2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023-2024   PROGRAM(S): SOCIOLOGY
CLUSTER: 3   AREA OF STUDY: SOCIAL SCIENCES
LAST YEAR CPPR COMPLETED: 2020-2021 NEXT SCHEDULED CPPR: 2025-2026 CURRENT DATE: 2/25/2024

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 this **SharePoint 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
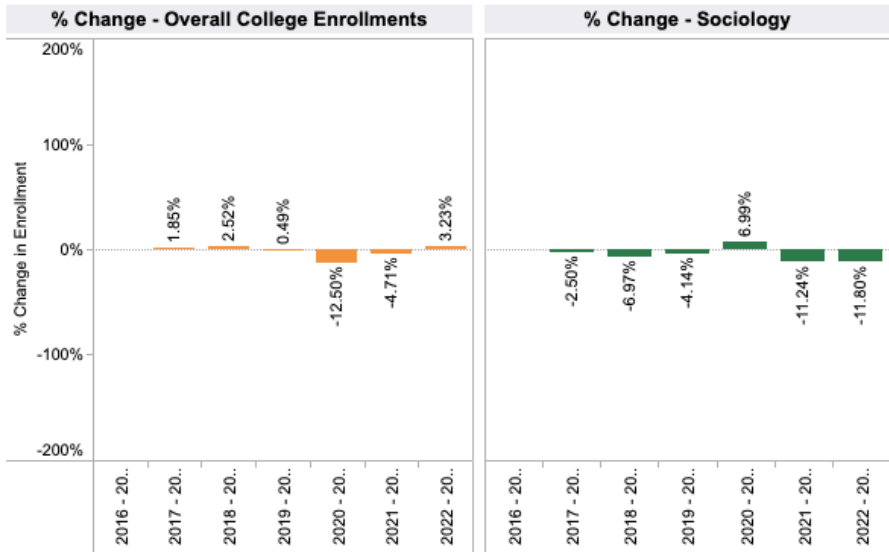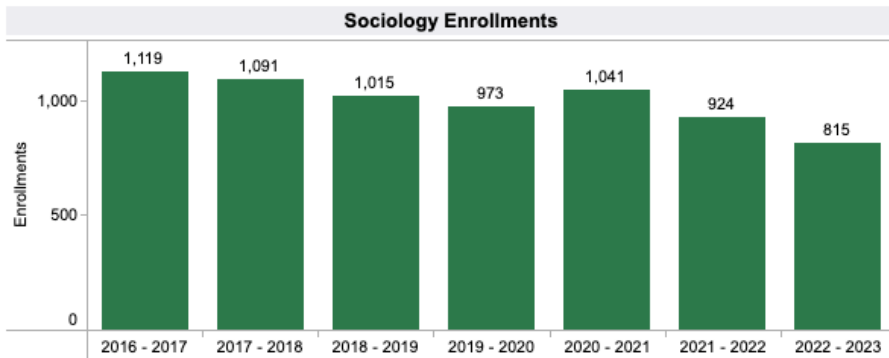
this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only 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.

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.

