

2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024-2025 PROGRAM(S): SOCIOLOGY

CLUSTER: 3 AREA OF STUDY: SOCIAL SCIENCES

LAST YEAR CPPR COMPLETED: 2020-2021 NEXT SCHEDULED CPPR: 2025-2026 CURRENT DATE: 2/25/2025

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**, which can be downloaded from the [IPPR Program Review Documents 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 programs of study (degrees and/or certificates):

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

GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

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

¹ San Luis Obispo County Community College District
Instructional Annual Program Planning Worksheet

Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

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.

SLOCCCD Program Review Data - Enrollment

Department:

Sociology

Course:

(All)

Dual Enrollment:

(All)

Prison:

(All)

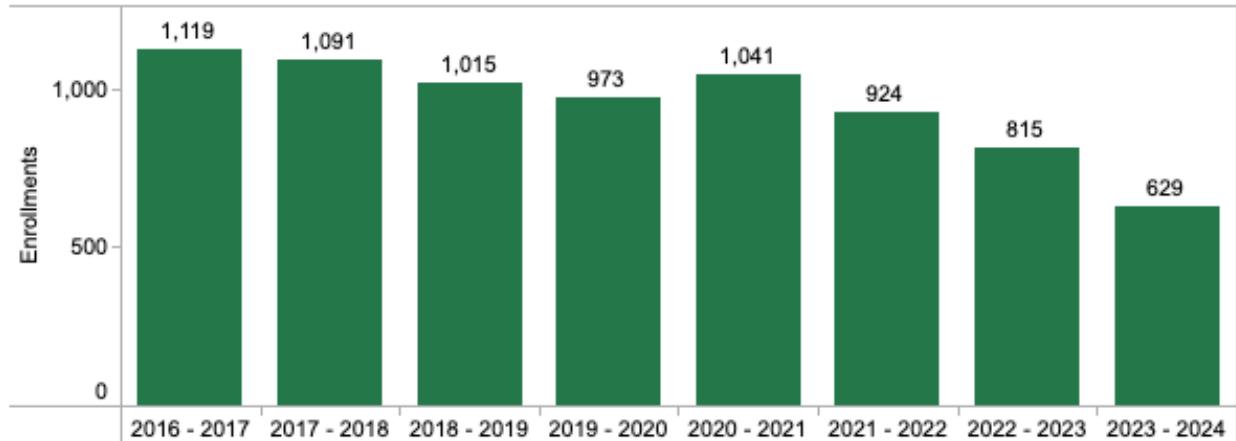
Region:

(All)

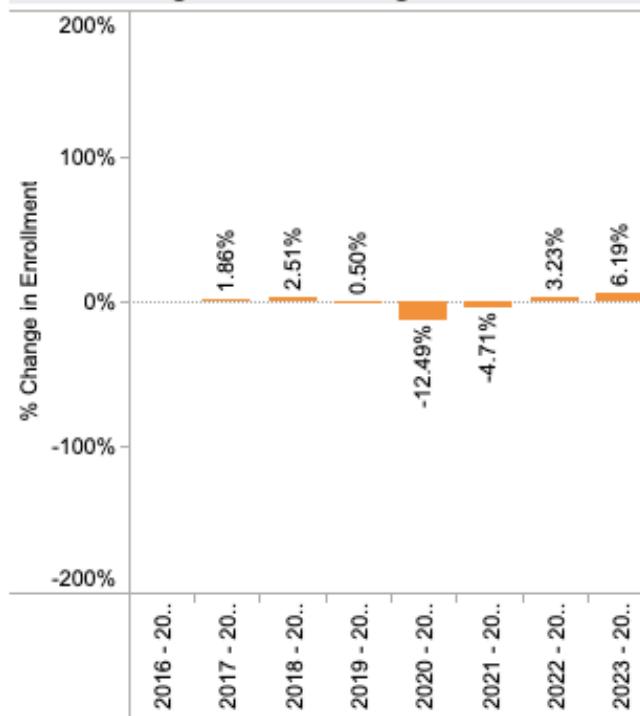
TERM

(All)

