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-American/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 AA-T in 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:

> As a discipline, sociology explores "evolving roles in a diverse, dynamic, and interdependent world." The Sociology AA-T prepares students to enter university programs that delve further into these ideas. Since all sociology courses at NVC include content on diversity, social roles, and the connections between us, students pursuing other degrees/certificates who only take one or two sociology courses still get the benefit of learning more about our society and their place within it.

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

> - Transfer degrees: Nearly 100 Sociology AA-Ts 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 (SOCI-130) 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:

> - Development of a program map that guides students through a recommended progression of courses to efficiently and successfully complete the degree
> - Creation of two new SJS AA-T degrees in response to student interest, thereby providing them with options for transfer in areas that they are passionate about

C.   New Objectives/Goals:

> - Resume regular sociology offerings at ACHS and seek out new opportunities with other NVUSD partners

- Explore non-credit 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
- Collaborate with community partners to develop and promote non-credit and/or community education courses related to the sociological study of food, wine, and food justice
- Submit "Death and Dying" course to curriculum committee to further expand sociology offerings

D. Description of Process Used to Ensure "Inclusive Program Review"

I routinely meet with adjuncts to discuss learning outcomes assessment and engage in discussions about the effectiveness of specific assignments, teaching techniques, and of the program as a whole. Notes from these meetings guided my writing of this report.

Program Review Report | Fall 2022 |

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Sociology
Degrees/Certificates	Sociology: AA-T
Courses	SOCI 120
	SOCI 122
	SOCI 130
	SOCI 140
	SOCI 150
	SOCI 154
	SOCI 190

Taxonomy of Programs, July 2022

I.   PROGRAM DATA

A.   Demand

1.   Headcount and Enrollment

	2019-2020	2020-2021	2021-2022	Change over 3-Year Period
Headcount				
Within the Program	630	659	507	-19.5%
Across the Institution	8,181	7,208	6,714	-17.9%
Enrollments				
SOCI-120	446	447	344	-22.9%
SOCI-122	189	195	85	-55.0%
SOCI-130	--	--	17	--
SOCI-140	17	27	47	176%
SOCI-150	33	25	27	-18.2%
SOCI-154	33	85	61	84.8%
SOCI-190	19	--	6	-68.4%
Within the Program	**737**	**779**	**587**	**-20.4%**
Across the Institution	**33,102**	**30,409**	**25,580**	**-22.7%**
Source: SQL Enrollment Files				

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% (±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 overall, they are taking more sociology classes.

In regard to trends observed in specific courses:
- SOCI-140 (176%) McCoy Dodsworth, an adjunct professor, has been teaching this course (Sociology of Sex & Gender) since 2019. I believe that the growing popularity of this course can be attributed to her exemplary skills as an instructor and her unique ability to develop connections with her students. This

course is currently an elective for the Sociology AA-T (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-Ts, which will likely increase demand.

- o SOCI-154 (84.8%) Sociology of Crime has historically been offered every semester. In 2019-20, only 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 SOCI-154 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.

- o SOCI-190 (-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 statistical analysis, both of which are most successful when done face-to-face. Now that covid-19 restrictions have been lifted, SOCI-190 is scheduled to be offered in person next semester. One thing that would help increase enrollment in SOCI-190 would be for NVC to align its GE Area D2 (Mathematics) with the CSU GE Area B4 (Mathematics & Quantitative Reasoning. CSU has determined that SOCI-190 satisfies their math requirement, but it currently does not satisfy the math requirement for our local degrees.

- o SOCI-122 (-55%) Like SOCI-154, this course (Social Problems) had a section eliminated to make room for new sociology courses in the 2021-22 schedule. With more options available to students, enrollments that historically went to SOCI-122 and SOCI-154 were distributed among the new courses.

- o SOCI-120 (-22.9%) This trend is almost identical to the institutional decline in enrollments (-22.7%) and can likely be explained by the same forces that are causing that.

- o SOCI-150 (-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 SOCI-150 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
SOCI-120	10	44.6	10	44.7	8	43.0	44.2	-3.6%
SOCI-122	5	37.8	5	39.0	4	21.3	33.5	-43.8%
SOCI-130	--	--	--	--	1	17.0	17.0	--
SOCI-140	1	17.0	1	27.0	1	47.0	30.3	176%
SOCI-150	1	33.0	1	25.0	1	27.0	28.3	-18.2%
SOCI-154	1	33.0	2	42.5	2	30.5	35.8	-7.6%
SOCI-190	1	19.0	--	--	1	6.0	12.5	-68.4%
Program Average*	**19**	**38.8**	**19**	**41.0**	**18**	**32.6**	**37.6**	**-15.9%**
Institutional Average*	**1,348**	**24.6**	**1,171**	**25.9**	**1,105**	**23.1**	**24.6**	**-6.1%**
Source: SQL Enrollment and Course Sections Files Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as: Total # Enrollments.								