- 815 students were enrolled in Sociology courses in 2022-2023, a decrease from 924 in 2021-2022.
- 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 and the reduction of CMC classes.
- 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.
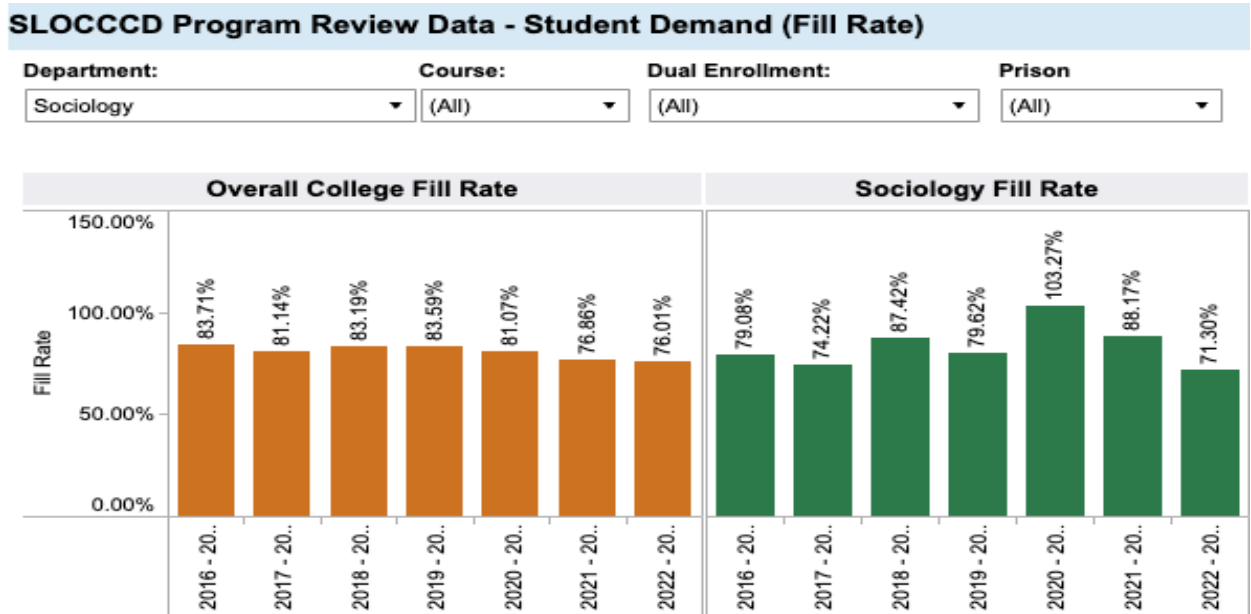
2022-2023

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 2022-2023, the fill rate in Sociology was 71.3 percent, lower than the overall college fill rate of 76.01 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 but currently have no faculty available to teach at the prison.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

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

2022-2023

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Sociology ▼	(All) ▼	(All) ▼	(All) ▼
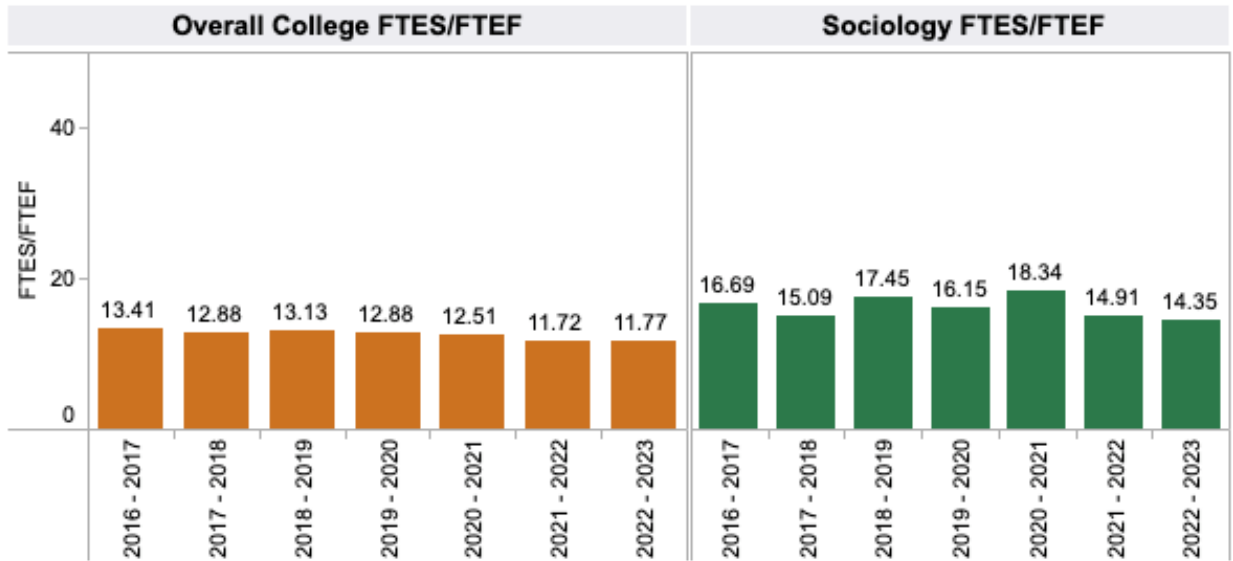
- Sociology's FTES/FTEF has been consistently higher than the college average.
- Sociology's FTES/FTEF for 2022-2023 was 14.35.
- Sociology FTES/FTEF has decreased over the last five years, following the overall college trend.
- The lower efficiency may reflect increases in courses.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**
   Insert the data chart and explain observed differences between the program and the college.

