



Program Review

Purpose

“Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices” – Academic Senate for California Community Colleges

Data Driven Decision Making

*Continual improvement
Evaluation of program resource needs
Fiscal stewardship and transparency
Culture of evidence*

Reporting Cycle

Program Review will be conducted every two years beginning Fall semester 2021.

Reporting Cycle Activities	Timeline
Program Review forms posted on the Program Review website :	August 22, 2023
Data is available on the ORPIE website:	
<ul style="list-style-type: none"> Instructional Program Review Dashboard 	Available now
<ul style="list-style-type: none"> Student Services Program Review Dashboard 	Coming August 28, 2023
<ul style="list-style-type: none"> State comparison data may be found on Data Mart or Cal-Pass Plus 	Available now
Program Review Office Hours and Data Support offered in a hybrid format in the Language Arts (LA) Room 115 and by zoom.	See the Program Review website schedule information.
Program Review draft due via Dynamic Forms.	Friday, October 6, 2023
Review and Feedback Steps to Finalize Program Review:	
<ul style="list-style-type: none"> Step 1a: Technical Review by IEC (for all) and Academic Senate (for any that include a faculty request). See the technical review rubrics. 	Friday, October 6, 2023
<ul style="list-style-type: none"> Step 1b: Content Review by Deans/Director. Feedback due to author. 	Friday, October 6, 2023
<ul style="list-style-type: none"> Step 2: Completed Revisions submitted by author for final approvals by Deans/Manager and Vice Presidents. Final draft will address technical and content review feedback. 	Friday, November 3, 2023
<ul style="list-style-type: none"> Step 3: Final Program Review Approvals by Deans/ Manager, Vice Presidents, and IEC. ORPIE will post final draft to the website. 	Friday, December 1, 2023
<ul style="list-style-type: none"> Step 4: Funding Requests proceed through governance structure. 	
<ul style="list-style-type: none"> Depending on the request either the Vice President or the IEC will assign the Program Review to the appropriate committee(s), including Planning Council for prioritization. 	Friday, December 1, 2023
<ul style="list-style-type: none"> Committees forward recommendations to the Budget Committee 	Friday, December 1, 2023

• Faculty Hiring timeline:	
• Academic Senate Q&A	Tuesday, November 14, 2023
• Senator Ratings due	Friday, November 17, 2023
• Academic Senate – Special Meeting to Review Rankings	Tuesday, November 28, 2023
• Prioritized requests for faculty positions will be provided by the Academic Senate to the Executive Team	Wednesday, November 29, 2023
<ul style="list-style-type: none"> ▪ President makes final faculty decisions and reports to Senate at Special Meeting. ▪ Based on approved faculty positions, faculty submit search committee membership and supplemental questions to HR and the Academic Senate. 	Tuesday, December 5, 2023
• Hiring committee participants appointed by the Academic Senate.	Tuesday, December 12, 2023
• The Budget Committee forwards all recommended non-faculty requests to the Executive Committee	Tuesday, December 12, 2023
• President announces all funded recommendations campus-wide	Monday, April 1, 2024

AUTHOR INFORMATION

Employee ID (E# or C#): First Name Last Name
Wing Email Address Office Phone

Dean/Manager First Name Last Name Email
Vice President First Name Last Name Email

Program Review - Draft

*Draft Sociology Program-Review-Instruction [97].docx

Program Review - Final Submission

*Draft Sociology Program-Review-Instruction [97] (1).docx

This Program Review includes the following:

Pick all that apply.

Faculty Request

Facilities, Technology, Equipment Request

Classified Request

This Program Review includes the following:

Pick all that apply.

If the answer was "Yes" but one of the following is not picked it will affect the form's workflow and you will have to resubmit.

Faculty Request

Facilities, Technology, Equipment Request

Classified Request

Faculty Requests (up to 3)

One upload per request

Faculty Upload1 Updated Soc Faculty Request[58].docx

Faculty Upload2

Faculty Upload3

Faculty Requests (up to 3)

One upload per request

Faculty Upload1

Faculty Upload2

Faculty Upload3

Facilities, Technology or Equipment Draft Requests (up to 5)

Facilities, Technology or Equipment Update

Requests (up to 5)

FTE Upload1
Sociology Program-Review-Request-for-Funding-2023-24-Facilities,-Equipment,-Technology,-
Other-Funding (1).docx
FTE Upload2
FTE Upload3
FTE Upload4
FTE Upload5

FTE Upload1
FTE Upload2
FTE Upload3
FTE Upload4
FTE Upload5

Classified Personnel Draft Requests (up to 3)
One upload per request

Classified Upload1
Classified Upload2
Classified Upload3

Classified Personnel Updated Requests (up to 3)
One upload per request

Classified Upload1
Classified Upload2
Classified Upload3

Supporting Materials (Optional)

Upload1
Upload2
Upload3

Supporting Materials (Optional)

Upload1
Upload2
Upload3

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Author - Draft Signature

10/04/2023

Date

...3239373137

Author - Final Signature

12/04/2023

Date

Dean/Manager Draft Feedback

The Sociology Program (SP) changed in three ways: 1. hired a FT faculty, 2. elimination of an academic achievement gap between Black/African American and White students, 3. curriculum and program updates (an ongoing focus for the SP).

The strengths of the program are its retention and academic achievement rates, its focus on students, faculty collaboration, and the use of experiential learning opportunities for students. However, the SP has faced challenges, including: the loss of a FT faculty member, the State's changes for area F courses, the absence of consistent funding to support experiential learning opportunities.

The SP experienced a drop in enrollment, similar to that experienced by the College as a whole. However, retention in Black/AA students and Latino students has increased by 5 to 10%. Also, the upward trend is evident in the success rates of Black/AA and Latino students.

Specifically, Black/AA success rate increased by 30% and 10% in the Latino student population. It is not surprising, given the above numbers, that the SP's attention to diversity, equity, inclusion, and accessibility is significant. Also notable is the SP collaboration with other departments across the College. For example, the FT Sociology instructor obtained Umoja certification, provided experiential learning opportunities, and revised courses to offer a deeper understanding and sensitivity toward inclusion and equity in education.

SP collaborates with Umoja, Puente, ASGWC, Guided Pathways, and other initiatives and programs across the College. The SP students are guided/advised well, and led to educational pathways due to a solid collaboration with the Counseling Department.

