SOC PPA 2018
Strategic Initiative Report

Sociology
Date: 06/28/2018
Strategic Initiative Type: PPA Instructional
Strategic Initiative Description:

Department Information

Overview - Directions

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<th>Program/Discipline</th>
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List of Contributors

Hortencia Jimenez

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<th>Title/Position</th>
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Signature of Area Dean/Director

Please type the name of the area Dean/Director and the date they reviewed the rest of the document. They may also use this space to provide optional comments.

Dr. Celine Pinet - 5/21/2018
Questions Regarding Degree and Certificate Programs

A.1 Core Outcome I - Completion

Observing the number of students who got Awards in your program(s) using the Program Award Tool, compared to the College historical trends what insights can you share?

Notes: Is your program an awards producer or a “feeder” program? If you have multiple degrees and/or certificates, please analyze and compare the trends among them.

Total awards for the college have been increasing every academic year. A similar trend can be seen with for program awards for Sociology. For example, 2014-2015 there was 10 program awards, 2016-2017 39 program awards. This shows a steady increase over the last two years.

How do you inform potential students about your program? How do students know which courses they should take for your program and in what sequence?

The sociology AA-T degree has been having a healthy and stable increase over the years. This is in large part due to the hiring of a full-time instructor. As the professor and lead faculty in the Sociology Department I engage in various strategies to inform students about the program.

1. Outreach and recruitment-create flyers and distribute them in campus. Attend campus events and in the community such as Panther Prep day, Job fair, etc
2. Sociology Club-Sociology club members participate in a variety of campus events and in the community where they have the opportunity outreach to future students and potential club members
3. Media- I have been interviewed several times by Radio Bilingue about my research and work. This opportunity allows me to reach to the Salinas community and beyond
4. Classroom- Students enrolled in Introduction to Sociology (SOC 1) are generally taking the course because it meets their general education and have not considered sociology as a potential degree. As the faculty, I have the opportunity and privilege to be with the students all semester and teach them about the field of study I love and how they can too choose a fulfilling career.
In terms of what courses to take, I always encourage students to go speak to a counselor who is the expert in their educational plan. Nonetheless, I do sit with students in my office and go over the SOC AA-T requirements, particularly, the SOC courses they need to take. I often encourage them to take SOC 1, SOC 5 first and then pick additional choices like SOC 41, SOC 31, SOC 20, SOC 15 and SOC 30. I make sure to tell students during the semester what courses I will be offering the following semester and how often the courses are offered so that they can plan ahead.
A.2 Core Outcome II - Time and Units to Completion

Observing the Time & Units data, what insights do you get from the data in general?

In general, the largest proportion of students graduating were students who identified as Hispanic/Latino. These students accounted for 80% of the degrees awarded. Their median time to graduate was 4.5 years, which matches the median time to degree for all graduating Hartnell College students. Students identifying as Hispanic/Latino have similar median units to graduate (93 units) compared to all students (92 units).

The second largest proportion of graduating students identified as white (9%). The median time to degree for these students was 5.3 years which is above the median time for all students (4.5). Interestingly, their median units to degree was lower (87.8 units) than the median units to degree of all Hartnell Students (92 units).

Students identifying as Hawaiian/Pacific Islander had the lowest median time to degree, 3.8 years, and they also had the lowest median units to degree, 83.5 units. Note, that this group consisted of only 12 students (less than 1% of population) and therefore we should be cautious when interpreting this finding.

- Gender
  Sixty percent of graduating students identified as female, and 40% identified as male. Females took slightly longer to earn their degrees (4.8 years) when compared to the male students who took 4.3 years. Both genders completed a median of 92 units to graduate.
  Students with the highest median time to degree were students who identified as American Indian males. They had a median time to degree of 6.6 years and their median units to degree was 117.5 units.

- tab 3 (Time-Peers)
  When examining Hartnell’s median time to degree compared to other institutions, we have demonstrated steady improvements over the last three years. In the 2013-2014 and 2014-2015 academic years our time to degree averages were higher than most of our peer institutions. However, in the 2015-2016 school year, our time to degree averages were lower than most of our peer institutions. When we average our last three years and compare that to our peer institutions, we are about in the middle. The downward trend of time to degree at Hartnell College is promising.

  In the case of the Sociology AA-T, the majority of the students are first time enrolled students (29), the median time to degree is 4.8 years. The number of students who transfer is 8, and the median time to degree is 5.9 years. The number of students who are declaring sociology as a major are first time students than transfer students is higher.

