

[Plans for Sociology](#) >> 2015 - 2016 Sociology / Anthropology CHC Instructional Annual Plan 2015-2016

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Name :

2015 - 2016 Sociology / Anthropology CHC Instructional Annual Plan 2015-2016

Principal Preparer :

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Planning Participants :

Julie McKee

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Instructions

The annual plan provides the option for each program to update their four-year action plan and requires each plan to provide the current status on outcomes assessment, the progress on the effectiveness measures, and the progress each program has made on achieving their goals and objectives.

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

1. Description of Program

Updating this Question is ***Optional*** on the Annual Plan!

1. Assume the reader doesn't know anything about your program. Please describe your program, including the following:

- a. Organization (including staffing and structure)
- b. Mission, or primary purpose
- c. Whom you serve (including demographics) - Click [HERE](#) to view program and college demographics.
- d. What kind of services you provide
- e. How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)
- f. **Rubric Item:** Describe how your curriculum is up-to-date and [Needs-Based](#). Base the description on surveys, environmental scan data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.

g. **Rubric Item:** Attach your [scheduling matrix](#) to show when courses in your area are offered. [Click here for sample!](#)

Sociology and Anthropology have been combined to eliminate the existence of ANTHRO as an orphan discipline with no full time faculty representation. There is currently one full time faculty member in SOC, one part time faculty in ANTHRO and two in SOC. Our primary focus is GE requirements and transfer level courses. The students who take our courses are quite often first year students and approximately 70% of them are traditional college students who are 18-24 years of age. We serve about half male and half students, which has changed over the past three years when we had between 10-20% more females than males. The most probable explanation is that more young men are having difficulty gaining employment and are returning to college. ANTHRO currently offers three courses per academic year. Each semester ANTRHO 102, Cultural Anthropology is offered and this spring we will add ANTHRO 106, Physical Anthropology. These courses are both in the morning to accommodate staffing needs. ANTHRO 110 has recently been updated, renamed Tribal and Ethnic Religions and is currently cross listed with RELIG110. Sociology offers all six courses each academic year as SOC130, Marriage, Family and Intimate Relations, SOC141, Minority Relations, and SOC150, Gerontology are on a two semester rotation (see Scheduling Matrix attachment or click on hyperlink). SOC100, Introduction to Sociology is offered as a morning, afternoon and night class to meet the needs of all students. SOC105, Social Problems is offered once a semester as it is degree required. Currently, none of our courses are offered as DE, although SOC100 has been approved, it has not been offered. As for our Honors courses, ANTHRO102 and ANTHRO106 have been approved by the curriculum committee and are waiting for CSUGE and IGETC approval, after such approval these courses will be offered in Fall 2013. SOC100H has been approved and we currently have four students enrolled in the CHI.

2. External Factors with Significant Impact

Updating this Question is *Optional* on the Annual Plan!

2. What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
 - i) Requirements of prospective employers
 - ii) Developments in the field (both current and future)

a. Budgetary constraints or opportunities

Our program has suffered from recent budget cuts in that we are offering less courses and are limited on the number of students we can serve. In 2009 for ANTHRO we offered 3 courses and six sections. Now we only offer 2 courses and 3 sections. Resulting in the program being cut in half. For sociology, in 2009 5 courses and 38 sections. Now we only offer 3 courses and 30 sections, and we rotate one course at every two semesters. Resulting in a 40% reduction in courses, and a 21% reduction in the number of sections we can offer students.

b. Competition from other institutions

We have not observed any competition from other students having an impact on the SOC or ANTHRO programs at Crafton.

c. Requirements of four-year institutions

Last year we developed and implemented the Sociology AA Transfer curriculum to facilitate students being able to transfer to four-year institutions more quickly. 2012-2013 is the first year that this degree pathway is available to students.

d. Requirements imposed by regulations, policies, standards, and other mandates

Not applicable to Sociology or Anthropology.

e. Job market

Not applicable to Sociology or Anthropology.

3. Progress on SLOs

Updating this Question is ***Required*** on the Annual Plan!

Rubric Item: [Student Learning Outcomes](#)

- a. Please summarize the progress your unit has made on program and/or course level SLO measures you have applied since your last program review.
- b. Please describe any program/course and/or instructional improvements made by your unit as a result of the outcomes assessment process.
- c. What is your plan for continuously completing the assessment cycle?
- d. If your program has SAOs, please discuss here.

SLOs for ANTHRO and SOC are current, have been included on the course outline of record, and are available for all part time faculty to access. We should be on track to complete all SLO assessment cycles and to modify course instruction as necessary. In order to fully monitor each ANTHRO course we need a full time faculty member in this department.

4. Quantitative and Qualitative Results

Updating this Question is ***Optional*** on the Annual Plan!

