

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2017-2018

PROGRAM: SOCIOLOGY

CLUSTER: HUMANITIES

LAST YEAR CPPR COMPLETED: 2015-2016

NEXT SCHEDULED CPPR: 2020-2021

CURRENT DATE: 2/12/2018

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
- 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.

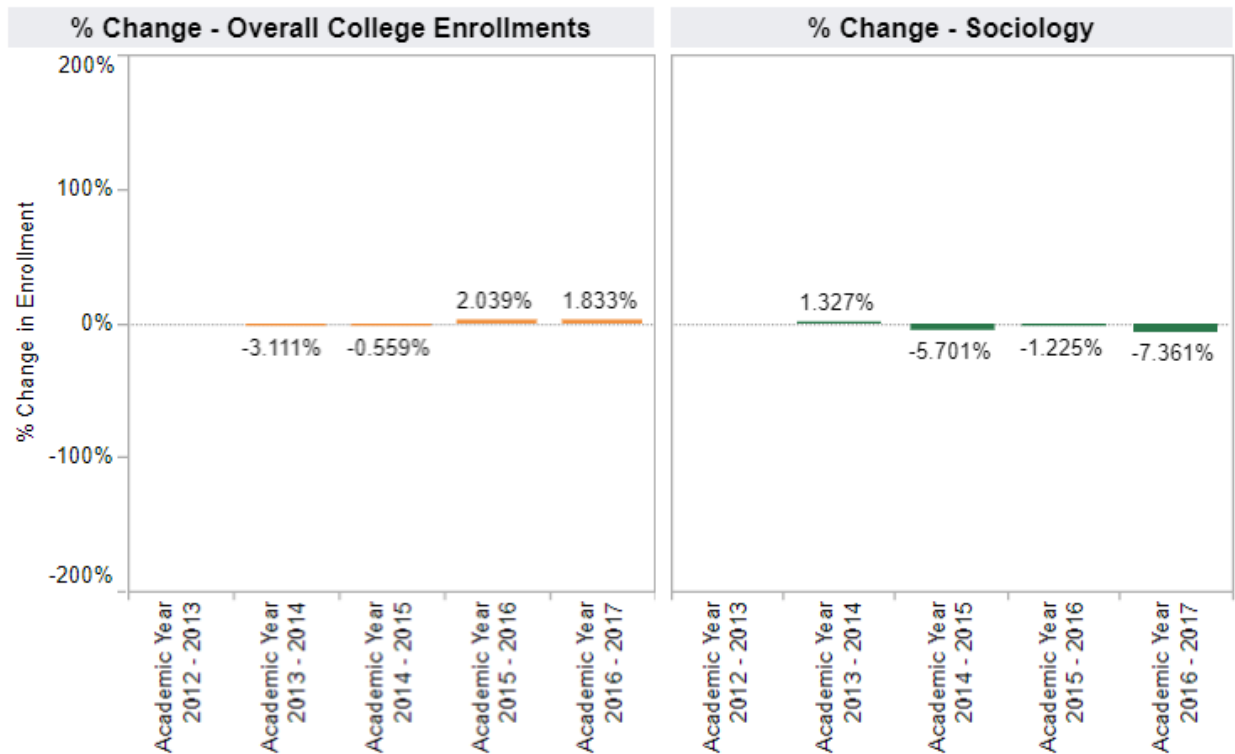
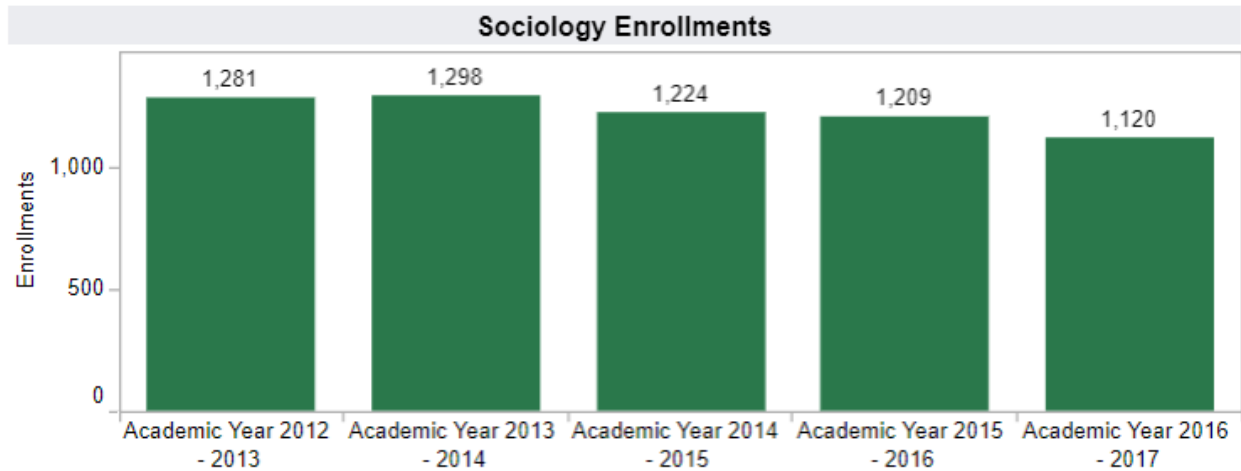
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