As true for most the entirety of the College, the awards granted by SP declined in the past three years. Specifically, ADTs granted three years ago were 40, 40 two years ago, and 32 one year ago. Also, the FTES/FTEF ratio fell from 47 three years ago, to 38 two years ago, to 36 one year ago.

The SP has courses that need updating, and there are a few courses that have not been successfully offered since the last PR. The courses need to be attended to and in light of the State's upcoming mandates.

The last cycle's SP goals were partly accomplished. Specifically, goal - to hire two FT Sociology instructors - resulted in the hire of a "generalist," while the "ethnic studies sociologist" was not hired. Goal 2 - improve scheduling - has been accomplished and partly influenced by the course modalities that are practiced presently. Goal 3 - increase the degrees awarded in Sociology and the Social Justice AD-t - has not been accomplished.

The present goals are: 1. grow the Sociology Program by adding Ethnic Studies offerings and degrees to better meet the needs of the students

and in support of the College's strategic goals. Goal 2. continue to strengthen retention, success, and degrees awarded. Goal 3. grow the experiential learning opportunities and mentoring program offered by SP. I am in support of examining the direction that the State is taking regarding Ethnic Studies before a specialist in ETHS is hired. The focus on continued attention on retention, student success, and degree awarded has my full support, as does the addition of experiential learning to the SP's curriculum.

FileUpload2

IEC Feedback

On the PR report, the question regarding CTE TOP code and the question about the number of certificates and associate degrees need to be completed (even if just to enter n/a).

FileUpload4

Program Review Rubric Upload

Academic Senate Executive Board Feedback

The Executive Board of the Academic Senate has reviewed your request for faculty and has no urgent feedback to provide. Please be ready to respond to questions related to your data/metrics and the urgency of your request.

FileUpload1

Program Review Rubric Upload

Dean/Manager Final Feedback

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FileUpload2

...3936383737

Alex Miranda

12/05/2023

Dean/Manager Signature

Date

Vice President Feedback

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FileUpload3

...3830333737

Kay Nguyen

12/05/2023

Vice President Signature

Date

Downloaded to the following Committee Teams folder on:

-- Choose --

Empty text box for folder name.

...3530303732

Lauren Davis-Losenko

12/11/2023

IEC Signature

Date

Dean/Manager - Feedback Signature

Electronically signed by Alex Miranda on 10/19/2023 2:16:06 PM

Academic Senate: Technical Review Signature

Electronically signed by GWC Academic Senate on 10/18/2023 4:11:05 PM

Academic Senate Signature

Electronic Signature Pending

IEC: Technical Review Signature

Electronically signed by Christina Oja on 10/20/2023 1:37:00 PM



Program Review Request Instruction

Program Review Purpose

“Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices” –Academic Senate for California Community Colleges, 2009

SUBMITTER INFORMATION

First Name:	Ruth
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ID:	Click or tap here to enter text.
Phone Number:	714-895-8176
Who is your Dean/Supervisor?	Dr. Alex Miranda
Are you the Department Chair?	No

GENERAL PROGRAM QUESTIONS

Name of Program (Academic Programs should be listed per discipline):
Sociology

Please provide a brief description and any significant change in your program since the last Program Review cycle.
<p>Sociology has changed in three significant ways since the last Program Review cycle. Primarily, it has hired a FT tenure-track faculty member that contributed to student success as the Sociology program has experienced significant transformation. This addition has contributed to the department's commitment to fostering a thriving academic environment and strong course offerings. Sociology's positive changes led to increases in student success rates, reflecting the Sociology's dedication to enhancing learning outcomes and ensuring that students achieve their academic goals. Also, Sociology has closed academic achievement gaps.</p> <p>The program has progressed in fostering diversity, equity, and inclusion. One of the standout achievements is the successful closure of the retention racial equity gap between Black/African American and White students. Such accomplishment represents the Sociology's dedication to creating an inclusive and equitable learning environment for all students, regardless of their racial backgrounds. Furthermore, the success in closing the academic gap signifies a major step toward</p>



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erasing systemic disparities in education and promoting fairness within the discipline.

The last change Sociology has gone through is ongoing, in-progress curriculum and program development. Responding to the evolving educational landscape, Sociology has proactively begun creating new classes to meet the rising demand for Area F courses. This proactive, in-progress approach accommodates students' academic interests and strengthens the curriculum offered to students. Overall, the strategic initiative to adapt Sociology ensures that the discipline remains current and aligned with contemporary sociological trends, ultimately enhancing the educational experience and outcomes for students, and meeting several of the college's strategic goals.

What are your program's strengths? (Answers could include but not limited to KPI data)

The Sociology program has made significant strides in recent years, bolstering its reputation as a dynamic and student-focused program. Several key strengths distinguish the program, making it a hub for academic excellence, experiential learning, and faculty collaboration. These strengths contribute to its students' success, and position the program as a leader in the field of Sociology within the community college academic community.

The program stands out with its exceptional track record of achieving retention rates significantly higher than the campus average. The retention rate demonstrates the program's commitment to supporting and retaining its students throughout their academic journeys. Moreover, the program has consistently shown an upward trend in success rates, surpassing the campus average. This reflects its dedication to enhancing student learning outcomes and ensuring that students achieve academic excellence.

An additional strength for Sociology lies in its faculty's collaboration, enthusiasm, and active participation in dual enrollment initiatives. This engagement benefits enrolled students and bridges the gap between secondary and higher education, creating a seamless educational pathway. The faculty's dedication to dual enrollment underscores the commitment to promoting educational access and opportunities for a broader range of learners. Additionally, Sociology supports a major college initiative.

Furthermore, the Sociology program has responded to the changing educational landscape by increasing experiential learning opportunities for its students. The hands-on approach enriches students' understanding of sociological concepts and prepares them for real-world applications for transfer and in the workforce. Additionally, the program boasts a diverse team of faculty members with extensive field experience in various academic specialties. This blend of practical knowledge and academic expertise equips students with a well-rounded education, allowing them to explore diverse perspectives within Sociology and gain valuable insights from the instructors.

Overall, Sociology's commitment to student success, faculty collaboration, experiential learning, and a diverse range of academic specialties has positioned it as a model of excellence. These strengths



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empower students with the skills and knowledge needed for success, and reflects Sociology's dedication to fostering a thriving learning environment.

