



**Instructional Program Review Summary
2005 - 06**

Instructional Area: Academic Transfer

Department: Behavioral Sciences

Discipline: Sociology

January 2006

Instructional Program Review Summary

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NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review Summary. Rather, data should

be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

EXECUTIVE SUMMARY

Write a brief description of the goals and objectives of the discipline.

The stated purpose of the Sociology Program is to:

- (1) Provide sociology majors with a basis in sociology that will prepare them for transfer and success in a baccalaureate degree granting institution;
- (2) Provide sociology majors, as well as other students who take sociology courses as a requirement, prerequisite, or elective for other majors, with basic knowledge of sociological principles that they can apply in their chosen careers and to everyday life situations;
- (3) Provide sociology majors with knowledge of research methodologies and statistical applications in sociology and other sociology-related fields;
- (4) Provide sociology courses that promote in our students the development of higher-order competencies or skills such as abstract inquiry, critical and creative thinking, analytical and scientific reasoning, problem solving, and decision making;
- (5) Provide sociology courses that promote the development of skills needed by our students to be able to communicate their knowledge and application of sociological principles, research methodologies, and statistics in both written and verbal format.

Overview of how the program review was conducted.

The Office of Institutional Effectiveness (OIE) assigned sociology the task of completing a “program review.” Jerry Shepperd, chair of the Department of Behavioral Sciences, asked Deb Ziegler, sociology faculty member, to chair what OIE termed the “self-study team.” An e-mail was sent inviting all faculty to be a part of the evaluation, and a get-together with pizza was set up on a Friday in mid-October. Seven people attended, out of a department of about 20 people (note: the size as well as the composition of the department - and hence the communication flows - vary from semester to semester because of the adjunct system under which ACC operates).

These seven faculty members started working through the “Institutional Program Review Form,” one of the three forms the team was instructed to fill out by OIE. The IPR form includes eleven sections and approximately 80 questions, ranging from how much money does the department spend to how does the program encourage life-long learners. As sociologists, some of whom have done evaluation work, it was readily apparent to the team members that the design of the program review was problematic. The sheer number of questions is excessive. In addition, many of the questions would be impossible to operationalize even if the team were given the several years needed to conduct the

requisite longitudinal studies. As it was, the team was given a single semester with no course-releases and only \$1000 to be divided up among all of the participants. The evaluation process was further complicated by that fact that the team had no “buy-in” from the start given that the faculty members had not been consulted in the project design (a major flaw in evaluation research). It was never clear which parts of the evaluation were SACS requirements and which parts were simply the result of a bureaucracy gone wild.

The seven-person team divided up sections of the IRP as a means of more efficiently addressing some of the bureaucratic requirements. Meanwhile, efforts were made to coordinate the team's schedules with that of the OIE office for what was termed the “SWOT” meeting. Because of time-constraints, again complicated by ACC's adjunct system, the SWOT meeting was not held until November 11th. Unfortunately, this meeting was a major disappointment that served to further de-energize the remaining team members (two faculty members had already dropped out following the initial meeting and were not heard from again). The previous format for the SWOT (used during the program review of Psychology/Sociology in 2001) was a facilitated “brainstorming” session. The new SWOT format is a standardized, controlled “activity” that minimizes dialogue. While this format may work well in some departments, it was not ideal for sociology. Confusion over the definitions of some of the concepts added to the general state of frustration.

Following the SWOT meeting, additional meetings were held and multiple e-mails exchanged in an effort to complete the review

Summary of findings

Progress on previous program review recommendations.

The previous program review addressed Psychology, Sociology and Social Work as a combined program (there is no previous review of sociology by itself). The current program review for Psychology addresses some of the progress that has been made as it relates to the behavioral sciences task force as a whole (see IPR form for Psychology). Below are some of the issues as they relate directly to sociology:

- In the previous program review, it was recommended that the departments of sociology and psychology hire only faculty who hold at least a minimum of a Master's degree in the field (rather than just the minimum SACS requirement of a masters in a related field and graduate hours in the specific field). Not all faculty members currently teaching in sociology meet this higher “qualification” standard and it is unclear at this time whether our program considers this necessary.
- In the previous program review, it was recommended that the departments of sociology and psychology only retain faculty who remain current in their field. It is not clear how to measure this, although the sociology faculty who responded to the self-study team's e-mail inquiries suggested that, as professionals in their field, this is one of their priorities.

- In the previous program review, it was recommended that the departments of sociology and psychology hire more full time faculty, and that they consider the needs and composition of the programs in making those hiring decisions. At the time of the 2001 program review, there was one full-time faculty member in sociology and one temporary full-time faculty member, both white, one male and one female. Since that time, two full-time faculty members have been hired, both white females. Neither of these full-time hires were new positions but were simply filling previously vacated positions. The need for more full-time faculty members in sociology remains.

- In the previous program review, it was recommended that the departments of sociology and psychology develop Honor's and other related courses. The department of sociology now has an Honor's course for Introduction to Sociology and for Marriage and the Family. In addition, Alfred Maldonado has undertaken a team-taught course, combining Introduction to Sociology with Texas State and Local Government. There is some indication that more team-taught courses would be undertaken if faculty members were given course-releases, since these courses essentially involve taking on an additional class. Time-constraints continue to be a major barrier for many of the recommendations previously entertained.

Program strengths.

Our program is strong. Specifically, the faculty are hard working, committed to students, well qualified, and collegial. We enjoy teaching and mentoring students. Our courses are offered on all campuses at a variety of times, and also through distance learning. In addition, faculty have a high degree of professional integrity and therefore, are motivated to stay current in the discipline and explore the effectiveness of their teaching methods.

Areas for improvement.

Concerns about isolation of faculty, in particular the lack of communication between and within adjunct and full time faculty, must be addressed. Our faculty enjoy working and communicating with each other, yet the academic and administrative workload often preclude full expression of our collegial interests. Many areas of concern flow from this isolation.

Key planning issues.

The primary planning issue facing our program is the improvement of communication and collaboration among our faculty. We are committed to address this through both formal and informal structures.

Conclusions: What are the major conclusions regarding the present state of the program?

Our program offers students both interesting, relevant substantive material and committed, qualified faculty. Isolation among our faculty is a key concern. We are committed to addressing this concern.

Recommend future directions for the program based on this review:
Maintain and expand services

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

The self-study team recommends that the entire sociology faculty review this program review document and discuss ideas for improvement.

In addition, please review the quality improvement plan, which addresses the following issues: hiring more full-time faculty (at least two); reducing full-time faculty course load from 12 to 10 courses per year; encouraging effective participation on the behavioral sciences task force; increasing collegiality of sociology faculty.

SELF-STUDY TEAM PARTICIPANTS

List the names of people who participated in the review and their association with your program.

