

Program or Area(s) of Study under Review:

SOCIOLOGY

Summary of Program Review:

A. Major Findings

1. Strengths:

Maintained demand through pandemic and increased the number of degrees awarded

2. Areas for Improvement:

Retention and successful course completion, especially among African/Black students

3. Projected Program Growth, Stability, or Viability:

Sociology is currently in a state of growth. It is anticipated that the program will continue to grow over the next three years with the expanded marketing of recent additions to the curricular offerings and two new degrees (AA-T in SJS: Gender Studies and TIA SJS: LGBTQ Studies) which are in the final stages of approval

B. Program’s Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

2. Assessment of Program’s Recent Contributions to Institutional Mission:

Transfer degrees: Nearly 100 Sociology TA were awarded in the last three years and time to completion was the same as, or shorter than the institutional average.
 Transfer courses: Six of the seven sociology courses we offer transfer to both CSU & UC. Our newest course (SOC 30) is in the process of being articulated.
 Continuous evaluation: Sociology courses are typically assessed every other year. Assessment of the three program learning outcomes occurs over a three year cycle. The sociology program also participates in the regular assessment of general education learning outcomes (GELOs).

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

Developed Objectives/Goals:

Explore noncredit options to support students and expand offerings to the larger community
Write credit curriculum for courses related to the sociological study of food, wine, and food justice, and collaborate with NVC partners in VWT and HCTM to incorporate these courses into their programs

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

RPIE Analysis: The number of students enrolled (headcount) in the Sociology Program decreased by 19.5% over the past three years, while headcount across the institution decreased by 17.9%. Enrollment within the Sociology Program decreased by 20.4%, while enrollment across the institution decreased by 22.7%

Enrollment in the following courses changed by more than 10% ($\pm 10\%$) between 2019-2020 and 2021-2022:

Courses with enrollment increases:

SOCI-140 (176%)

SOCI-154 (84.8%)

Courses with enrollment decreases:

SOCI-190 (-68.4%)

SOCI-122 (-55.0%)

SOCI-120 (-22.9%)

SOCI-150 (-18.2%)

Program Reflection:

The headcount within sociology is tracking with the institution. Even though there are fewer students over

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course is currently an elective for the Sociology TA (and other degrees/certificates), but it will eventually be part of the required core for both the SJS: Gender Studies and SJS: LGBTQ+ Studies AA which will likely increase demand.

SOG154 (84.8%) Sociology of Crime has historically been offered every semester. -202019 one section was offered in the fall semester to make room in the schedule for newly approved sociology courses (130, 140, 150 & 190) students who had been planning to take it in the spring were caught off guard and complained to their counselors, who forwarded that information to me. I went back to the practice of offering SOG154 in both semesters of the next two academic years, which explains the jump in enrollments. With the recent decision to reduce class caps to 40, I believe that we can continue to offer this course every semester.

SOG190 (68.4%) These are the only two semesters that this new course (Introduction to Social Research) has been offered, and it has not been a class that transitions well to the online modality. It was designed with an emphasis on group work and ~~stat~~ analysis, both of which are most successful when done face-to-face. Now that covid19 restrictions have been lifted, SOG190 is scheduled to be offered in person next semester. One thing that would help increase enrollment in 1900 would be for NVC to align its GE Area D2 (Mathematics) with the CSU GE Area B4 (Mathematics & Quantitative Reasoning. CSU has determined that S190 satisfies their math requirement, but it currently does not satisfy the math requirement for our local degrees.

SOG122 (55%) Like SOG154, this course (Social Problems) had a section eliminated to make room for new sociology courses in the 2022 schedule With more options available to students, enrollments that historically went to SOG122 and SOG154 were distributed among the new courses.

SOG120 (22.9%) This trend is almost identical to the institutional decline in enrollment (21.7%) and can likely be explained by the same forces that are causing that.

SOG150 (18.2%) This course (Sociology of Race & Ethnicity) was first offered in spring 2019 and 23 students enrolled. Although there was a drop in enrollments over the last three years (consistent with the institution), every section of SOG150 has exceeded the number of students who enrolled in 2019. Current events have brought race to the forefront and I expect the interest in, and demand for, this course will increase in years to come.

2. Average Class Size

	2019-2020		2020-2021		2021-2022		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
SOG120	10	44.6	10	44.7	8	43.0	44.2	-3.6%

Total # Sections

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the Sociology Program has claimed an average of 37.6 students per section. The average class size in the program has been higher than the average class size of 24.6 students per section across the institution during this period. Average class size in the program decreased by 15.9% between 2019-2020 and 2021-2022

Source: SQL Enrollment Files

-- Indicates a value that is within 1% of the program level rate.

denote a statistically significant difference between the course level rate and the program level rate.

denotes a statistically significant difference between the program level rate and the institutional rate.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above.

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I was the instructor for this class and I made adaptations along the way based on formative assessments and student feedback. Reflecting upon this experience, I think that some students dropped because they were unsuccessful early on and didn't realize that I would be making adjustments and creating opportunities to improve their grades later in the semester. Those who managed to hang in there were quite successful (88.2%)... the highest success rate of any sociology class. I will be updating the syllabus to reflect the changes that were made along the way and clarifying

Latinx/Hispanics, First Generation students, and students ages 19 or less were significantly higher than the rates at the institutional level.

These patterns deviate from the findings that emerged from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rates were significantly higher than the institution-level rates for both retention and successful course completion. (See Section I.B.1 above).

Program Reflection:

The sociology program is committed to student equity and this is reflected in the data above. Sociology faculty (both full-time and adjunct) have engaged in professional development over the past several years to improve our pedagogy and practices and foster a learning environment that is diverse, equitable, and inclusive. Although the program level retention and success rates for African American/Black students are lower than the institution level and in need of improvement, we are moving in the right direction. Compared to the last program review, the successful course completion rates for African American/Black students has increased by 3.7%. Success rates for Latinx/Hispanic and First Generation students (which were both lower than the institutional rates in 2019) increased by 5.5% and 5.2%, respectively, and now exceed the institution level rates by several percentage points. We are very proud of these equity gains in the sociology program and are confident that the trend toward greater equity will continue.

3. Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
SOCI20						
In-Person vs. Hybrid	94.2%	96.1%		81.0%	72.9%	
In-person vs. Online	91.6%		92.1%	79.1%		80.6%
Hybrid vs. Online		96.1%	90.8%		72.9%	78.2%
SOCI22						
In-person vs. Online	100%			89.7%		

RPIE Analysis: Over the past three years, four courses within the Sociology Program have been offered through at least two delivery modes within the same academic year. In 2019-2020, SOCI-120 was offered through in-person, hybrid, and online formats. In 2021-2022, SOCI-120 was offered through hybrid and online formats. In 2019-2020, SOCI-122 was offered through in-person and online formats. This analysis focuses on program-level rates. Details for the course level are reported in the table above.

Within the Sociology Program:

C. Student Achievement

1. Program Completion

	2019-2020	2020-2021	2021-2022
Degrees			
Sociology: AA	30	34	32

Subject	Course Number	Date of Last Review <i>(Courses with last review dates of 6 years or more must be scheduled for immediate review)</i>	Has Prerequisite* Yes/No& Date of Last Review
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V. PROGRAM HIGHLIGHTS

The program level plan that emerged from the last review (in fall 2019) included the following initiatives:

- Increase NVC student achievement and completion of educational and job training goals
- Engage NVC students and assist in their progress towards educational and job training goals

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

Some of our goals had to be delayed and are still in progress, but we did implement the recommended sequence of courses for the Sociology AA2019.

B. Recent Improvements

The three equity groups identified in the last program review (Black/African American, Hispanic and First Generation) all saw gains in success course completion with the sociology program. Students aged 19 and younger had higher success rates in sociology, as compared to the institution-level rates for this equity group.

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Appendix A

Updated SOCI Assessment Cycle

SOCIOLOGY														

COURSE LISTING (2021-22 CATALOG)	Last Assessed	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
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