

2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2022-2023

PROGRAM: SOCIOLOGY

CLUSTER: CLUSTER 3

LAST YEAR CPPR COMPLETED: 2020-2021

NEXT SCHEDULED CPPR: 2025-2026

CURRENT DATE: 2/13/2023

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's Resource Plan ([download from this folder](#)) (Please review the [Resource Allocation Rubric](#) when preparing the resource plan)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates:

Associate Degree for Transfer in Sociology (AA-T) and Associate of Arts Degree in Sociology (AA)

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

NONE

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes If yes, please complete the Program Sustainability Plan Progress Report below.

No If no, you do not need to complete a Progress Report.

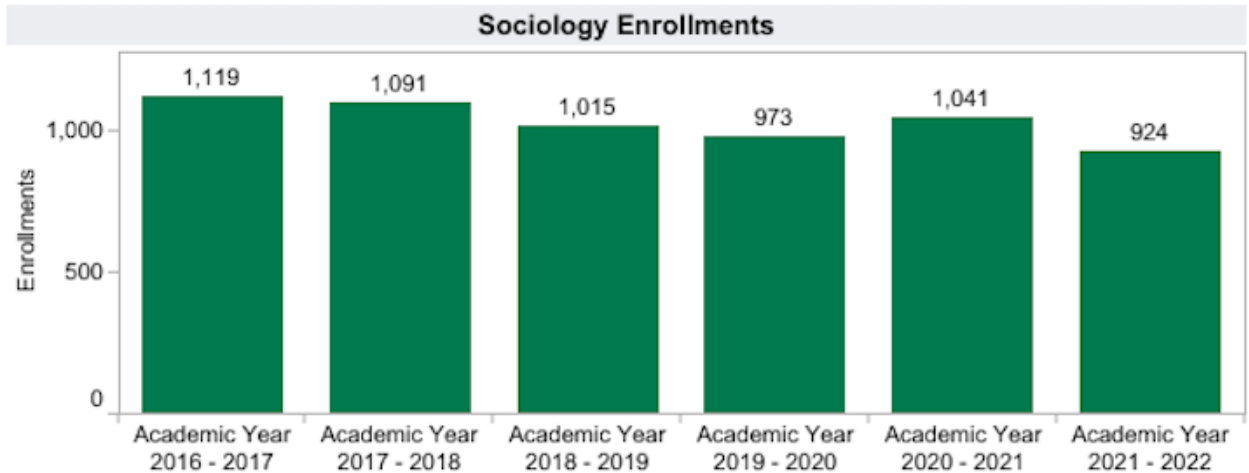
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

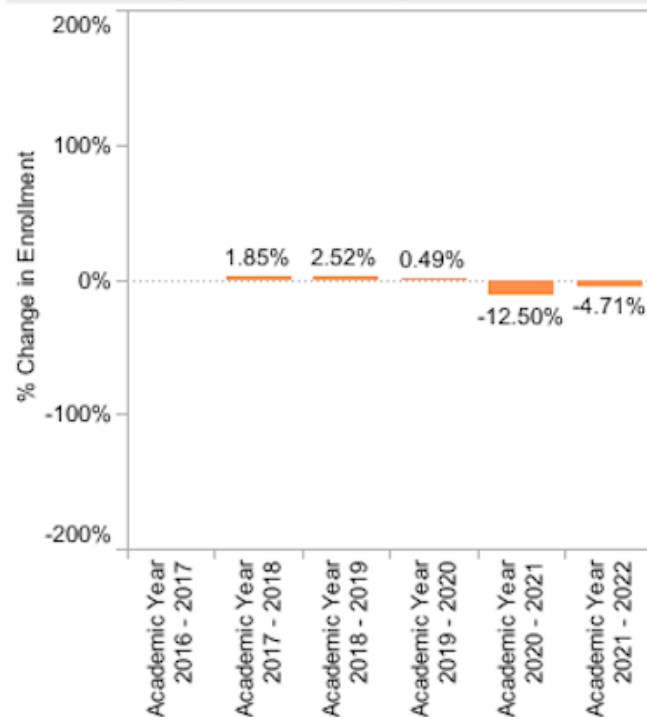
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. [General Enrollment \(Insert Aggregated Data Chart\)](#)

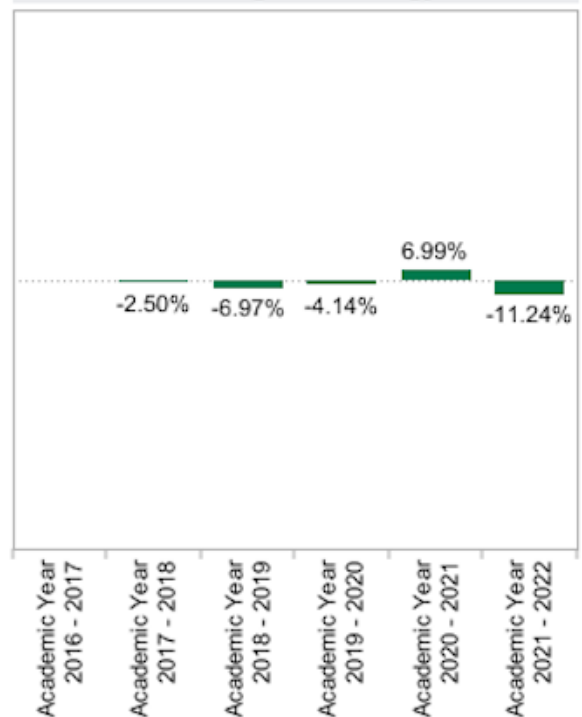
Insert the data chart and explain observed differences between the program and the college.



% Change - Overall College Enrollments



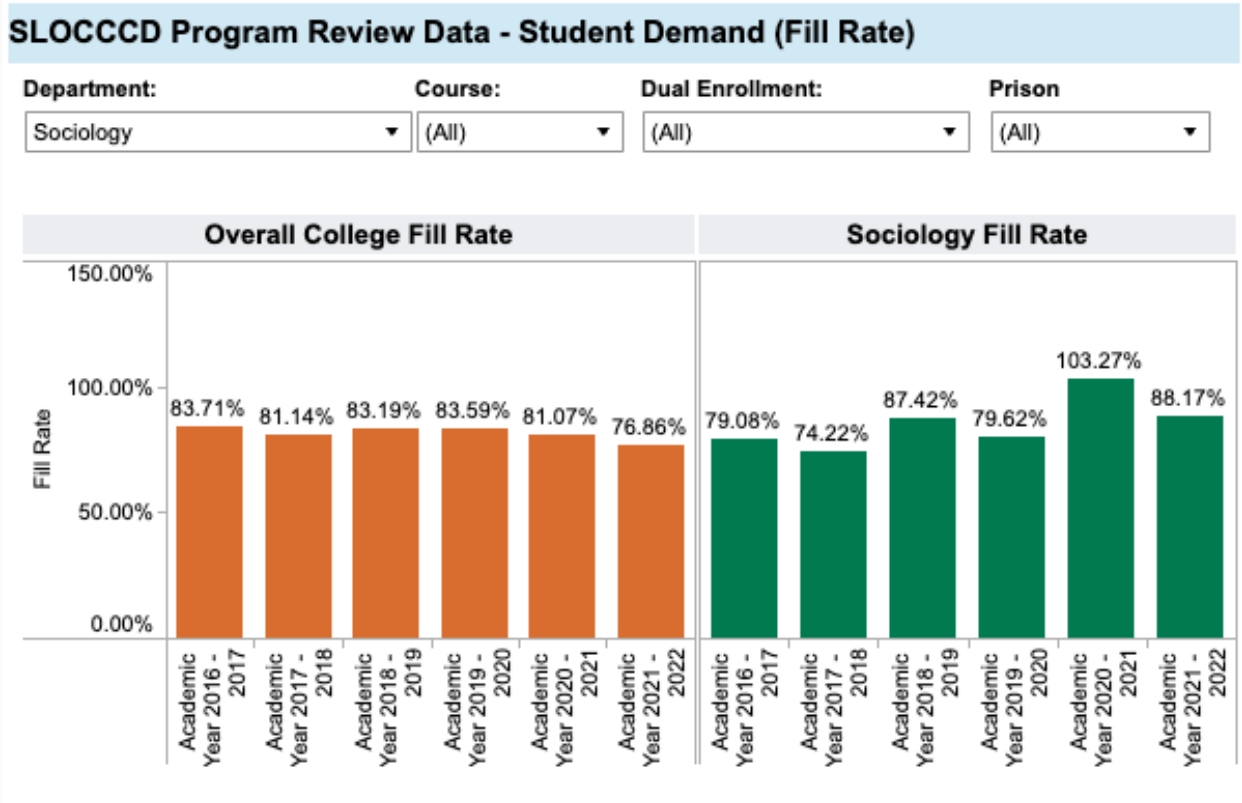
% Change - Sociology



- 924 students were enrolled in Sociology courses in 2021-2022, a decrease from 1041 in 2020-2021.
- The enrollment trend over the past five years is downward.
- The downward trend over the past five years possibly reflects the reduction of the Introduction to Sociology classes to increase efficiency.
- Offering courses on the North County, South County, SLO campus, at the CMC, and online as well as at varied times has been a strategy used in the past to increase enrollment. During COVID, we offered more online courses.

B. [General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.



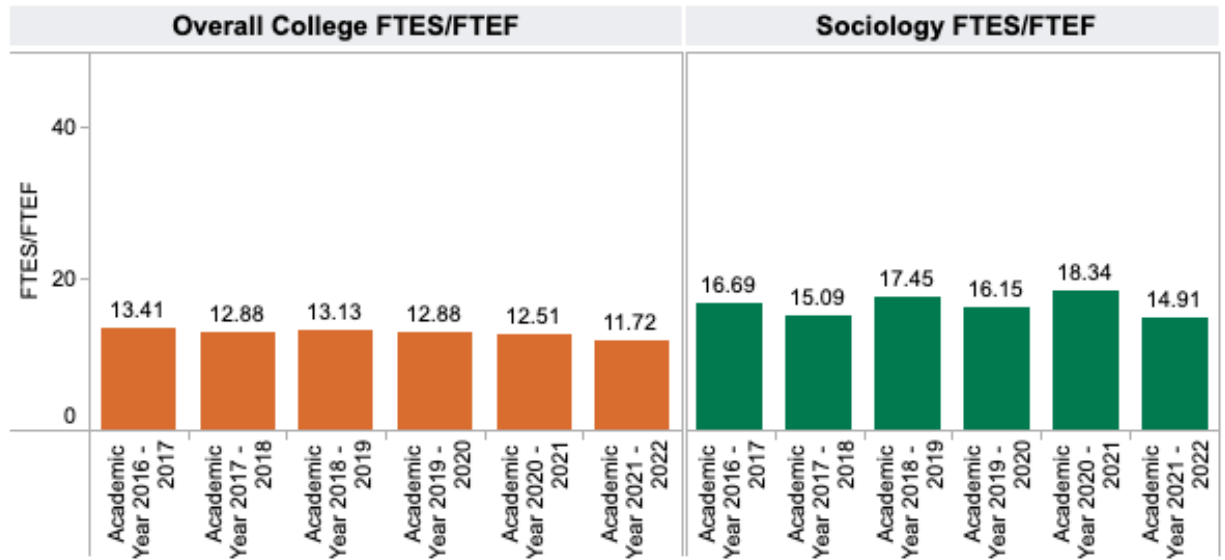
- In 2021-2022, the fill rate in Sociology was 88.17 percent, higher than the overall college fill rate of 76.86 percent.
- The decrease in fill rate may reflect the general decrease in fill rate campus wide.
- The post-COVID-19 pandemic course scheduling looks different than pre-pandemic, with more courses offered online than face-to-face. We plan to continue to offer courses at the California Men's Colony.

C. [General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Course: Dual Enrollment: Prison:



- Sociology's FTES/FTEF has been consistently higher than the college average.
- Sociology's FTES/FTEF for 2021-2022 was 14.91.
- FTES/FTEF has decreased over the last five years, following the overall college trend.
- The lower efficiency may reflect increases in courses.

D. [Student Success—Course Completion by Modality \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Sociology

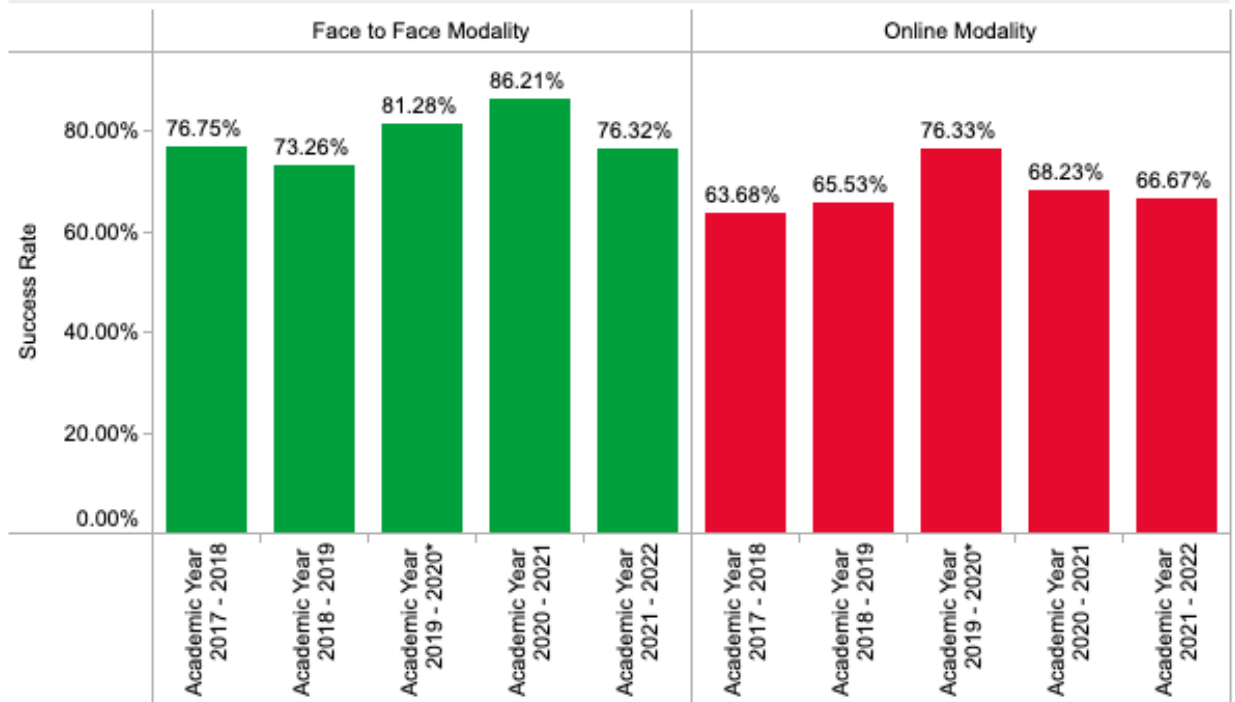
Course:

(All)

Legend:

- Face to Face Modality
- Online Modality

Successful Course Completion by Modality -Sociology



Successful Course Completion by Modality Table - Sociology

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	76.75%	73.26%	81.28%	86.21%	76.32%
	Total Department Enrollments	701.0	516.0	510.0	149.0	308.0
Online Modality	Department Success Rate	63.68%	65.53%	76.33%	68.23%	66.67%
	Total Department Enrollments	391.0	499.0	463.0	892.0	616.0

