2022 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2021-2022   **PROGRAM: SOCIOLOGY**
CLUSTER: HUMANITIES   **LAST YEAR CPPR COMPLETED: 2020-2021**
NEXT SCHEDULED CPPR: 2025-2026   **CURRENT DATE: 2/25/2022**

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.

General Enrollment (Insert Aggregated Data Chart)
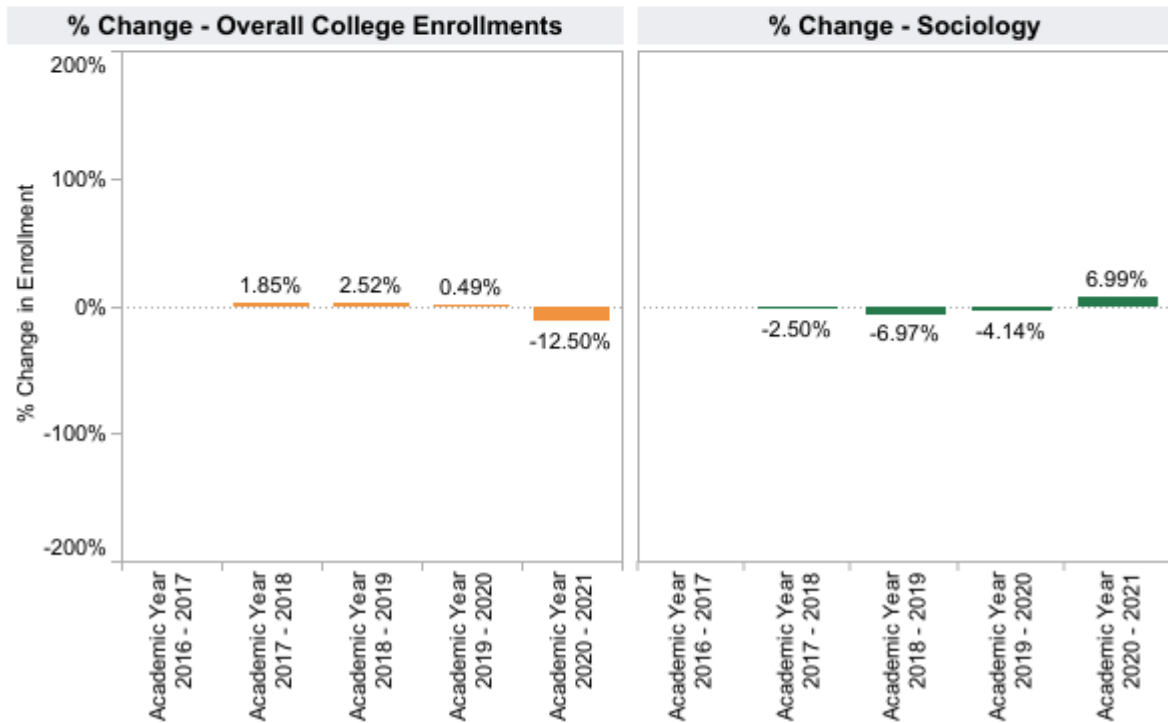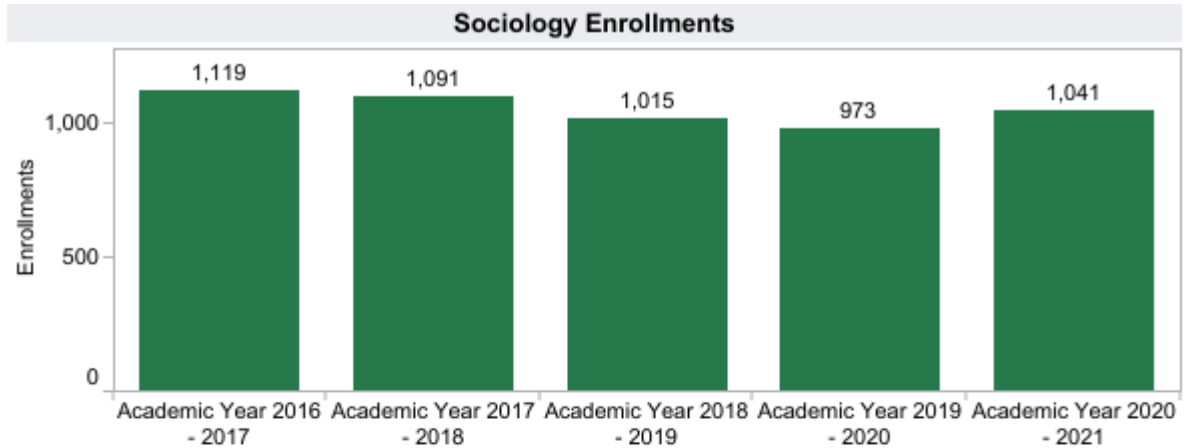
