

# CAN Discipline - Sociology

2022 - 2023

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## Program Context

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### 1. Mission

**Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.**

The department of sociology at Cañada College has a mission to help students understand, analyze, and critique the modern social order empowering them to act as agents for personal and social transformation. The program strives to implement the highest level of teaching introducing students to the basic concepts, theories, methodologies, and epistemological assumptions associated with the contemporary field of sociology. This program is designed to serve students interested in transfer, especially but not exclusively to the CSU and UC systems. It is designed to facilitate the completion of lower-division sociology courses so that students will be able to transfer to nearby institutions as upper-division students.

The department, while remaining productive, efficient, and robust until 2019 was devastated during the Covid pandemic. It is no longer productive, efficient, or robust as numbers have precipitously dropped showing no signs of life as of fall 2022. On the other hand, student enrollment includes an extremely wide-range of students in terms of race, gender, age, and more, and, course offerings include a wide-range of modalities from face-to-face to online courses. Furthermore, students are graduating and transferring to local institutions, albeit at lower overall numbers than before the pandemic.

In addition, the sociology department is committed to promoting equity both in the curriculum and in the classroom. The curriculum is embedded with sociological material promoting tolerance and social justice while also encouraging diversity of thought and diversity of being. And, the department has consistently served, as stated above and outlined in 8B, a wide-range of students in terms of race, gender, age, and more. Furthermore, the department is committed to maintaining and expanding the diversity of the student population in the sociology department.

The primary challenge in the coming years is recruiting more students into sociology classes, especially in the face-to-face modalities (though online student enrollment has decreased too). A related challenge is providing students with the wide-range of classes both in terms of modalities and course content that have been offered in the past. Unlike previous years, faculty morale is low, but the support from the division dean has been greatly appreciated.

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### 2. Articulation

**Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."**

The sociology department has stayed up-to-date with curriculum and degree requirements, especially in relation to the UC and CSU systems. The goal is to create a program whereby increasing numbers of students are able to transfer as juniors into sociology programs across the state.

To accommodate this goal, the sociology department has integrated itself with the Course Identification System (C-ID). C-ID is a supra-numbering system developed to ease the transfer and articulation burdens in California's higher educational institutions. All four sociology classes (Introduction, Social Problems, Ethnicity and Race in Society, and Social Science Research Methods) have been aligned and accepted into the C-ID system.

To further facilitate transfers to the CSU, the sociology AA-T degree has been implemented. The degree is designed to create a clear pathway to the CSUs whereby students are guaranteed junior standing in their major.

### 3. Community & Labor Needs

**Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.**

No known changes.

## Looking Back

### 4. Curricular changes

**List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?**

The most significant change in the program's curricular offerings was during the initial Covid pandemic when all face-to-face courses were reconfigured into online courses on Canvas. While the online asynchronous sections were not affected by the pandemic, five face-to-face sections were changed into synchronous courses. The rationale for these changes were related to public health developments that made face-to-face courses unfeasible. Face-to-face sections were offered for the first time to students since the spring of 2020 in the spring of 2022.

### 5A. Progress Report - IPC Feedback

**Provide your responses to all recommendations received in your last program review cycle.**

Adjustments were added to reflect the recommendations from the previous IPC report which include the following:

1. A more detailed analysis of the "use" data pertaining to the Social Sciences Hub along with information related to events and number of students.
2. More specific quantitative data in relation to enrollment trends.
3. More specific data on student demographics as related to access and completion.
4. A more detailed assessment of student demographics by modality and changes by modality.

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### **5B. Progress Report - Prior Program Goals**

**Provide a summary of the progress you have made on the program goals identified in your last program review.**

There were no program goals identified in the past program review as there were no specific questions related to goals. However, new goals will be identified in this program review.

### **6A. Impact of Resource Applications**

**Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?**

Not applicable.

### **6B. Impact of Staffing Changes**

**Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."**

Not applicable.

## **Current State of the Program**

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### **7A. Enrollment Trends**

**Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.**

In terms of overall enrollments, student headcount increased between 2017 and 2020 from 543 to 717. However, student headcount dropped significantly to 542 in the 2021-2022 academic year. A more careful analysis reveals there was a massive drop in the number of students taking face-to-face classes in the day. While overall online enrollments increased, the face-to-face numbers dropped so fast—canceling out the online gains—that overall numbers dropped.

In terms of FTEF, numbers stayed steady. While FTEF was 3 in 2017, subsequent years held steady at 4. In terms of Section Count, the overall numbers of sections increased slightly. While there were only 16 sections in 2017-2018, sections increased either to 20 or 21 from 2018-2022. In terms of LOAD, the average LOAD total dropped significantly over the past 5 years. While LOAD was 433 in 2017-2018, LOAD—with the exception of 2020-21—dropped steadily hitting a low in 2021-2022.

### **7B. Significant Changes in Your Program**

**Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?**

The most significant change, as briefly mention above, was the massive drop in the number of face-to-face students during the day (an 80% drop!) cancelling out the gains made in the online classes. This, not surprising, correlates with the Covid pandemic. First, from the spring of 2020 to the fall of 2021, all sociology classes were taught remotely. Second, whereby the face-to-face classes were brought back (5 sections) in the spring of 2022, student enrollment in the face-to-face classes were historically low. This is, in many ways, to be expected as many students were not yet comfortable coming back to campus in January of 2022 with the new Omicron outbreak.

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### 7C. Planning for Your Program

**What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.**

The sociology department strives to respond to the challenges posed by the pandemic and its aftermath. Priority number 1 is to increase enrollment, especially in the face-to-face modality. The sociology department places a premium on face-to-face instruction as face-to-face instruction is the foundation for student success and campus life. While online courses will be offered, it is the face-to-face modality that needs the most assistance. Here are some tentative proposals for the coming semesters.

1. Improve marketing face-to-face classes to the public: this can be done by seeking assistance with the marketing department for ad placements in various settings. The sociology lead faculty can also place course ads around campus.
2. Seek the assistance of counselors: the lead sociology faculty will meet with campus counselors to see how counselors and faculty can work together to help channel student interest into face-to-face modalities.
3. Send out email to groups and organizations to help promote sociology classes (like PTK)
4. Pay extra attention to current sociology students in face-to-face classes and encourage them to take more in the face-to-face mode

### 8A. Access & Completion

**Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?**

Yes, it was and still is possible for students to complete their sociology degrees fully at Canada without going to the other sister campuses. However, dropping enrollment will make this harder to do in the future, especially for the face-to-face modalities. Currently, students have access to morning and afternoon face-to-face classes, online classes, and night classes (CWA). Instead of changes, *the goal is to maintain this varied structure to maximize the options students have to complete their sociology degrees on the Canada campus.*

In terms of completion and success rate, overall numbers have been steady. Overall success rates were 70% in 2017-2018, increased slightly to 76% in 2020-2021, but dropped back to 69% in 2021-2022. Success rate differences between modalities is consistent as well; that is, face-to-face is steadily higher than online modalities. In 2017-2018, the face-to-face success rate was 79% compared to 62% for online modalities. These figures have remained consistent with the most recent data from 2021-2022. In this past year, face-to-face success rate was 82% and online modalities 66%. *This is another reason to support face-to-face modalities during a time of declining enrollment.* When you get more students on campus, they will success at higher rates!

Not surprisingly, the honors Sociology 325 course has the highest success rate (85%) vs. Sociology 100 (69%). Sociology/Psychology 205 has the second highest success rate at 82%. This is not surprising as Sociology 325 and 205 consist of advanced students either in the honors program or students ready to graduate.

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### **8B. Student Equity**

**One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?**

According to the data provided by PRIE, there are two groups that fall below the college average in terms of access: males (9.5%) and not-low-income students (10.5%). In terms of success, there are three groups that fall below the college average: first generation students (9.2%), Hispanic females (8.9%), and Hispanics (8.3%). While the sample size isn't large, some of these gaps need to be examined more carefully, and, ideas about how changes could be made addressed. The college can help address some of these gaps by increasing funding for more tutoring and mentoring assistance, specifically for Hispanic students. From the point of view of faculty, faculty can also encourage more Hispanic students to seek tutoring assistance and visit faculty office hours.

### **8C. Completion – Success Online**

**The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".**

There was a significant gap in success rates between Non-DE and DE courses from 2017-2021. From 2017-2021, the success rate averaged 73% in Non-DE courses, while the success rate was 68.6% for DE courses, a gap of 7.3%. This gap is consistent with the college as a whole, though, is it not clear from the data provided what is causing this gap. What changes could be made? Perhaps, the sociology department should continue to support and even expand its face-to-face offerings since success rate is typically higher than online courses.

Again, the causes seem deep and related to the structures of the modalities themselves. Perhaps, more dedicated students enroll in F2F classes (or some other self-selecting process). In any case, the numbers suggest the sociology department should not move away from F2F, but more fully engage.

The one exception with the numbers, in terms of success rate, is during the early pandemic period (2020-21) when online success surpassed F2F. I suggest this is likely caused by two factors: F2F students being forced into online modalities and the grade inflation that, understandably, occurred during lockdown. Of course, the success rates have moved back into a "normal" range.

### **9A. SLO Assessment - Compliance**

**Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.**

The coordination process going forward will involve a new 3-year cycle established with the coordination of the social science faculty from 2020-2023. This schedule covers every sociology course currently offered at the college.

Fall 2020-21: Sociology 100

Spring 2020-2021: Sociology 105

Fall 2021-2022: Sociology 141

Spring 2021-2022: Sociology/Psychology 205

Fall 2022-2023: Sociology 100

Spring 2022-2023: Sociology 105 and/or Sociology 325



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### **9B. SLO Assessment - Impact**

**Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?**

Over the past few years, sociology curriculum and SLO data have interacted in fruitful ways. Although concrete conclusions are difficult to draw from SLO data alone, reflecting on the data has helped faculty identify areas of improvement. It has also encouraged sociology faculty to experiment with different pedagogical techniques.

Teaching has been modified and recalibrated. For example, this past year it was decided after looking at SLO results for Sociology 100 that students should receive the study guide at an earlier time to allow more opportunities for student collaboration and study. It is not clear how much of an impact this change has made, however, students reported that they thought the extra time was very helpful. This plan will continue to be implemented in Sociology 100 as more data comes in over the semesters.

### **10 PLO Assessment**

**Describe your program's Program Learning Outcomes assessment plan using your Program/Department's <b>Three Year Assessment Plan</b> Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?**

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines. Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: "Evaluate diverse viewpoints related to the human experience," "Analyze Social Science concepts and theories," and "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Evaluate diverse viewpoints related to the human experience" was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for

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the PLO “Analyze Social Science concepts and theories” was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO “Produce evidence-based arguments” was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

### Looking Ahead

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**Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).**

### Supporting Information

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