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

(All)

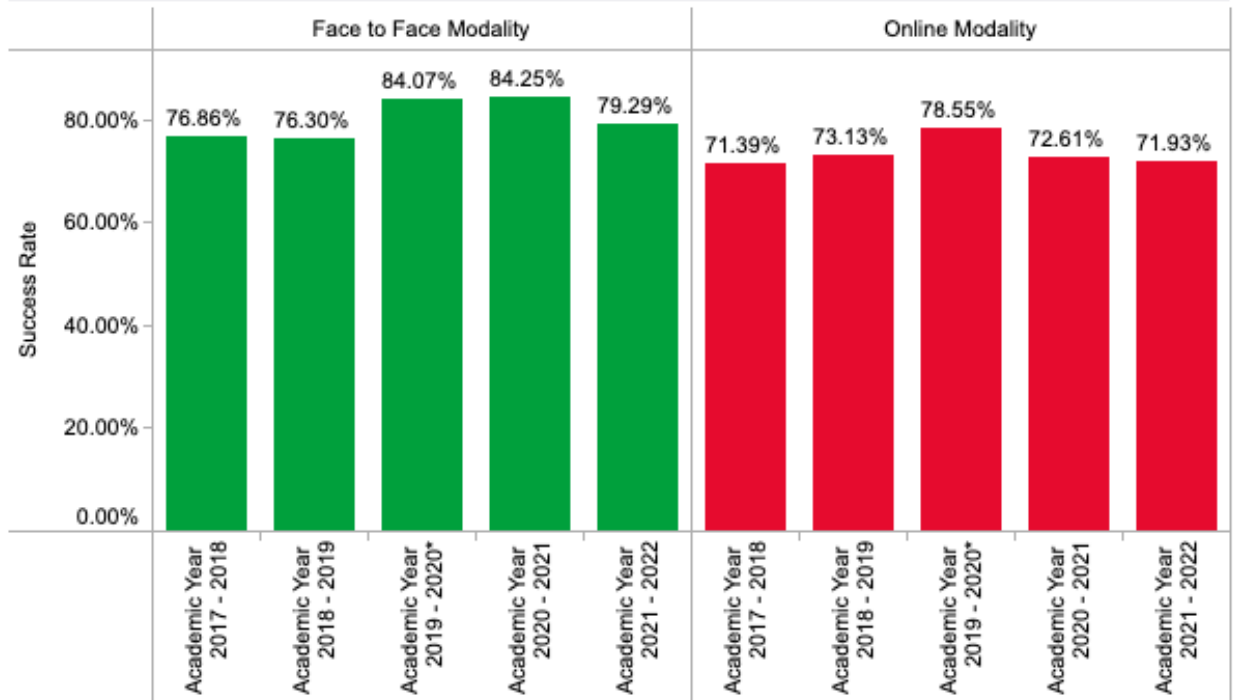
Course:

(All)

Legend:

- Face to Face Modality
- Online Modality

Successful Course Completion by Modality -All



Successful Course Completion by Modality Table - All

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	76.86%	76.30%	84.07%	84.25%	79.29%
	Total Department Enrollments	53,586	52,830	51,887	11,701	22,173
Online Modality	Department Success Rate	71.39%	73.13%	78.55%	72.61%	71.93%
	Total Department Enrollments	12,311	14,888	16,965	48,504	34,884

- The overall college success rate for the face-to-face modality in academic year 2021-2022 was 79.29 percent. The Sociology success rate for the face-to-face modality in academic year 2020-2021 was lower at 76.32 percent.
- The overall college success rate for the online modality in academic year 2021-2022 was 71.93 percent. The Sociology success rate for the online modality in academic year 2020-2021 was lower at 66.67 percent.