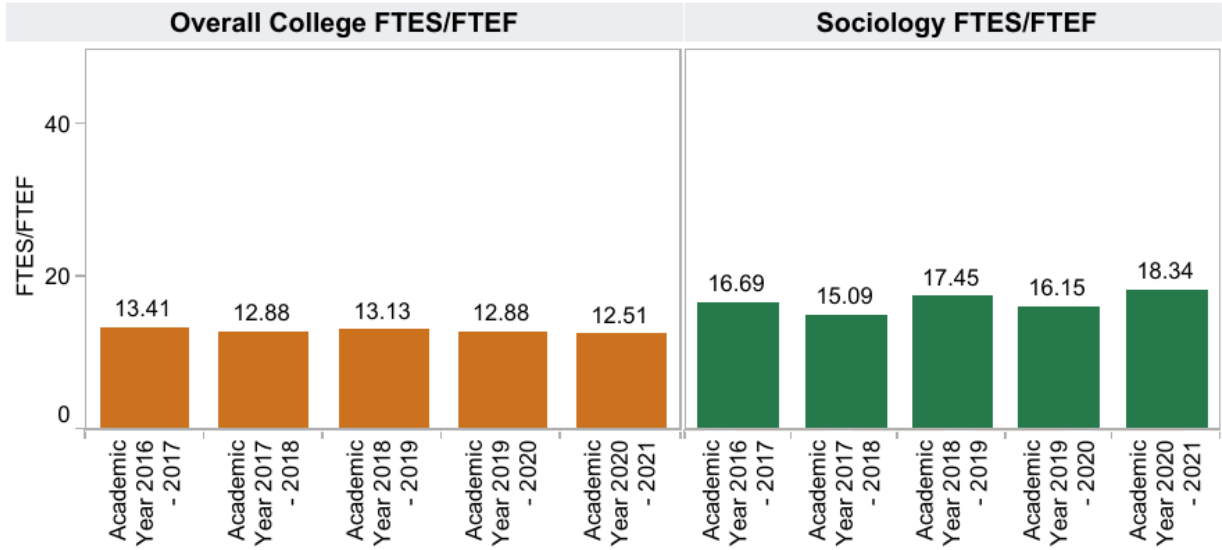- 1041 students were enrolled in Sociology courses in 2020-2021, an increase from 973 in 2019-2020.
- The enrollment trend over the past five years is slightly downward.
- The slightly downward trend over the past five years possibly reflects the reduction of the Introduction to Sociology classes to 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.

