



Cañada College

COMPREHENSIVE PROGRAM REVIEW REPORT

Sociology

Program Context

1. Mission

Share how your program contributes to the college, fits into the college's mission, vision, and values, and contributes to the college's Education Master Plan. If your program has a mission statement, you may include it here.

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 Student Equity and Achievement Program, Technology, Strategic Enrollment, etc.)?

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 for accessibility, success, and the completion of lower-division sociology courses so that students will be able to transfer to nearby institutions as upper-division students.

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 later, a wide-range of students in terms of race, gender, sexuality, 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. 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 and VPI has been greatly appreciated.

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 requirement changes, especially in relation to the UC and CSU systems. The goal has been to create a program whereby increasing numbers of students are able to seamlessly transfer into sociology programs across the state.

As such, the department has responded to AB 928, the bill combining the GE pathways for the UC and CSU systems into the newly formed CalGETC. This past academic year, CalGETC changes were implemented and passed for the sociology degree through the Curriculum Committee. Furthermore, curriculum adjustments and updates were inputted into Curricunet with the Course Impact Reports completed and verified for all changes. Furthermore, the sociology department is preparing for AB 1111, the common course numbering system that is currently being organized across the state and of which is expected to renumber the courses at Canada College within the next two years. Sociology faculty are ready to work with other faculty and the administration to get this done.

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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, its membership, and describe your advisory group's recommendations for your program.

No known changes.

Looking Back

4. Curricular changes

4A. Progress Report - IPC Feedback

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

There were no recommendations from the last program review cycle.

4B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review. Include any challenges that have prevented or limited your pursuit of the program goals.

Not applicable.

Current State of the Program

As stated in the 2022-2027 EMP: "Can~ada College continuously assesses processes and removes barriers to student access, success, and completion." The program review is an essential part of that process.

5A. Program Changes

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

Below are the most significant changes that have occurred over the prior years in the program's curricular offerings, scheduling, or mode of delivery and the rationale for these changes.

1. In terms of curriculum offerings, the same four courses that make up the sociology degree are still be offered each academic year: Sociology 100, Sociology 105, Sociology 141, and Sociology 205. However, because of diminishing enrollments and others structural changes at the college, Sociology 105 and Sociology 141 will be offered less frequently going forward. Sociology 141 has been especially hard hit by Covid. With the new Ethnic Studies requirement seemingly drawing some students away from Sociology 141 (since 141 no longer fulfills the Ethnic Studies requirement) enrollments have rapidly fallen. To give a sense of the dramatic changes, in FA 20 and SP 21 Sociology 141 had 33 and 30 students enrolled, respectively. By FA 22 and SP 23 that number has diminished to 9 and 9, respectively. Since this class is critical to the sociology degree and the mission for racial justice that the college seeks, it is crucial, going forward, to allow classes like Sociology 141 (and 105) to run with low numbers of students.
2. In terms of scheduling, the most important change is related to an increase in the availability of evening courses offered at Canada. Because overall enrollment, especially in the face-to-face modality, has decreased, the faculty have decided to see how well adding more evening options will shape enrollment trends. While this may not be a long-term solution, the sociology faculty are willing to see what may happen.

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3. In terms of modalities, the sociology faculty have tried to offered a balanced selection of modalities throughout the academic year. While this balanced approach is working, it should be noted that more students are taking online courses in terms of headcount. Between 2021-2025, online headcounts accounted for 67% of all students. The lead sociology faculty believes it is important to increase the headcounts in the f2f courses as they only account for 23%. One way to do this is to offer more f2f in the future and support low-enrolled courses.

5B. Program of Study Completeness

Look at your course offerings, in the last program review cycle: was it possible for a student to complete your certificate(s) or degree(s) while only completing courses at Cañada College? If not, was your certificate(s) or degree(s) completable within the District?

Yes, in the last program cycle it was possible for a student to complete their sociology degree here at Canada College.