Observing the Subject Analysis tool, and focusing on the percentage of capacity of your program, is the college offering enough sections or too many sections of the courses in your program?

During the past four years additional sections have been opened both in main campus and in south campus to meet the needs of students. Courses have been offered in the evening in main campus as well as online. SOC 20 was offered online for the first time in 2015 and SOC 42 in the spring 2018. This meets the needs of students who have taken other SOC courses online before (i.e. SOC 1, SOC 5).
As the data reveals, the number of sections have been steadily increasing from 10 (fall 2014), 12 (Fall 2015 & Spring 2016), 13 (Fall 2016), to 14 in the fall 2017. This is also reflected in the number of contact hours.

Given the capacity of only one full time faculty and three part-time instructors, the sociology department is offering courses at it's maximum capacity. The program can offer more courses if there was a larger pool of part-time sociology instructors.

Does the way the courses in your degree and certificate program are scheduled enable students to take courses when they need them, plan their lives around their classes from one term to the next, and complete their program on time? If it does not, are there any obvious fixes?

The courses that we offer for the SOC AA-T degree allow students to take courses in different modalities (f2f, DE) as well as in main campus and south county. We also offer morning, early afternoon, and evening courses to meet the needs of our working students and student parents. What I have noticed over the last two semesters is that there are many student parents who are taking sociology classes online. I did not know this until this semester when several students informed me that they have taken all their sociology courses online (SOC 1, SOC 5, SOC 20, SOC 42). This was positive feedback for me because it has been in the last several years where we have increased our online course selection by adding Gender and Society (SOC 20) and Minority Relations (SOC 42). This means that students only need to one to main campus to take either SOC 15 or SOC 30 face to face as these courses are not offered online. There is a possibility that in the near future one of these two electives can be offered online.

How do you work with underprepared students? How do you share the educational resources that are available on campus with all your students? Please give examples of when these resources have worked well and when they have not.

1. I encourage students to attend the panther lab for tutoring
2. I encourage students to go to tutoring services in the library
3. Meet with the Sociology tutor or SI for the course during their office hours
4. I encourage students to visit me during my office hours
5. I always make sure that students are aware of programs and services for students in campus such as the TRIO program, EOPS, CalWORKks, DSPS, STEM Veterans services, etc

In terms of educational resources, I make sure that I bring to students attention in class on the various programs and services happening in campus. I remind them to check their e-mails. I also offer extra credit opportunities for attending educational activities that align with our course material. These are enrichment experiences that are valuable outside of the classroom.

A.3 Core Outcome III - Transfer

Observing the number of transfer students from the transfer volume data, what insights do you get from the data in general?

Looking at the data for both CSU and UC system, the number of students transferring has been increasing over the years. However, the rate of transfer to the CSU system is significantly higher (2,656; 73%) than to UC system (321; 9%) than private out of state schools (686;19%).
What interactions do you have with students about transfer options? Please give examples.
As a faculty member, I encourage students to visit the career and transfer center to learn about the center's programs and services. I also inform students in class about workshops offered at the career and transfer center as well as fieldtrips to CSU's and UC's. I use class time to make these announcements since they do not take more than 5 minutes of my class time. Moreover, I encourage students to attend the Career and Transfer center job fair that is offered every year.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate degree programs?
The program outcomes for the Sociology AA-T are:

1. demonstrate a working knowledge of the core concepts of sociology including: social structure; culture, social stratification and inequality; race, ethnicity, and gender; and globalization
2. apply their understanding of sociology to their professional, personal and civic lives.

The program learning outcomes align with the skills and knowledge students need to succeed when they transfer to the university for several reasons. First, students are learning about individual behavior and social interaction and how this is shaped by broader social structures and institutions. Students are learning about social stratification and the various forms of social inequality. This is of outmost importance when they are placed in their internship sites and/or doing research papers on a specific topic. Second, given the amount of reading and writing that is required in my courses, students are well prepared when they transfer to a four year institution because they have been exposed to a large amount of reading and are required to read, reflect, analyze, and synthesize information.

A.4 Core Outcome IV - Employment

Observing the Employment data, what insights do you get from the data in general?
When looking at this data, it is specific to each discipline. In the disciplines for which data is available, on average it appears that between 60-70% of students are employed two quarters after exiting Hartnell. Though for some areas, this is as low as 32% and as high as 91%.