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)
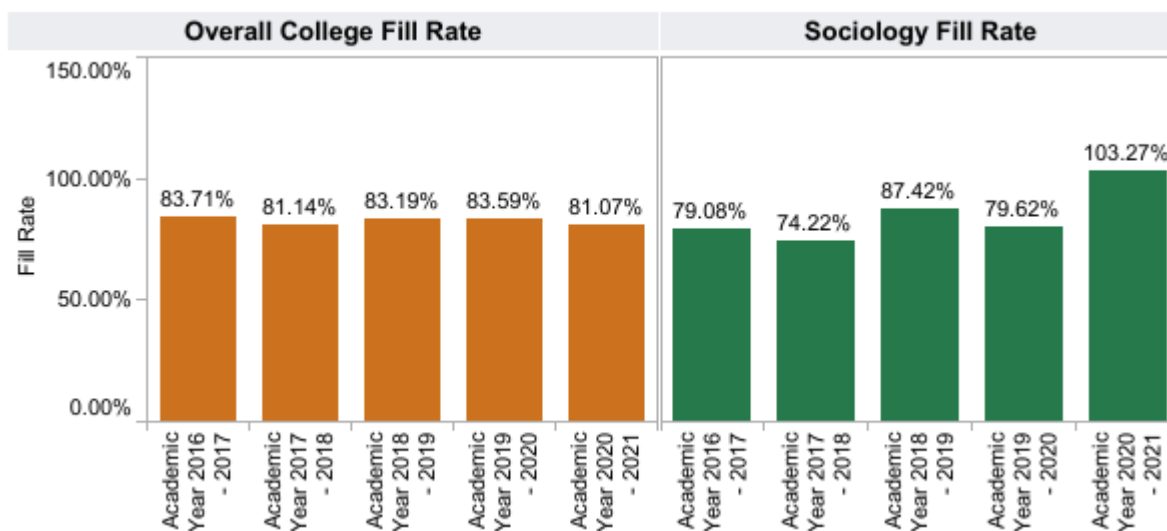
- In 2020-2021, the fill rate in Sociology was 103.27 percent, higher than the overall college fill rate of 81.07 percent.
- The increase in fill rate may reflect decease in face-to-face Sociology courses that sometimes has lower fill rates and reduction in courses that traditionally have lower fill 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.
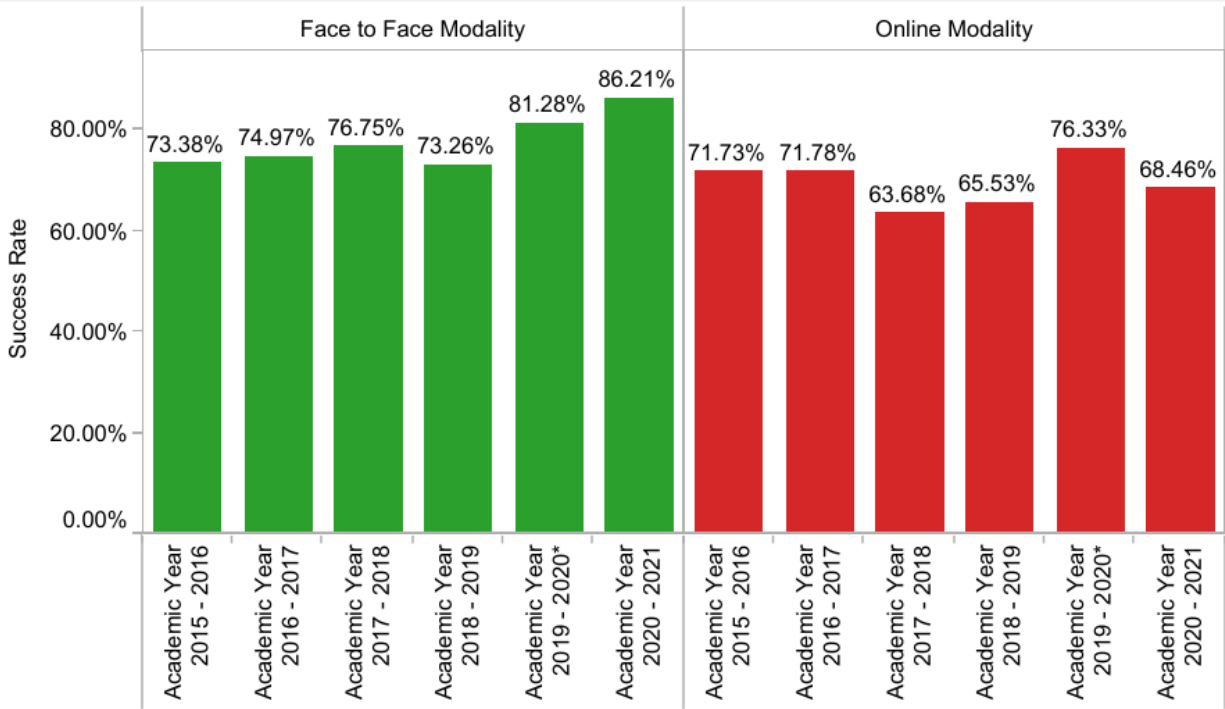
General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