5C. Program of Study Maps

Review your discipline's currently listed program(s) of study maps. Are any updates needed? If so, please list the needed changes. (These changes will be forwarded to the PRIE office after the Program Review process is completed, or you may submit changes using the PRIE Data request form.)

Program map has been reviewed and no changes or updates are necessary.

6: Enrollment Trends and Changes

Use the data provided by PRIE to examine your enrollments by discipline and courses. Analyze each of the following: •Trends, significant changes, and any disproportionate enrollment impacts in course offerings, •Any disproportionate enrollments of student subpopulations indicated in PRIE data, •Trends in headcount, FTES, and load.

Based on your analysis of the data, discuss what you believe is noteworthy. If applicable, describe any other enrollment data that is relevant to your program, such as courses that are part of learning communities. You are welcome to include additional graphs or charts if they help your analysis. 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. Please note: If additional sources of data are used, please upload these documents or provide links.de links.

Overall, there has been a significant enrollment and headcount drop from 717 in 20/21 to 469 in 24/25— a 65% drop. Similarly, FTES has dropped from 72 in 20/21 to only 47 in 24/25. The sociology faculty attribute 2 factors to these changes: 1) the Covid pandemic and the subsequent aftermath in 20' and 21' and 2) the fear and uncomfortably of returning to campus to take f2f courses. However, if this semester is any indication, students seem to be returning to campus, and as such, the faculty believe overall numbers will start to increase over the next few years. LOAD, on the other hand, has experienced a "U shaped" curve with LOAD at 538 in 20/21, down to 337 in 22/23, and back up to 440 in 24/25. While many factors could be at play here, it is possible LOAD bounced back due to offering less sections and thus increasing efficiency; that is, 18 sections were offered in 20/21 and 14 offered in 24/25. This doesn't necessarily work well for students who need a variety of sociology courses to complete their degrees quickly.

It should also be noted that Sociology 141 has been especially hard hit by Covid. With the new Ethnic Studies requirement seemingly drawing some students away from Sociology 141 (since 141 no longer fulfills the Ethnic Studies requirement) enrollments have rapidly fallen. As stated earlier, since this class is critical to the sociology degree and the mission for racial justice that the college seeks, it is crucial going forward, to allow classes like Sociology 141 (and 105) to run with low numbers.

Student Sub-Population	Overall Course Enrollment Equity Gaps	Year of Gap
Male	-9.8%	2024-25

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	-10.7%	2023-24
	-10.8%	2022-23
	-9.7%	2021-22
	-13.8%	2020-21

Finally, sociology has seen disproportionately fewer enrollments from Male students across the past five years. It is not clear, however, why this is the case and more data and analysis are needed to fully unpack the factors behind this trend.

7: Retention and Success

• Please Note: Retention rate counts enrollments who have earned a passing grade, a failing grade, or an incomplete grade. • Please Note: Success rate counts enrollments who have earned a passing grade.

7A. Current Retention and Success Data

Describe the retention and student success rates in your courses and any disproportionate enrollment impacts using the data provided by PRIE.

First, retention and student success rates have held steady over the past 5 years moving between 76% and 78% for retention and 11% and 7% for withdrawals, respectively. Success rates have shown increases and remain high in respect to the college, but withdraw rates remain below the college average.

Second, while there are no equity gaps in retention rates in sociology, some minor equity gaps in success rates were present in previous years. Specifically, from 2021-2022 equity gaps in success rates existed for the Hispanic population, Hispanic Females, First Generation Students, and Synchronous modality students.

However, almost all of these gaps disappeared—or were significantly attenuated—after 2021-2022 for Hispanic, First Generation, and Synchronous students. This is likely due to the fact that the 2021-2022 academic year was a Covid year which caused great disruption to both the students as well as the faculty. It is encouraging to know that these trends have been mostly temporary; and again, mostly in 2021-2022.