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.

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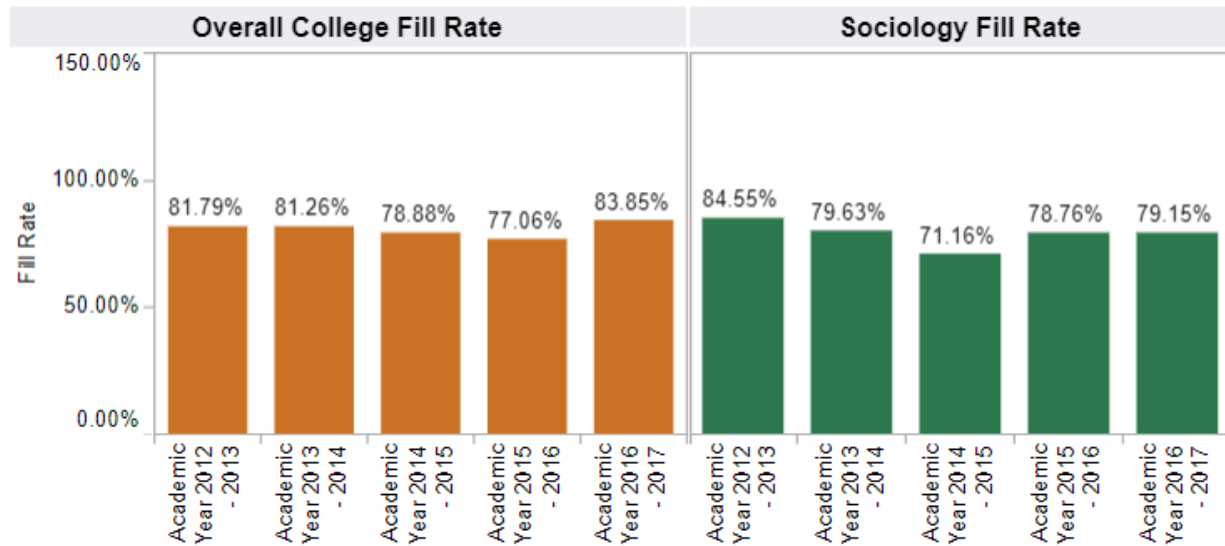
General Enrollment (Insert Aggregated Data Chart)



- 1120 students were enrolled in Sociology courses in 2016-2017, a drop from 1209 in 2015-2016.
- The enrollment trend over the past five years is downward.
- The enrollment drop over the past three years possibly reflects the reduction of classes to increase efficiency.
- Offering courses on the North County, South County, SLO campus and online as well as at varied times is a strategy used to increase enrollment.

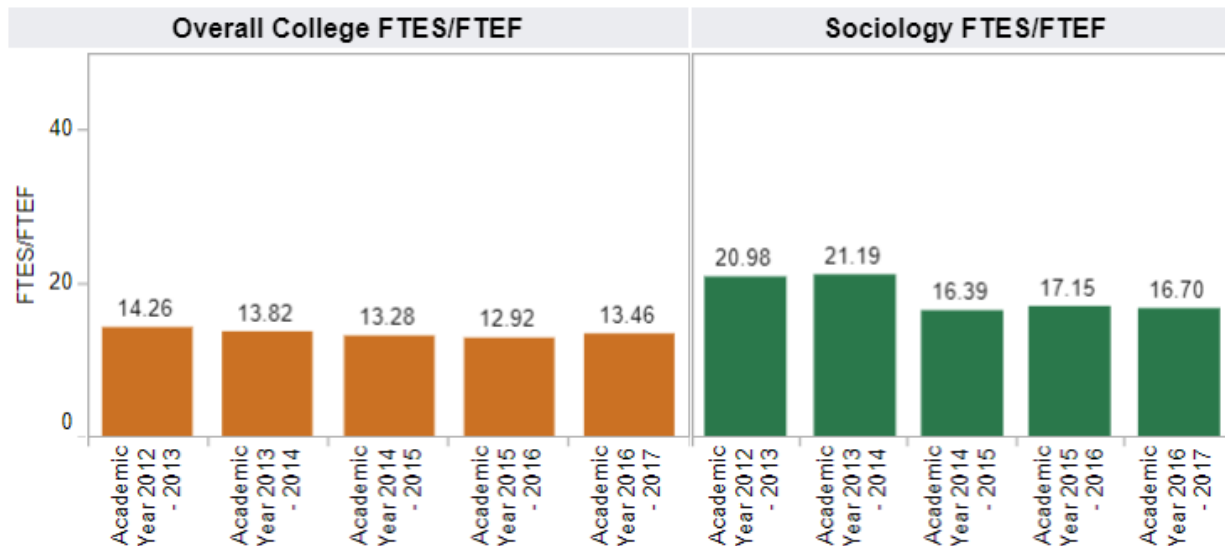
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General Student Demand (Fill Rate) (Insert Aggregated Data Chart)



- Fill rates in Sociology have improved over the past three years generally following the overall college trend.
- The increasing fill rates over the past three years possibly is due to class reduction.
- There is no plan to the change the course schedule significantly. However, we are teaching a greater variety of courses in the North County and have taught a few courses at the California Men’s Colony.

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)



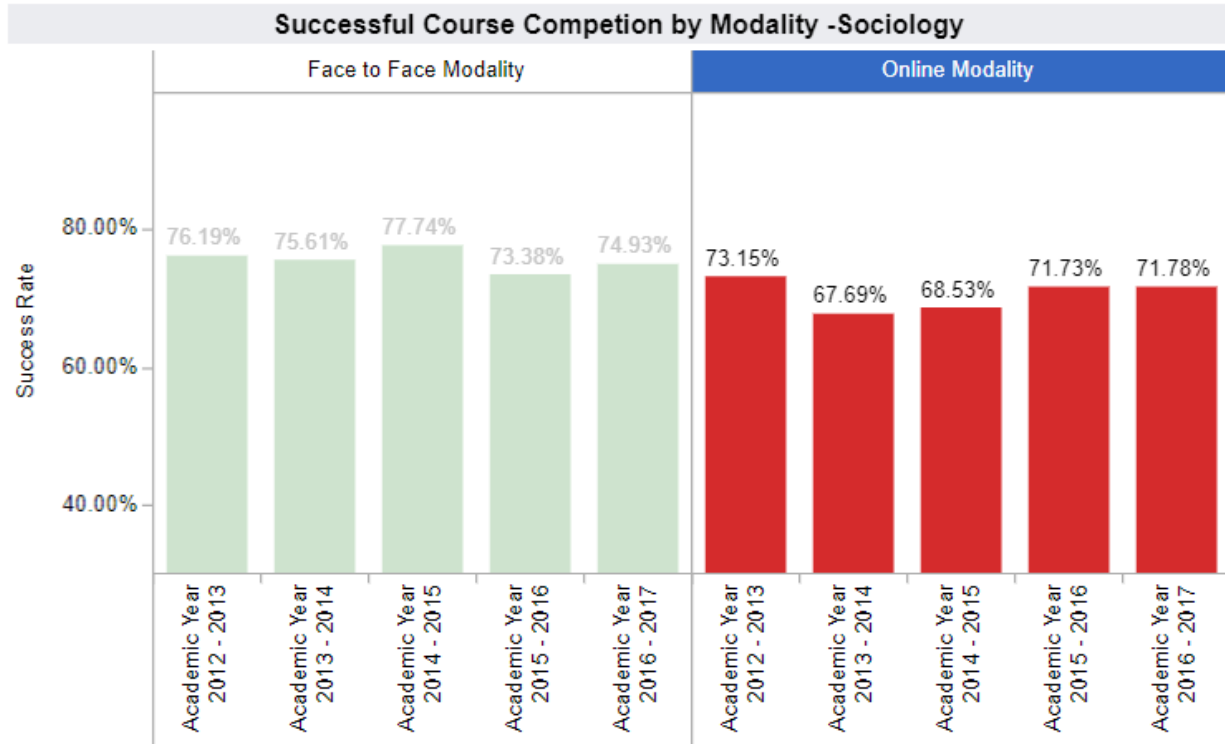
- Sociology’s FTES/FTEF has been consistently higher than the college average.
- Sociology’s FTES/FTEF for 2016-2017 was 16.70. In 2015-2016, FTES/FTEF was 17.15.
- FTES/FTEF has held steady over the last three years reflecting the overall college trend.
- The declining efficiency over the last five years possibly reflects declining student