Overall College FTES/FTEF | **Sociology FTES/FTEF**

Overall College FTES/FTEF values: Academic Year 2016-2017: 13.41; Academic Year 2017-2018: 12.88; Academic Year 2018-2019: 13.13; Academic Year 2019-2020: 12.88; Academic Year 2020-2021: 12.51

Sociology FTES/FTEF values: Academic Year 2016-2017: 16.69; Academic Year 2017-2018: 15.09; Academic Year 2018-2019: 17.45; Academic Year 2019-2020: 16.15; Academic Year 2020-2021: 18.34

- Sociology's FTES/FTEF has been consistently higher than the college average.
- Sociology's FTES/FTEF for 2020-2021 was 18.34.
- FTES/FTEF has slightly increased over the last five years whereas the overall college trend is slightly downward.
- 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)

4 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 7, 2022

Successful Course Competion by Modality -Sociology

Successful Course Competion by Modality Table - Sociology

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	73.38%	74.97%	76.75%	73.26%	81.28%	86.21%
	Total Department Enrollm..	789.0	715.0	701.0	516.0	510.0	149.0
Online Modality	Department Success Rate	71.73%	71.78%	63.68%	65.53%	76.33%	68.46%
	Total Department Enrollm..	421.0	404.0	391.0	499.0	463.0	892.0

Successful Course Competion by Modality -All

|	Face to Face Modality						Online Modality					
	75.67%	75.68%	76.86%	76.30%	84.07%	84.36%	69.41%	70.47%	71.39%	73.13%	78.55%	72.63%
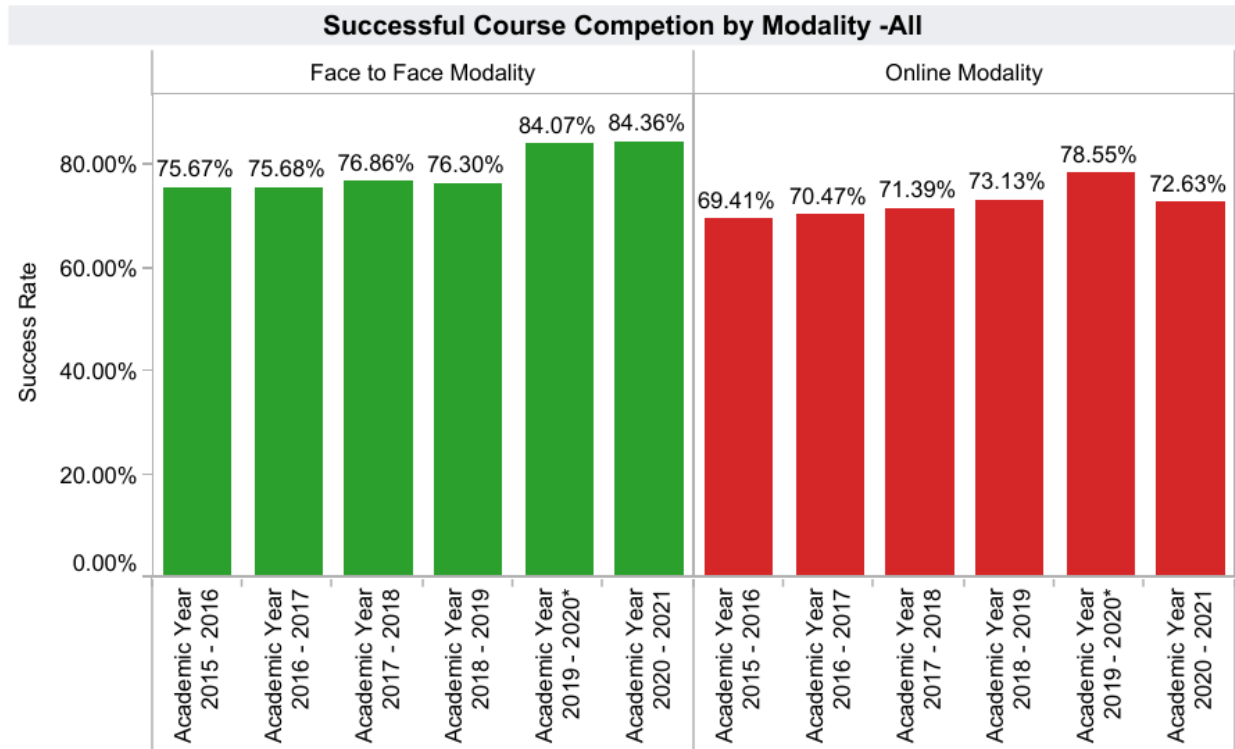
Successful Course Competion by Modality Table - All