Finally, the one equity gap that has persisted into 2024-2025 was for students in the 23-28 age cohort. It is not clear why this gap has existed. More research and analysis will be required in the up-and-coming years.

7B. Online Success

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 different course modalities: asynchronous, synchronous, hybrid, and face-to-face courses? Analyze any disproportionate online course retention and success rates by modality. If your program does not offer online courses, please write “not applicable.”

First, online success rates generally have fallen below face-to-face rates. However, in recent years the gap has been substantially reduced. In terms of F2F courses, success rates have generally hovered near or above 80% (with 2021 the exception). Online course success rates dipped from 2021-2023, but have increased significantly in 2024-2025 to 74%; only 4% lower than F2F classes. This data supports the notion that F2F and Online courses are operating in a similar and efficient manner at Canada College.

Second, in terms of equity gaps in modality; Online courses in the 23-28 age-cohort and among First Generation students in terms of success were below the college average in 2021-2022. However, these gaps disappeared or were attenuated after 2021-2022. And as mentioned earlier, a success rate gap has persisted in the F2F modality for the 23-28 age-cohort. It is not clear why is gap exists. More research and data collection are needed.

8: Resource Changes

8A. Impact of Prior Resource Applications

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

Not applicable.

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8B. 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), in particular how those changes impact student success. Do you notice any disproportionate impact on any student populations? If no changes have occurred please write "not applicable."

Not applicable.

9. SLOs and PLOs

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.

Yes, all the active courses are being systematically assessed over a three-year cycle. Below is the schedule: This schedule covers every sociology course currently offered at the college.

Fall 23/24: Sociology 100

Spring 23/24: Sociology 105

Fall 24/25: Sociology 141

Spring 24/25: Sociology/Psychology 205

Fall 25/26: Sociology 100

Spring 25/26: Sociology 105

There are two items to mention. First, Sociology 141 was not assessed in 24/25, but will be assessed this year. Second, Sociology 325 was banked and is no longer offered and, thus, is no longer on the assessment schedule.

9B. SLO Assessment - Impact

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

Over the past few years, SLO data have interacted in fruitful ways with the sociology curriculum and pedagogical practices. 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.

For example, in Sociology 141 (Ethnicity and Race in Society), a new classroom presentation project was introduced for the first time this past semester. It allows each student to reflect on their unique identities and cultural backgrounds and to consider how sociology can speak to, or at least help frame, their ethnic and racial experiences and worldviews. It was a resounding success and of which many Hispanic students were very enthusiastic to participate in.

9C. PLO Assessment

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

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies, geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. This cycle, we approached assessment more holistically with the purpose and goal of mapping all of our course level SLOs to our PLOs, and reviewing the alignment between discipline-specific assessment methods and outcomes (SLOs), and overall program outcomes (PLOs) for the social sciences.

131 SLOs from 40 courses in 7 disciplines were mapped to each of the three social sciences PLOs. 73% of the SLOs mapped to PLO #1, while 50% of the SLOs mapped to PLO #2, and 57% to PLO #3. Overall, we were very satisfied with the outcome. More SLOs map directly to PLO #1 (73%) and PLO #3 (57%) than PLO #2 (50%). However, that makes sense, given that "diverse viewpoints" and "social sciences concepts" apply to lots of different types of assessments and activities, whereas PLO #1 "evidence based argument" is based on a specific type of assessment / activity. Furthermore, since "evidence based arguments" often entail empirical findings that connect to research epistemologies, we would expect this PLO to lag behind the more basic conceptual frameworks that constitute each subfield. Note: The criterion for success was established as part of our group

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process of review and reflection. While it makes sense that fewer SLOs would map to PLO #1, we would not want that number to drop below 50%.

While this holistic approach to mapping our SLOs to our PLOs is one important measure of success and alignment, our analytic rubric provides a more direct measure of student achievement. As a result, this coming year, we will return to our analytic rubric.