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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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SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Sociology ▼

Course:
(All) ▼

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Sociology

Successful Course Competion 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
Face to Face Modality	Department Success Rate	76.89%	73.31%	81.31%	86.21%	76.45%	77.94%
	Total Department Enrollm..	753.0	517.0	516.0	149.0	314.0	204.0
Online Modality	Department Success Rate	64.51%	64.50%	76.33%	68.36%	65.86%	68.40%
	Total Department Enrollm..	417.0	507.0	463.0	903.0	624.0	619.0

SLOCCCD Program Review Data: Successful Course Completion

Select Department: (All) ▼   **Course:** (All) ▼   **Legend:**
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -All

Successful Course Competion 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
Face to Face Modality	Department Success Rate	76.29%	75.99%	84.05%	84.23%	79.21%	79.99%
	Total Department Enrollm..	56,413	54,302	52,243	11,771	22,398	30,997
Online Modality	Department Success Rate	71.19%	72.94%	78.58%	72.58%	71.91%	72.07%
	Total Department Enrollm..	12,968	15,145	17,009	48,908	35,172	28,510

- The overall college success rate for the face-to-face modality in academic year 2022-2023 was 79.99 percent. The Sociology success rate for the face-to-face modality in academic year 2022-2023 was lower at 77.94 percent.
- The overall college success rate for the online modality in academic year 2022-2023 was 72.07 percent. The Sociology success rate for the online modality in academic year 2022-2023 was lower at 68.4 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 also slightly risen.
- The overall college trend, over the last five years, for online courses, success rates have slightly risen. For online Sociology courses during the same time period, success rates have also 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 (77.94 percent for face-to-face and 68.4 percent for online in 2022-2023).

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
Sociology ▼	(All) ▼	(All) ▼

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

Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022	2023	Academi..
	Sociology (AAT)							1		
	Total	4	2	6	6	5	3	8	3	
AAT	Sociology (AAT)	31	37	29	36	44	46	36	38	
	Total	31	37	29	36	44	46	36	38	
Grand Total		35	39	35	42	49	49	44	41	
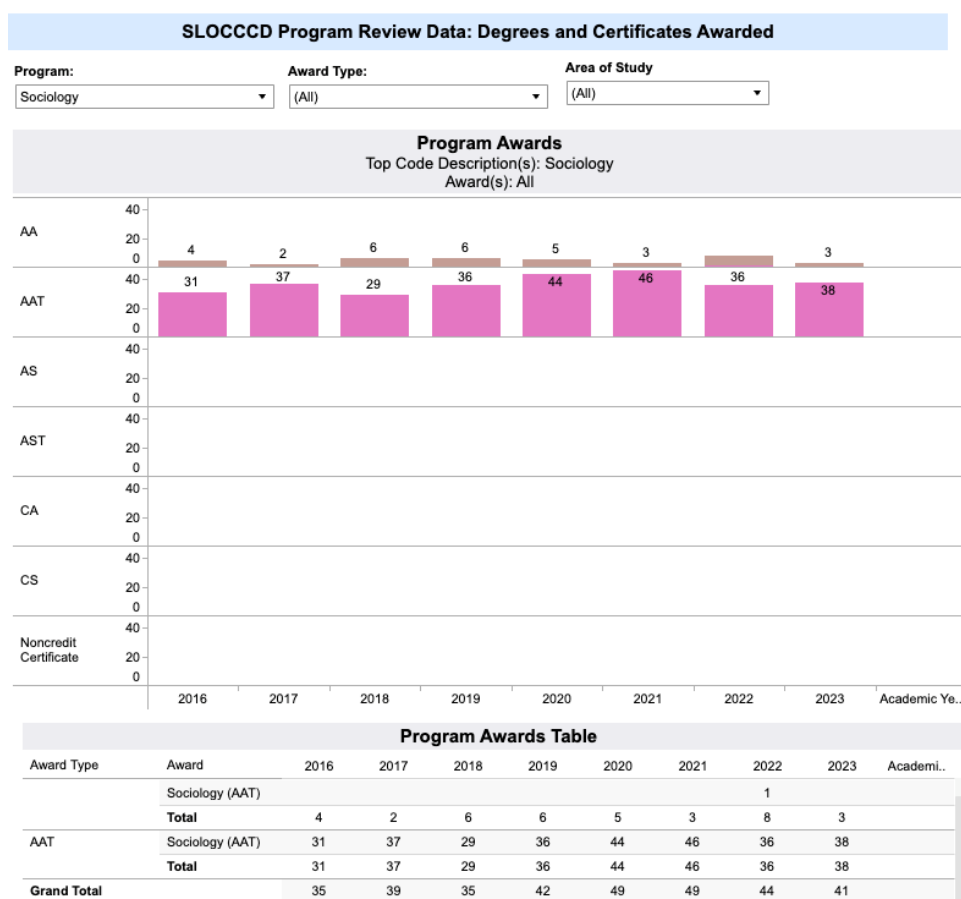
- In 2022-2023, 38 Sociology AATs were awarded and 3 Sociology AAs for a total of 41.
- The eight-year trend is upward, going from 35 in 2016 to 41 in 2023 (combined AAT and AA).