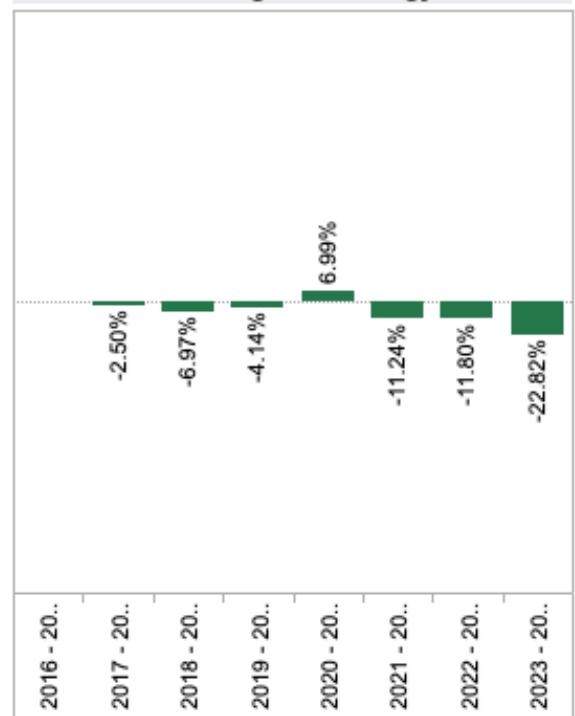
Sociology Enrollments



% Change - Overall College Enrollments



% Change - Sociology



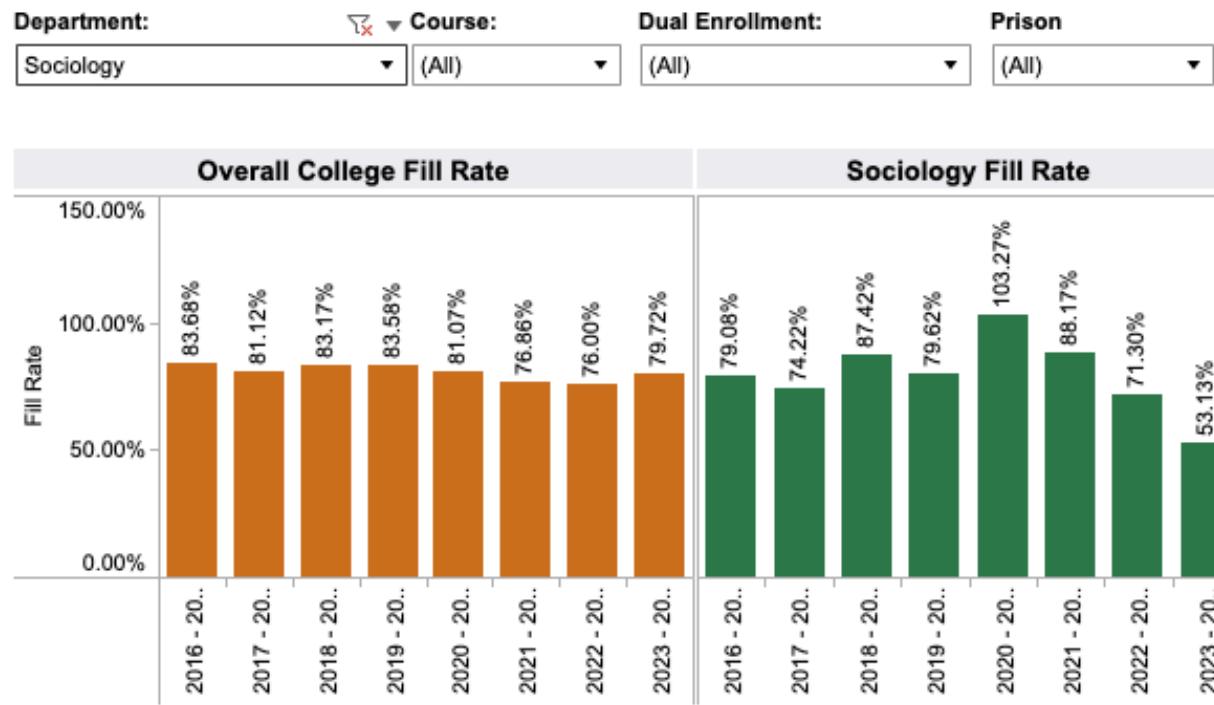
Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Six hundred twenty-nine students were enrolled in Sociology courses in 2023-2024, a decrease from 815 in 2022-2023. The enrollment trend over the past five years has been downward, possibly reflecting the loss of instructors able to teach specialty courses on campus and at the CMC. Hiring instructors who can teach in North County, South County, and on the SLO campus, as well as at the CMC, and who are qualified to teach specialty courses may help improve enrollment.

B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

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

SLOCCCD Program Review Data - Student Demand (Fill Rate)



In 2023-2024, the fill rate in Sociology was 53.13 percent, lower than the overall college fill rate of 79.72 percent. The decrease in fill rate may reflect difficulty predicting student demand. More careful predicting of student demand may improve the fill rate.

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:

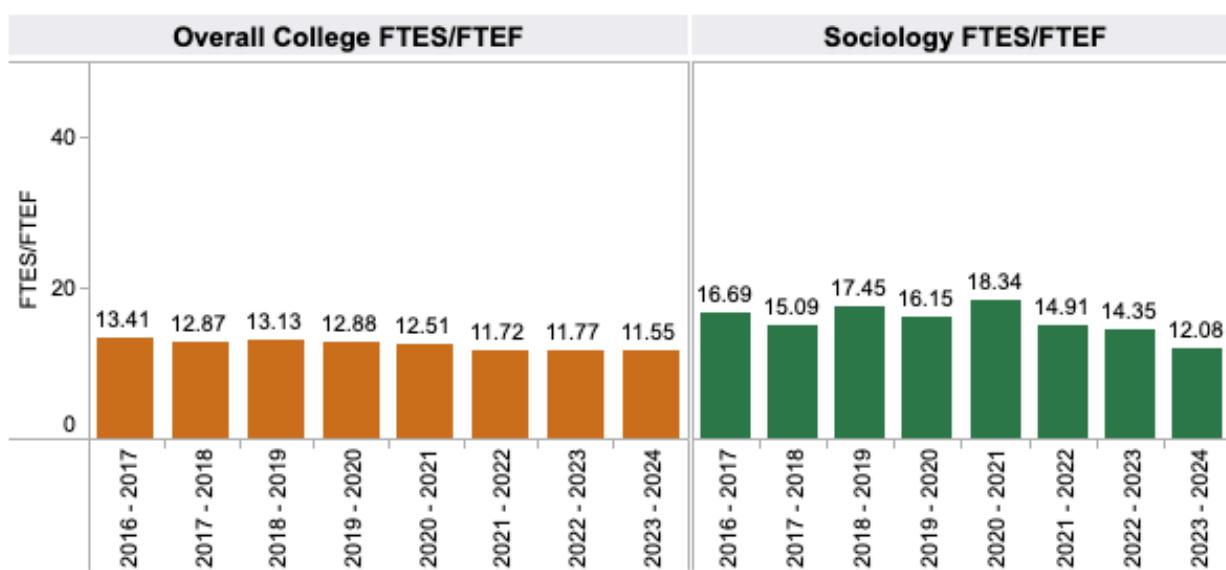
(All)

Dual Enrollment:

(All)

Prison:

(All)



Sociology's FTES/FTEF has been consistently higher than the college average. Sociology's FTES/FTEF for 2023-2024 was 12.08. FTES/FTEF has decreased over the last five years. The lower efficiency may reflect lower enrollment as number of courses offered remained steady.

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

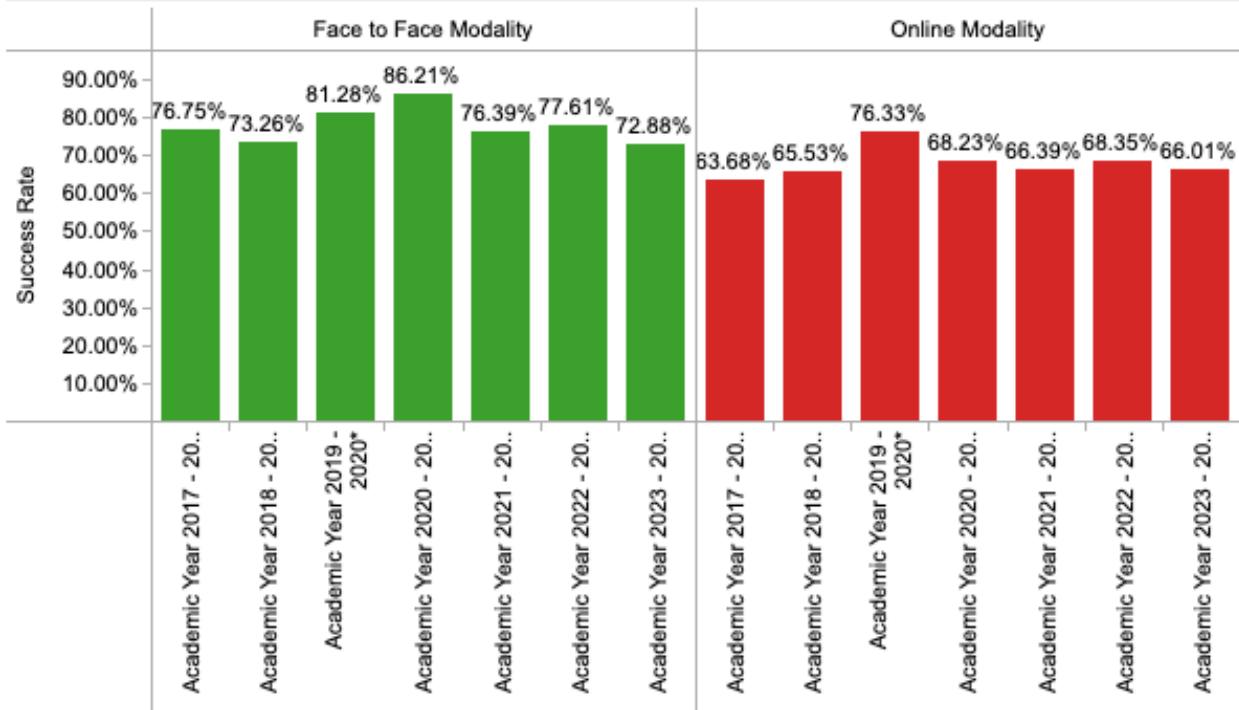
Course:

(All)

Legend:

- █ Face to Face Modality
- █ Online Modality

Successful Course Competition by Modality -Sociology



Successful Course Competition by Modality Table - Sociology

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	76.75%	73.26%	81.28%	86.21%	76.39%	77.61%	72.88%
	Total Depart..	701.0	516.0	510.0	149.0	309.0	201.0	118.0
Online Modality	Department S..	63.68%	65.53%	76.33%	68.23%	66.39%	68.35%	66.01%
	Total Depart..	391.0	499.0	463.0	892.0	616.0	617.0	512.0

SLOCCCD Program Review Data: Successful Course Completion

Select Department:

(All)