Analytic Rubric (direct assessment method):

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.

Looking Ahead: Program Planning and Goals

In this portion of program review, you will develop action plans based on your enrollment, retention, and success data (questions #6 and 7) for the most disproportionately impacted students. • Please note: your action plans will reflect the program's assessment of which equity issues need to or can be addressed. • Please note: action plans are measurable so that we can examine their success or failure, not because they are guaranteed to be successful. As part of our culture of continuous improvement, we encourage programs to pursue action plans that might or might not be successful. Successes and failures can both provide valuable information for programs.

10A. Improving Enrollment

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways to improve enrollment, particularly for disproportionately impacted student groups identified in Question 6? If applicable, include plans for faculty recruitment and faculty training.

There are three changes that can be implemented in the next 3 years that might improve enrollment, and, impact the disproportionately impacted students (Hispanic students). First, the college should consider marketing sociology classes through advertisement through the Redwood City area where there are high concentrations of Hispanics. Second, the college should consider offering more F2F classes. Many Hispanics have mentioned to faculty that they prefer the F2F modality over the online modality because they feel more comfortable in a space that promotes relationality. It is not that online course cannot facilitate relationships, but F2F courses are unique in their ability to create genuine community. Third, the college should continue offering night classes in sociology as many Hispanic students can only make it to campus in the evening. This would include supporting the CWA program as well as potentially hiring a few adjunct faculty to teach at night.

10B. Improving Retention and Success Rates

What changes does your program propose to make to improve student course retention and success, particularly for disproportionately impacted students identified in Question 7? How can the college help you improve student retention and success? Consider course offerings, curricular and/or pedagogical changes. You are encouraged to collaborate with the Director of Equity and/or Faculty Equity Coordinator to develop strategies for addressing equity gaps and to include those here. Examples of possible strategies include trials of new equitable grading strategies, use of OER/ZTC textbooks, surveys to capture student voices and needs in the classroom, new or improved partnerships with student services, and/or plans for faculty recruitment and faculty training.

There is one significant way the college can help with retention and success, especially for the disproportionately impacted students mentioned earlier. Canada College should offer more sections of Sociology 141 (Ethnicity and Race in Society). While enrollments have dropped because of the new Ethnic Studies requirement, this class is vital for those students impacted in question 7 as it examines both the theories and experiences of racial and ethnic groups in the United States from a sociological perspective. As enrollments are likely to stay low, the college should resist cancelling this course. The same could be said for Sociology 105 (Social Problems) as Sociology 105 pays particular attention to issues of poverty and systems of inequality, dimension of social life that speak directly to many of our students. These two courses in particular draw students to campus and keep them engaged and

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motivated. While many different variables are at play here, course offerings like the ones above are critical to the mission of this college.

10C. Improvements Based on SLOs and PLOs

What specific strategies do you plan to implement, based upon the results of your SLO and PLO assessment, and how do you anticipate those changes will contribute to more equitable outcomes?

As mentioned earlier, after reviewing the results from SLO and PLO assessments, some adjustments will be made to various course assignments. For example, in Sociology 141 a new oral presentation assignment which requires describing a personal experience in racial or ethnic terms and applying sociological analysis will be included every semester going forward. Making course material speak directly to the experiences of our students is critical for retention and success.

Supporting Information

Non-Personnel Item (2025 - 2026)

Requested Year

2025 - 2026

Program Requesting Resources

Sociology (Social Sciences Departments)

Item Requested

1. Replace neat board in SS HUB 2. more soft seating in SS HUB. 3. More bookmarks and print materials 4. maybe emergency phones in classrooms

Item Description

Need two items for SS HUB, more marketing material, and phone

Program Goals this Request Supports

Supports all the social science departments

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

2,500

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

SS HUB holds events for many underrepresented populations

Critical Question: How does this resource request support Latinx and AANAPISI students?

Many Latinx students use the SS HUB

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture