

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2021

Cluster: Humanities

Program: Sociology

Current Academic Year: 2020-2021

Last Academic Year CPPR Completed: 2015-2016

Current Date: 2/18/2021

NARRATIVE: INSTRUCTIONAL CPPR

I. GENERAL PROGRAM INFORMATION

A. Program Mission

Sociology is the study of human social behavior and its origins, development, organizations, and institutions in the modern world. The emphasis in this academic discipline is the analyses of cultures, social structures, and interaction processes. Sociology courses stress the ability to observe, organize and write clearly, and develop skills to analyze data and collaborate with others.

The Sociology curriculum consists of six degree-applicable credit courses, all of which transfer to both CSU and UC. All courses are offered on-campus and online. We also offer Sociology classes that the California Men's Colony (CMC).

Students may complete specific Sociology courses to fulfill the following degree and transfer requirements:

- Social and Behavioral Sciences general education requirements for the SLOCCCD associate degree,
- Area of emphasis requirements for the SLOCCCD associate of arts degree in Liberal Arts – Social and Behavioral Sciences,
- SLOCCCD Diversity graduation requirement,
- Social Sciences general education requirement for CSU transfer,
- Lifelong Learning and Self-Development general education requirement for CSU transfer, and
- Social and Behavioral Sciences general education requirement for UC transfer.

B. Brief history of the program

The Sociology program has gradually expanded in various ways. Starting in Fall 2004, we began teaching online Sociology courses. Now all Sociology courses are offered online. With respect to course offerings, in Fall 2005, Introduction to Women's Studies (now titled Introduction to Gender Studies) was added. In that same semester, the Sociology AA received approval and became available to students. In Spring 2012, we developed a sociology major designed for transfer that fulfills the requirements of SB 1440. Now,

students may earn an Associate Degree for Transfer in Sociology (AA-T aka ADT) or an SLOCCCD Associate of Arts degree (AA) in Sociology. In Spring 2010, we began assessing student learning outcomes for program and courses. In Spring 2011, Minority Group Relations (now titled Race and Ethnic Relations) was significantly revised to focus on race and ethnicity and to reflect the changes in the field.

C. Include significant changes/improvements since the last Program Review

Since the last Program Review:

- In Spring 2017, we began teaching Sociology courses at the California Men's Colony. We now regularly offer Introduction to Sociology, Social Problems, and Introduction to Criminology there. Due to COVID, in 2020-2021, CMC courses are taught via correspondence. There have been a total of nine AAT degrees earned by students at the CMC (6 in 2019-2020 and 3 in 2020-2021 so far [the 2020-2021 awards have not been verified by the chancellor's office yet, so this number is preliminary]).
- Beginning in 2018, we began to teach more regularly courses infrequently taught at the North County Campus.
- In the past, Social Institutions was taught rarely due to low enrollment. Since Spring 2019, Social Institutions is taught regularly online.
- As of Fall 2020, all Sociology courses have been approved to be taught online. Due to COVID, in 2020-2021, all Sociology courses are taught online. We anticipate after the COVID epidemic is over, all Sociology courses will continue to be regularly taught online as well as face-to-face on the SLO and North County campuses (with the possible exception of Social Institutions, which may not be taught on the North County campus due to possible low enrollment).
- In Fall 2020, Introduction to Criminology was approved for inclusion in the AA in Liberal Arts with an emphasis in Social and Behavioral Sciences degree.
- In Fall 2020, all Sociology courses went through major revision to reflect how courses are currently taught and to conform to the current Course Outline of Record format.

D. List current faculty, including part-time faculty

Full-time faculty:

- Frank Ha (Jane Morgan, who was also full time, left in Spring 2016 for a position elsewhere)

Part-time faculty:

- Christine Murphy
- Arthur Goldiner
- Thien-Huong Ninh

- Ryan Alaniz
- Alex Espinoza-Kulick

E. Describe how the Program Review was conducted and who was involved

Frank Ha conducted this program review with assistance from other Sociology faculty.