4. Please provide...

- a. A list of any quantitative or qualitative measures not provided in question 5 that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.)
 - b. A summary of the results of these measures
 - c. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?
- a. A list of any quantitative or qualitative measures not provided in question 5 that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.)
- In Sociology, service learning has been a major focus and since 2004 over 3700 students have completed over 54,000 hours volunteering with their community.
- b. In summary, each student averages 14 hours, 4 above the required 10.
 - c. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?
- Not all SOC classes currently require service learning, so we are in the process of modifying SOC130 and SOC141 to add the 10 hour requirement. We have added a new course,

SOWO101, Introduction to Social Work which requires 15 of service learning, so our number of students volunteering in their community will greatly increase.

5. Performance on Data Items

Updating this Question is Required on the Annual Plan!

Please discuss your program's performance on each program specific data item as provided by the Office of Research and Planning. If you have already discussed your programs performance on one or more these components then refer to that response here, rather than repeating it.

a. Instructional Program Health Evaluation Rubric (The rubric is available in Blackboard, on the OIERP Web Site, and in the PPR Handbook.)

i) **Rubric Item:** Use the data provided by the OIERP to set a [Course Completion Rate](#) (formally retention) target and provide an explanation for the target that has been set. Click [HERE](#) to access your program specific data.

ii) **Rubric Item:** Use the data provided by the OIERP to set a [Course Success Rate](#) target and provide an explanation for the target that has been set. Click [HERE](#) to access your program specific data.

iii) **Rubric Item:** What is your [FT/PT Faculty Ratio](#), how is it impacting your program, and student success? Click [HERE](#) to access your program specific data.

iv) **Rubric Item:** Use the data provided by the OIERP to set a [WSCH/FTEF Ratio](#) target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area? (Note: 525 may not be a realistic target for your area.) Click [HERE](#) to access your program specific data.

v) **Rubric Item:** The [Fill rate](#) target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around the appropriateness of the cap and how it was set. Click [HERE](#) to access your program specific data.

Our course completion rate for both ANTHRO and SOC are over 90%.

The course success rate for ANTHRO is currently at 75.5% for 2014/15 which is up 4 points from the previous year and slightly above the CHC target of 73.4%

The course success rate for SOC is currently at 72.5% which is a five year low and slightly below the CHC target of 73.4%

FT/PT faculty ratios for both ANTHRO and SOC demonstrate the need for additional faculty. ANTHRO is current an "orphan" discipline, which means there is no full time faculty in this discipline. The FTEF has doubled from .60 to 1.20 in the past 5 years which means we have doubled our course offerings over the past 5 years. It is time for ANTHRO for to be represented as the growing field that it is with the addition of a full time faculty member. SOC has continued to grow and added additional sections, the total FTEF has increased from 3.8 to 4.8 over the past 5 years which also indicates the need for a full time faculty member.

WSCH/FTEF ratio for ANTHRO is currently 662.33 which is almost a 100 point drop from last year. This can be explained by the addition of new ANTHRO courses, the expansion of our online offerings and multiple sections ANTHRO 102 and 106. Our target fill rate is 700, so we will review our scheduling pattern to maximize our fill potential. For SOC our fill rate is close to our 700 target at 711.87. We have been adjusting our class caps and adding more sections of SOC100 to maintain this reasonable ratio.

The current fill rate for ANTHRO is 72.86 which is the lowest is has been in 5 years and slightly lower than the CHC average of 74.80. We believe that this is a result of increasing our course

offerings and adding sections. The fill rate for SOC is 90.91 which is much higher than the CHC average, but not the overfill rate 105 that we have seen in the past. This has to do with adjusting of course caps, course offerings and the increase of online course offerings.

6. Evaluation

Updating this Question is Optional on the Annual Plan!

Based upon and not repeating the descriptions you provided in Question 1 and the responses provided in Questions 2-5, please provide an analysis of what is going well and why and what is not going well and why, in the following areas:

- Representativeness of population served
- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
- Partnerships (internal and external)
- Innovation and Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Compliance with applicable mandates

Representatives of population served

Please refer to question 1.

Alternative Modes of Delivery/Innovation/Implementation of Best Practices

One of the strategies to help more students successfully complete their courses in Sociology was to offer learning communities. From 2009 to 2011 SOC-100 was paired with ENGL-015 with shared writing assignments. We are in our second semester of offering SOC-141 with HIST-101 to help students complete their transfer requirements. We are going to have to discontinue the new learning community because there isn't enough funding.

Another strategy is service learning. Students respond to the real-life experience of hands-on learning and have greater ownership of the material through this process. This results in a greater understanding of their community-at-large.