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enrollments.

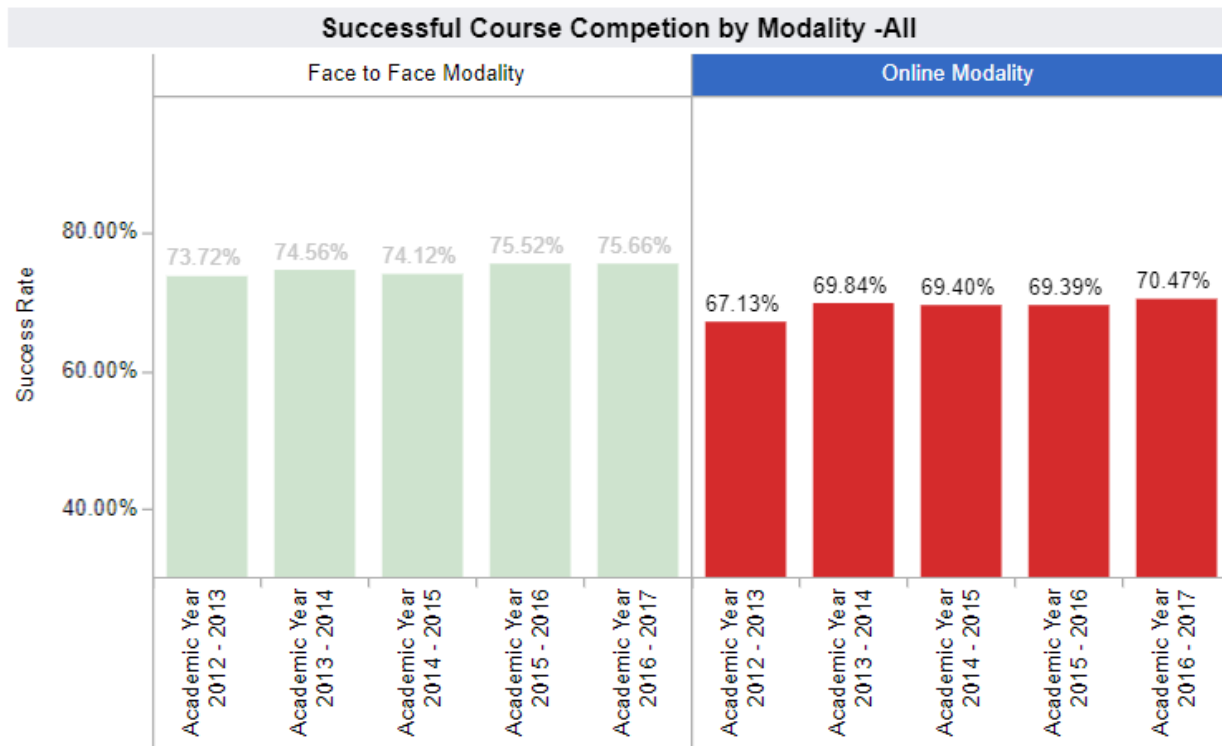
- There is no plan to the change the course schedule significantly. However, we are teaching a greater variety of courses in the North County and have taught a few courses at the California Men’s Colony. We would also like to keep a presence in the South County where efficiency is low.