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

- By helping students to understand better the diverse society that they live in, the Sociology program inspires a diverse student population to achieve their educational goals and advance in the workforce.
- Sociology courses help to develop critical thinking and perceptive reading skills, foundational skills that prepare students to become engaged citizens in our increasingly complex communities and world.
- Sociology courses can be used to fulfill General Education requirements to earn associate degrees.
- Sociology courses fulfill general education requirements for transfer to four-year institutions in the CSU and UC systems. Sociology courses help to provide students a strong social science background, providing a solid lower-division foundation for success.
- Through dynamic and challenging learning opportunities, Sociology students learn to apply sociological analysis in evaluating American society: its cultures, social structures, and interaction processes. These activities improve lives by promoting cultural, intellectual, and professional growth.

B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

Institutional Goal 1: Completion. Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

Institutional Objective 1.1: Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs.

By offering courses that satisfy CSU General Education and/or UC IGETC requirements, the Sociology Department contributes to both the Cuesta College institutional goal of increasing rates of completion for degrees and transfer-readiness and to the Cuesta College institutional objective of increasing student success in degrees and transfer programs. In Spring 2012, the Associate in Arts for Transfer Degree in Sociology became available to students, helping the college achieve its goal of increasing rates of completion for degrees and transfer-readiness. In 2019-2020, 46 Sociology AATs were awarded (as well as 5 Sociology AAs).

Institutional Goal 2: Access. Increase student access to higher education.

Institutional Objective 2.4: Increase career pathways for local high school students.

The Sociology Program contributes to the institutional objective of increasing career pathways for local high school students by awarding associate's degrees for transfer.

The number Sociology associate's degrees (AA and AAT) have increased over the last five years (36 in 2015-2016 to 51 in 2019-2020). The percent of those degrees to local high school graduates also increased from 35 percent in 2015-2016 to 53 percent in 2019-2020.

Institutional Goal 5: Fiscal. Build a sustainable and stable fiscal base.

Institutional Objective 5.1: Build a sustainable base of enrollment by effectively responding to the needs of the District as identified in the Educational Master Plan.

The Sociology program contributes to building a sustainable and stable fiscal base by maintaining high FTES rates. In 2019-2020, Sociology's FTES/FTEF for was 16.13, significantly higher than the college average.

- C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

All course Student Learning Outcomes are linked to Institutional Learning Outcomes. A detailed table is attached. In particular, Sociology courses foster: critical thinking and communication; personal, academic, and professional development; scientific and environmental understanding; and social, historical, global knowledge, and engagement.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