It is difficult to generalize this information and the way that the data is provided it is difficult to tell on the college-level overall trends. In addition, given that sociology is a broad field of specialization, there is no tab for sociology or social work in the employment data. Students graduating with a sociology degree can seek jobs in the private, non-profit sector, as well as education, government, and research.

How and when do you inform students about prospective employment opportunities?
On the college level there are Panther Days and job fairs which may provide some opportunities for students. In my sociology courses, I inform students the first week of class what sociology is, careers in
sociology and offer some graduation trends at the national level and employment data based on the American Sociological Association website. The goal is for students enrolled in my courses to know the first two weeks of class what sociology is as well as the various career paths that students can take.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in their future employment?

The program learning outcomes align with the skills and knowledge students need to succeed in their future careers for several reasons.

- First, students are learning about individual behavior and social interaction and how this is shaped by broader social structures and institutions. Students are learning about social stratification and the various forms of social inequality. This is of utmost importance when working with people from diverse backgrounds (i.e., age, gender, race, religion, social class, etc) and lived experiences.
- Secondly, students learn about themselves as well as their own preconceived notions and stereotypes of others. They are able to identify, deconstruct, examine where these preconceived notions and stereotypes come from.
- Lastly, students taking sociology understand that they have agency and the power to make change in society, both at the individual and institutional level.

A.5 - Recommendations

Reflecting on your observations and analysis from A.1 through A.4, what recommendations do you have for your program?

The program is growing and perhaps the integration of a full-time faculty to the department will allow our program to continue to grow and flourish.

Reflecting on your observations and analysis from A.1 through A.4, what commendations do you have for your program?

Over the last few years the Sociology Department has been picking up momentum in terms of awareness of the field, the quality of instruction, and content covered in the courses. Similarly, the Sociology Club who continues to build relationships in the community, working on a host of diverse issues that impact different communities (i.e. homeless, undocumented, youth, etc).

In addition, Dr. Jimenez recently published a book titled "Challenging Inequalities: Readings in Race, Ethnicity, and Immigration. Dr. Jimenez also published a co-authored article on student parents with Dr. Nereida Oliva in the prestigious academic journal Association of Mexican American Educators Journals.
Questions About Previous Activities

B - Questions About Previous Activities

Evaluate the success of each completed activity in Section D.1 (Previously Scheduled Activities) from your Spring 2017 PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success?

Activity

1. Sociology Speaker Series
The last speaker series was in the spring of 2017. Dr. Melissa Moreno was a guest speaker who came to talk about Cesar Chavez during Farm Workers Awareness week. In terms of measurable outcomes achieved, over 50 student attendees learned new information. This workshop did not lead to a follow-up talk or assignment. Nevertheless, the professor made sure to emphasize the main contributions of the talk at the next class meeting.

2. Outreach and Recruitment
Outreach and recruitment for Sociology involves creating and passing out flyers, participating in Panther Prep Day, as well as attending community events (i.e. Juntos Podemos in April 2017, Oct 2017, January 2018) and CSUMB (April 2018). It also involves the active participation of the sociology club who participate in various campus events (Walk for Autism, Airshow,) to community events. The sociology club also has a facebook where people can follow the club. The measureable outcomes are seen in the number of followers the club has on facebook (206 people). Another measureable outcome is the number of awards: 10 in the academic year 2014-2015, 39 in the 2016-2017 39 years. This shows a steady increase over the last two years. The significance change in student learning and the program is that more students are interested in sociology and majoring so that they can pursue their career aspirations in helping others as educators, social workers, etc.

3. Service Learning
Service Learning was offered in SOC 5 in the Fall 2016. 28 students completed their SL project with a grade 70% and above. Over 5 organizations participated in the SL exchange (i.e., MILPA, Peacock Acre, Career and Transfer Center, YMCA, Alisal Soccer, Alisal Center for the Fine Arts, Ciclovía, Alvarez Titans Cheerleading). In the Fall 2017 and Spring 2018, the list of service learning sites increased to 21. Added to the list of these agencies include the YWCA, Dorothy's Kitchen, Chinatown Learning Center, Monterey Bay Central Labor Council, the SPCA for Monterey County, and many more. The dialogue that ensued regarding service learning is that one faculty member will be offering SL every semester, with an option of a research paper instead of SL for students whose busy schedule does not allow for community involvement.