What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here)

The Sociology program began this Program Review cycle facing the loss of its only full-time faculty member. Halfway through the cycle, the discipline successfully hired a new full-time tenure track faculty member. The transition posed initial difficulties as the program navigated a challenging situation in which the workload had to be carried out by an out-of-discipline department chair, and dedicated part-time faculty members. Despite this period of transition, the program has been able to deal with the challenges and areas of growth and improvement.

One of the largest challenges is the changing state requirements for Area F courses, in addition to slower than average response times in CI-D approvals for SOC G125 Statistics in Sociology. In updating curriculum to keep up with state mandates and sociological contributions, we have secured Area F designations for three of our courses and continue to work on securing it for in-progress curriculum. However, with specific SLO and CO requirements from the state, which are changing several times a year, it is difficult to maintain an up-to-date program.

Moreover, another pressing issue for the Sociology program is the search for a consistent source of funding to support experiential learning opportunities. These opportunities are vital for preparing students for the workforce and maximizing their career prospects, in addition to it being a part of the rubric for future Area F course approvals. In the evolving job market, experiential learning is crucial, especially in disciplines where theoretical knowledge needs practical application. The hands-on experience enhances students' skill sets, and equips students to market themselves effectively as they transition into their future careers. Sociology's orientation to provide experiential learning opportunities underscores the program's commitment to providing a well-rounded and impactful education that extends beyond the classroom, ensuring that graduates are well-prepared to make meaningful contributions to society.

Describe any trends and contributing factors related to enrollment, retention, and success for this past cycle.

The Sociology program has experienced a dynamic journey during its recent Program Review cycle, marked by various trends in enrollment, retention, and success. These trends, influenced by the broader context of COVID-19 and the loss of a valued colleague, have provided valuable insights into the program's resilience and potential for growth.

Though the program has faced a decrease in overall enrollment, it's important to note that this decline mirrors a trend across the campus and country, largely attributed to the challenges posed by the COVID-19 pandemic. However, there is a notable increase in enrollment in the Dual Enrollment offerings. This surge signifies the program's adaptability and responsiveness to evolving educational



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needs, offering high school students valuable opportunities to engage with Sociology.

In regard to retention, the Sociology program has improved in retention, with rates increasing for the largest student group populations as it relates to race. During this past cycle, retention rates climbed from 90% to 94%, surpassing the campus average of 89%. Of particular note is the substantial growth in retention for our Black/African American students, with rates increasing by 15%. These efforts have effectively closed equity gaps between Black/African American and White students. Additionally, retention rates for both Black/African American and Hispanic/Latinx students consistently outperform campus averages by 5-10%. These achievements underscore Sociology's commitment to fostering an inclusive and supportive learning environment.

Success rates are on an encouraging upward trajectory for all students. Notably, there has been nearly a 30% growth in success rates for our Black/African American students since the previous Program Review cycle, along with over a 10% increase for our Hispanic/Latinx students. Overall, the program's success rates consistently surpass campus averages. The current trends highlight the program's dedication to enhancing student learning outcomes and fostering an environment where all students can thrive academically. With these positive trajectories, the future looks promising for the Sociology program as it continues to advocate for inclusive and experiential learning practices.

How does your department/program support the goals of diversity, equity, inclusion, and accessibility? (Answers could include but not limited to gaps in success data, modality of course offerings, part/length of term (full-term, non full-term, etc.)

The Sociology department stands at the forefront of advancing diversity, equity, inclusion, and accessibility in academic offerings and partnerships. Sociology is committed to creating a learning environment that represents the sociological examination of human experiences, and that actively supports every student's journey to success. In this spirit, the program has undertaken several initiatives and strategies to align with these vital goals, ensuring that the program continues to build models of inclusive education.

Firstly, Sociology is dedicated to updating our curriculum through an intersectional approach to sociological instruction. This approach ensures that all groups are represented in the courses, fostering a deeper understanding of sociological concepts from diverse perspectives. Additionally, Sociology diversified student learning outcomes and course objectives to better meet the unique needs of our diverse student body, creating a more inclusive educational experience.

Also, Sociology recognizes and acts on the financial challenges faced by many students as the program made the majority of our course offerings "zero-cost material" courses. The strategic move removes financial obstacles, making educational resources more accessible to students without compromising academic rigor while aligning with the programs commitment to equity. To enhance accessibility in Sociology, the faculty also offer an array of course modalities, catering to various learning styles and



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schedules. The available options include face-to-face classes, online classes (both asynchronous and synchronous), and courses of varying lengths throughout the year (4, 6, 8, 10, 12, and 16-week), ensuring that the diverse needs of students are accommodated.

Furthermore, the full-time faculty member has recently undergone an Umoja certification and developed a partnership with the Puente program, which has significantly contributed to Sociology's progress in leading equity efforts within the program, in addition to closing equity gaps in success and retention rates. The part-time faculty members are also committed to professionally developing as they lead and participate in a variety of training opportunities to ensure that they are engaging in the most up-to-date DEIA practices. Between our full-time and part-time faculty, our program has a direct connection to several clubs, programs, and resources on campus, all of which contribute to the practice of wholistic campus involvement.

In the past Program Review cycle, Sociology has provided numerous experiential learning opportunities within the program, such as mentoring students to adapt course research into poster presentations for Sociological conferences and participating in community-based research, such as the annual Orange County Homeless count. Additionally, the faculty is deeply committed to promoting campus resources and employing innovative teaching practices such as flipped classrooms, student-centered discussions, community-based learning, and a strong focus on community building to create an inclusive learning environment, and educational experiences that maximizes students' employment and transfer prospects.

Our dedication to equity has yielded significant results. Sociology has made remarkable progress in closing equity gaps in success and retention rates. Furthermore, the program consistently maintains higher success and retention rates compared to the campus. These achievements are a testament to commitment to fostering a learning environment where every student can excel.

How does your department/program collaborate with other areas on campus to advance student success?

The Sociology program is deeply committed to fostering collaborations across various areas of our campus community to enhance the educational experience and support the success of our students. The partnership extends to organizations such as Umoja, Puente, Guided Pathways, and ASGWC. The full-time faculty member has undergone an Umoja certification process and in Spring 2023, SOC G134: Introduction to Chicano Studies was negotiated to be a part of the Puente Cohort and a collaboration with Guided Pathways was formed to offer an experiential learning experience as it relates to Hispanic Heritage Month and Chicano Studies for the following year. ASGWC also helped support the funding for several Sociology students to present at a conference in Seattle, Washington in the Spring 2023 semester. These collaborations allow Sociology to tap into a rich network of



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resources and support systems that help students thrive academically and personally.