[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

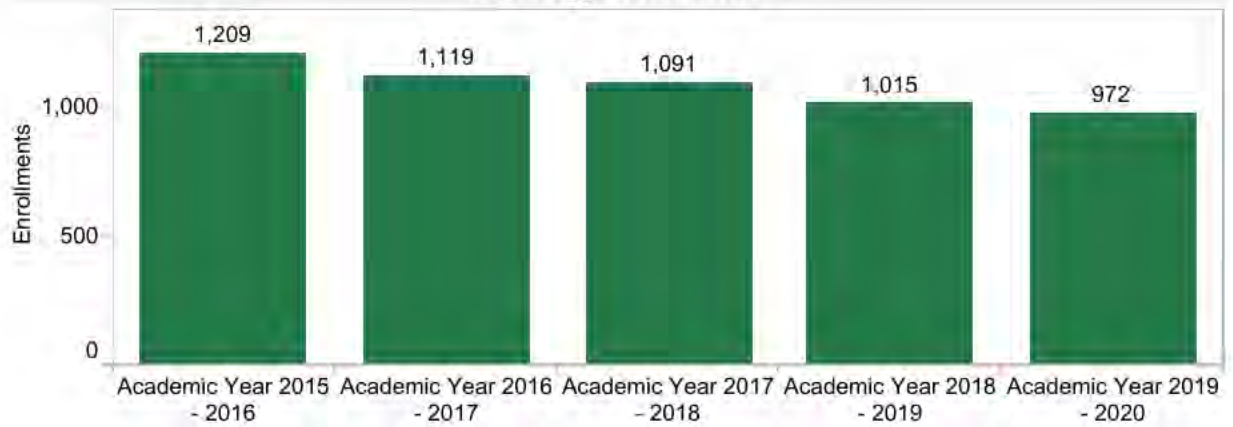
Department:
Sociology

Course:
All

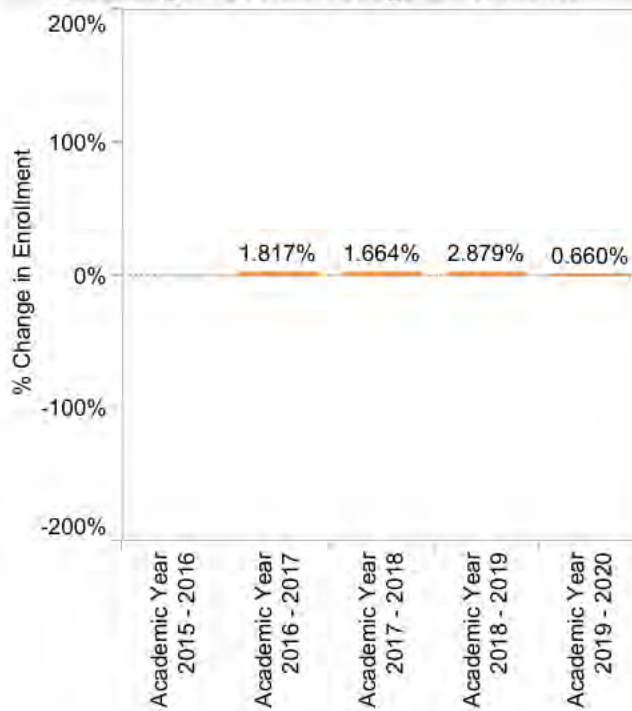
Dual Enrollment:
All

Prison:
All

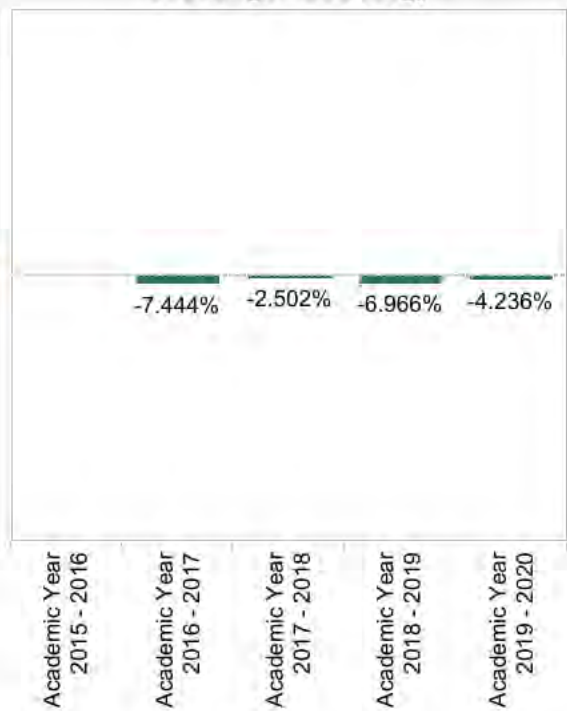
Sociology Enrollments



% 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.

- 972 students were enrolled in Sociology courses in 2019-2020, a drop from 1015 in 2018-2019.
- The enrollment trend over the past five years is downward.
- The enrollment drop over the past five years possibly reflects the reduction of the Introduction to Sociology classes to increase efficiency.
- Offering more courses on the North County, South County, SLO campus, at the CMC, and online as well as at varied times and for varied lengths (e.g., 12 week classes) may be strategies that might increase enrollment.

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

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

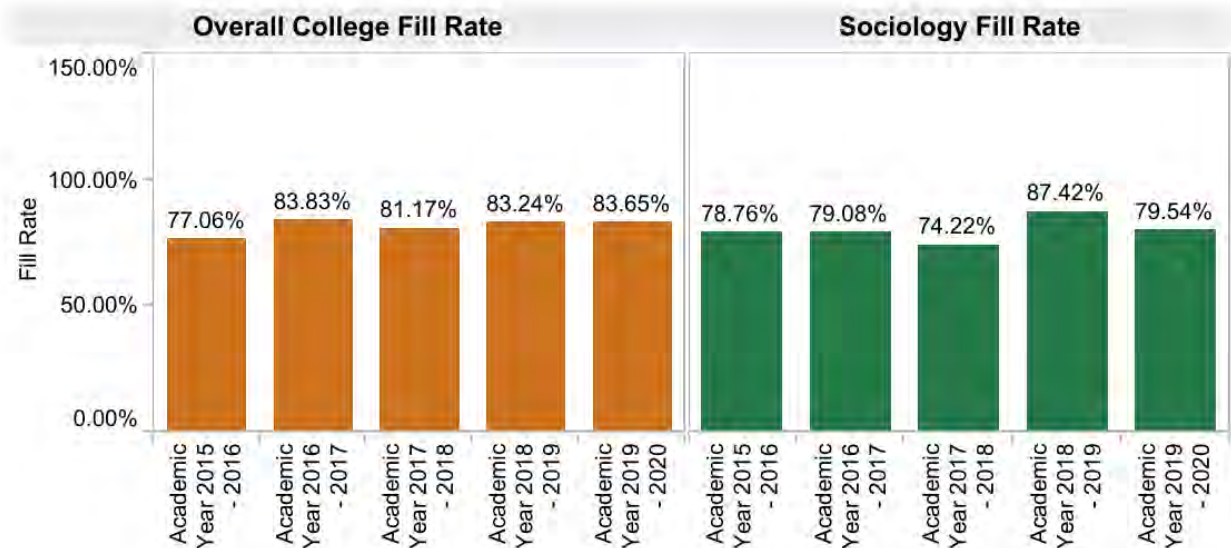
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Sociology

Course:
All

Dual Enrollment:
All

Prison:
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

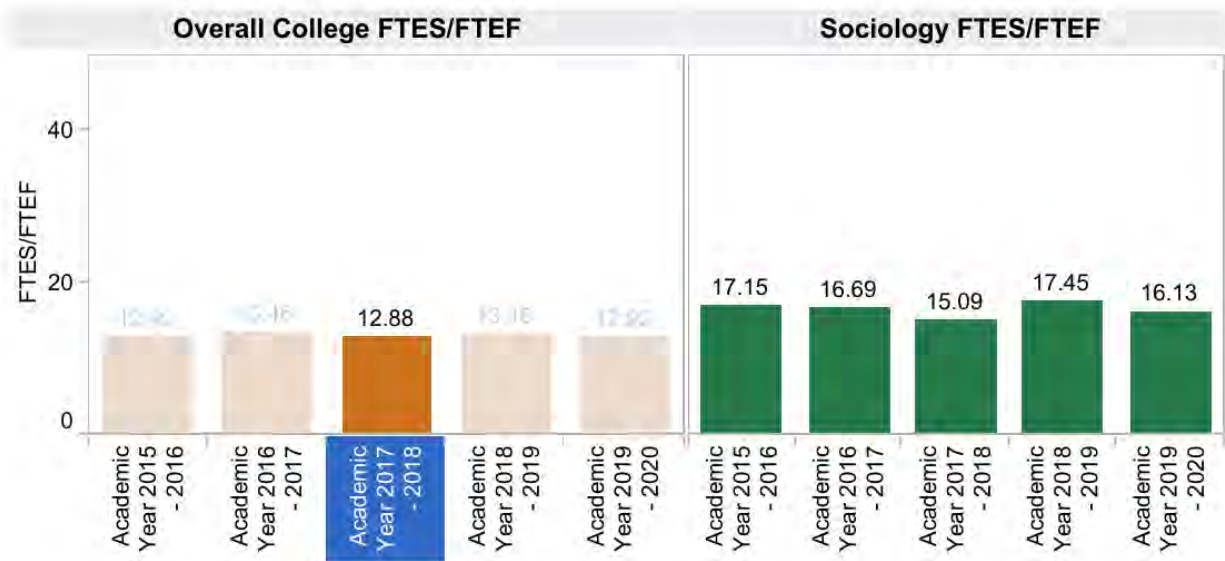
- In 2019-2020, the fill rate in Sociology was 79.54 percent, lower than the overall college fill rate of 83.65 percent.
- The decline in fill rate may reflect increases in Sociology courses that sometimes has lower fill rates such as Social Institutions and Introduction to Criminology, particularly when taught on the North County Campus.

- After the COVID-19 pandemic is over, there is no plan to change the course schedule significantly from what it looked like pre-pandemic. We plan to continue to teach a greater variety of courses in the North County and continue to offer courses at the California Men’s Colony.

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

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Sociology Course: All Dual Enrollment: All Prison: All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

- Sociology’s FTES/FTEF has been consistently higher than the college average.
- Sociology’s FTES/FTEF for 2019-2020 was 16.13.
- FTES/FTEF has held fairly steady over the last five years reflecting the overall college trend.
- The high efficiency may reflect reduction in courses and increased caps (from 40 to 42) in online courses

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

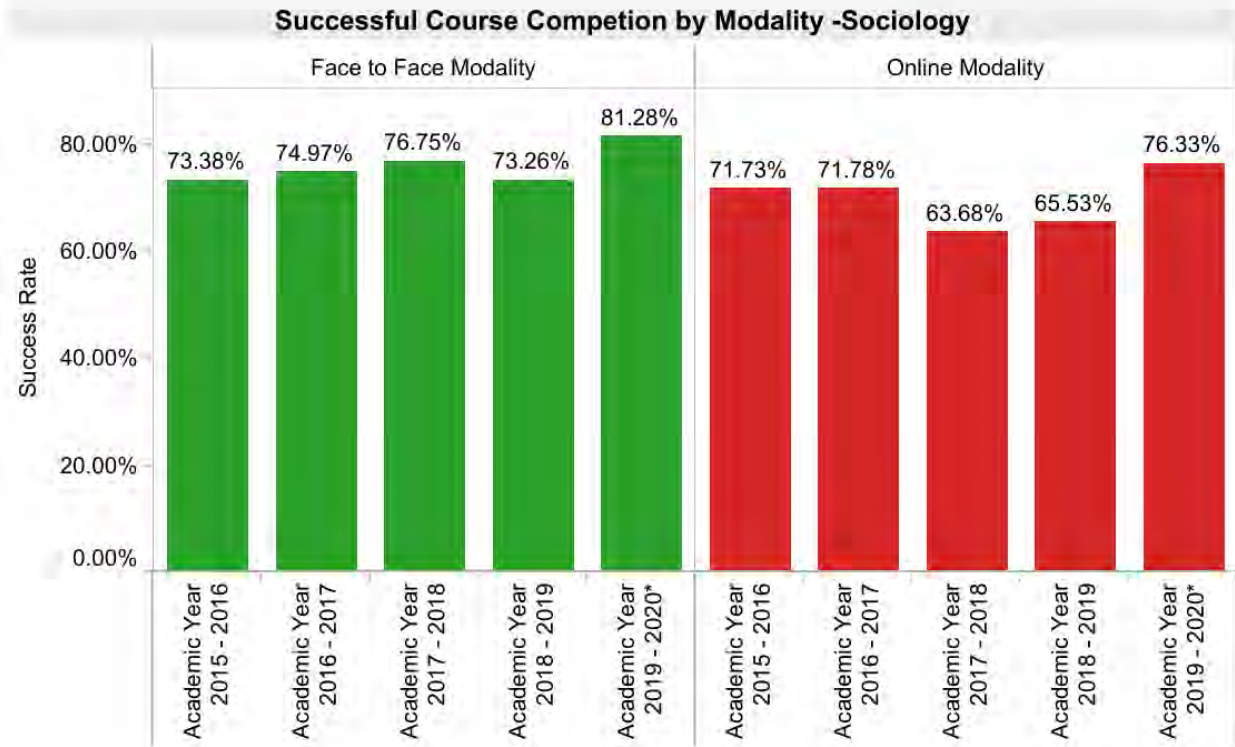
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Sociology

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - Sociology

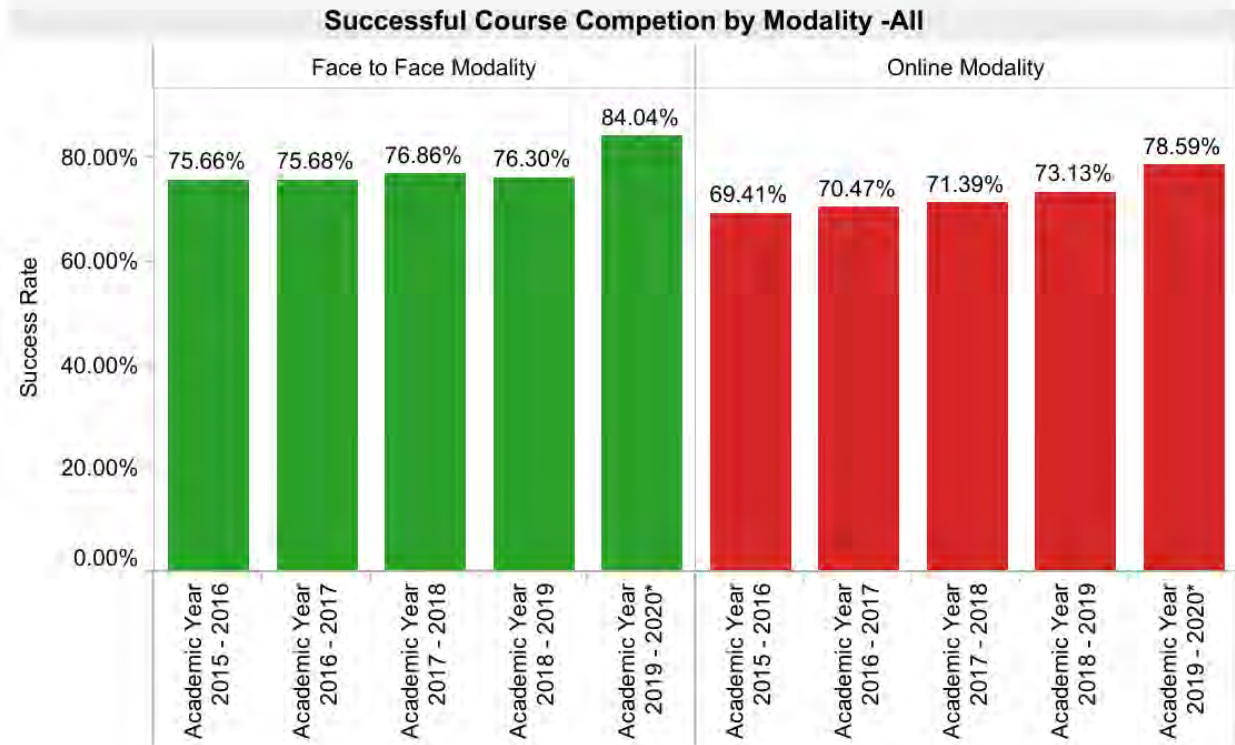
		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Face to Face Modality	Department Success Rate	73.38%	74.97%	76.75%	73.26%	81.28%
	Total Department Enrollments	789.0	715.0	701.0	516.0	510.0
Online Modality	Department Success Rate	71.73%	71.78%	63.68%	65.53%	76.33%
	Total Department Enrollments	421.0	404.0	391.0	499.0	463.0

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - All

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Face to Face Modality	Department Success Rate	75.66%	75.68%	76.86%	76.30%	84.04%
	Total Department Enrollments	52,399	53,120	53,586	52,830	51,883
Online Modality	Department Success Rate	69.41%	70.47%	71.39%	73.13%	78.59%
	Total Department Enrollments	9,950	10,438	12,311	14,888	16,965

- The overall college success rate for the face-to-face modality in academic year 2019-2020 was 84.04 percent. The Sociology success rate for the face-to-face modality in academic year 2019-2020 was lower at 81.28 percent.
- The overall college success rate for the online modality in academic year 2019-2020 was 78.59 percent. The Sociology success rate for the online modality in academic year 2018-2019 was lower at 76.33 percent.
- As with the overall college trend, over the last five years, success rates for face-to-face and online Sociology courses have risen, with the success rate for face-to-face courses

higher than for online classes (81.28 percent for face-to-face and 76.33 percent for online in 2019-2020).

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

Insert the data chart and explain observed differences between the program and the Institutional Set Standard. If your program did not meet the Institutional Set Standard, please describe how you will implement activities to meet the Institutional Set Standard.

What resources might you need to meet and exceed the Institutional Set Standard?

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Sociology

Award Type:
All



Program Awards Table

Award T..	Award	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Associate in Arts	Sociology (AA)	4	2	6	6	5
	Sociology (AAT)	1				
	Total	5	2	6	6	5
Associate in Arts Tr..	Sociology (AAT)	31	38	30	39	46
	Total	31	38	30	39	46

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

- In 2019-2020, 46 Sociology AATs were awarded and 5 Sociology AAs for a total of 51.
- The five-year trend is upward, going from 36 in 2015-2016 to 51 in 2019-2020 (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.

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

Insert the data chart and explain observed differences between the program and Institutional Set Standard (as shown on the chart). If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.

What resources might you need to meet and exceed the Institutional Set Standard?

SLOCCCD Program Review Data: Successful Course Completion

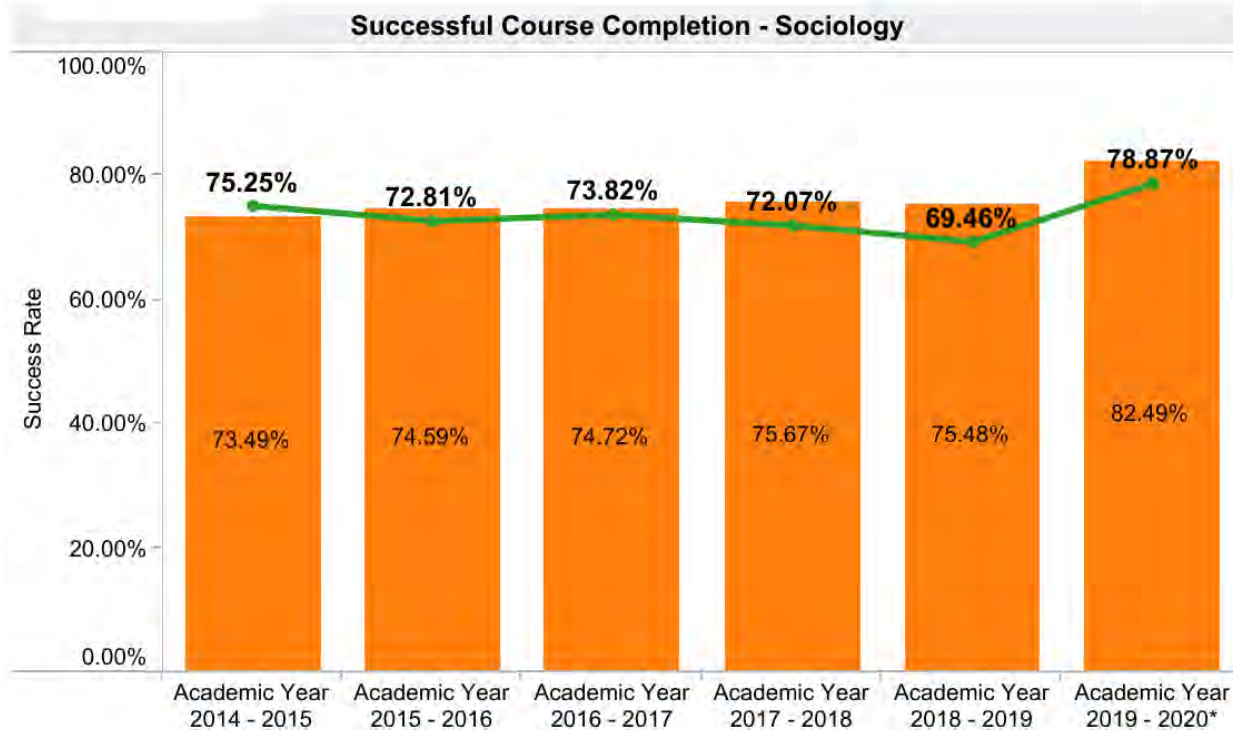
Select Department:
Sociology

TERM_ID
All

Measure Names

- Department Success Rate
- Overall College Success Rate

COURSE
All



Sociology Success Rate Table

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Department Success..	72.81%	73.82%	72.07%	69.46%	78.87%
Total Enrollments	1,210	1,119	1,092	1,015	973

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.

- What strategies have you implemented to address equity gaps in the classroom?
- What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
- What resources might you need to minimize equity performance gaps?

Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2019 - 2020

Department:
Sociology

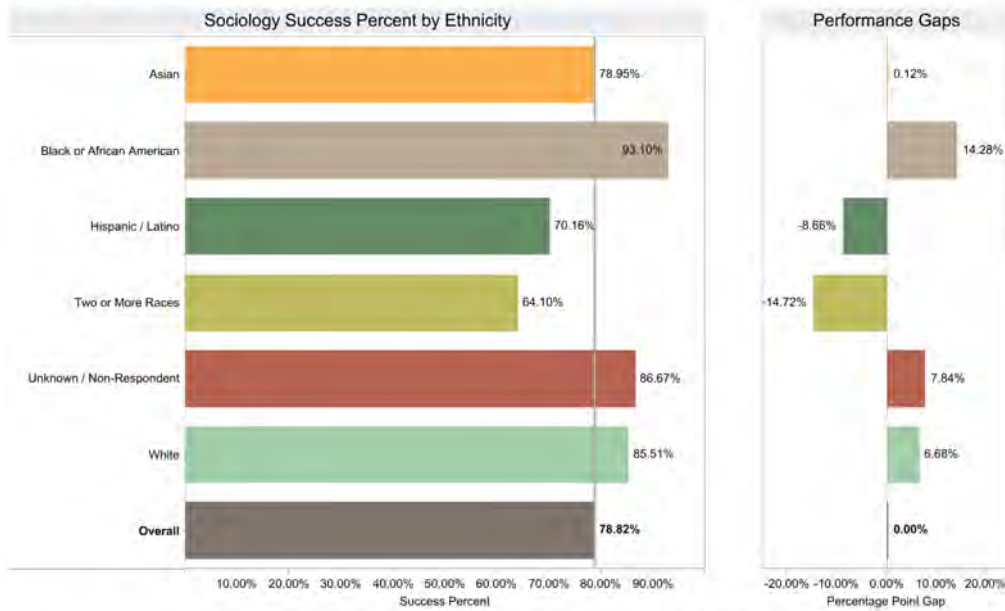
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Ethnicity



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

The 2019-2020 success rate in Sociology classes was 78.87 percent, lower than the overall college success rate of 82.49 percent, but higher than the stretch goal of 77.2 percent.

Examining the 2019-2020 data, whites (85.51 percent) have a higher than average rate of success (78.82 percent). Hispanics have a somewhat lower rate of success (70.16 percent). This success difference is larger than the overall college success difference between whites (83.98 percent) and Hispanics (79.73 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 are 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.

IV. CURRICULUM REVIEW

- A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR.

Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

See attached Curriculum Review Template

- B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

See attached Curriculum Review Template

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

- A. Attach or insert the assessment calendar for your program for the next program review cycle.

See attached assessment calendar

- B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Yes

- C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

See attached PLO Summary Map by Course. Note that PLO Summary Map by Course does not reflect the changes that will take effect Fall 2021.

- D. Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

See attached ILO Summary Map by Course. Note that ILO Summary Map by Course does not reflect the changes that will take effect Fall 2021.

- E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

Over the last year, Sociology faculty have discussed rewriting the course and Program SLOs so that the course and Program SLOs better align. All SLOs were revised Fall 2020.

Also, Sociology faculty have discussed assessment methods and use the CPAS to discuss plans for continuing improvement of course and Program SLOs. Now that we have moved to eLumen, all Sociology faculty are involved in the conducting of assessments and incorporating any improvement plans into our courses.

- F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

There are no recommended changes to program funding based on assessment of SLOs. Budget requests for the Sociology Program are made in the Social Sciences Unit Plan.

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

- A. Institutional Goals and Objectives
- B. Institutional Learning Outcomes
- C. Program outcomes

Indicate any anticipated changes in the following areas:

- A. Curriculum and scheduling
- B. Support services to promote success, persistence and retention
- C. Facilities needs
- D. Staffing needs/projections

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

How the Sociology Program supports efforts to achieve Institutional Goals and Objectives and Institutional Learning Outcomes was discussed at the beginning of this report. Action steps for achieving Program outcomes are discussed in the Program CPAS attached. With respect to changes in scheduling, due to the current COVID-19 pandemic, it is uncertain when Sociology courses will be offered on-campus again. However, all Sociology classes are offered online. With respect to facilities changes, refer to the Unit Plan.

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

List of attachments:

- Curriculum Review Template
- ILO Summary Map by Course
- PLO Summary Map by Course
- Sociology assessment calendar
- Sociology Program CPAS
- SOC 201A CPAS
- SOC 201B CPAS
- SOC 202 CPAS
- SOC 204 CPAS
- SOC 206 CPAS
- SOC 208 CPAS

VIII. **After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 14, 2021.**

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:

https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/AY_2018_2019/meeting_09_11_2018/Prioritization_Process_Handbook_2018_Final_Sep04.pdf

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.