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

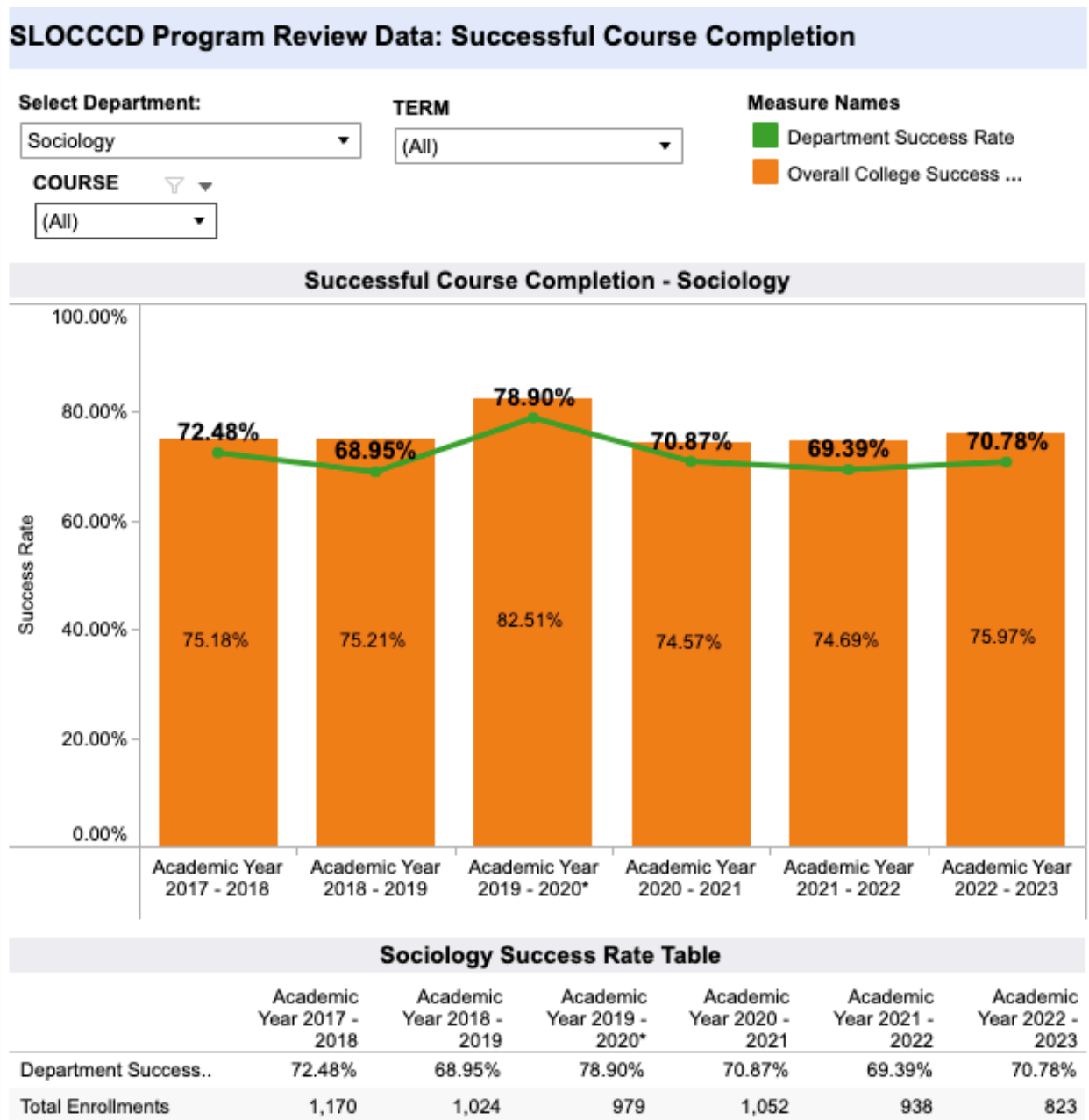## SLOCCCD Program Review Data: Successful Course Completion

Select Department: Sociology

COURSE (All)

TERM (All)

Measure Names
- Department Success Rate
- Overall College Success ...