Student Success—Course Modality (Insert Data Chart)



		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	76.19%	75.61%	77.74%	73.38%	74.93%
	Total Department Enrollments	1,134	1,104	885	789	715
Online Modality	Department Success Rate	73.15%	67.69%	68.53%	71.73%	71.78%
	Total Department Enrollments	149	195	340	421	404

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Successful Course Completion by Modality Table - All

		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	73.72%	74.56%	74.12%	75.52%	75.66%
	Total Department Enrollments	53,865	51,005	48,584	47,724	47,022
Online Modality	Department Success Rate	67.13%	69.84%	69.40%	69.39%	70.47%
	Total Department Enrollments	6,557	7,101	8,112	9,950	10,442

- With respect to differences by modality, the success rates for face-to-face courses were higher. In the 2016/2017 academic year, difference was about three percentage points.
- The overall college success rate for the face-to-face modality in academic year 2016-2017 was 75.66%. The Sociology success rate for the face-to-face modality in academic year 2016-2017 was 74.93%, within one percent of the college average.
- The overall college success rate for the online modality in academic year 2016-2017 was 70.47%. The Sociology success rate for the online modality in academic year 2016-2017 was 71.78%, slightly more than one percent better than the college average.

Degrees and Certificates Awarded (Insert Data Chart)

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

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Program Awards Table						
Award T.	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
in Arts	Sociology (AAT)	13	17	13	1	
	Total	15	17	14	5	2
Associate in Arts	Sociology (AAT)			18	31	38
	Total			18	31	38
Transfer						
Grand Total		15	17	32	36	40

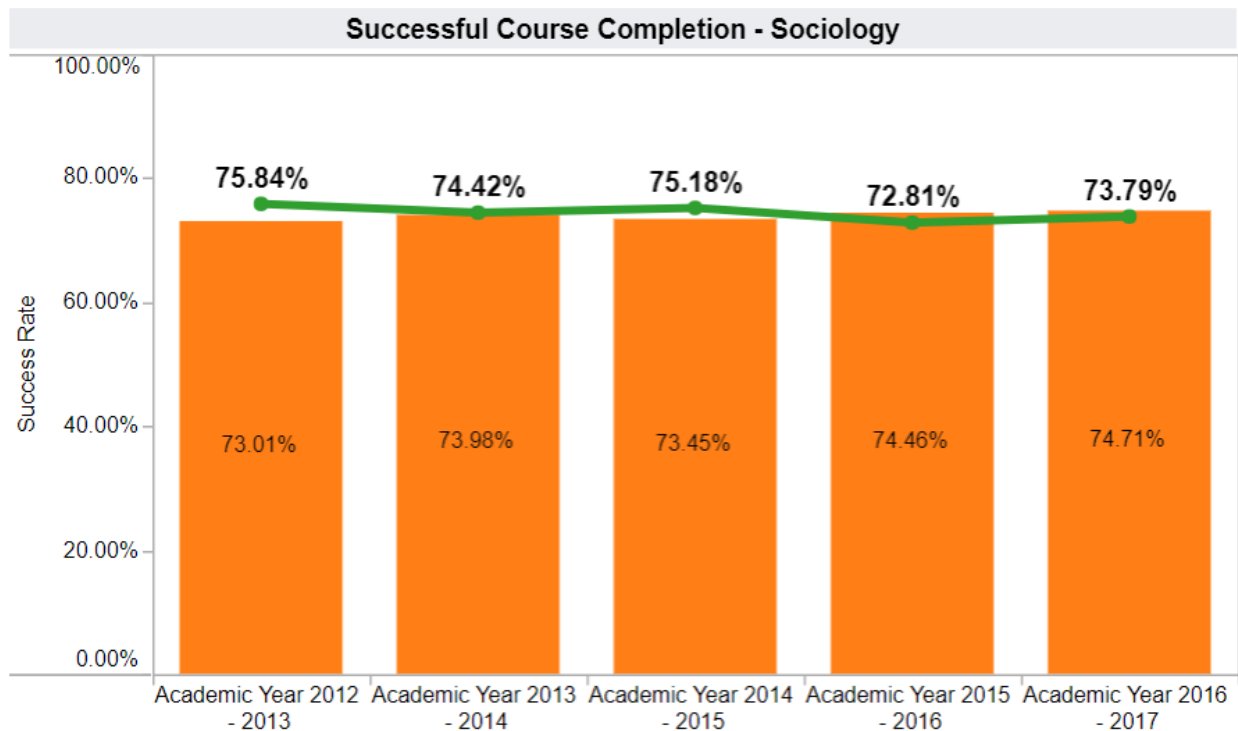
- In 2016-2017, 38 Sociology AATs were awarded and 2 Sociology AAs for a total of 40. This is a slight increase from 2015-2016 when 31 AATs and 5 AAs for a total of 36 were awarded.
- The five-year trend is significantly upward, going from 15 in 2012-2013 to 40 in 2016-2017 (combined AAT and AA).
- The 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 \(Insert Aggregated Data Chart\)](#)