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. Average class size at the institutional level decreased by 6.1% over the same period.*

Average class size in the following courses changed by more than 10% (±10%) between 2019-2020 and 2021-2022:

> Course with an increase in average class size:
>> o *SOCI-140 (176%)*
>
> Courses with decreases in average class size:
>> o *SOCI-190 (-68.4%)*
>> o *SOCI-122 (-43.8%)*
>> o *SOCI-150 (-18.2%)*

Program Reflection:

Even with the elimination of 100-student sections and other class size reductions resulting from covid-19 and other outside factors, sociology classes consistently exceed the institutional average class size.

3. **Fill Rate and Productivity**

Fill Rate*			
	Enrollments*	Capacity	Fill Rate
2019-2020	654	887	73.7%
2020-2021	679	850	79.9%
2021-2022	540	775	69.7%
Three-Year Program Total	1,873	2,512	74.6%
Institutional Level	79,507	106,455	74.7%
Productivity*			
	FTES	FTEF	Productivity
2019-2020	73.2	4.2	17.4
2020-2021	77.8	3.8	20.5
2021-2022	58.1	3.0	19.4
Three-Year Program Total	209.1	11.0	19.0
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: *Fill rates within the Sociology Program mirror the fill rate at the institutional level. [Compare program-level rate of 74.6% to institution-level rate of 74.7% over the past three years.] Between 2019-2020 and 2020-2021, enrollments increased while capacity decreased, resulting in an increase in fill rate. Between 2020-2021 and 2021-2022, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment).*

Productivity ranged from 17.4 to 20.5 over the past three years. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 19.0 is higher than the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

*Note: Fill rates and productivity reported in the table do not include six Sociology section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.

Program Reflection:

The sociology program has met or exceeded the target productivity level in each of the last three years and the fill rate mirrors that of the institution. The average class size (37.6) aligns with the new 40-student cap which goes into effect spring 2023, which predicts an even higher fill rate and productivity level in the future.

4. **Labor Market Demand**

This section does not apply to the Sociology Program, as it is not within the Career Technical Education Division.

B. **Momentum**

1. **Retention and Successful Course Completion Rates**

Level	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
SOCI-120	93.0%	X		79.0%	X	
SOCI-122	**88.4%**		**X**	**71.8%**		**X**
SOCI-130	88.2%		X	88.2%	X	
SOCI-140	93.2%	X		76.1%	--	--
SOCI-150	**97.6%**	**X**		82.9%	X	
SOCI-154	89.9%		X	**69.8%**		**X**
SOCI-190	91.3%	--	--	69.6%		X
Program Level	**91.9%**			**76.6%**		
Institutional Level	90.4%			74.8%		

RPIE Analysis: Over the past three years, the retention rate for the Sociology Program was significantly higher than the rate at the institutional level. The retention rate for SOCI-122 was significantly lower than the program-level rate. The retention rate for SOCI-150 was significantly higher than the program-level rate.   The retention rate for the Sociology Program falls in the second quartile (Q2) among program-level retention rates (across 58 instructional programs, over the past three years). The retention rate for Sociology falls within the 25%-50% range of retention rates among NVC programs.

Over the past three years, the successful course completion rate for the Sociology Program was significantly higher than the rate at the institutional level. The successful course completion rates for SOCI-122 and SOCI-154 were significantly lower than the program-level rate. The successful course completion rate for the Sociology Program falls in the second quartile (Q2) among program-level successful course completion rates (across 58 instructional programs, over the past three years). The successful course completion rate for Sociology falls within the 25%-50% range of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (15.3%) mirrored the difference at the institutional level (15.6%). (The difference was not statistically significant.) This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Sociology Program courses claimed a difference (between retention and successful course completion) that exceeded 10%:
- *SOCI-190 (21.7%)*
- *SOCI-154 (20.1%)*
- *SOCI-140 (17.1%)*
- *SOCI-122 (16.6%)*
- *SOCI-150 (14.7%)*
- *SOCI-120 (14.0%)*

Program Reflection:

Overall retention and success rates in the sociology program exceed those of the institution, and compared to the course retention and success data from last program review, nearly all of the sociology courses improved or maintained their retention and success rates. Of course, there is always room for improvement, especially in the following classes:
- SOCI-130 (Queer Studies) This course was offered for the first time in spring 2022. Retention was lower compared to other courses in the program while successful course completion was higher. As with any new course, there is a learning curve for the instructor as they figure out what works and what doesn't.

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 expectations for students, which I expect will improve retention.

o SOCI-154 and SOCI-190 are arguably the most difficult courses in the sociology program, so lower success rates are somewhat expected. SOCI-154 (Sociology of Crime) had only ever been offered face-to-face prior to the pandemic, and the activities that were highly successful in person didn't translate well in the virtual environment. I have re-vamped and created new activities that are more conducive to the asynchronous modality which should yield improvements in retention and success.

o SOCI-190 (Intro to Social Research) had very small class sizes the two times it has been offered making it difficult to draw any conclusions from the data. Hopefully, enrollment will increase and provide more robust data to inform strategies for improvement.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
African American/Black	*82.8%*	87.5%	*62.3%*	66.6%
Latinx/Hispanic			76.2%	*71.2%*
First Generation			75.9%	*73.9%*
Veteran			69.6%	72.6%
19 or less			77.6%	*73.1%*

Source: SQL Enrollment Files
Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.
Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.
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. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: This analysis of student equity focuses on the five demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the five groups listed above.