Successful Course Completion - 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
Department Success Rate (green line)	72.48%	68.95%	78.90%	70.87%	69.39%	70.78%
Overall College Success (orange bar)	75.18%	75.21%	82.51%	74.57%	74.69%	75.97%

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
Department Success..	72.48%	68.95%	78.90%	70.87%	69.39%	70.78%
Total Enrollments	1,170	1,024	979	1,052	938	823

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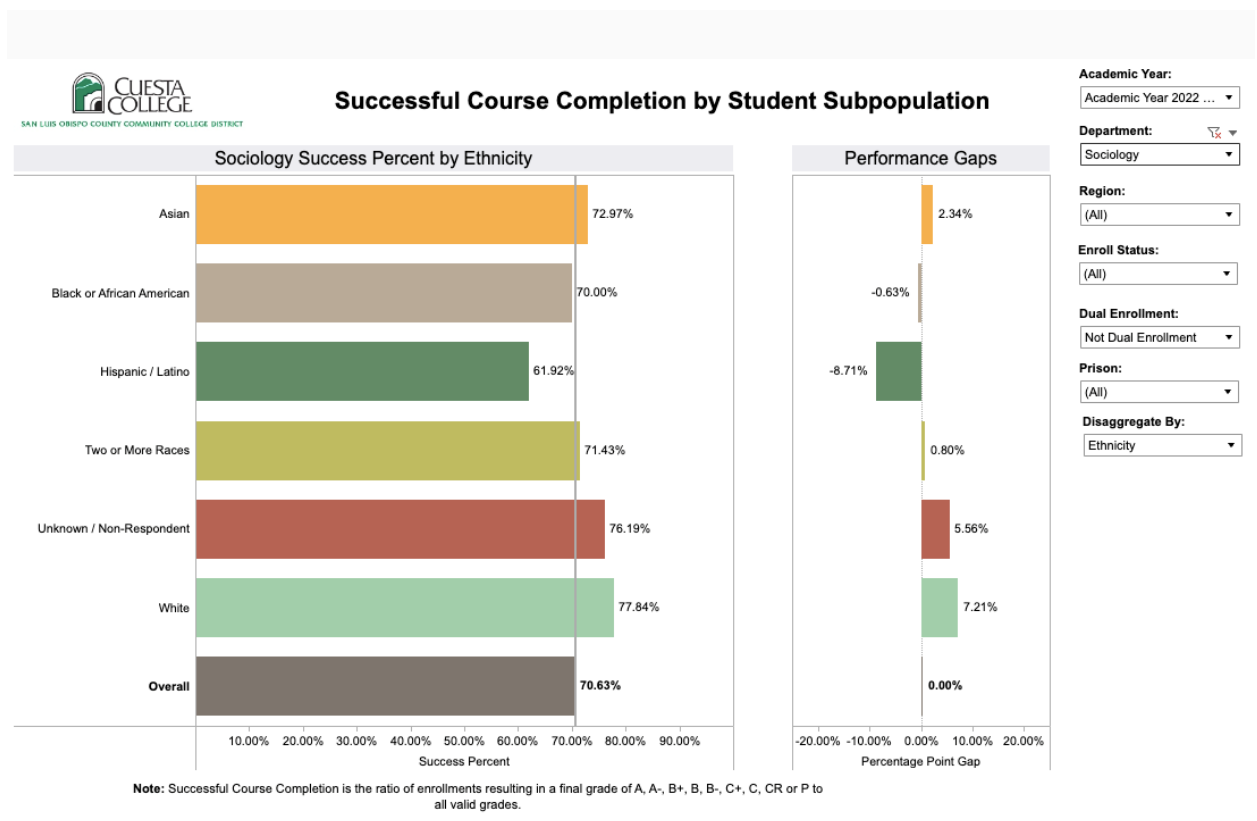
The 2022-2023 success rate in Sociology classes was 70.78 percent, lower than the overall college success rate of 75.97 percent.

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.
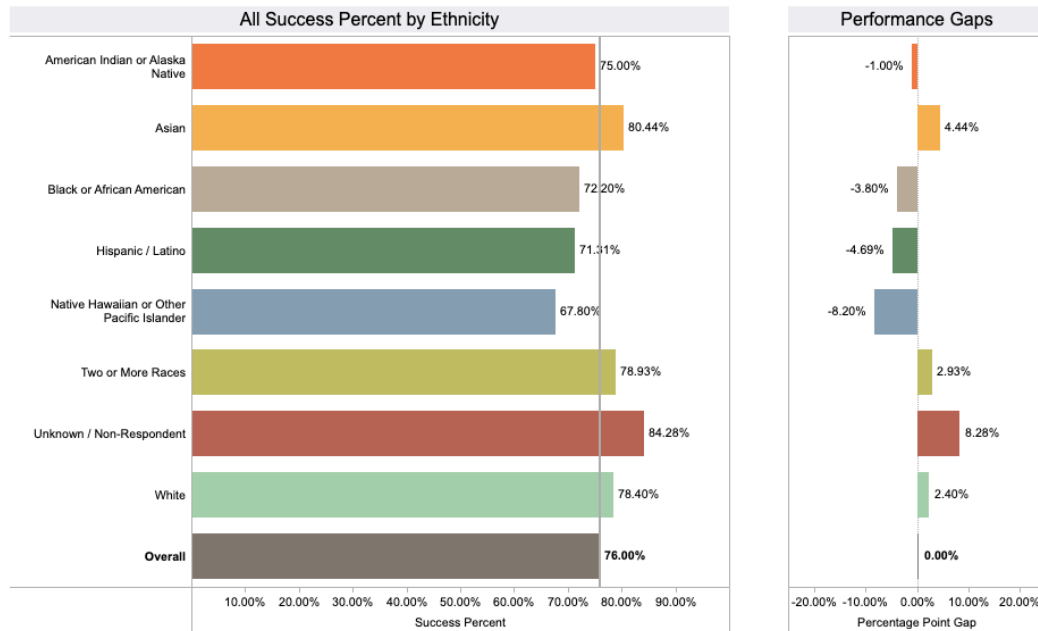
The following are some questions you might want to consider:

- 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

Sociology Success Percent by Ethnicity

Ethnicity	Success Percent	Performance Gap
Asian	72.97%	2.34%
Black or African American	70.00%	-0.63%
Hispanic / Latino	61.92%	-8.71%
Two or More Races	71.43%	0.80%
Unknown / Non-Respondent	76.19%	5.56%
White	77.84%	7.21%
Overall	70.63%	0.00%

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.

Academic Year: Academic Year 2022 ...
Department: Sociology
Region: (All)
Enroll Status: (All)
Dual Enrollment: Not Dual Enrollment
Prison: (All)
Disaggregate By: Ethnicity

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Successful Course Completion by Student Subpopulation

All Success Percent by Ethnicity

Ethnicity	Success Percent	Performance Gap
American Indian or Alaska Native	75.00%	-1.00%
Asian	80.44%	4.44%
Black or African American	72.20%	-3.80%
Hispanic / Latino	71.31%	-4.69%
Native Hawaiian or Other Pacific Islander	67.80%	-8.20%
Two or More Races	78.93%	2.93%
Unknown / Non-Respondent	84.28%	8.28%
White	78.40%	2.40%
Overall	**76.00%**	**0.00%**

Academic Year: Academic Year 2022 …
Department: (All)
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.

- Examining the 2022-2023 data, whites (77.84 percent) have a higher than average rate of success (70.63 percent). Hispanics have a somewhat lower rate of success (61.92 percent). This success difference is larger than the overall college success difference between whites (78.40 percent) and Hispanics (71.31 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 rate close to the overall college success rate.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from

your most recent CPPR.

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

NONE

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the _____ 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		

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 _____ 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			

B. For the following questions, please refer to Part A, #3 of the previous year's APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren't already referenced in the previous year's APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #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 row of the table.

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

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 _____ 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

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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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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		☐ 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.