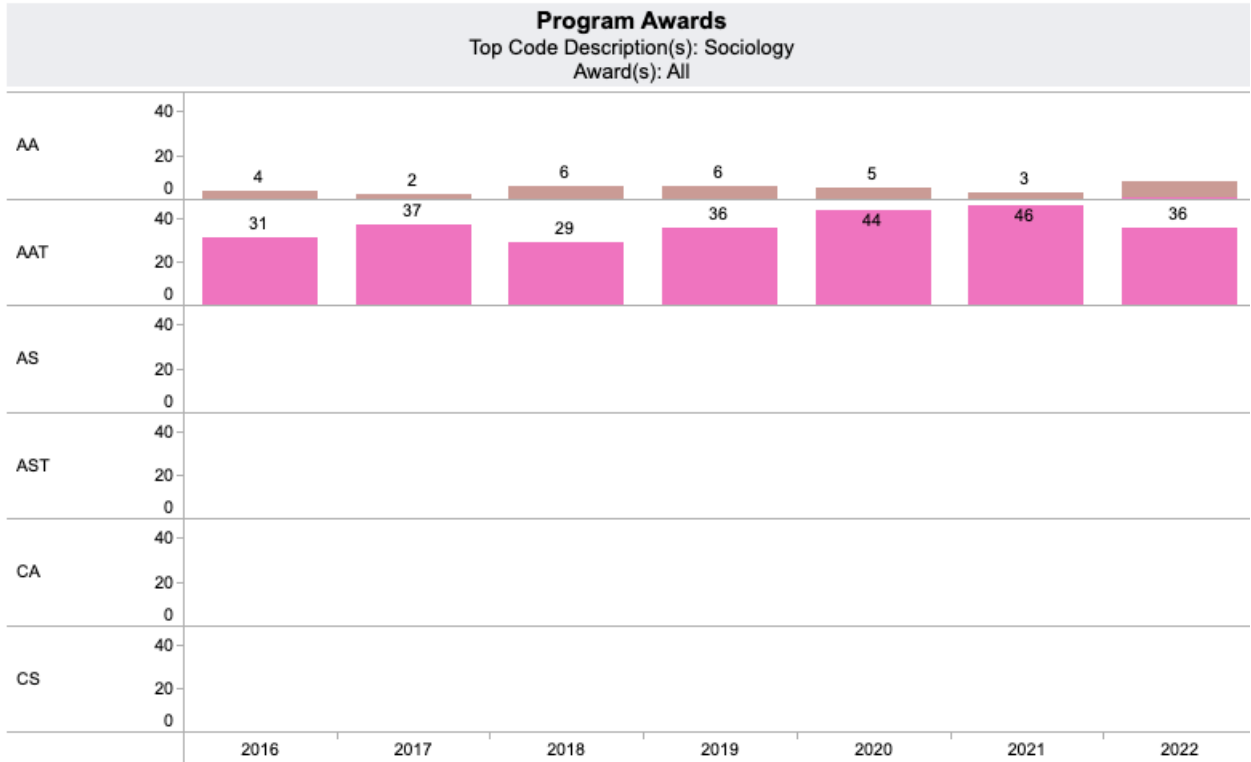
- The overall college trend, over the last five years, for face-to-face courses, success rates have slightly risen. For face-to-face Sociology courses during the same time period, success rates have remained about the same.
- The overall college trend, over the last five years, for online courses, success rates have remained about the same. For online Sociology courses during the same time period, success rates have risen slightly.
- Consistent with the overall college trend, success rates for face-to-face courses are higher for face-to-face Sociology courses than online (76.32 percent for face-to-face and 66.67 percent for online in 2021-2022).

E. [Degrees and Certificates Awarded \(Insert Data Chart\)](#)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Award Type:
Area of Study:



Program Awards Table								
Award Type	Award	2016	2017	2018	2019	2020	2021	2022
	Sociology (AAT)							1
	Total	4	2	6	6	5	3	8
AAT	Sociology (AAT)	31	37	29	36	44	46	36
	Total	31	37	29	36	44	46	36
Grand Total		35	39	35	42	49	49	44

Program Awards: The number of degrees and certificates awarded by program type

- In 2021-2022, 36 Sociology AATs were awarded and 8 Sociology AAs for a total of 44.
- The seven-year trend is upward, going from 35 in 2016 to 44 in 2022 (combined AAT and AA).
- The mostly likely factor that explains the increase is the availability of the AAT and students finding out about the benefits of receiving one before transferring to a four-year school.

F. [General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Sociology

TERM

(All)

Measure Names

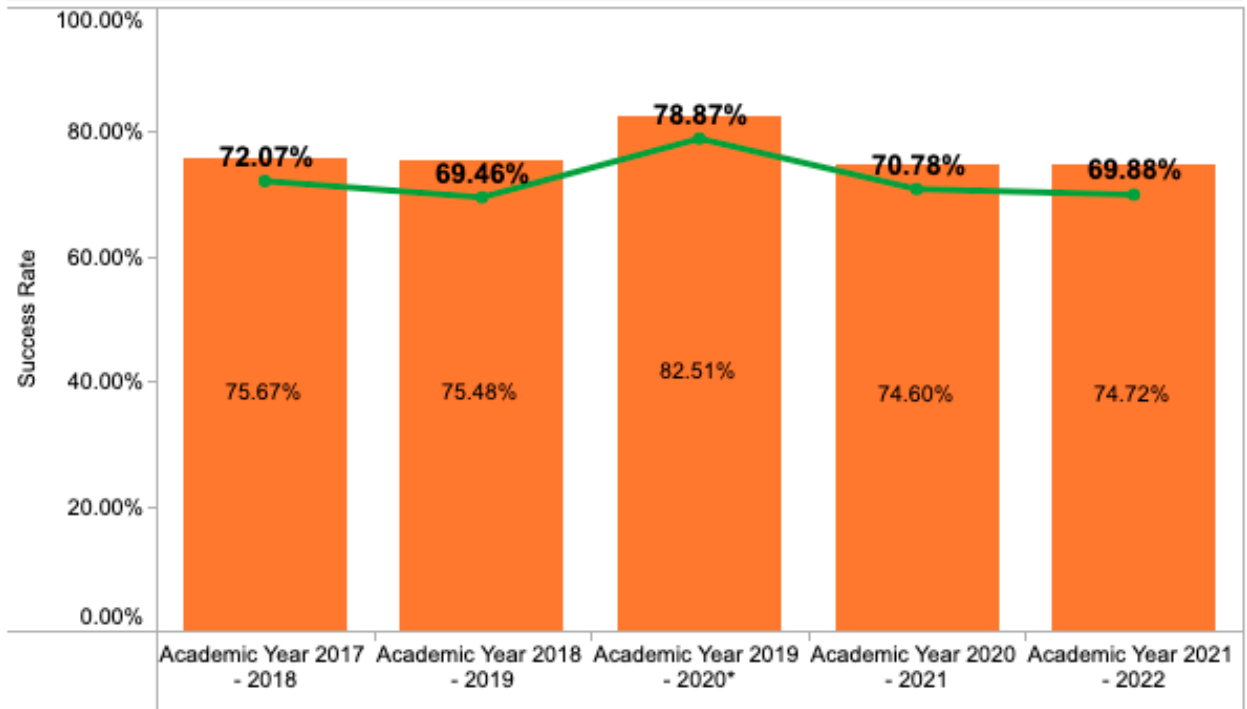
Department Success Rate

Overall College Success ...