Deb Ziegler, self-study chair	Full-time Faculty in Sociology
Linda Tobin	Full-time Faculty in Sociology
Jerry Shepperd	Full-time Faculty in Sociology
Robin Lake	Full-time Faculty in Social Work
David Weiner	Adjunct Faculty in Sociology
Alfred Maldonado	Adjunct Faculty in Sociology
Scott Swearingen	Adjunct Faculty in Sociology
Jackie Burns	Adjunct Faculty in Sociology
Margarita Decierdo	Adjunct Faculty in Sociology

PROGRAM DESCRIPTION

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

Overall History

ACC's Sociology Program has existed since the college started in 1973. It started as a program within the Social and Behavioral Sciences Department. Initially, all functions and activities—general administrative as well as discipline-specific—were carried out through the Head of the Sociology Program. Starting in 1985 the general administrative functions and activities were carried out by a department head, whereas the discipline-specific functions and activities continued to be carried out by the Sociology Full-Time Faculty. When the Northridge campus opened in 1987, a second department head was added.

Also, in 1985, Social Work classes were added as an integral part of the Sociology Program. Social Work is now a program within the Behavioral Sciences Department.

As a result of one of the more recent reorganizations of the College, the Sociology Program is now a part of the Behavioral Sciences Department within the Social and Behavioral Sciences Division. The Behavioral Sciences Department includes three transfer programs (psychology, sociology, and social work) and one non-transfer program (human development). Currently, we have one department chair that oversees the overall operation of the department and coordinates some of the administrative functions and activities of the programs.. The three transfer programs (psychology, sociology, and social work) have been working very closely for many years even when they were under separate discipline-specific task forces or departments. Thus, they have a long history of collaboration. Although these three disciplines are separate and unique, they tend to overlap in many areas, and a few of their courses are offered as combined (cross-listed) courses, which are coordinated by instructional teams that consist of faculty members from the different disciplines.

Major Developments

The major developments of the Sociology Program reflect our continual commitment to our vision, mission statement, and values. Throughout the years, the Sociology Program has strived for excellence in the quality of its courses, the delivery of instruction, and the overall management of the program's activities and curriculum. Our commitment to excellence is reflected within the program's values of professional competence and scholarship, continual professional and personal development, academic responsibility and accountability, stewardship and collaboration, individual initiative and creativity, trust and respect, academic freedom, and professional integrity. Inherent within our program and ongoing curriculum development are the additional values of the appreciation and respect for our diverse, multicultural community as well as the appreciation and respect for the dignity, equality, and worth of the individual person. Some of the major developments in the Sociology Program include:

1. A strong comprehensive curriculum for students who are planning to obtain an associate degree or transfer to a four year college or university;
2. A curriculum that not only covers the broad elements of a basic education in sociology, but also the cognitive and behavioral skills needed by critical and creative thinkers, problem solvers, and socially active citizens;
3. A wide range of courses using different modes of instruction and a variety of assessment techniques;
4. Opportunities for service learning and community service through some of our courses; and
5. Exposure to multicultural perspectives of sociological concepts and issues through many courses.

Current Objectives

Our current goals and objectives are the same as those mentioned earlier in the section on "Goals and Objectives." These program goals and objectives are the result of

many years of committee work. They were put together based on information from already existing documents and with input from both the full-time and adjunct faculty via the previous Sociology Task Force or Department and the current multidisciplinary Behavioral Sciences Task Force or Department. The goals and objectives have been reviewed and updated several times to ensure that they continue to thoroughly and accurately reflect the nature of our discipline and our program. Furthermore, the action plans to help achieve the goals and objectives are revised and updated on an ongoing basis taking into account such things as the amount of time and resources that are necessary to accomplish the required tasks effectively and efficiently.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)

List the names of people who participated in the SWOT and their association with your program.

Deb Ziegler, Self-study chair	Full-time Faculty in Sociology
Linda Tobin	Full-time Faculty in Sociology
Jerry Shepperd	Full-time Faculty in Sociology
Robin Lake	Full-time Faculty in Social Work
David Weiner	Adjunct Faculty in Sociology
Alfred Maldonado	Adjunct Faculty in Sociology
Scott Swearingen	Adjunct Faculty in Sociology
Greg Gonzales	Student

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

As previously noted, the SWOT exercise was not entirely useful. It is quite possible that the format OIE now uses works very well in certain departments (e.g., in very large departments and/or in departments where there is some hesitancy to speak one's mind). It did not work well for sociology, perhaps because of the nature of the department (small, lots of trust in discussions) and/or because the team members were not adequately prepared for the controlled format. By the time the team received the typed summary of the exercise – two weeks after the fact – there was little interest in trying to make sense of the data. The department hopes to review the SWOT results when under fewer time constraints. Below is simply a summary of the data themselves, including the “ranking” of the various issues.

Strengths: In what does your program excel?

Category I: Coursework

Content Inside Classroom

6 dots

- Courses that incorporate service learning
- Getting students to question

- Student-centered
- Part of liberal education
- Course material is relevant to students' lives
- Teaching critical thinking
- Helps learn to learn
- Critical thinking promoted

Relevance

5 dots

- Real world application
- Small classes
- Limited enrollment
- Relevance to daily life (issues in the news)
- Classes taught at all campuses
- Interesting material (courses)
- Major transfer courses to 4-year institutions
- Honors course availability
- Enhances student knowledge of self and society

Category II: Faculty

Faculty in Class as Strengths

- Dedicated faculty
- Faculty who are committed to students
- Faculty: nice people
- Discussion oriented classes
- Teacher availability

Faculty Strengths: Collegiality to each other and the discipline

3 dots

- Freedom to develop class as desired
- Able to use (nearly) any text
- Credentialed faculty
- Faculty who enjoy working with each other
- Faculty have a lot of freedom in choosing texts, instructional methods

Weaknesses: What are the aspects of your program, which, if not addressed, will impede the area's future?

Isolation

6 dots

- Most faculty never even know each other (because of the adjunct system)
- Some faculty never respond to emails, calls
- Isolation of faculty
- Never get to see each other

- Faculty isolation and sometimes feeling of alienation
- We don't know – lack of communication
- Faculty isolation and alienation

Community

4 dots

- Competing goals: we strive to be a bridge to somewhere for all students vs. maintaining the credibility of our transfer courses
- Students are so transient – we don't get to know them or they, us
- No advising
- Student and faculty burnout
- Apathetic students and faculty
- Set-up of ACC as transfer institution means lower faculty-student interaction

Workload/Demands

4 dots

- Teaching load too high
- Workload of faculty does not facilitate participating in the life of the college
- More and more bureaucratic requirements

Bureaucratic/Administration Issues

4 dots

- Central administration
- Control issues
- Bureaucratic inertia
- ACC: program interaction
- Authoritative-paternalistic central administration
- Power structure of ACC means we have less control of the program

Evaluation of adjuncts

4 dots

- Difficult for an “adjunct” to feel part of anything
- Low ration of full-time faculty to adjunct faculty
- Valuation of adjuncts
- Adjuncts not paid same as full-time
- Adjunct placement criteria
- Adjunct office space

Resources

1 dot

- Inadequate mentoring
- We need wireless access on every campus
- Administrative assistants who are not competent or available
- Inadequate facilities – parking, renovation of building, # of projectors for PowerPoint
- Faculty lacking tools to facilitate collegial involvement

Alienation

1 dot

- Complacency of faculty
- Complaining and not using power we do have
- Paralysis by analysis
- Enthusiasm wanes as demands/stressors increase

Curriculum

0 dots

- Not enough service learning
- Course offerings
- Textbook issues

Opportunities: What factors does your program need to take advantage of in order to enhance the quality of the area?

Applied/ Links to community

8 dots

- More service learning
- “Information Age” needs sociology majors
- Mess of a society stimulate a need for sociology
- More international connections
- Community partnerships through service learning
- Applied sociology classes
- High tech industries provide some opportunities for interesting use of combining teaching and learning methods
- Diverse ethnic communities in Austin may provide additional opportunities for research and learning
- Link ACC courses to community need – more directed learning, service learning, etc.
- Mess of a society stimulates interest in sociology
- Diverse populations need social/applied skills that sociologists can (should) provide. (Language, job skills, parenting/child rearing, student-parent-teacher interaction.)

Faculty Needs

5 dots

- More collegiality
- Increase in fulltime faculty
- More pay and perks to adjuncts
- Increased student and faculty diversity
- Advising initiative
- Increase in faculty research
- More pay to adjuncts – redistribute funds

Internal Curriculum Development

2 dots

- More cross-listed courses

- Learning communities
- Get better range of courses to meet current social trends (i.e., add an environmental or non-profit course)
- More course development
- Team-taught courses
- Team-taught courses – i.e., sociology and political science?, sociology and business?

Program Development

1 dot

- To strengthen program: 1) task force resolutions; 2) inputs to SWOT; 3) revolution
- Increased enrollment
- Increases in tuition at all schools means ACC is an even better value
- Higher enrollment
- Increases in satellite locations (RRHEC, SMC, etc.)
- South Austin campus – more classes
- Increasing need for a college degree equals increased enrollment at ACC
- Population growth of area means the possibility of more students if we can find classrooms
- Increase in enrollment (predicted?)

Threats: What are the external factors that could negatively impact your program's future?

Bureaucratization of Education

3 dots

- Move to “standardize” curriculum
- Increased focus on bureaucracy and “measurable results” in education
- Popular notion that degrees are more important than knowledge
- Other social science competitors --- other disciplines
- Bureaucracy threatens what we can accomplish
- Focus on credentialism (as opposed to learning/questioning)
- Administrative policy of not building strong faculties (self-governance)
- Students pushed to get college degree and don’t want to go to school

Economic Issues

3 dots

- Recession
- Time poverty
- Increased student cost with less student aid
- Inadequate salary increases
- Outsourcing and corporate greed
- Reduced funding for ACC (equals decrease in funding for us?)
- Higher transportation costs
- State funding

- Wages going down
- Inflation and recession
- Tuition going up
- Tuition increases
- Poor funding for education
- Students have to work too much – school should be free

Cultural Environment

1 dot

- Racism and discrimination decrease enrollment and opportunities for our students
- Status quo remains
- Lack of a sense of social conscience and responsibility
- Black-white mentality in society (bi-polar)
- Another Bush in office
- Decreasing commitment to secularism
- Seeing people who question as “terrorists”
- Anti-scientific attitudes
- Cultural focus on punishing and judging people rather than understanding
- Anti-intellectual social attitudes
- Students with poor academic preparation
- Cultural disdain for education and critical thinking

Discuss changes from the program’s previous SWOT analysis.

There has been no previous SWOT for sociology as a program (the previous SWOT was for Psychology, Sociology and Social Work as a combined program).

ANALYSIS

[a] Relevance of the program to College mission and desired ends

Mission:

Review the program’s purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college.

Enter the program’s purpose statement:

The stated purpose of the Sociology Program is to:

- (1) Provide sociology majors with a basis in sociology that will prepare them for transfer and success in a baccalaureate degree granting institution;

- (2) Provide sociology majors, as well as other students who take sociology courses as a requirement, prerequisite, or elective for other majors, with basic knowledge of sociological principles that they can apply in their chosen careers and to everyday life situations;
- (3) Provide sociology majors with knowledge of research methodologies and statistical applications in sociology and other sociology-related fields;
- (4) Provide sociology courses that promote in our students the development of higher-order competencies or skills such as abstract inquiry, critical and creative thinking, analytical and scientific reasoning, problem solving, and decision making;
- (5) Provide sociology courses that promote the development of skills needed by our students to be able to communicate their knowledge and application of sociological principles, research methodologies, and statistics in both written and verbal format.

Intended Outcomes (Board Policy A-2. Intended Outcomes)

How well does the program support the intended outcomes of the college to “ensure a quality return on the public’s investment in its community college district?”

In what ways does the program encourage students to become lifelong learners?

In our sociology courses we encourage students to learn more about the world around them by exposing them to new ways of seeing the world. By challenging students to think about the world in terms of larger social processes, sociologists show people how to constantly look at the larger economy, politics, and cultural systems around them. ACC students who learn the “sociological perspective” are thus likely to process new information in terms of larger questions about their culture and their own life.

The sociology program also encourages students to think of “learning” as questioning. Our program courses are based on questioning how and why the social world works as it does. By teaching people to ask the “how” and “why” questions, we are teaching them to look at their social environment and ask questions about it. That process will continue as they grow, creating lifelong learners.

Finally, our sociology courses encourage students to experience different cultures by studying various cultures and groups. This approach will stay with them as they interact with many diverse groups and individuals with whom they will work and live in our increasingly multicultural society.

In what ways does the program provide accessible and affordable services for all who qualify and have the ability to benefit?

Social science courses are offered at all ACC campuses, both during the daytime and in the evenings in order to accommodate students who have full time jobs. Some faculty

members feel this program needs to be expanded at the campuses serving the lowest income members of the community. In general, faculty members are cognizant of textbook expenses, and as much as possible try to minimize these for students. Where used books are available, these are made available. If an on-line text will serve, this is often an option. Many faculty members maintain websites where students can access materials online, and even download them at the ACC library at no expense to themselves.

In what ways does the program achieve enrollments reflecting the diverse and traditionally underserved populations in numbers that mirror the local populations of our Service Area?

Race/ethnic breakdown for sociology courses

Semester	White	Black	Hispanic	Asian	Native American	Non-resident	Other	Total
Summer 2004	57.6% (257)	11.2% (50)	21.5% (96)	6.5% (29)	.5% (2)	1.1% (5)	1.6% (7)	100% (446)
Fall 2004	63.7% (892)	8.1% (114)	21.4% (299)	3.1% (43)	.4% (5)	1.8% (25)	1.6% (22)	100% (1400)
Spring 2005	60.4% (809)	8.6% (115)	23.1% (309)	3.6% (48)	.7% (10)	2% (27)	1.6% (22)	100% (1340)

Source: Program Review Notebook

This compares favorably with service-area and ACC demographics, with a slight overrepresentation of African Americans (7.8% in service area; 7.3% at ACC) although a slight under-representation of Latinos (29.2% in service area; 22.4% at ACC). (Note: data for service area and ACC taken from Instructional Program Review Notebook for Fall, 2004; these data do not exactly match data from Fact Book)

Average age over the three semesters: 23.3

Gender breakdown:

Summer 2004: 63.7% female

Fall 2004: 56.6% female

Spring 2005: 59.6% female

The over-representation of women reflects demographics at ACC as a whole, although sociology has a slightly higher representation of women (56.3% female at ACC as a whole, in Fall, 2004, according to the Fact Book).

In what ways does the program promote achievement of students' educational goals, student retention, and program completion?

We talk to our students concerning their goals and indicate to them how our program relates to their aspirations; we provide individualized instruction and counseling concerning this issue; we especially encourage students with weak secondary school

background to feel confident that they can succeed; when indicated, we urge these students to take advantage of ACC's learning labs; we use the fact that we have smaller classes compared to what U.T. and other universities offer undergraduate students to enable them to interact with us and with one another in ways that educators agree enhances undergraduate education.

In what ways does the program achieve student performance that meets or exceeds state and national benchmarks in transfer to universities, job placement into family-wage careers, retention and completions, basic skills acquisition, literacy level increases, and successful transition from developmental to college-level courses?

We adhere to high professional standards in selecting text materials, preparing lectures and other forms of classroom instruction and in evaluating students' performance; we purposefully implement the generally accepted advantages of small class instruction for undergraduate students; we purposefully address the needs of students who need extra help from learning labs, English as a Second Language assistance and Special Education assistance; we stress the ways in which our program facilitates transition to the four year universities and colleges; we also stress ways in which our program can be utilized to pursue careers not involving college or university attendance; we invite students to seek us out for classroom or individualized counseling concerning their education-career concerns, and when we can't answer their questions direct them to those who can; we stress ACC's and our own commitments to helping them plan their education-career process.

In what ways does the program improve personal lives by advancing students toward further education or contributing to their ability to succeed in the workplace and be productive citizens?

Our sociology program is an integral part of the goal of ACC as an institution that tracks people into 4-year universities. Sociology and psychology are two of the main social science courses whose credits transfer to 4 years. They are also some of the main electives that transfer. Thus by taking sociology a student is advancing toward further education.

Sociology courses will also help students succeed in the workforce because they focus on cultural and social aspects of sub-populations; ethnic, gender, and social class groups. Since students often come into contact with diverse groups in school and at work, our program prepares them to interact with others. The courses in the program help explain the roles of minorities in our workforce, for example, or women in religion, or class in the education process.

The sociology program primarily helps students become productive citizens as it teaches about the social world and the diverse people within it. By taking sociology courses, the student will exit the program with a greater understanding of the people she will work with. The ability to understand cultural differences will help the student be better able to interact with others in the workplace and other social institutions, which in turn will

enable her to be a better citizen.

Sociology is a social science, dependent on the results of empirical and verifiable facts about a large number of modern-day American social institutions, behaviors, and processes, including social change. We do not rely on “common sense,” or “conventional wisdom” for our teaching pedagogy in our classes. We strongly believe that we are in a very unique position to improve the students’ personal and academic lives, including their ability to succeed in an ever-changing workplace, and to be productive and critically-thinking American citizens.

Sociology is, in part, a major component of a liberal education in this country and state. In addition, it is one of the several electives that students can choose to satisfy the state-mandated core curriculum. The core curriculum is specifically designed to educate our students, in addition to any technical training they receive in their chosen majors. Once our students transfer to a university, our institutional research indicates that they do as well as students who originally started in a university.

While it can be difficult to directly show cause and effect in social and institutional life limited to one or two variables, we can show strong and positive correlations between students who attend college, students who complete an associate degree, students who transfer to a university from a community college, and students who graduate from universities, and a large number of civic, occupational, and personal results. Here is a small sample of these positive correlations (see appendix for citations).

Students who attend any college, as they get older, are much more likely to:

- Think critically;
- Analyze and understand complexity much better;
- Better integrate difficult areas of knowledge in the college experience;
- Have higher voter registration and voting records;
- Have stronger reading, comprehension, and writing skills;
- Marry later in life, when more maturity and more resources at hand increase the chance of longevity of the relationships;
- Have lower rates of separation, divorce, and child support defaults;
- Lower teenage pregnancy rates;
- Higher rates of community involvement and volunteering;
- Have lower crime rates;
- Be more tolerant and understanding of different groups different from the ones they grew up with;
- Have much higher self-esteem and self-confidence;
- Have more realistic and accurate knowledge of the ever-changing society and workplace, as well as their places in it;
- More likely to grasp “The Sociological Imagination:” their personal lives and issues and how they relate to other people and to the larger society.
- Different between the facts of research and “common sense.”

In what ways does the program demonstrate efficient administration and services that avoid procedures that waste the money or time of students?

We concentrate on providing structure and content in class so that the student can get everything she needs in the classroom. In our distance learning courses, we use the Blackboard system to allow students to access their course on one site from any computer. This allows them to work on their own time, without any waste.

In what ways does the program contribute to creating an institution that is a good place to learn, work, and experience the higher education process?

One of the main outcomes of the sociology program is an understanding of the diversity of cultures, peoples, and classes that inhabit our own school and 4-year schools to which many students will transfer. This understanding creates people who are better able to interact with a diverse population. It is by interacting with other people that much learning occurs. Since sociology gives students the ability to interact with a greater range of people, they gain not only a greater range of knowledge, but have a broader and more meaningful educational experience at ACC, other schools, and workplaces to which they will go.

Does the program assess and review its effectiveness each year and report its findings in the Unit Level Effectiveness Assessment Database (ULEAD)?

No.

[b] Responsiveness to community needs and satisfaction of community demand

In what ways does the program address a verifiable need for the student, community, and society?

Students today will work and live with people from highly diverse ethnic and cultural groups. Austin in particular is a community in which this diverse population mixes at work, in government, and in education. Thus students need to be aware of the diversity in their community and understand how such diversity creates multiple perspectives of the world, multiple definitions of social issues, and multiple ideas for solutions to social problems.

Our sociology program addresses these needs by helping ACC students understand this diverse social world. The sociology program is composed of courses whose main content revolve around the ways diverse groups interact in a community. They provide information to students about the diverse populations they will interact with, illustrating the ways that our social roles and positions influence our ideas, and giving them ways of thinking about their place in society. This develops better citizens who are more able to work with diverse people and viewpoints to create a more vibrant community.

In the summer of 2005, The US Bureau of the Census categorized Texas as a minority-majority state, indicating that the number of minority group members now totals more

than 50% of the state’s population. The second dramatic change in Texas in the last generation is that the state economy is no longer one narrowly focused on agriculture, oil, and manufacturing. The economy is now at the national forefront of the economic shift to a post-industrial information and service economy. These two major socioeconomic processes have strong implications for the discipline of Sociology at Austin Community College, the Austin-Round Rock Metropolitan Statistical Area, and for Texas in general.

In order for Texas to compete effectively in the future, it must educate and train its historically underserved and rapidly growing Hispanic population. The information society makes it imperative that workers be able to compete for jobs in the service sector of the economy. Study after study shows that as the demographics and economic structures change in a state, the social science become more important in the education and training of college graduates. The ability to work and to understand diverse demographic groups puts a premium on the study of social groups, as in Sociology. Applied sociology is also important in the formulation of public policy of Texas.

Sociology is an integral component of a liberal education. At ACC, it is one of the electives in the core curriculum. Almost all applied professions and disciplines strongly encourage or require several social science courses, including Sociology. In fields as diverse as professional Education, Business Administration, Social Welfare, Psychology, Allied Health, and others, students with some background or a minor in Sociology are better equipped to compete for jobs and promote economic development and public policy. Students with Sociology credentials enjoy higher rates of employment outside of governments and academia.

At least some training in Sociology will also strengthen the job skills and professionalization of a large number of related occupations. Among these occupations are economics, urban and regional planners, market and survey researchers, statisticians, school counselors, teachers, social workers, psychologists, and archivists. Local, state, regional, and federal level positions also require workers that possess sociological training and skills, including municipal workers, nonprofit agencies, social services’ agencies, criminology, the criminal justice system, and policy research, development, and implementation.

Describe the results of the program’s most recent assessment of community need.

The sociology department has not conducted an assessment of community need since this is not our job as faculty members. This job is perhaps better suited for OIE.

How do the program’s five-year enrollment trends compare with those of the College overall?

Percent Increase in enrollment from previous Fall semester

	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Sociology	+5.1%	+3.5%	-6.2%	+5.9%

	(+69)	(+48)	(-87)	(+78)
Social and Behavioral Sciences	+3.5% (+676)	+6.1% (+1176)	-8% (-163)	+2.6% (+538)
Academic	+5.8% (+2961)	+7.7% (+4156)	+4.3% (+1159)	+1.5% (+885)
ACC	+5.6% (+3941)	+4.8% (+3537)	+9% (+697)	+1.2% (+952)

Source: Program Review Notebook

[c] Accessibility to students and identification of unnecessary barriers

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

List the number of sections taught (by location).

All of the following data are from Program Review Notebook:

Number of sections, enrollment and average section size, by campus (Summer, 2004)

	CYP	EVC	NRG	PIN	RGC	RVS	EXT	TEL	SIT	Total
Sections	1	0	4	0	5	2	0	7	0	19
Enrollment	20	0	104	0	84	41	0	197	0	446
Average Section Size	20.0	0	26.0	0	21.0	20.5	0	39.4	0	27.9

Note: Social Statistics (SOC1 2743) and Research Methods (SOC1 2653) are the only courses ever offered in the summer except for Introduction to Sociology (SOC1 1301)

Number of sections, enrollment and average section size, by campus (Fall, 2004)

	CYP	EVC	NRG	PIN	RGC	RVS	EXT	TEL	SIT	Total
Sections	4	3	10	5	10	6	0	14	1	53
Enrollment	135	59	247	166	273	213	0	295	12	1400
Average Section Size	33.8	19.7	35.3	33.2	34.1	35.5	0	49.2	12.0	35.0

Note: In Fall semesters, only Introduction to Sociology (SOC1 1301) is offered at most campus locations. To take classroom (not distance learning) courses other than Introduction to Sociology, students must generally go either to RGC or NRG (occasionally, one non-intro course is offered in the Fall at RVS). In Fall 2004, RGC offered 5 of the 8 non-intro classes, NRG the other three.

Number of sections, enrollment and average section size, by campus (Spring, 2005)

	CYP	EVC	NRG	PIN	RGC	RVS	EXT	TEL	SIT	Total
Sections	3	1	11	3	14	8	1	17	1	59

Enrollment	97	24	280	100	290	220	10	303	16	1340
Average Section Size	32.4	24.0	28.0	33.3	26.4	31.4	10.0	37.9	16.0	29.8

Note: In Spring semesters as in Fall semesters, only Introduction to Sociology (SOCI 1301) is offered at most campus locations. To take classroom (not distance learning) courses other than Introduction to Sociology, students have somewhat better choice of campus locations in the Spring semesters in that more non-intro courses are now offered at Riverside. In Spring 2005, RGC offered 7 of the 12 non-intro classes, NRG 3 of the 12, and RVS 2 of the 12.

Sections offered by time of day, Summer 2004

	Morning	Afternoon	Evening	Weekend	Total
Introduction To Sociology	2	4	5	0	11
Non-intro Courses	0	0	1	0	1
Total	2	4	6	0	12

Note: An additional 7 sections were offered through distance learning.

Sections offered by time of day, Fall 2004

	Morning	Afternoon	Evening	Weekend	Total
Introduction To Sociology	12	11	7	0	30
Non-intro Courses	3	3	3	0	9
Total	15	14	10	0	39

Note: An additional 14 sections were offered through distance learning.

Sections offered by time of day, Spring 2005

	Morning	Afternoon	Evening	Weekend	Total
Introduction To Sociology	11	10	9	0	30
Non-intro Courses	3	4	5	0	12
Total	14	14	14	0	42

Note: An additional 17 sections were offered through distance learning.

List the number of sections closed or canceled per course.

Few sociology classes have to be canceled and most of those canceled are distance learning courses, extension center courses, or site based courses:

Summer, 2004: 2 (one at EVC and one extension center)

Fall, 2004: 1 (extension center)

Spring, 2005: 6 (one at RVS, one distance learning, 2 extension center, 2 site based)

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

Race/ethnic trends over time, ACC and Sociology

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
White ACC Sociology	63.5% 68.0%	62.2% 64.3%	60.7% 63.0%	60.5% 63.4%	60.5% 63.7%
Hispanic ACC Sociology	20.6% 18.7%	21.2% 18.5%	21.6% 21.0%	21.9% 20.2%	22.5% 21.4%
Black ACC Sociology	6.6% 5.8%	6.6% 8.2%	6.6% 7.3%	7.0% 7.2%	7.1% 8.1%
Asian ACC Sociology	6.0% 4.2%	6.2% 5.4%	5.9% 4.0%	5.2% 3.9%	5.1% 3.1%
Native American ACC Sociology	.7% .9%	.9% 1.2%	.9% 1.1%	.9% 1.3%	.8% .4%
Non- Resident ACC Sociology	1.4% 1.3%	3.0% 1.2%	2.2% 1.7%	2.5% 2.3%	2.4% 1.8%
Other ACC	1.3%	0.0%	2.2%	1.9%	1.7%

Sociology	1.2%	1.0%	1.9%	1.8%	1.6%
Totals	100%	100%	100%	100%	100%

Source: Program Review Notebook

As the data in the table indicate, there are no major trends. Race/ethnic composition of the student body has remained (perhaps surprisingly) consistent over the five year period, at ACC as a whole as well as within sociology. The same is true of gender, as revealed in the following table:

Percent Female, over time, for ACC and Sociology

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
ACC	54.3%	54.7%	55.2%	56.1%	56.3%
Sociology	54.3%	56.6%	54.7%	55.1%	56.6%

Source: Program Review Notebook

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges.

These barriers come not from the department but from the institution (e.g., costs, parking) and from the larger society (e.g., students not having been given the opportunity to learn how to advocate for themselves).

[d] Student outcomes including participation and successful-completion rates

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

Course completion, ACC and Sociology

	A	B	C	D	F	W	I
Summer 2004							
ACC	33%	26%	18%	3%	5%	14%	1%
Sociology	38%	24%	12%	2%	6%	18%	0%
Fall 2004							
ACC	28%	22%	16%	3%	8%	21%	1%
Sociology	28%	21%	12%	5%	13%	21%	0%
Spring 2005							
ACC	28%	22%	15%	3%	7%	23%	1%
Sociology	28%	19%	12%	3%	7%	28%	3%

Source: Program Review Notebook

Grade distributions in sociology parallel college-wide distributions

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

While a disappointment during graduation ceremonies (when few of our majors actually walk across the stage), most sociology students do not find it necessary to actually complete the Associate of Arts degree before transferring to a four-year school (the program averages only one or two degrees per year).

How do withdrawal rates for courses compare to College norms?

Withdrawal rates, ACC and Sociology

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
ACC	25% (17,290)	23% (17,015)	22% (16,682)	20% (15,485)	21% (16,204)
Sociology	26% (343)	23% (312)	24% (329)	19% (243)	21% (296)

Source: Program Review Notebook

Withdrawal rates sociology parallel College norms.

List the expected learning outcomes for the program.

The core concepts for the sociology program are: social structure, culture, stratification and socialization. Specific learning outcomes are developed by the individual instructor to address these core concepts.

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

Based on course completion rates and program's success in attracting high quality faculty, the program assessment indicates high success in achieving student learning outcomes.

[e] Measures of program quality and educational value added

• Academic Standards

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

Priority on attracting high quality faculty; a task force that meets regularly; informal dialogue among faculty members; the mentoring process; an approved list of textbooks that is kept current; the systematic on-going evaluation of faculty members.

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

Priority on attracting high quality faculty; a task force that meets regularly; informal dialogue among faculty members; the mentoring process; an approved list of textbooks that is kept current; the systematic on-going evaluation of faculty members.

Are learning outcomes defined for courses and the program? yes

Are course texts up-to-date? yes

Are course and program listings in the ACC Catalog up-to-date? no

Do all courses have up-to-date syllabi on file? yes

Evaluate the use of instructional resources (including those in the library).

As professionals in the field, the use of instructional resources by faculty members is extensive. Faculty members choose from a variety of instructional resources, including textbooks and ancillaries, Blackboard, power-point, films, materials downloaded from the internet, etc. Many faculty members subscribe to academic journals and/or use TexShare as a means of accessing resources not available at ACC.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning.

Distance Learning (Number of Combined Sections)

	Directed Learning (DIR)	Instructional Television (ITV)	Personal Computer with Modem (PCM)	Print-based (PRN)	Total Distance Learning Sections	Percent Distance Learning Sections
Summer 2004	0	2	3	0	5	26.3% (19)
Fall 2004	0	2	3	1	6	9.4% (53)
Spring 2005	1	1	5	1	8	13.8% (58)

Source: Program Review Notebook

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements.

These issues are integral to the discipline of sociology and are generally addressed directly in our course objectives. Faculty members employ a variety of modes of instruction as a means of addressing these issues. These modes of instruction include the

following: lecture, facilitated discussions, debates, seminar format, interactive learning, reading, writing assignments, research, applications, service learning, community projects, observation projects, student presentations, group projects and activities, social issue assignments, chapter guidelines with question-generators, online information delivery, study guides, Blackboard, power-point, video/DVD.

- **Faculty**

Do all faculty teaching in the program meet SACS requirements?

yes

SACS Roster of Instructional Staff.

1) Name	2) Courses Taught	3) Academic Degrees Earned	4) Other Qualifications
Dorsett, Rollie (Emeritus)	All courses at some point; currently: SOC 1301 (T) Intro to Sociology SOC 1306 (T) Contemporary Social Problems SOC 2336 (T) Criminology	ABD, Sociology, University of Texas at Austin M.A. Sociology, SMU	Has held multiple positions in the college and served on many committees, especially those dealing with distance learning
Eschevarria-Cruz, Samuel (ADJ)	SOC 1301 (T) Intro to Sociology SOC 2336 (T) Criminology	ABD Sociology, University of Texas at Austin M.A. Sociology, University of Texas at Austin B.A. Sociology, University of Texas at Austin	Related teaching experience and publications
Flemming, Graciela (ADJ)	SOC 1301 (T) Intro to Sociology	M.A. Sociology, University of Wyoming	Interdisciplinary critique with masters level professionals in other fields
Harris, Rand (ADJ)	SOC 1301 (T) Intro to Sociology	M.A.T Sociology, Texas State University B.A. Anthropology, Texas State University	Full time policy analyst and researcher in health and human services; various publications
Hill, Colt (ADJ)	SOC 1301 (T) Intro to Sociology	Ph.D., Adult Education, Texas	Licensed Psch. Associate, work

		A&M M.A., Psychology, Texas Tech B.A. Rehab Services, SFA	experience in Soc. as Prob. Officer & Rehab. Counselor. Major prior career focus as Psch. & Admin. in MHMR, and Neuro- Psychologist
Maldonado, Alfred (ADJ)	SOCI 1301 (T) Intro to Sociology	Ph.D. Sociology, University of North Texas M.A. Sociology, Texas A&I University B.A. Sociology and Psychology, Texas A&I University	Executive Director, Education, Austin Rape Crisis Center (1984-87); Texas Higher Education Coordinating board (1988-1998); Higher Education Administration
Miller, Richard (ADJ)	SOCI 1301 (T) Intro to Sociology	Ph.D. Counseling Psychology, Michigan State University M.S. Guidance and Counseling, MSU D.M. Northern Baptist Theological Seminary B.S. Speech and Mathematics, Eastern Michigan University	Licensed Professional Counselor and Licensed Marriage and Family Therapist; teaching experience, including international work
Pulich, Joyce (ADJ)	SOCI 1301 (T) Intro to Sociology	M.A. Sociology, University of Houston B.A. Sociology, Rice University	Related work experience in municipal government (25 years and still going), volunteer work in literacy, mentoring, with prisoners and the homeless
Sarles, Sharon (ADJ)	SOCI 1301 (T) Intro to Sociology	M.A. Sociology, Texas Tech University M.Div. Divinity and Christian Education, Austin Presbyterian	Many years of teaching and tutoring diverse student populations; Certified to offer Fast4Word

		Theological Seminary in Austin, Texas B.A. Sociology, University of Texas Montessori Diploma, Early Childhood, St. Nicholas college for the Montessori method of Education, London	treatment for dyslexia ; Papers accepted at professional conferences; publications
Shepperd, Jerry (FT)	SOCI 1301 (T) Intro to Sociology SOCI 2301 (T) Marriage and the Family	Ph.D. University of Texas at Austin	
Swearingen, Scott (ADJ)	SOCI 1301 (T) Intro to Sociology SOCI 2319 (T) American Minorities SOCI 2336 (T) Criminology	Ph.D. University of Texas at Austin	
Taylor, Jack (ADJ)	SOCI 1301 (T) Intro to Sociology SOCI 2301 (T) Marriage and the Family SOCI 2336 (T) Criminology SOCI 1306 (T) Contemporary Social Problems SOCI 2326 (T) Social Psychology	Ph.D. Education Administration, University of Oklahoma M.A. Sociology, Sam Houston State M.A. Political Science, University of Houston	
Tibbals, Chauntelle Anne (ADJ)	SOCI 1301 (T) Intro to Sociology	ABD Sociology, University of Texas at Austin M.A. Sociology, California State University Northridge B.S. Physiological Science, University	Has completed UT DIIA training for graduate student instructors, the nationally recognized year-long “Associates’ Program” designed to improve the

		of California at Los Angeles B.S. Sociology, UCLA	teaching tactics of adjunct instructors at College of the Canyons in California, and a two semester course on junior college instruction techniques and practice at CSUN
Tobin, Linda (FT)	SOCI 1301 (T) Intro to Sociology SOCI 2301 (T) Marriage and the Family SOCI 2336 (T) Criminology	Ph.D. Sociology, Louisiana State University M.S. Rehabilitation Counseling, University of Southwestern Louisiana B.A. Sociology, University of Texas at Austin	Various publications
Weiner, David (ADJ)	SOCI 1301 (T) Intro to Sociology SOCI 2326 (T) Social Psychology	Ph.D. Sociology, University of Texas at Austin B.A. Chemistry, University of Texas at Austin	Community organization work, teaching award at University of Houston, consultant to State Legislator on matters of race and education
Ziegler, Deb (FT)	SOCI 1301 (T) Intro to Sociology SOCI 1306 (T) Contemporary Social Problems SOCI 2319 (T) American Minorities	Ph.D. Sociology, University of Texas at Austin M.A. Sociology, New Mexico State University B.A. Sociology and Spanish, Central College	

What is the ethnic diversity of the faculty?

2004 (latest data available in Program Notebook):

White: 16

Black: 2

Hispanic 2

What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

The on-going faculty evaluation process indicates that faculty members stay current in the discipline and in instructional methodologies. Results of a survey e-mailed to faculty members as part of this program review indicated this as well. Faculty members reported staying current via professional memberships; participation in conferences; subscriptions to journals, newsletters and listservs; original sociological research; extensive reading; formal and informal discussions; use of the internet; community involvement.

What recognition has been given to faculty within the last year?

Apart from continual recognition from students, faculty members reported the following:

Rand Harris: Public Integrity Award from the American Society for Public Administration

Chauntelle Anne Tibbals: Recipient of UT's interdisciplinary Liberal Arts Graduate Research grant (12/05); Recipient of UT's Continuing Education fellowship (8/05)

Describe professional development activities in which program faculty participate.

Faculty members report participating in a wide range of professional development activities, including the following, some of which are ACC sponsored workshops: leadership and management certification; seminars on service learning programs and practices (including Texas Campus Compact), distance learning tips and techniques, applied sociology in East Austin; reading, conferences, online training including but not limited to StarLink, meetings of educators in town; Web design and Blackboard; study of Native American perspectives; community organization work, political group meetings, reading and interacting with colleagues.

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

Given ACC yearly requirement of formal professional development (12 hours for full time faculty and 4 hours for adjunct faculty), 100% of sociology faculty members participate in at least this much professional development on a regular basis.

Describe the types of discipline-related professional development activities offered.

The Behavioral Science task force regularly offers faculty development credit for those portions of the task force meeting that address discipline-specific activities.

What percent of sections do full-time faculty teach?

Percent Full-time faculty

	FY 2001	FY 2002	FY 2003	FY 2004
Sections	28.7% (136)	35.3% (119)	36.0% (100)	31.4% (102)
Contact Hours	29.0% (136,128)	36.3% (144,144)	35.5% (149,328)	32.6% (143,760)

Source: Program Review Notebook

Full-time faculty teach approximately one third of the total sociology sections and contact hours.

What percent of contact hours do full-time faculty teach?

(see table immediately above)

Are student evaluations of instruction within acceptable range? yes

To what extent are alternative modes of instruction incorporated into classes?

Faculty members employ a variety of modes of instruction, including the following: lecture, facilitated discussions, debates, seminar format, interactive learning, reading, writing assignments, research, applications, service learning, community projects, observation projects, student presentations, group projects and activities, social issue assignments, chapter guidelines with question-generators, online information delivery, study guides, Blackboard, power-point, video/DVD.

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses? yes

[f] Adequacy of program resources and efficiency of resource use

Describe the overall adequacy of resources (human, technological and capitol, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

We appreciate the efforts made by ACC to maintain adequate resources. We have concerns with the following: problems with support staff, including both the administrative assistant as well as the bookstores; the fact that clocks are not synchronized; problems with power-point carts and the need for someone whose job it is to facilitate the use of equipment; the lack of remotes for video players; the lack of shelves in the bathrooms at Pinnacle; on-going parking hassles.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

There are only 3 full-time faculty in the sociology program (there is one additional full-time faculty in social work); there were 16 adjunct faculty in Fall 2004.

How up-to-date is the equipment used by the program?

(see above)

Identify possibilities for improving the efficiency of the program's use of resources.

(see above)

[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

We are the only community college in the service area.

[h] Direct and indirect program-related revenues and costs to the College

Identify the major sources of revenue for the program, including grants, partnerships, etc.

Major Sources of Revenue for the Sociology Program

Source of Funding	Amount
Tuition	\$455,033
State	396,423
Total Revenue	\$851,456

Compare program costs to those of other ACC programs.

Comparison of the Program's Costs to Revenue, FY 2004

Income / Cost	Amount
Total Revenue	\$\$851,456
Total Cost	420,212
Total Surplus Money	\$431,244

Compare the program's actual expenditures to the approved program budget for the previous two years.

Sociology Program		
	Budgeted	Expended
FY 2003:	\$442,072	\$388,893
FY 2004	\$473,627	\$420,212
FY 2005	\$477,467	\$512,855
FY 2006	\$541,153	In progress

Only Transfer Programs complete the items below.

Number and percent of graduates who transfer within one year of graduation.

Number and Percentage of Graduates in Sociology Who Transfer within One Year of Graduation

Transfers Out from ACC to Texas Public Institutions Students Enrolled from Fall 2000 to Summer 2001, Transfers in Fall 2001		
Sociology	Number of Students	Percent Enrollment
Unduplicated Students	105	
Total Transfers	39	37.1%

Number and Percentage of Graduates in Social Work Who Transfer within One Year of Graduation

Transfers Out from ACC to Texas Public Institutions Students Enrolled from Fall 2000 to Summer 2001, Transfers in Fall 2001		
Social Work	Number of Students	Percent Enrollment
Unduplicated Students	166	
Total Transfers	53	31.9%

Number of articulation agreements with universities and colleges

Apart from agreements with the six schools to which all ACC academic courses transfer to applicable programs:

Park University (social psychology)
Prairie View A&M University (sociology and social work)
St. Edwards University (sociology and social work)
Texas State University (social work)

Number of courses that transfer

All courses in sociology transfer.

Number of student complaints about problems with course transfer

Data unavailable

Discuss the results of the most recent Survey/focus group of transfer institutions.

Data unavailable

Discuss data from transfer institutions if available.

Institutions to Which Sociology and Social Work Majors Transfer within One Year of Graduation

Institutions to Which Sociology and Social Work Majors Transfer within One Year of Graduation - Students Enrolled from Fall 2000 to Summer 2001, Transfers in Fall 2001		
Institution	Sociology	Social Work
The University of Texas at Austin	24	29
Texas State University – San Marcos	11	16
Texas A&M University	2	
Other	2	8
Total	39	53

Number of students transferring successfully.

Data unavailable

CONCLUSIONS

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program? Summarize them here and complete the *Program Status* form.

Our program offers students both interesting, relevant substantive material and committed, qualified faculty. Isolation among our faculty is a key concern. We are committed to addressing this concern.

PROGRAM VISION STATEMENT

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

To be developed when under fewer time constraints.

RECOMMENDATIONS

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize the recommendations here and complete the *Quality Improvement Plan* form.

The self-study team recommends that the entire sociology faculty review this program review document and discuss ideas for improvement.

In addition, please review the quality improvement plan, which addresses the following issues: hiring more full-time faculty (at least two); reducing full-time faculty course load from 12 to 10 courses per year; encouraging effective participation on the behavioral sciences task force; increasing collegiality of sociology faculty.

ADDITIONAL COMMENTS

If OIE is interested either in substantive issues or in the program review process, we would certainly be willing to meet with the staff.

APPENDIX

List all documents that you used in your report:

Program Review Notebook
ACC Fact Book, 2004-2005

REFERENCES

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When you have completed this report, send it via e-mail to the Coordinator for Institutional Planning and Assessment (rwall@austincc.edu) as an attachment.

Quality Improvement Plan for Sociology Program

Date Completed: January, 2006

Field	What to include
Recommendation #	Assign a number to this recommendation for tracking purposes.
Recommendation:	Taken from the <i>IPRS</i>
Planned Implementation date:	When does the program expect to begin to implement this recommendation?
Estimated Completion date:	When does the program estimate this recommendation to be fully implemented?
Action/Task	What steps must the program do to implement the recommendation?
Measure of Success/ Desired Outcome	If the recommendation is implemented, what about the program will be improved? What difference will the implementation of this recommendation make in relation to students, the program's purpose, the College's mission? How will this recommendation improve learning and help meet targeted objectives?
Estimated Cost(s)	This field is particularly important because the information the program enters here is the information that the Instruction/credit Cluster Group will consider in its Master Plan process. Consider changes that require one-time costs (equipment, renovation, etc.) and changes that require recurring costs (typically new positions).
Consequence if not funded	If this recommendation is not funded, how will students, the program, the College, or the community be negatively impacted?

Recommendation #	1
Recommendation:	Add 2 full time faculty
Planned Implementation date:	Fall 2006
Estimated Completion date:	Spring 2007
Action/Task	Faculty interviews, recommendation, hiring
Measure of Success/ Desired Outcome	Two new faculty on board
Estimated Cost(s)	\$100,000
Consequence if not funded	Core faculty inadequate to carry out task group's primary goal of strengthening collegiality toward creating a stronger department.
Who is responsible?	Sociology faculty, Behavioral Sciences Task Force, Dean of Social and Behavioral Sciences, ACC President

Recommendation #	2
Recommendation:	Reduce full time faculty course load from 12 to 10

	courses per year.
Planned Implementation date:	Fall 2006
Estimated Completion date:	Fall 2007
Action/Task	Behavioral Sciences task force review and ratification, Dean of Social and Behavioral Sciences review and ratification, President of college review and ratification
Measure of Success/ Desired Outcome	ACC policy change
Estimated Cost(s)	At present staff/ course level, 6 classes are involved. If absorbed by adjunct faculty, cost approx. \$12000. If assigned to full time faculty, cost approx. \$25,200 under present policy. Under recommended course load policy cost would be about \$30,000.
Consequence if not funded	Same as re recommendation 1. Both recommendations are toward building a stronger core faculty capable of creating a stronger department as elaborated in the task group's full report.
Who is responsible?	Sociology faculty, Behavioral Sciences Task Force, Dean of Social and Behavioral Sciences, ACC president

Recommendation #	3
Recommendation:	Increase effective participation on the Behavioral Sciences Task Force
Planned Implementation date:	Fall 2006
Estimated Completion date:	Spring 2008
Action/Task	Create an instrument effectively to measure faculty satisfaction and needs; re-design Task Force format and functioning to maximize effective (committed, ongoing) participation; fine tune re-design; design methods for encouraging greater effective Task Force participation; fine tune-design; develop a plan for encouraging and rewarding individual and collegial research projects for the Task Force to consider. Design a way to measure the results of all of the above. Fine tune this design.
Measure of Success/ Desired Outcome	Instruments and plan in place producing results. First result being rigorous and reliable information, second result being a measurably more satisfied, productive faculty.
Estimated Cost(s)	Minimal given funding of recommendations 1 and 2
Consequence if not funded	The absence of the benefits implied above.
Who is responsible?	Sociology faculty, Behavioral Sciences Task Force, Dean of Social and Behavioral Sciences, ACC President.

Recommendation #	4
Recommendation:	Increase collegiality of sociology faculty

Planned Implementation date:	Spring 2008
Estimated Completion date:	Spring 2009
Action/Task	Implementation of the three previous recommendations plus the design and fine tuning of an instrument to measure the outcome desired.
Measure of Success/ Desired Outcome	First, rigorous and reliable information; second, measured indications of the outcome desired.
Estimated Cost(s)	Minimal given funding of recommendations 1 and 2 and the achievement of 3.
Consequence if not funded	Lack of indicated benefits.
Who is responsible?	Sociology faculty, Behavioral Sciences Task Force, Dean of Social and Behavioral Sciences, ACC President

Recommendation #	
Recommendation:	
Planned Implementation date:	
Estimated Completion date:	
Action/Task	
Measure of Success/ Desired Outcome	
Estimated Cost(s)	
Consequence if not funded	
Who is responsible?	