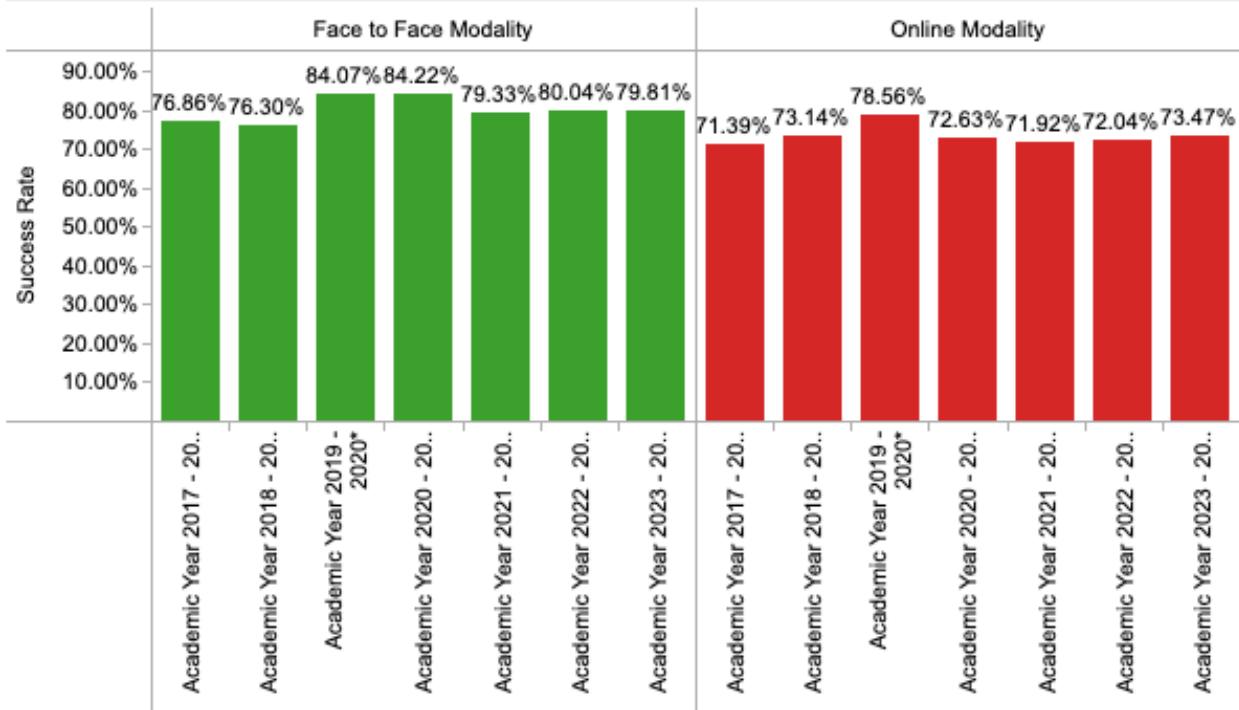
Course:

(All)

Legend:

- █ Face to Face Modality
- █ Online Modality

Successful Course Competition by Modality -All



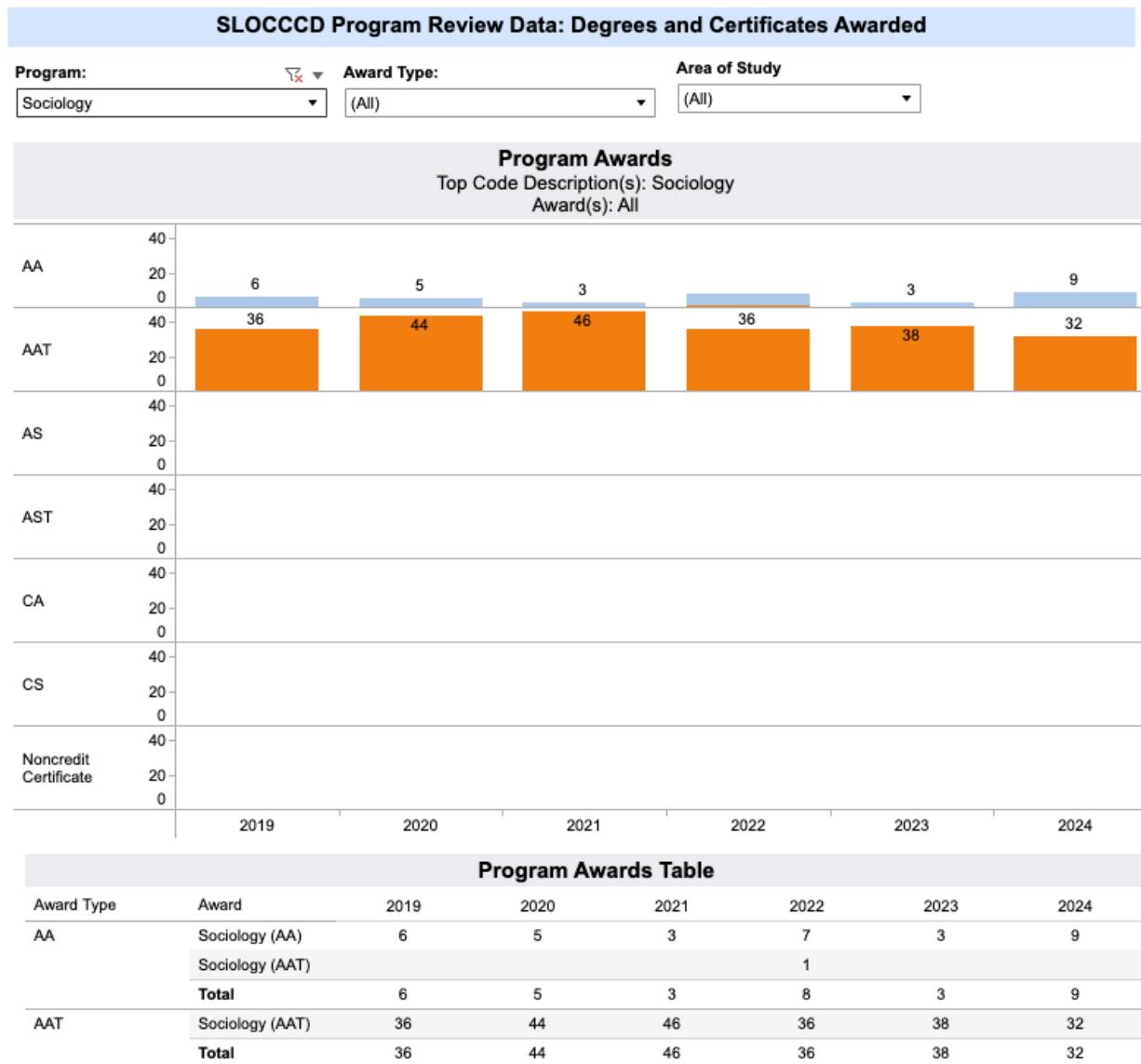
Successful Course Competition by Modality Table - All