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.

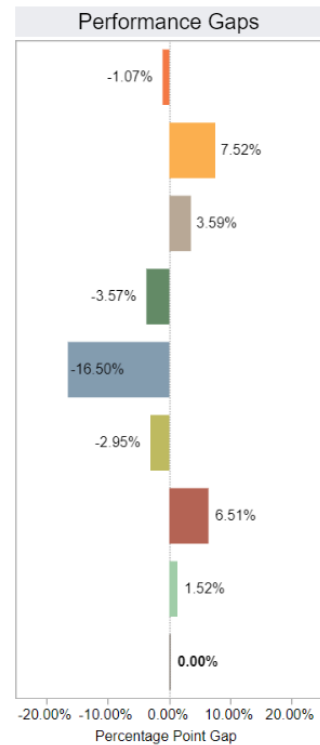
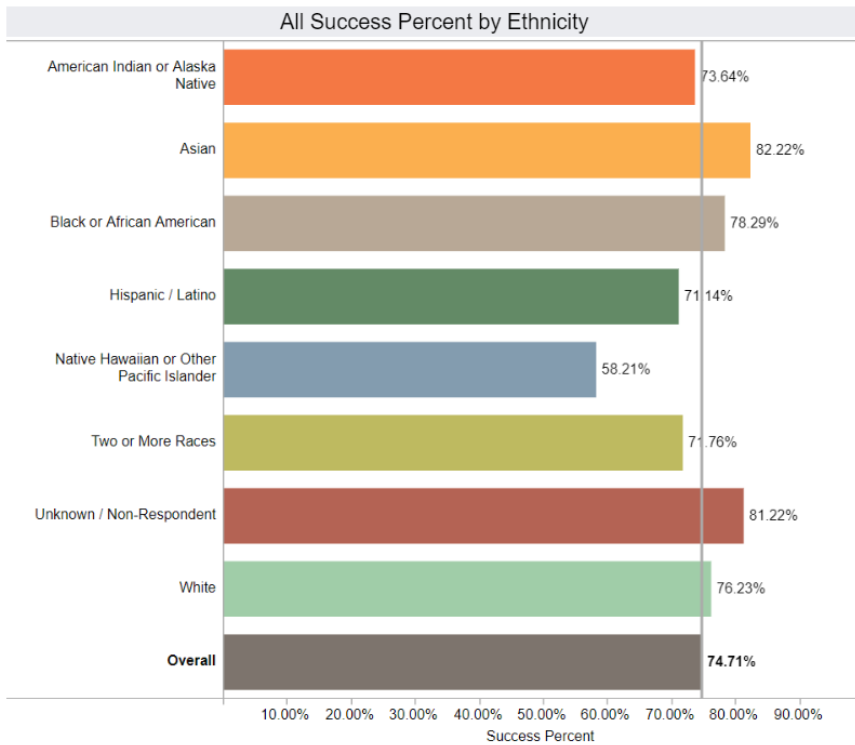
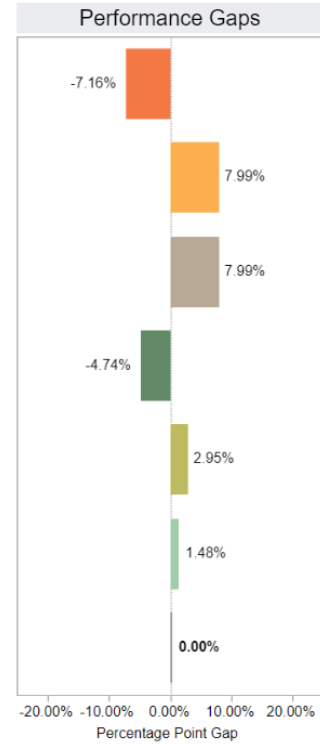
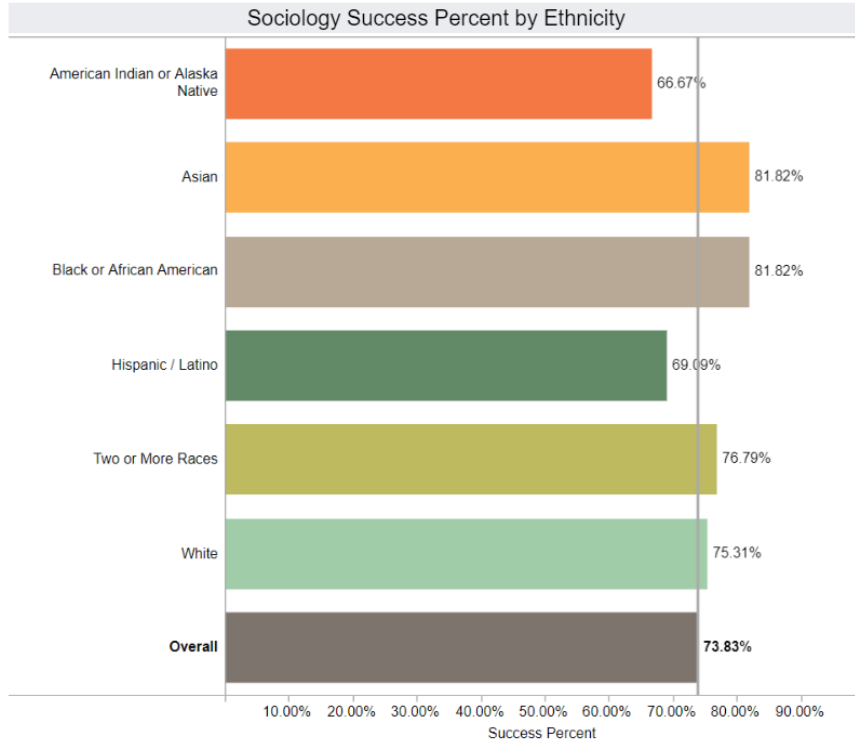
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Sociology Success Rate Table

	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	75.84%	74.42%	75.18%	72.81%	73.79%
Total Enrollments	1,283	1,299	1,225	1,210	1,119

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- The success rates from 2012-2013 to 2016-2017 in Sociology classes are very similar to the overall college success rates.

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- Examining the 2016-2017 data, whites have a slightly higher than average rate of success (1.48% higher than average). Hispanics have a somewhat lower rate of success (4.74% lower than average). This success gap difference is very similar to the overall college success gap between whites (1.52% higher than average) and Hispanics (3.57% lower than average).
- 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.*

No significant changes. See CPAS forms for continuing changes.

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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. We now offer most Sociology courses in both face-to-face and distance learning modalities to better serve students. We now offer all the courses necessary to complete the Sociology AAT on the North County campus. With respect to facilities changes, see the Division 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

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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.

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OPTIONAL SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: <https://www.surveymonkey.com/r/J79W8GW>