COURSE

(All)

Successful Course Completion - Sociology



Sociology Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	72.07%	69.46%	78.87%	70.78%	69.88%
Total Enrollments	1,092	1,015	973	1,041	924

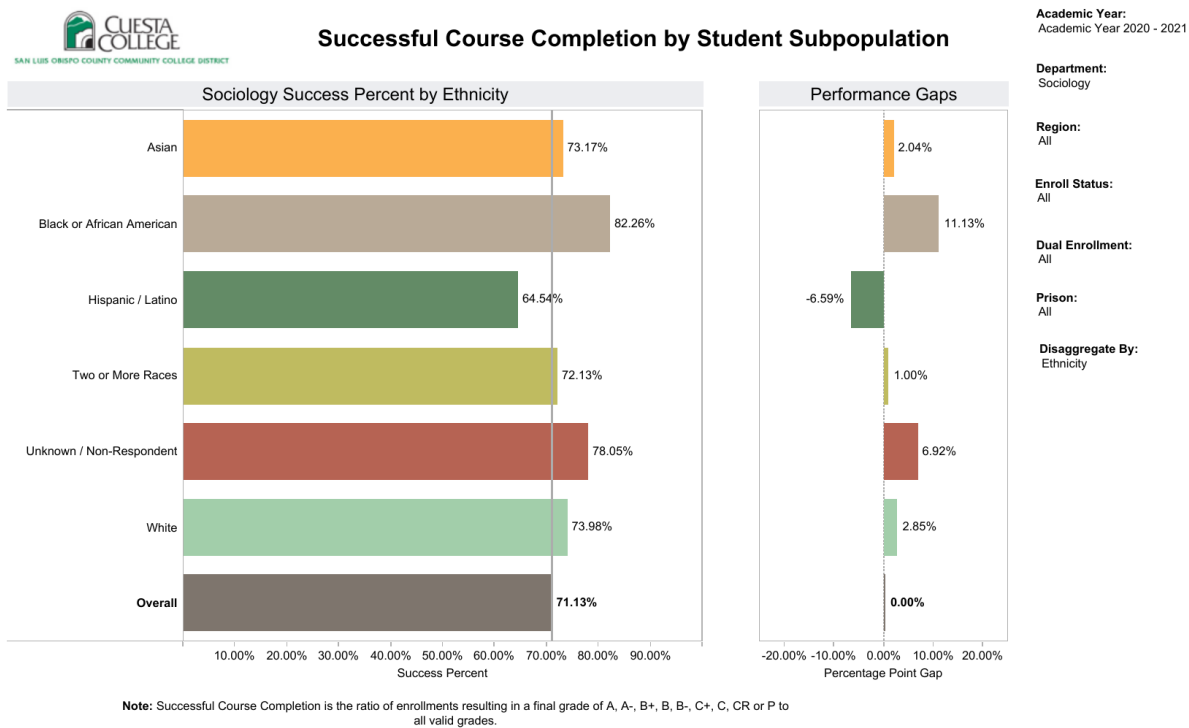
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

The 2021-2022 success rate in Sociology classes was 69.88 percent, lower than the overall college success rate of 74.72 percent.

G. Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?



Examining the 2020-2021 data, whites (73.98 percent) have a higher than average rate of success (71.13 percent). Hispanics have a somewhat lower rate of success (64.54 percent). This success difference is larger than the overall college success difference between whites (77.29 percent) and Hispanics (70.09 percent).

The causes of the success gap between whites and Hispanics in Sociology are probably similar to the causes of the success gap between whites and Hispanics in the college overall, which are probably similar to the causes of racial and ethnic success gaps found in American education generally and much discussed in the literature. Modeling effective programs might be a way to address the racial and ethnic success gap.

With respect to current strategies, we are using the Annual Program Planning process which includes measuring SLOs and considering efforts to increase learning outcomes as discussed in the course CPAS forms that are attached. The data presented here suggests that efforts to maintain high levels of student success is effective. Sociology's success rates have been close to the overall college success rates over the last five years.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

See attached program CPAS.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below).* *If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

Action steps for achieving program outcomes are discussed in the program CPAS attached. With respect to scheduling, we are still offering the majority of Sociology courses online. With respect to facilities changes, refer to the Unit Plan.

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.