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	76.86%	76.30%	84.07%	84.22%	79.33%	80.04%	79.81%
	Total Depart..	53,585	52,829	51,891	11,706	22,192	30,721	33,614
Online Modality	Department S..	71.39%	73.14%	78.56%	72.63%	71.92%	72.04%	73.47%
	Total Depart..	12,311	14,888	16,965	48,506	34,882	28,278	28,524

The overall college success rate for the face-to-face modality in academic year 2023-2024 was 79.81 percent. The Sociology success rate for the face-to-face modality in academic year 2023-2024 was lower at 72.88 percent. The overall college success rate for the online modality in academic year 2023-2024 was 73.47 percent. The Sociology success rate for the online modality in academic year 2023-2024 was lower at 66.01 percent.

E. Degrees and Certificates Awarded (Insert Data Chart)

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



In 2023-2024, 32 Sociology AATs were awarded and 9 Sociology AAs for a total of 41. The six-year trend is relatively flat, from 42 in 2019 to 41 in 2023 (combined AAT and AA).

F. General Student Success – Course Completion (Insert Aggregated 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

TERM

(All)

Measure Names

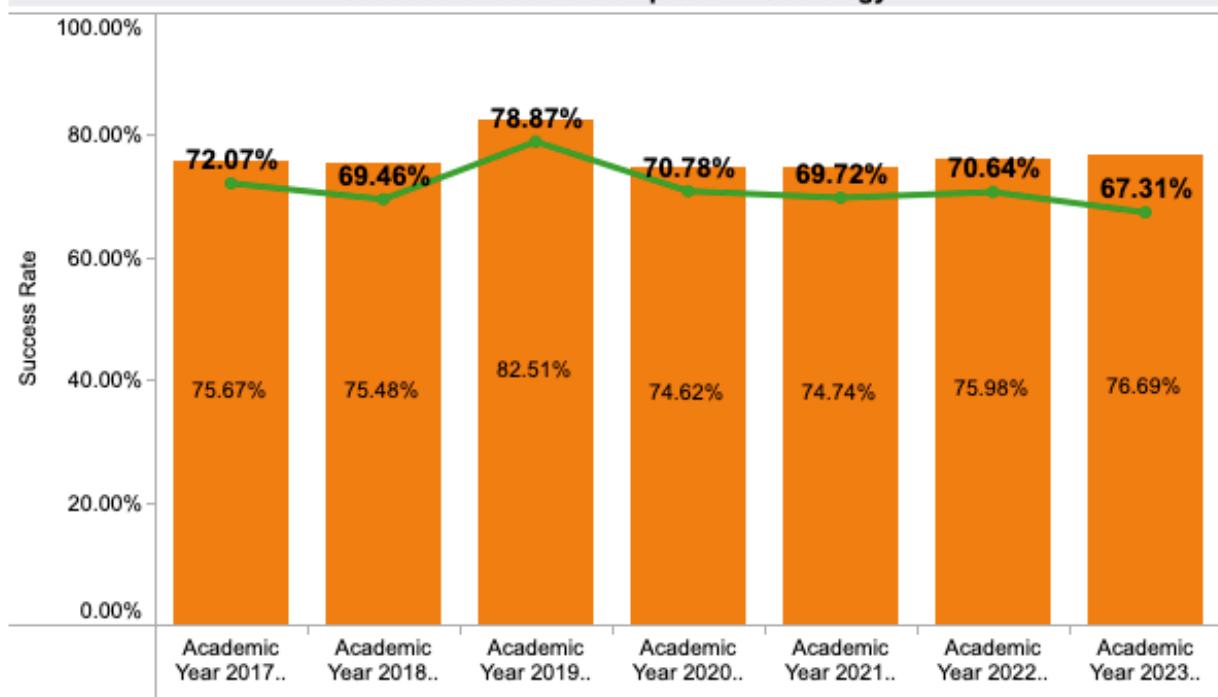
Department Success Rate

Overall College Success ...

COURSE

(All)

Successful Course Completion - Sociology



Sociology Success Rate Table

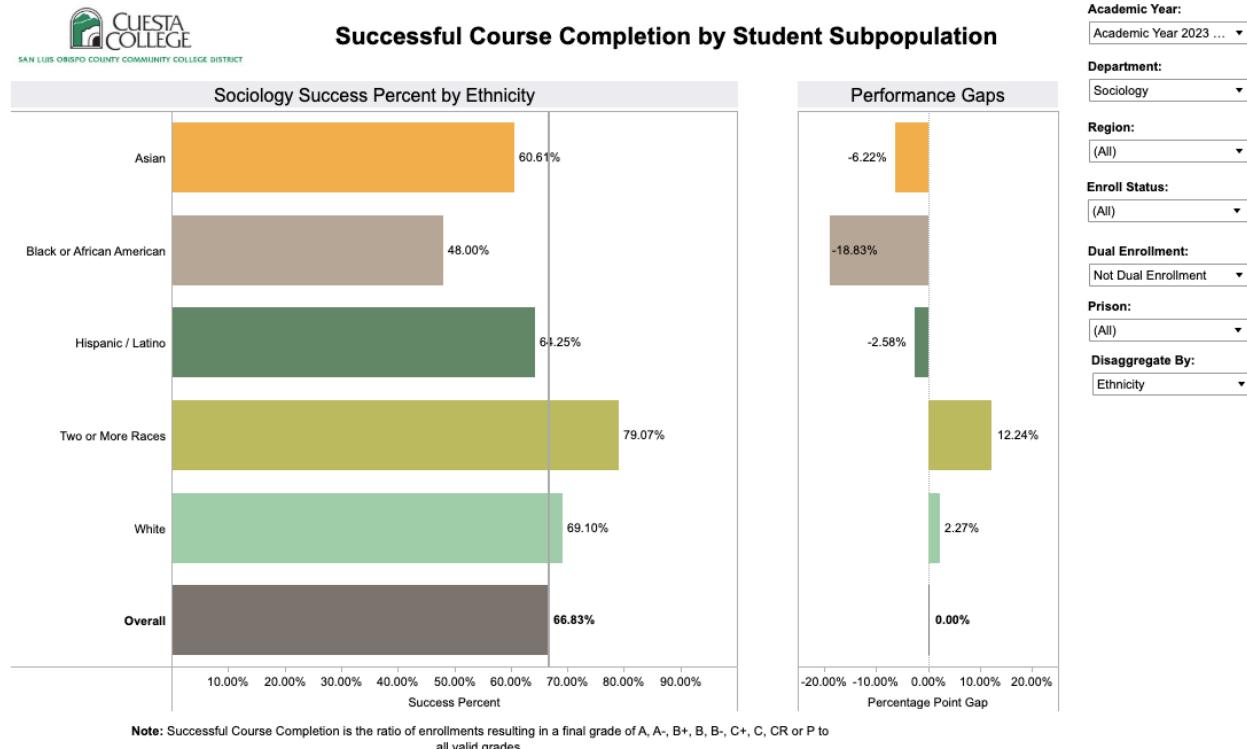
	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	72.07%	69.46%	78.87%	70.78%	69.72%	70.64%	67.31%
Total Enrollments	1,092	1,015	973	1,041	925	818	630

The 2023-2024 success rate in Sociology classes was 67.31 percent, lower than the overall college success rate of 76.69 percent.