The collaboration with Umoja and Puente represents Sociology's dedication to supporting underrepresented students. Through the partnerships, the program activates a supportive community and resources specifically tailored to the needs of Black/African American and Hispanic/Latinx students, who have historically been the lowest performing groups on our campus. Therefore, the collaborations play a vital role in closing equity gaps and ensuring that all students have the opportunity to succeed.

Overall, all of the partnerships and collaborative efforts contribute to a student-centered approach, and it empowers students to take charge of their academic journeys and make the most of their time at Golden West College.

How does your department/program utilize technology to support student success?

The Sociology department continues to use technology in innovative ways to support student success. The most extensive use of technology is with Canvas. Canvas provides a central location for students to access course materials, engage with interactive content, and complete assignments. In addition to enhancing the accessibility of courses, allowing students to engage with content at their own pace and on their own terms, thereby accommodating diverse learning styles and needs.

As Sociology has incorporated Open Educational Resources into courses, the program is engaging with technological resources, which helps reduce the financial burdens on students. Additionally, the use of open access digital mapping resources such as "Mapping Inequality: Redlining in New Deal America" allows the program's faculty the ability to track and visualize generalized wealth inequalities, enabling students to explore complex sociological data and gain insight into pressing social issues. Through the technologies, Sociology empowers students to confront and analyze the very disparities they may encounter in their future careers, fostering a commitment to positive social progression and equity.

Also, Sociology engages in the use of standardized educational technological resources such as SPSS, Kahoot, Panopto, Zoom, YouTube, Kahn Academy, Smore, Prezi, and Instagram to create resources for students that share course content information, collaborate, participate in events, share career opportunities, and participate in experiential learning opportunities. In embracing the use of these resources, we uphold our commitment to equity, inclusivity, and the holistic development of students.

Do any of the courses in your program have a CTE TOP code?

Choose an item.



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AWARDS

What type of awards does your program offer?

- Certificates
- Associate Degree
- Associate Degree for Transfer

Please provide the information for the number of awards for Associate Degrees (CCI-approved), Associate Degrees for Transfer (State-approved), and Certificates of Achievement for this program. Please put N/A if an area is not applicable for your program.

	3 years ago	2 years ago	1 year ago
Certificates	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Associate Degrees	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Associate Degrees for Transfer	40	40	32

Please comment on the trends for the number of awards. You may then comment on any other relevant information provided by the Office of Research and Planning, and Institutional Effectiveness (ORPIE).

In the past year, GWC has experienced a decline in the number of degrees awarded. Several external factors have significantly influenced this trend. Most notably, the ongoing impact of the COVID-19 pandemic has resulted in decreased enrollment and degree offerings across the state. As a result, fewer students have been able to complete degree requirements within the typical timeframe. However, it is important to note that the AD-T in Social Justice, offered by the Sociology Program, has contributed to a decline in Sociology AD-T awards as well, with 4 successful degrees awarded in the two years.

While there is a demand for classes and large potential for growth, the department has faced limitations in terms of available division LHE allocation to offer additional course sections. Additionally, the program has relied on part-time faculty to meet this high demand, with their collective workload equivalent to that of at least one additional full-time faculty member. This strain on resources has forced us to maintain a balance between ensuring students have access to the courses they need and maintaining the quality of instruction.

Furthermore, the absence of a full-time faculty member for half of the Program Review cycle disrupted the momentum of the program's growth. Faculty continuity is a vital component in fostering program development, and the temporary absence of a full-time faculty member created challenges in curriculum enhancement, student support, and program expansion efforts. Despite



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these challenges, Sociology faculty members remain dedicated to overcoming these obstacles and continuing to provide an enriching and equitable educational experience for students.

FTES and FTEF

For the below questions, please provide your FTES (full-time-equivalent students, resident) divided by your FTEF (full-time-equivalent faculty). Please submit your rates from three years ago, two years ago, and this past year.

Please note: For programs with earned credit please use FTES (Res)/FTEF. For non-credit, please use FTES (Total)/FTEF.

	3 years ago	2 years ago	1 year ago (this past year)
FTES/FTEF Ratio:	47	38	36

Outside of hiring new faculty or staff, please discuss the data trends above, and your plans for serving more students.

Overall, the Sociology program maintains an efficiency rate higher than the campus average, with a notable difference of over 10 points. In our efforts to raise efficiency rates, a demand for courses has been a significant driver for the efficiency challenges. The demand for on-campus classes has gone down campuswide, which has impacted the Sociology program. Despite this, we continue to offer regular-sized classes for our on-campus offerings and offer LCF for select online courses to offset lower enrollment in other areas.

Moreover, external factors such as the ongoing impact of COVID-19 has played a substantial role in the observed decrease in efficiency. The pandemic has led to significant drops in enrollment across campus, affecting student enrollment patterns and degree progress. The part-time faculty members have stepped up to address the heightened demand, taking on workloads equivalent to over one full-time faculty load. Despite these challenges, the program maintains an efficiency rate higher than the campus average.

It is important to note that the program continues to make positive strides, even amidst the faced challenges. We have successfully closed equity gaps in our retention rates and experienced ongoing growth in our success rates. Moving forward, our commitment is to build and promote our program, enhance advertising efforts, and explore opportunities to offer additional sections of high-demand courses. These proactive measures are aligned with your dedication to providing exceptional educational experiences while addressing the ever-evolving needs of our students and campus community.



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CURRICULUM

After a thorough review of your courses in CurricUnet, with the assistance of your CCI representative, answer the following questions.

If you do not currently have a representative on CCI, you may contact either:

Gary Kirby: gkirbyjr@gwc.cccd.edu

Monica Jovanovich: mjovanovich@gwc.cccd.edu

Do you have any courses that have not been updated to CCI, within the required timeframe (6 or more years for a transfer-level course, 3 years or more for a CTE course)?

- Yes
 No

Are there courses in your Program (Degree/Certificate) that have not been successfully offered since the last Program Review? Please note, classes that were cancelled, they were not successfully offered)

- Yes
 No

Do you have active courses that are not part of a degree or certificate?

- Yes
 No

Please indicate the name of the course(s) and the name(s) of the certificate(s) or degree(s) you intend to connect it to when you submit your revision to CCI.

Click or tap here to enter text.

STUDENT LEARNING OUTCOMES

Do any of your SLOs use the exact wording as the course objectives?

(SLOs should be written to reflect the course objectives while not using the exact same language as the course objectives).

- Yes
 No

How has your department/program utilized SLO (Student Learning Outcome) results to make changes or improvements to your Program?

Our program places a strong emphasis on using Student Learning Outcome results as a driving force for program improvement. These results serve as a valuable feedback loop that guides our curriculum development efforts. We are proud to implement SLO results in our course planning to ensure that assessment and methodologies are consistent, fair, and designed to provide all students with equal opportunities for success. Additionally, SLO data analysis has allowed us to identify effective instructional practices within our discipline. By recognizing what works best for our students, we have



Program Review Request Instruction

been able to adapt our curriculum and teaching methodologies to support effective instruction. This commitment to continuous improvement fosters an inclusive learning environment where all students can thrive and achieve their academic and personal goals.

GOALS AND REQUESTS FOR FUNDING

Requests – If you are requesting any of the following, they MUST be addressed within your Department goals. These forms must be submitted separately from the Program Review.

- Faculty
- Facilities, Equipment, Technology & Other
- Classified Personnel

GWC Strategic Plan Goals Legend

1. **Enrollment:** GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
2. **Equity and Success:** GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
3. **Completion:** GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
4. **Workforce Preparation:** GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.
5. **Facilities:** GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.
6. **Professional Development:** GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of the College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

GOALS FROM PREVIOUS PROGRAM REVIEW CYCLE

Please refer to your previous Program Review cycle and summarize all outcomes for each goal.

Summary and Outcomes of Previous Goals (from the last Program Review) including resource requests and if they were funded or not.

The goals from last cycle included hiring 2 new tenure track faculty, improve scheduling, and growth in degrees awarded for Sociology and the Social Justice AD-T. We saw growth in the Social Justice AD-



Program Review Request Instruction

T and improved scheduling. We were able to hire 1 new tenure track Sociologist, but are requesting to hire another one due to a failed search.

GOALS FOR CURRENT PROGRAM REVIEW CYCLE

Current goals should be connected to GWC's Strategic Plan Goals.

GOAL 1 (Required)

Description of goal:

Grow the Sociology program by adding more Ethnic Studies offerings and degrees to better meet the needs of our students and college strategic goals.

What actions will be taken to accomplish the goal?

The Sociology program is committed to continuous growth and an unwavering dedication to meeting the diverse needs of students, aligning with the broader strategic goals of our college. To achieve this, we will continue to actively advertise our program and grow the Ethnic Studies degrees under current curriculum revision, ensuring that students are aware of the exceptional education opportunities we offer. The Sociology program has the most Area F offerings compared to other departments and has an Ethnic Studies certificate and AD-T under review. These offerings were created to meet the demand and constantly changing landscape of Ethnic Studies and Area F requirements. Simultaneously, we recognize the importance of connecting our students to vital campus resources that support their academic journey, fostering a supportive and enriching learning environment. Encouraging dual enrollment offerings within the program remains a priority, providing students with an opportunity to engage in our coursework while still in high school, thus enhancing educational pathways.

Also, Sociology will continue advocating for additional division LHE offerings to expand the number of Sociology courses available without diminishing the offerings from sister disciplines within our division. To continue interest in our classes, we will simultaneously continue to adapt curriculum to maintain relevancy with an evolving world, as well as ensure student's lived experiences are represented in the classroom. This approach ensures that students have access to a diverse range of courses while maintaining the integrity of our program.

Furthermore, we are submitting a funding request to support experiential learning opportunities specific to Sociology, in addition to a full-time faculty member request. If successful in securing this funding, we will be able to offer more application-based learning experiences, preparing our students for the workforce and successful transfer. These initiatives not only attract students but also contribute to the overarching goals of our college, creating a dynamic and forward-looking program that meets the evolving needs of our study body and the community served.

What metric will you use to measure your goal?



Program Review Request Instruction

The revision of program curriculum, dual enrollment offerings, course offerings, and grow the number experiential learning opportunities, in addition to Ethnic Studies course and program offerings.

Which of the College's missions and goals does this goal support? (check all that apply)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

GOAL 2 (Required)

Description of goal:

Continue to strengthen and improve student retention, success, and number of degrees awarded.

What actions will be taken to accomplish the goal?

The commitment to student retention, success, and increased degree awards remains a top priority for the program. To achieve these goals, the faculty will continue engaging in equitable practices to further narrow equity gaps. We are submitting a funding request for discipline-specific experiential learning opportunities to enhance engagement, workforce readiness, and retention. These hands-on experiences will better prepare students for both the workforce and successful transfers to higher education institutions.

Furthermore, collaboration is central to our strategy for bolstering student outcomes. We'll continue our valuable partnerships with the Embedded Tutor program and Supplemental Instructor Assistants, especially for large classes like our online Sociology 100: Introduction to Sociology courses. Moreover, we recognize the importance of increasing resources for our Sociology courses. Adequate resources enable us to expand offerings, reduce waitlists, and provide a comprehensive educational experience.

In addition to these efforts, we will continue to develop in-progress curriculum, program, and certificate development as it relates to Ethnic Studies and Gender and Queer Studies. These offerings increase completion, marketability, and transfer pathways. These combined efforts reflect our dedication to ensuring our students have the support, engagement, and resources they need to thrive in our Sociology program.

What metric will you use to measure your goal?

Increase the number of degrees awarded, close equity gaps in retention and success rates, and see upward trends in degrees awarded.

Which of the College's missions and goals does this goal support? (check all that apply)



Program Review Request Instruction

Enrollment

- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

GOAL 3 (Required)

Description of goal:

Grow the experiential learning experience offerings for our students.

What actions will be taken to accomplish the goal?

To enrich the experiential learning experiences of students, the Sociology program is committed to mentoring them in gaining valuable academic and professional exposure. This includes opportunities to conduct research, present at academic conferences, and engage in community-based activities such as the annual Orange County and Los Angeles Homeless count. We will also offer discipline-specific workshops on interview and resume development to enhance students' marketability. Building connections with local organizations seeking staff or interns is another avenue we will explore. Furthermore, we will continue hosting event series like Hispanic Heritage Month and participating in Black History Month, with students taking the lead in event planning, providing practical experiences that enhance their prospects for transfer and the workforce.

In the program's commitment to meaningful societal progress, we will continue offering discipline-specific field trips that encourage students to connect course content to practical applications in fields such as social work, research analysis, policy development, and education. These field trips provide students with firsthand experiences, demonstrating how their academic knowledge can be translated into real-world contexts. By actively engaging our students in these diverse experiential learning opportunities, we aim to equip them with the skills and insights necessary for successful transitions into both the workforce and advanced academic pursuits, ultimately contributing to their personal and professional growth.

What metric will you use to measure your goal?

The number of experiential learning opportunities and mentorship programming we offer.

Which of the College's missions and goals does this goal support? (check all that apply)

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities



Program Review Request Instruction

Professional Development

Communication

OTHER INFORMATION

What additional information would you like to share about your program?

The Sociology program holds its faculty members, both full-time and part-time, in high esteem for their unwavering commitment to academic excellence. We extend our heartfelt gratitude to Nina Chapman, whose pivotal contributions played a significant role in building and shaping the Sociology program.

We also express deep appreciation to Jennifer Bailly, our out-of-discipline department chair, who played a crucial role in ensuring the Sociology Program's vitality during a brief period when we did not have a full-time faculty member. Her dedication to our program has been instrumental in maintaining our commitment to student success.

Above all, our program is profoundly thankful for our dedicated part-time faculty members. They have played an indispensable role in sustaining our program during challenging times, enabling us to offer classes and provide continuous support to our students. Their dedication and contributions have been instrumental in upholding the standards of our program and ensuring its continued success.

Looking ahead, the Sociology program is firmly committed to a future of equity, growth, and student success. We remain steadfast in our mission to increase our award offerings, close all equity gaps in retention and success, ensuring that every student has an equal opportunity to thrive academically. Furthermore, we will continue to provide the necessary experiential learning experiences that equip our students with the skills and knowledge essential for their academic and professional journeys.

Submitter's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

- No concerns
- I have concerns

Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.



Program Review Request Instruction

Vice President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.



Program Review Request- Faculty

Golden West College

FACULTY REQUEST

Submitter's First Name:	Jennifer
Submitter's Last Name:	Bailly
Submitter's Email:	jbailly@gwc.cccd.edu
Submitter's Phone Number:	Click or tap here to enter text.
Who is your Dean/Supervisor?	Alex Miranda
Are you the Department Chair?	Yes
Who is your Vice President?	Kay Nguyen
Program/Department:	Click or tap here to enter text.

Type of Review:

Note: Library and Counseling should submit individual Program Reviews: one for Instruction and one for Student Services.

- Instruction
- Student Services
- Administrative

Faculty Hiring Criteria:

The primary sources of information for ranking/rating program/department needs are:

- Faculty request form
- Program Review reports
- Program Vitality Reports (PVR) if applicable
- Data demonstrating need for request

All data is in the Golden West College Instructional Program Review 2023 [dashboard](#) provided by the office of research, planning and institutional effectiveness (ORPIE). If this is a non-instructional request, additional data may be found in the Student Services Program Review dashboard.

Note: All analysis of data is trend over the past 4 to 6 years (3 program review cycles = 1 strategic plan cycle)

Position title and area of specialization (if applicable).
Sociology

Please provide and describe the data demonstrating the need for the request.
Sociology is a discipline with a large variety of courses. The program currently has 12 active courses that range from general sociology, quantitative methods, social justice/gender, and ethnic studies. There are three additional courses in progress to support the growing ethnic studies area. The program also houses two Associate Degrees for Transfer for Sociology and Social Justice. A revised Ethnic Studies TMC revision is anticipated from the State Chancellor's Office. Sociology is currently offering 14 sections, excluding dual enrollment, and has growing demand for dual enrollment. Part-time faculty teach 60% of the sections and we struggle with staffing the wide range of elective courses with quality faculty with specialization.



Program Review Request- Faculty

Golden West College

Please post job description (copy and paste description).

Golden West College (GWC) is seeking a full-time, equity-minded, tenure track faculty member in sociology commencing with the 2022 fall semester. The primary teaching assignment involves all areas of sociology. Desired qualifications include an area of specialization in sociology and ethnic studies. The assignment also includes curriculum and program development, participation in department, division, college committees, and participatory governance activities assuming leadership roles both within the department and in the institution as a whole; collaboration across disciplines and the leveraging of student support resources; and participation in ongoing professional development.

Program Classification (check all that apply)

- Instructor (transfer-level classes)
- Instructor (CTE classes)
- Instructor (ELL/ESL or non-credit)
- Counselor
- Librarian
- Other:

Does this faculty request meet the criteria for extenuating circumstances beyond the department/program's control since the last 2 program review cycles? (check all that apply)

- Untimely death or loss of faculty due to health conditions
- Sudden unexpected retirement or resignation
- Failed search since last PR cycle (i.e., The position was approved by the Exec team but not filled for any reason)
- Loss of tenure-track faculty
- Legal/mandatory requirements

Describe what you checked above.

Sociology was approved for two full time positions by the Executive Team and ranked by Senate. The search resulted in the hiring of one full time faculty member. The needs of the department remain the same as the previous conditions that prompted the approval for two positions.

Respond fully to each of the following two prompts. Your responses to the listed criteria and data parameters are the basis from which senators apply the criteria to determine the rating/ranking of this request. Be as specific as possible in your responses.

Program/Department Needs (1-10 points)

- 1 - 4 points: little or no contribution or impact
- 5 - 7 points: some contribution or impact



Program Review Request- Faculty

Golden West College

- 8 - 10 points: significant contribution or impact

How does this request for a faculty position meet the following criteria?

Important considerations in this prioritization process are conditions unique to the program/department which support the need for additional full-time faculty, such as: (check all that apply and describe)

- Programs/departments with no or few full-time faculty to teach high demand area or for maintaining on-going (sequential) majors or certificates.
- Programs/departments with no or few full-time faculty.
- Negative impact created by the loss of full-time faculty due to retirement or non-replacement of full-time positions.
- There is not sufficient full-time faculty to develop and maintain current curriculum for the program/department.
- The program/department cannot maintain a stable core of full-time to part-time ratio to provide a quality program or program growth.
- There are substantial problems of coordination/supervision of the program's/department's part-time faculty. (There are not enough full-time faculty to coordinate, train, and supervise the part-time faculty).
- There is difficulty in finding and keeping qualified part-time faculty.
- Relevant, necessary courses are not taught or are cancelled because of the absence of qualified full or part-time faculty.
- New developments and/or trends in the service area that would influence a determination of need for the position.
- Supervision is required to reduce health and safety hazards.
- Preparation for careers/employment in fields with strong current and future prospects.

Describe what you checked above.

Sociology has 12 active courses and is currently offering 15 sections and has growing demand for dual enrollment. Part-time faculty teach 60% of the sections and we struggle with staffing the wide range of elective courses with quality faculty with specialization. The discipline houses 2 AD-Ts with the need to develop a third in Ethnic Studies along with the necessary courses to represent the lived experiences of each of the historically marginalized groups. The full time faculty member in Sociology is also the only faculty member on campus with the FSA in Ethnic Studies, so resources are stretched thin.

What program/department conditions (such as cutbacks, lack of offerings, no replacements, facilities, coordination of part-time faculty, new program requirements, etc.) support the need for additional full-time faculty?

Our Sociology program is in need of a full-time faculty member due to adapting program requirements, curriculum revision support, coordination of part-time faculty, and heavy reliance on part-time faculty. We are actively revising our curriculum to emphasize experiential learning opportunities and amplify the experiences of our diverse student body, and adding a discipline expert to our program is needed. To enhance a diverse, equitable, and inclusive learning environment and meet the growing program requirements, we must expand our pool of full-time faculty who can teach a range of courses, including those focused on race and gender if necessary. This addition aligns with our commitment to student success and program quality.



Program Review Request- Faculty

Golden West College

College-wide Needs (1-10 points)

- 1 - 4 points: little or no contribution or impact
- 5 - 7 points: some contribution or impact
- 8 - 10 points: significant contribution or impact

How does this request for a faculty position meet the following criteria?

Where other considerations are relatively equal, does the request for this position contribute to/impact the operations of other college programs such as: (check all that apply and describe)

- Coursework required or recommended for several degree/certificate programs.
- Significant general education requirements.
- Serve substantial numbers of the student population.
- Serve a special population of students not served by other programs.
- Application to Statewide Community College Goals of serving students in Transfer, Degree and CTE programs.
- New programs the college wants to develop and support through resources, facilities.
- Contributions to college and district goals including student equity.
- Negative fiscal impact to college created by the lack of full-time faculty due to retirement or non-replacement of full-time positions.

Describe what you checked above.

Our Sociology program is actively seeking to hire a new faculty member to provide essential support in the adaptation of our curriculum, with a particular focus on Area F, a critical statewide initiative related to transfer requirements. We play a vital role in serving a substantial portion of our campus community, evidenced by the growing popularity of our courses like Sociology 100 and our Introduction to Race and Ethnicity courses, which students increasingly choose to fulfill their general education requirements. Additionally, we are currently in the process of developing an AD-T program in Ethnic Studies, along with certificate programs in Ethnic Studies and Gender and Queer studies. These initiatives are designed to better serve our diverse student population, equipping them with the skills and knowledge needed for an evolving workforce and society. This strategic move aligns seamlessly with our district's overarching goals regarding student equity and success, making the addition of a full-time faculty member imperative to support the successful implementation of these projects.

If there are any license, certifications, or degrees required for this faculty position, please describe them here.

A full-time tenure track hire in Sociology would need to meet the minimum qualifications for Sociology.

How does this position address long-term college goals and [Vision 2030 Goals](#)?

A full-time tenure track hire in Sociology will increase enrollment, equity and success, and completion. Full-time faculty are necessary for communication across campus.

If you have more than one faculty request, please rank this against your others.



Program Review Request- Faculty

Golden West College

For example, if you are requesting three (3) faculty for this discipline, you could put a “2” in this box, a “1” on the next request and “3” on the third. “1” being your first priority, “2”, your second priority, and “3” your last priority. This will assist later reviews in better understanding the needs of your program and your preference. If you are only submitting one request, please leave this box blank.

Rank: Click or tap here to enter text.

Submitter’s Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Supervisor’s Review

As the supervisor of this program, I have reviewed this request.

No concerns

I have concerns

Comments: Click or tap here to enter text.

Supervisor’s Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Vice President’s Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

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President’s Recommendation:

Hire position

Hire one-year temporary

Not hiring at this time

President’s Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

FACILITIES, EQUIPMENT, TECHNOLOGY & OTHER FUNDING REQUEST

Submitter's First Name:	Ruth
Submitter's Last Name:	Cálcenas
Submitter's Email:	rcalcenas@ccd.edu
Submitter's Phone Number:	714-895-8176
Who is your Dean/Supervisor?	Dr. Alex Miranda
Are you the Department Chair?	Jennifer Bailly
Who is your Vice President?	Kay Nguyen
Program/Department:	Sociology/Department of Social Sciences

Type of Review:

Note: Library and Counseling should submit individual Program Reviews: one for Instruction and one for Student Services.

- Instruction
- Student Services
- Administrative

Directions:

- Fill out the GOAL section, including narrative (required) and include supporting data (if necessary/desired).
- Fill out the REQUEST FOR FUNDING section, indicating a request for Facilities, Technology or Equipment, including description of the item(s) being requested and total dollar amount.
- Fill out one form per GOAL/REQUEST FOR FUNDING.

GOAL

Description of Program's Goal (required):

The primary objective of our sociology program is to provide our students with a holistic and transformative educational experience by adding a variety of experiential learning opportunities (ELO) specific to the discipline and content. We firmly believe that the key to enhancing student marketability, transferability, and overall success lies in the incorporation of ELOs. Over the past year, we've made significant strides towards this goal by introducing various EL initiatives. One of our proudest achievements has been closing the equity gap in retention between our Black and White students. This accomplishment speaks to the power of EL in fostering inclusivity and providing support, mentorship, and skills to students.

These ELOs serve as a vital bridge between classroom theory and real-world application. In the field of Sociology and the Social Sciences at large, this connection is particularly crucial. By immersing our students in hands-on experiences, we prepare them for seamless transitions into the workforce or higher education. These opportunities empower our students with the practical skills and critical thinking abilities required in their chosen career paths. Moreover, it demonstrates to students the power of the Social Sciences by providing the opportunity for direct application of abstract theories and concepts. Whether they are conducting research, engaging with communities, or working/shadowing alongside professionals, these experiences equip our students with the tools they need to excel. In essence, our sociology program's commitment to experiential learning is not just about academic enrichment; it's about empowering students to thrive in the ever-evolving landscape of an evolving workforce and society.



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

Data to support the Program's Goal (if necessary/desired)

[Data Dashboards](#)

If additional data is necessary/desired, fill out a [Research Request](#) - May take up to 4 weeks

The transformative potential of ELOs within our Sociology Program cannot be overstated. In the past year, we have embarked on a journey to enrich the educational experiences of our students by offering a diverse array of ELOs, which have included taking students to conferences, fostering engagement with community and campus organizations, and encouraging visits to off-campus resources such as museums, communities, and various organizations. The results have been remarkable. Not only did we witness the closure of the retention equity gap between Black and White students, but we also celebrated a significant 10% increase in the success rates of our Hispanic/Latinx students. Even more impressively, we experienced a remarkable 30% growth in success rates of our Black/African American students. We also saw our overall retention rates climb from 90% to 94% surpassing the campus average of 89%. Moreover, these rates for both Black/African American and Hispanic/Latinx students outperform campus averages by 5-10%. These outcomes underscore the transformative potential for ELOs, which not only enhances academic success, but also promotes equity and inclusivity within our program. Moreover, it makes our students more marketable and desirable candidates for transfer, and aligns perfectly with the evolving Area F requirements that are now asking for ELOs as part of the curriculum.

As we reflect on the profound impact of experiential learning opportunities in our Sociology program, it is clear that these initiatives are integral to our mission of fostering educational excellence, equity, employability, and curriculum alignment. The positive results we have observed, including the narrowing of retention equity gaps and substantial success rate increases, highlight the immense potential of hands-on, immersive experiences. Additionally, as we move forward, our program is uniquely positioned with an extensive offering of Area F courses and is in the process of adding an AD-T in Ethnic Studies. By prioritizing ELOs, we are not only ensuring the necessary development of the Sociology program and up to date curriculum, but ensuring that our students are prepared for their next steps in both their academic and professional pathways.

What actions will the program take to accomplish this goal?

To enhance experiential learning for students and better prepare them for the workforce and future transfer opportunities, our Sociology program is committed to incorporating field experiences into our curriculum. We will offer field trips, conference participation opportunities, and establish partnerships with local organizations to showcase the practical application of sociological theory in real-world settings, fostering potential avenues for internships, volunteering, and full-time employment. These opportunities will be customized to align with specific courses, programs, degrees, or certificates offered within our Sociology program. Additionally, we will actively support students in updating their resumes to effectively highlight the marketable value of these experiences as it relates to our program, both in their academic and professional journeys. In summary, based on data from the past year that highlights a growth in retention and success rates, especially as it relates to our students of color, our program aims to enrich student learning through field trips, industry collaborations, and conference participation, ultimately empowering them with valuable practical insights and skills to excel in their academic pursuits and future careers.

What metric will you use to measure this goal?

Success and retention rates, as well as degrees awarded in the Sociology program.

Which of the College's missions and goals does this goal support? (Vision 2030)



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

- Enrollment
- Equity and Success
- Completion
- Workforce Preparation
- Facilities
- Professional Development
- Communication

Please describe how this goal supports the College's missions and goals ([Vision 2030](#)).

Overall, adding a variety of experiential learning opportunities aligns with each point in Golden West College's missions and goals within Vision 2030.

By offering a more dynamic and engaging curriculum with real-world, hands-on experiences, the program maintains its place as an innovative option for prospective community college students looking to receive a degree in the Social Sciences. The inclusion of field trips, internships, and conference participation can serve as unique attraction points that draw more students to enroll. Moreover, the program's commitment to building relationships with local organizations can help bridge the gap between education and the workforce for traditionally underrepresented or disadvantaged groups on our campus, in addition to opening lines of communication, joint initiatives, and mutual support, benefiting both the institution and local community. This initiative promotes equity by providing equal access to valuable experiences and resources, ultimately leading to greater success rates among a diverse student body, as seen in the closure of equity gaps in this past program review cycle. Providing students with hands-on experiences and showing them direct applicability of their courses in real-world contexts motivates them to stay engaged and committed to completing their degrees and/or certificates. Practical experiences reinforce the relevance of their education and increase retention and success rates. Finally, offering a variety of learning environments and facilities, such as field trips, internships, and conferences, provides students with diverse opportunities to develop essential skills. These experiences can foster the development of adaptability and readiness in applying discipline-specific concepts to the workforce.

In summary, incorporating these experiential learning opportunities can make the Sociology program more appealing to students, promote equity and success, increase completion rates, strengthen community connections, and offers students a broader range of learning experiences. This holistic approach not only enriches the educational journey, but also better prepares students for their future careers and civic engagement.

REQUEST FOR FUNDING

Request: What do you need to accomplish this goal? (Mark one per request)

- Facilities (e.g. improvements/repairs to classrooms, offices and buildings)
- Technology
- Equipment
- Other (e.g. conferences, funding for professional development)



Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

Description of Item(s) / Cost

All requests must have a sales quote that includes:

1. Sales tax
2. Installation fee
3. Training fee
4. Service life agreement/fee

Please note: approved requests over 10k will need 3 quotes before purchase

Description of Item(s)	Total Dollar Amount Requested
Funding for Student Conferences	\$15,000
Funding for Field Experiences	\$15,000
Funding for Sociology Workforce Symposiums	\$5,000
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

Do you have any existing funds in your budget to cover this expense? Please describe.

Currently, the program has pulled from different resources on campus, and is grateful for the collaborations with Guided Pathways, ASGWC, Umoja, Puente, and the Vice President of Instruction’s Office. And, although the program is still excited to continue collaborations with these offices in ways that benefit the entire campus, having a set amount of funding can streamline the process of offering discipline-specific experiential learning opportunities and expand the range of opportunities to our Sociology students, as well as ease the process of meeting the needs of evolving curriculum requirements.

Will there be an on-going cost for this request? What is the total cost of ownership?

No.

Supervisor’s Review

As the supervisor of this program, I have reviewed this request.

- No concerns
- I have concerns about this recommendation
- I believe department or wing funds exist to cover this request: partial full payment

Comments: Click or tap here to enter text.

Supervisor’s Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Vice President’s Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

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Program Review Request- Facilities, Equipment, Technology & Other

Golden West College

President's Recommendation:

- Funding recommended
- Funding not recommended

President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.