        | Staff? N.A.<br>Needs? Continued support for our Professional Growth Programs and Awards – the PGA and PAA.  |   |
| 5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources. | For faculty not to be criticized or made to feel as if we are “lazy” when we do not serve on Foothill College In-House committees because we do our professional development in our fields and other communities.   |   |
| <b>Summary of Planning Goals and Action Plans</b>  |   |   |
| 6. What are your goals with respect to professional development and how will those goals be measured?  | These are on-going. I would like to continue with what I have set up as professional development activities so far.   |   |
| 7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.                                  |   |   |
| Identified Resource  | Purpose   | If requesting funding, provide a rationale for how each request <b>supports one or more college strategic</b> |

| <b>VI. Professional Development</b> |  |   |
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|                                     |  | <b>initiative and/or supports student learning.</b> |
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| VII. Support Services  |          |   |
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| Support Services   |          |   |
| Consider the support services needed by your program when reflecting over the following questions                        |          | Comments or explanations of barriers and solutions.   |
| 1. Is there adequate clerical or administrative support for this program?  | Yes   No | No. There is only clerical support at the Division and College level, not at the Departmental level.  |
| 2. Are there sufficient college and departmental computer labs available to support this program?                        | Yes   No | No.   |
| 3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?     | Yes   No | Maybe and No.   |
| 4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?             | Yes   No | I would like for there to be 2 doors for every classroom on campus. Presently, this is not the case and many classrooms only have 1 door. I have been told that it is finances that impedes this. |
| 5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines? | Yes   No | Could do better here. I have seen for years a lot of dirt and grime on bathroom doors throughout campus for example. This spreads infection.  |
| 6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?       | Yes   No | Yes.  |
| 7. Are general tutorial services adequate?   | Yes   No | No – my students all need writing tutorial assistance and they can't all get it.  |
| 8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?  | Yes   No | Yes.  |
| 9. Do students have access to and can they effectively use appropriate <a href="#">information resources</a> ?           | Yes   No | No. Students have access to these sources, but not all of them are able to use the appropriate information effectively.   |

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| 10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?  | Yes   No | Yes currently – aside from hardware support. At the current time the answer is yes; however after June 30, 2010, given the impending budget cuts, that answer may need to be changed. And as a full time faculty member, I need more hardware support from off campus.   |  |
| <i>Marketing &amp; Outreach</i>   |          |  |  |
| 11. What impact do you feel the <a href="#">college catalog</a> , <a href="#">class schedule</a> , and <a href="#">online schedule of classes</a> have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available? |          | Yes.   |  |
| 12. What impact does the college or departmental website have on marketing your program?  |          | The Foothill general website gives information on our program offerings to the public adequately. A number of years ago, we lost our in-Division ability to control our departmental web sites. We have never regained this or been trained as to how to change our site material. The departmental website needs to be updated to include more information, but we have not been trained on how to do this. |  |
| 13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.   |          | Yes – train us on how to update our Departmental and faculty sites.  |  |
| 14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?   |          | Reaching out specifically to local high schools.   |  |
| <i>Programs, clubs, organizations, and special activities for students</i>  |          |  |  |
| 15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.   |          | OLA – the Organization Latina/o Students. But the full timer responsible for that transferred this year.   |  |
| 16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.  |          | Divisional awards in Sociology are given annually to students who demonstrate academic excellence in the program. Students in this program regularly gain entrance into 4 Year Universities and they often keep in touch with me to let me know how they are doing. They gain entrance to Universities, and receive awards and scholarships which I frequently provide references for.                       |  |
| <b>Summary of Planning Goals and Action Plans</b>   |          |  |  |

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| 17. What are your goals with respect to support services and how will those goals be measured?  |   | We need more writing and tutorial support.   |  |
| 18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource. |   |  |  |
| Identified Resource   | Purpose                                 | If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b> |  |
| Writing tutors  | To assist students with writing skills. |  |  |
| Faculty training for editing faculty and departmental websites  | To keep web information up to date      |  |  |
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| <b>VIII. Career and Technical Education Programs</b>  |      |
|---|------|
| <i>Response to Labor Market Demand</i>  |      |
| 1. How does your program meet labor market demand? Cite specific examples and sources.  | N.A. |
| 2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates? | Yes. |