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	75.67%	75.68%	76.86%	76.30%	84.07%	84.36%
	Total Department Enrollm..	52,399	53,121	53,586	52,830	51,888	11,702
Online Modality	Department Success Rate	69.41%	70.47%	71.39%	73.13%	78.55%	72.63%
	Total Department Enrollm..	9,950	10,438	12,311	14,888	16,965	48,503

- The overall college success rate for the face-to-face modality in academic year 2020-2021 was 84.36 percent. The Sociology success rate for the face-to-face modality in academic year 2020-2021 was lower at 86.21 percent.
- The overall college success rate for the online modality in academic year 2020-2021 was 72.63 percent. The Sociology success rate for the online modality in academic year 2020-2021 was lower at 68.46 percent.
- As with the overall college trend, over the last five years, success rates for face-to-face Sociology courses have risen.
- With respect to the online modality, success rates dropped from 2019-2020 to 2020-2021, reflecting the college trend.

- Consistent with the overall college trend, success rates for face-to-face courses are higher for face-to-face Sociology courses than online (86.21 percent for face-to-face and 68.46 percent for online in 2020-2021).

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

Program Awards
Top Code Description(s): Sociology
Award(s): All

Program Awards Table
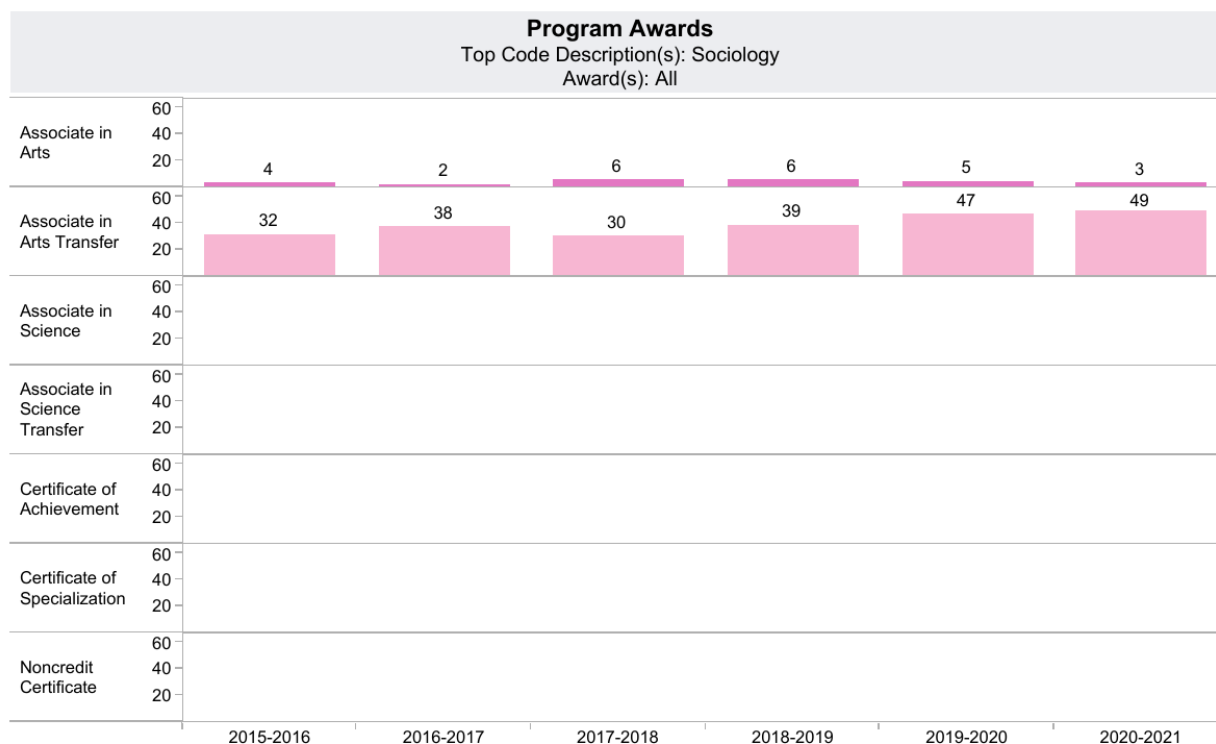
Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Arts	Sociology (AA)	4	2	6	6	5	3
	Total	4	2	6	6	5	3
Associate in Arts Transfer	Sociology (AAT)	32	38	30	39	47	49
	Total	32	38	30	39	47	49
Grand Total		36	40	36	45	52	52