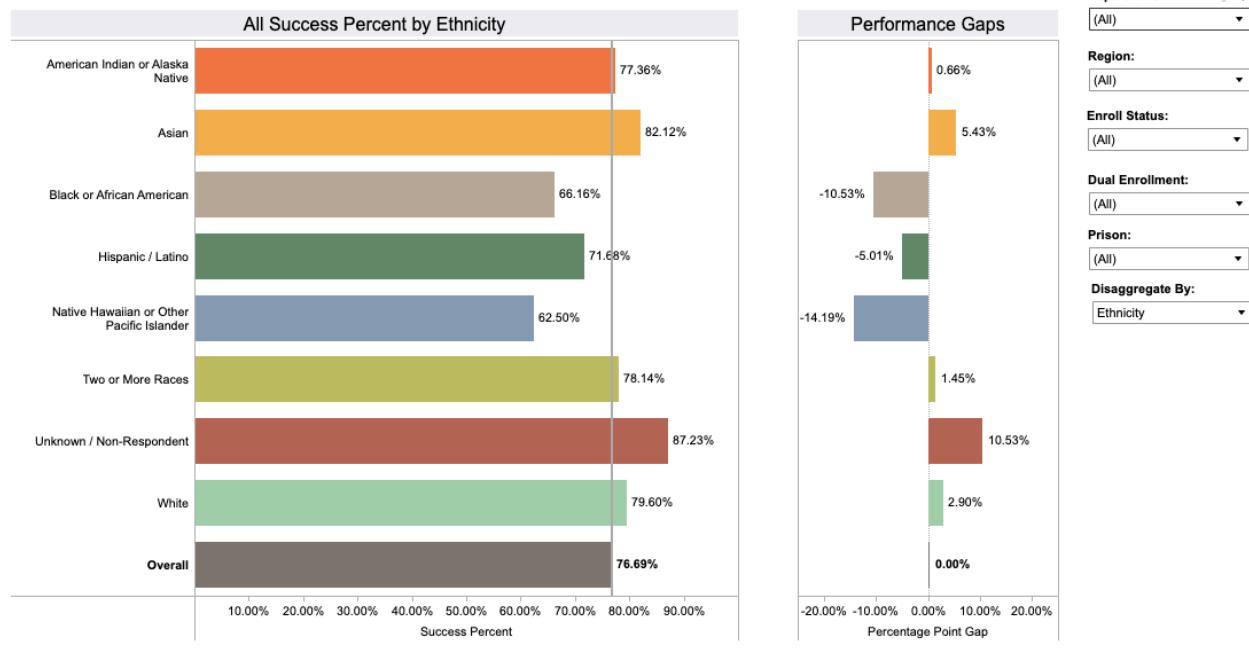
G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

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?



Successful Course Completion by Student Subpopulation



Examining the 2023-2024 data, whites (69.10 percent) have a higher-than-average rate of success (66.83 percent). Hispanics have a somewhat lower rate of success (64.25 percent). This success difference is smaller than the overall college success difference between whites (79.60 percent) and Hispanics (71.68 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.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

NONE

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
n/a		

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
n/a			

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

Program of	Past Due Date for	Re-scheduled	Completed
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Study OR Prefix and Course #	Modification	date for modification	(yes or no)

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

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 and addressing equity gaps
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

Currently, we have one full-time faculty member who teaches online and on the SLO campus. We have no other faculty member willing to teach on campus (SLO, South County, or North County), and we have no faculty willing to teach at the CMC. We recommend hiring a full-time faculty member interested in teaching on campus and at the CMC.

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.