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| <p>3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?</p> | <p>Steady. This is an excerpt from the American Sociological Association's web page on entry level careers in Sociology: "Job Prospects for the BA Graduate</p> <p>Given the breadth, adaptability and utility of sociology, employment opportunities abound for BA graduates. You can secure entry level positions in many ... areas previously mentioned in defining the scope of sociology. The following list of possibilities is only illustrative--many other paths may be open to you. Employment sectors include:</p> <ul style="list-style-type: none"> <li>• <i>social services</i>--in rehabilitation, case management, group work with youth or the elderly, recreation, or administration</li> <li>• <i>community work</i>--in fund-raising for social service organizations, nonprofits, child-care or community development agencies, or environmental groups</li> <li>• <i>corrections</i>--in probation, parole, or other criminal justice work</li> <li>• <i>business</i>--in advertising, marketing and consumer research, insurance, real estate, personnel work, training, or sales</li> <li>• <i>college settings</i>--in admissions, alumni relations, or placement offices</li> <li>• <i>health services</i>--in family planning, substance abuse, rehabilitation counseling, health planning, hospital admissions, and insurance companies</li> <li>• publishing, journalism, and public relations--in writing, research, and editing</li> <li>• <i>government services</i>--in federal, state, and local government jobs in such areas as transportation, housing, agriculture, and labor</li> <li>• <i>teaching</i>--in elementary and secondary schools, in conjunction with appropriate teacher certification."</li> </ul> <p><i>From -</i><br/> <a href="http://www.asanet.org/cs/root/leftnav/careers_and_jobs/job_prospects_for_the_ba_graduate">http://www.asanet.org/cs/root/leftnav/careers_and_jobs/job_prospects_for_the_ba_graduate</a></p> |
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| 4. What is the average starting salary a student can expect to make after completing a certificate or degree?   | See the American Sociological Association at - <a href="http://www.asanet.org">www.asanet.org</a> And especially on careers in Sociology at: <a href="http://www.asanet.org/cs/root/leftnav/careers_and_jobs/careers_in_sociology">http://www.asanet.org/cs/root/leftnav/careers_and_jobs/careers_in_sociology</a> |
| 5. What is the projected average percentage of salary increase in 2 years? 4 years?   | N.A.   |
| <i>Response to Program Credibility/Viability</i>  |  |
| 6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees? | Yes.   |

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| 7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.   | Yes. |
| 8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career? | Yes. |

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| 9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade? | Yes.   |
| 10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?  | N.A.   |
| 11. How does this program prepare students for competitive employment?   | Gives them important communication, diversity and critical thinking skills. This is based on feedback from Foothill Sociology Department's Community Advisory Board input we had in the 2000s. Sociology courses challenge students to develop critical thinking and analytical skills, and to become cognizant of cultural differences. |
| <i>Advisory Board</i>  |  |

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| 12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program. | N.A. |
| 13. List the dates and number of members attending of your most recent advisory board meetings.  | N.A. |

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| 14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed? | N.A. |  |
| <i>Program Accreditation</i>   |      |  |
| 15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?  | No.  |  |
| 16. What is the program's accreditation status?  | N.A. |  |

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| 17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review. | N.A. |
| 18. Provide a brief analysis of student performance on licensure or board exams on first attempt.  | N.A. |
| 19. What indicators does your program use to determine success of our students after completion?   | N.A. |

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| 20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction. | N.A.   |
| 21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?          | N.A.   |
| 22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.                          | Yes, all issues have been addressed in the action plans. |
| <b>Summary of Planning Goals and Action Plans</b>  |  |

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| <p>23. What are your 4-year goals based on areas identified in the <b>Career and Technical Education</b> section of the program plan and how will those goals be measured?</p>        | <p>N.A.</p>    |   |  |
| <p>24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p> |                |   |  |
| <p>Identified Resource</p>  | <p>Purpose</p> | <p>If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning.</b></p> |  |
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| IX. Resource Planning: Personnel, Technology, Facilities, and Budget   |   |
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| <i>Faculty</i>   |   |
| 1. How does your <a href="#">PT/FT ratio</a> impact the program?   | We have recently had one full timer transfer to another program department in the district. This has affected our FT/PT ratio. We would like to restore what we had.  |
| 2. What staffing needs do you anticipate over the next four years. (Consider: <a href="#">retirements</a> , <a href="#">PDL</a> , <a href="#">reassigned time</a> , <a href="#">turnover</a> , growth or reduction of the program)   | 1 full time position; potential departure of adjuncts if full time employment in their fields becomes available.  |
| <i>Classified Staff</i>  |   |
| 3. What staffing needs do you anticipate over the next four years. (Consider: <a href="#">retirements</a> , <a href="#">PDL</a> , <a href="#">reassigned time</a> , <a href="#">turnover</a> , growth or reduction of the program)   | N.A.  |
| <i>Technology and Equipment</i>  |   |
| 4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?  | No. I need more computer support in off campus office. Also, due to budget cuts, we now need to purchase our own printer cartridges for our offices. Restoring our ability to pay for printer cartridges is recommended.  |
| 5. Do you have adequate resources to support <a href="#">ADA</a> needs in your physical and/or online courses and classrooms?  | Yes.  |
| 6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.  | Yes – it is cutting edge, but we need more hardware support as explained earlier. ETUDES currently meets the necessary requirements for the nature and objectives of the courses offered in Sociology. If these course offerings expand, additional technologies may be necessary, although for the foreseeable future the current Course Management system will continue to meet requirements. |
| <i>Technology &amp; Equipment Definitions</i>  |   |
| <ul style="list-style-type: none"> <li>• <b>Non-instructional Equipment and Supplies:</b> includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.</li> <li>• <b>Instructional Equipment and Supplies:</b> includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.</li> </ul> |   |

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| <ul style="list-style-type: none"> <li><b>Durable Equipment and Furniture:</b> includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.</li> <li><b>Note:</b> It is recommended that divisions perform and maintain an inventory of all their technology and equipment.</li> </ul> |   |
| <b>Facilities</b>  |   |
| 7. Are your facilities accessible to students with disabilities?   | <b>Yes.</b>   |
| 8. List needs for upgrades for existing spaces   | Two doors in all classrooms.  |
| 9. List any new spaces that are needed   | N.A.  |
| 10. Identify any long-term maintenance needs.  | Two doors in all classrooms.  |
| 11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.   | Two doors in all classrooms.  |
| 12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.   | <b>Yes.</b>   |
| <b>Budget</b>  |   |
| 13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?   | <b>Yes.</b>   |
| 14. Describe areas where your budget may be inadequate to fulfill program goals and mission.   | <b>N.A.</b>   |
| 15. Are there ways to use existing funds differently within your department to meet changing needs?  | N.A.  |
| <b>Summary of Planning Goals and Action Plans</b>  |   |
| 16. What are your goals with respect to resource planning and how will those goals be measured?  | We as faculty need computer hardware for off site delivery and preparation of coursework. |
| 17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.   |   |
| Identified Resource  | Purpose   |
| Computer hardware  | For off site delivery and preparation of coursework.                                      |
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## X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 4 years.

Over the next four years, the Sociology program will continue to provide courses educating students on patterns of human interaction and motivation and their local, global, historical and contemporary significance and social context and helping students to develop a sociological imagination. Expanded collaborations with Stanford University's Research Experience Program (R.E.P.) will allow the program to give our students important research experience, to better serve students and to potentially increase the number of students graduating with Sociology degrees or transferring with an emphasis in Sociology. Professional development for all members of the Sociology faculty will continue to be a central part of the program – especially in terms of computer hardware and software support. Finally, working with counselors and other outreach specialists to improve the readiness of students enrolling in the courses will help support an increase in the success and retention rates for students enrolled in the program.

2. Final Resource Request Summary: **When the program planning and review form is online – the section below will automatically fill in with your responses from each section.**

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.

| Resource          | Purpose  | Rationale  | Estimated Cost  |
|-------------------|--|--|---|
| Computer hardware | For off site delivery and preparation of coursework. | Enhances student learning and professional development | Free (minus some possible maintenance / computer support work) if you recycle the computers on our Foothill Office desks as they reach the end of their Foothill desk life. |

And see attached x-cel spread sheet of resources requests.

*Supervising Administrator Signature*

*Completion Date – November 16, 2009*