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

- In 2020-2021, 49 Sociology AATs were awarded and 3 Sociology AAs for a total of 52.
- The five-year trend is upward, going from 36 in 2015-2016 to 52 in 2020-2021 (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)](#)

SLOCCCD Program Review Data: Successful Course Completion
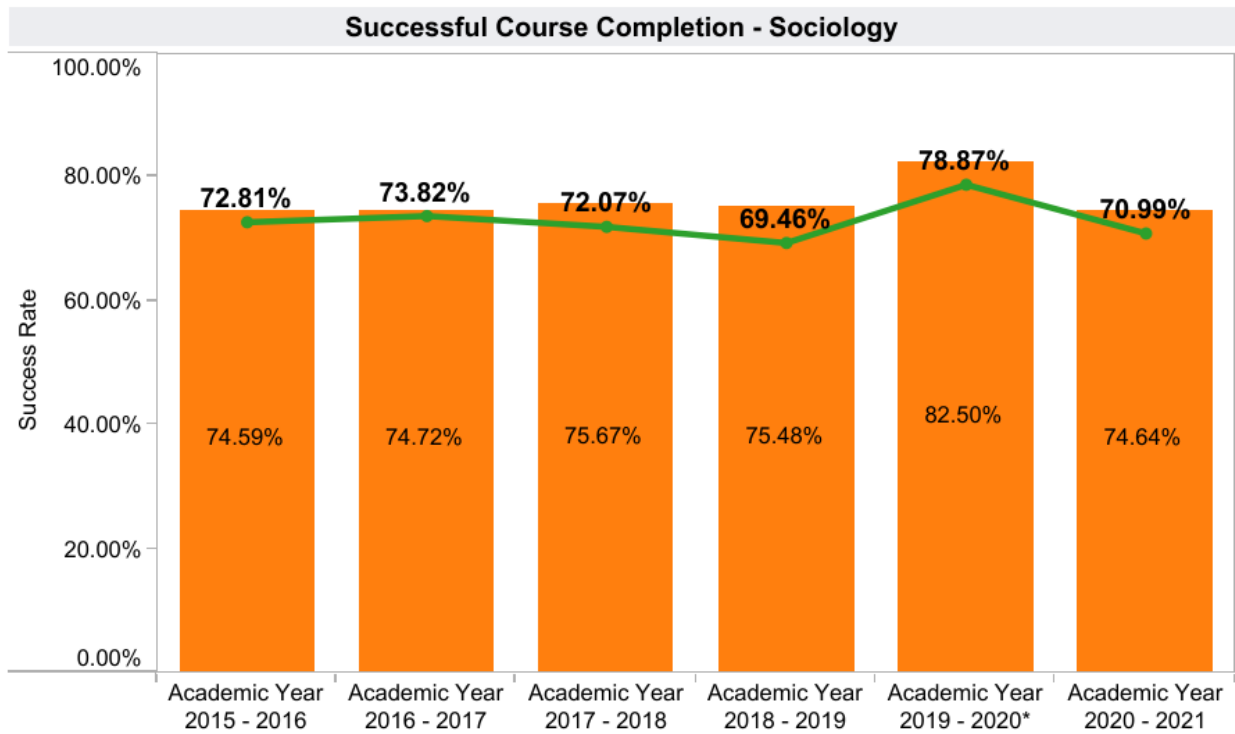
Select Department:
Sociology

COURSE
All

TERM
All

Measure Names
- 🟩 Department Success Rate
- 🟧 Overall College Success Rate

Successful Course Completion - Sociology

Success Rate

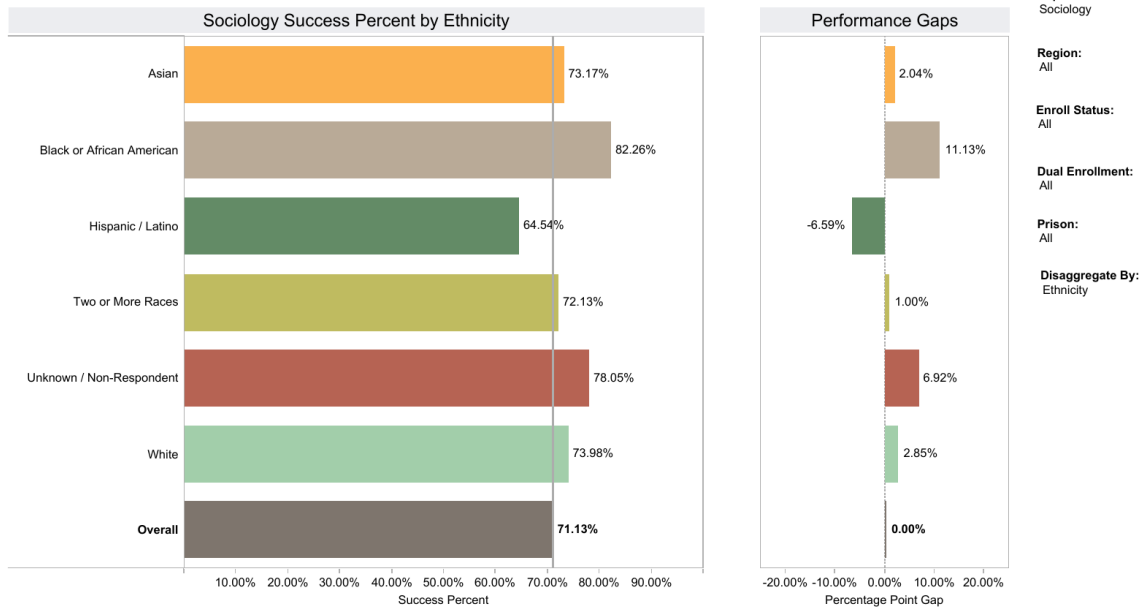|	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department (green)	72.81%	73.82%	72.07%	69.46%	78.87%	70.99%
Overall College (orange)	74.59%	74.72%	75.67%	75.48%	82.50%	74.64%

Sociology Success Rate Table

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	72.81%	73.82%	72.07%	69.46%	78.87%	70.99%
Total Enrollments	1,210	1,119	1,092	1,015	973	1,041

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

Successful Course Completion by Student Subpopulation

Sociology Success Percent by Ethnicity

Ethnicity	Success Percent
Asian	73.17%
Black or African American	82.26%
Hispanic / Latino	64.54%
Two or More Races	72.13%
Unknown / Non-Respondent	78.05%
White	73.98%
Overall	**71.13%**

Performance Gaps

Ethnicity	Percentage Point Gap
Asian	2.04%
Black or African American	11.13%
Hispanic / Latino	-6.59%
Two or More Races	1.00%
Unknown / Non-Respondent	6.92%
White	2.85%
Overall	**0.00%**

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 2020-2021 success rate in Sociology classes was 70.99 percent, lower than the overall college success rate of 74.64 percent.

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.

9 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 7, 2022

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 changes in scheduling, we hope to return to pre-pandemic course scheduling soon. However, we are still offering the majority of Sociology courses online. With respect to facilities changes, refer to the Unit Plan.

11 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
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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		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ 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.