Another strategy is collective reading across all sociology courses. The idea behind this is that all Sociology students will participate in reading the same material, while analyzing it from different perspectives. The intended result is that this will encourage conversation from multiple perspectives across classes.

eReader- This strategy failed due to the complexity of the program from the publisher.

Partnerships (internal and external) - Guest Speakers

In 2011-2012 the Sociology program had three guest speakers. One discussed Rape Crisis Intervention, the Why Nots sang silly folk songs about aging and gender, and a stand-up comedian who made fun of Faculty at Crafton and anecdotal comedy about marriage and family. All of these activities were well received by students. In the future we need to work on arranging campus financial support for scheduling guest speakers.

Staffing/Participation in shared governance

We need to undertake further research to determine the future of Anthropology. Do we want the program to grow? Do we want the program to be an orphaned discipline with limited course

offerings? An approach that has been discussed is the current full-time Sociology faculty would pursue a M.A. in Anthropology to further develop the program. We need to explore financial support for this endeavor. A concern with Shared Governance is that Anthropology is not represented.

As for Sociology the Full-Time faculty is the chair of the department and actively involved with the Academic Senate.

Professional development and training

The Sociology Full-Time Faculty engages in professional development over the summer and through sociology club field trips. The Full-Time Faculty also seeks out guest speakers on a regular basis to help with professional development of the faculty and students. There is need for the Professional Development Committee to provide additional funding for Professional Development activities and for stipends awarded to guest speakers.

7. Vision and Mission

Updating this Question is Optional on the Annual Plan!

a. Tell us your vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).

b. **Rubric Item (Alignment): In what ways does your [mission](#) and [vision](#) align with and contribute to the college's mission and vision, as specified in the CHC Educational Master Plan?**

a. Tell us your vision: Where would you like your program to be three years from now?

The vision of the Sociology and Anthropology departments is to educate students so that they can successfully live and work in a world of tolerance and inclusiveness. They should be able to think critically and act responsibly. We want our students to understand diversity, to have cultural awareness and to be active members in their community.

For Anthropology, in three-years we would like to see more course and section offerings that help students become active participants in society. For sociology, in three-years we want to be able to offer all of the sociology courses each semester to help meet student demand and increase the likelihood that students will be more active in their community.

b. Rubric Item (Alignment): Describe how your mission from question 1B and vision align with and contribute to the college's mission and vision, as specified in the CHC Educational Master Plan.

The CHC mission is to "...to advance the education and success of students in a quality learning environment." The vision of the Sociology and Anthropology departments is to educate students so that they can successfully live and work in a world of tolerance and inclusiveness. They should be able to think critically and act responsibly. We want our students to understand diversity, to have cultural awareness and to be active members in their community.

8. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year or Annual Action Plan.

- **1 - Goal - Promote the success of Sociology and Anthropology Students**

Priority Rank:

5

Objectives:

o **1.1 - Objective - Increase student success by continuing to complete SLO assessment cycles.**

Priority Rank:

3

Original Start Date:

01/18/2011

Original End Date:

05/24/2013

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2013

Responsible Person:

Julie McKee

Strategic Direction:

1. Student Access and Success

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **1.1.a1 - Ensure full-part time faculty participation in SLO assessment**

Status Code:

Work is Underway

Progress Description:

Measurements/Documentation of Progress:

- **1.1.a2 - Offer training to part-time faculty.**

Responsible Person:

Gary Williams, Julie Mckee

Status Code:

Objective was Removed

Progress Description:

Measurements/Documentation of Progress:

- **1.1.a3 - Continue to complete SLO cycle in sociology by discussing and implementing instructional improvements.**

Responsible Person:

Julie McKee, PT Faculty

Status Code:

Work is Planned but not yet firmly scheduled

Progress Description:

Measurements/Documentation of Progress:

- **1.1.a4 - Initiate SLO assessment processes in anthropology**

Responsible Person:

Julie McKee, PT Faculty

Status Code:

Work is Completed and Ongoing

Progress Description:

Measurements/Documentation of Progress:

- **1.1.a5 - Revise course and program level SLOs in Anthropology**

Responsible Person:

PT Anthropology Faculty

Status Code:

Work is Completed and Ongoing

Progress Description:

Measurements/Documentation of Progress:

- **1.2 - Objective - Increase the connection that sociology students have with their community by providing opportunities for sociology students to interact more fully within thier communties.**

Priority Rank:

2

Original Start Date:

08/15/2011

Original End Date:

05/22/2013

Revised Start Date:

08/15/2011

Revised End Date:

05/22/2013

Responsible Person:

Julie McKee

Strategic Direction:

5. Community Value

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **1.2.a1 - Fully implement service learning requirement in all SOC 100 classes.**

Status Code:

Work is Completed and Ongoing

Progress Description:

Measurements/Documentation of Progress:

- **1.2.a2 - Offer training to part-time faculty**

Responsible Person:

Julie McKee

Status Code:

Work is Completed and Ongoing

Progress Description:

Measurements/Documentation of Progress:

- **1.2.a3 - Continue to invite guest speakers from the community and the discipline to classes and campus speaking events.**

Status Code:
Work is Completed and Ongoing

Progress Description:
Measurements/Documentation of Progress:

- **1.3 - Objective - Increase student engagement by participating in the College Honors Institute**

Priority Rank:

4

Original Start Date:

08/20/2012

Original End Date:

05/23/2013

Revised Start Date:

08/20/2012

Revised End Date:

05/23/2013

Responsible Person:

Julie McKee

Strategic Direction:

1. Student Access and Success

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **1.3.a1 - Offer SOC 100H to meet student needs**

Status Code:

Work is Completed

Progress Description:

Measurements/Documentation of Progress:

- **1.3.a2 - Work with Honors Program Director to facilitate service opportunities for honors students.**

Status Code:

Work is Completed and Ongoing

Progress Description:

Measurements/Documentation of Progress:

- **1.4 - Objective - Increase student engagement by developing and implementing a collective reading assignment for all sociology students across all sociology courses.**

Priority Rank:

1

Original Start Date:

09/03/2012

Original End Date:

05/31/2013

Revised Start Date:

09/03/2012
Revised End Date:
05/31/2013
Responsible Person:
Julie McKee
Strategic Direction:
3. Best Practices for Teaching and Learning
Impact Type:
Division
Institutional Learning Outcome:
-- Pick One --
Status Code:
Work is Underway

Progress Description:

- **2 - Goal - Provide leadership and oversight to the anthropology program**

Priority Rank:

4

Objectives:

- **2.1 - Objective - Maintain anthropology courses offerings at current levels to meet student needs.**

Priority Rank:

5

Original Start Date:

01/18/2011

Original End Date:

05/24/2013

Revised Start Date:

01/18/2011

Revised End Date:

05/24/2013

Responsible Person:

Dean, Arts and Sciences

Strategic Direction:

1. Student Access and Success

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Status Code:

Work is Completed and Ongoing

Progress Description:

9. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Updating this Question is Required on the Annual Plan!

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. *In writing your objectives and developing your resource requests, take into account student learning and program assessment results.* Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they work [together](#).)

- **1 - Goal - Hire full time faculty for Anthropology!**

Priority Rank:

1

Objectives:

- **1.1 - Objective - Maintain anthropology courses offerings at current levels to meet student needs.**

Priority Rank:

3

Start Date:

08/01/2016

End Date:

05/24/2018

Responsible Person:

Dean, Arts and Sciences

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

4. Society and Culture

- **2 - Goal - Hire full time Sociology faculty!**

Priority Rank:

2

Objectives:

- **2.1 - Objective - Increase the connection that sociology students have with their community by providing opportunities for sociology students to interact more fully within their communities.**

Priority Rank:

4

Start Date:

08/15/2016

End Date:

05/22/2018

Responsible Person:

Julie McKee

Strategic Direction:

5. Enhance Value to Surrounding Community

Impact Type:

Site

Institutional Learning Outcome:

4. Society and Culture

Actions/Activities:

- **2.1.a1 - Fully implement service learning requirement in all SOC 100 classes.**
Start Date:
08/01/2016
End Date:
05/26/2018
Responsible Person:
Julie McKee
- **2.1.a2 - Continue to invite guest speakers from the community and the discipline to classes and campus speaking events.**
Ongoing
Responsible Person:
Julie McKee
- **2.2 - Objective - Increase student engagement by developing and implementing a collective reading assignment for all sociology students across all sociology courses.**
Priority Rank:
6
Start Date:
08/01/2016
End Date:
05/31/2018
Responsible Person:
Julie McKee
Strategic Direction:
1. Promote Student Success
Impact Type:
Site
Institutional Learning Outcome:
4. Society and Culture
- **2.3 - Objective - Increase student engagement by participating in the College Honors Institute**
Priority Rank:
5
Start Date:
08/20/2016
End Date:
05/23/2018
Responsible Person:
Julie McKee
Strategic Direction:
1. Promote Student Success
Impact Type:

Site

Institutional Learning Outcome:

3. Interpersonal and Group Skills

Actions/Activities:

- **2.3.a1 - Offer SOC 100H to meet student needs**
- **2.3.a2 - Work with Honors Program Director to facilitate service opportunities for honors students.**

10. Comments

There are no comments for this plan.

11. Supporting Documents

- [PPR_ANTHRO_Data_20122013.doc](#)
- [PPR_SOC_Data_20122013.doc](#)
- [Soc Scheduling Matrix.docx](#)