Within the Sociology Program, the retention rate among African American/Black students was significantly lower than the rate at the institutional level.

Within the Sociology Program, the successful course completion rate among African American/Black students was significantly lower than the rate at the institutional level. The successful course completion rate among Veteran students was lower than the rate at the institutional level. (The difference was not statistically significant.) The successful course completion rates among

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
SOCI-120						
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%
SOCI-122						
In-person vs. Online	100%		91.2%	89.7%		**69.4%**
Program Total						
In-Person vs. Hybrid	94.2%	96.1%		81.0%	72.9%	
In-person vs. Online	93.5%		91.8%	83.2%		***76.7%***
Hybrid vs. Online		96.1%	***90.8%***		72.9%	78.2%
Institutional Total						
In-person vs. Hybrid	86.6%	***80.2%***		69.0%	***62.0%***	
In-person vs. Online	85.1%		***81.5%***	72.2%		***63.2%***
Hybrid vs. Online		***79.1%***	81.0%		***61.5%***	64.0%

Source: SQL Course Sections Files
This table compares student performance in courses offered through multiple delivery modes within the same academic year.
Bold italics denote a significantly lower rate within that delivery mode.
Note: The analysis of retention and successful course completion by delivery mode does not include spring 2020 – spring 2021 because most courses shifted to an online/hybrid delivery mode beginning in spring 2020 due to the COVID-19 pandemic (thereby blurring the distinction between delivery modes).

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:
- *The retention rate in in-person sections was lower than the retention rate in hybrid sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the retention rate of hybrid sections was significantly lower than the rate in in-person sections.*
- *The retention rate in online sections was lower than the retention rate in in-person sections. (The difference was not statistically significant.) This pattern mirrors the findings at the institutional level, where the retention rate in online sections was lower than the rate in in-person sections (although the difference was statistically significant).*
- *The retention rate in online sections was significantly lower than the retention rate in hybrid sections. This pattern deviates from the findings at the institutional level, where the retention rate of hybrid sections was significantly lower than the rate in online sections.*

Within the Sociology Program:
- *The successful course completion rate in hybrid sections was lower than the successful course completion rate in in-person sections. (The difference was not statistically significant.) This pattern mirrors the findings at the institutional level, where the successful course completion rate in hybrid sections was lower than the successful course completion rate in in-person sections (although the difference was statistically significant).*
- *The successful course completion rate in online sections was significantly lower than the successful course completion rate in in-person sections. This pattern mirrors the findings at the institutional level, where the successful course completion rate in online sections was significantly lower than the rate in in-person sections.*
- *The successful course completion rate in hybrid sections was significantly lower than the successful course completion rate in online sections. This pattern reflects the findings at the institutional level, where the successful course completion rate in hybrid sections was significantly lower than the rate in online sections.*

Program Reflection:

As noted in the RPIE analysis above, most of the differences found between delivery modes were not statistically significant and mirrored the findings across the institution. The pandemic forced us to deviate from our traditional modalities and come up with creative ways to instruct and interact with our students. I am grateful for the open-mindedness of our previous Dean, Maria Villagomez, and previous VPAA, Dr. Sara Parker, who encouraged us to think outside of the box and experiment with our schedules and delivery methods, and for the willingness of the sociology adjuncts to try something new during this hectic time. Over the past two years, the sociology program increased the variety of length and modality options available to students. One way that we tried to satisfy the need for distance and flexibility along with the desire to have at least some real-time interaction was to design hybrids and sync/async combo courses that shifted the proportion of in-person/online hours to reduce the face-to-face component from the typical weekly meeting to every other week or just once per month. We also added late-start 15- and 16-week sections to the sociology schedule, and continued running the back-to-back 8-week sections of SOCI-120 and 122 that have been a staple of our offerings since 2017.

C. Student Achievement

1. **Program Completion**

	2019-2020	2020-2021	2021-2022
Degrees			
Sociology: AA-T	30	34	32
Institutional: AA-T Degrees	**151**	**159**	**151**
Average Time to Degree (in Years) +			
Sociology: AA-T	3	4	4
Institutional: AA-T Degrees	**3**	**3**	**4**
Source: SQL Award Files			

Source: SQL Award Files
*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.
+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2019-2020 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2010-2011 or later. Among 2020-2021 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2011-2012 or later.

> *RPIE Analysis: The number of AA-T degrees conferred by the Sociology Program increased by 6.7% between 2019-2020 and 2021-2022. Over the same period, the number of AA-T degrees conferred by the institution remained stable. The Sociology Program accounted for 19.9% of the AA-T degrees conferred in 2019-2020 and 21.2% of those conferred in 2021-2022. The average time to degree ranged between 3 to 4 years between 2019-2020 and 2021-2022. This range reflects the institutional average time to degree.*

Program Reflection:

Sociology continues to be a popular choice among students seeking AA-Ts and we couldn't be more pleased. During the previous program review period (2016-2019) NVC awarded 90 Sociology AA-Ts and in the last three years--even with a major decline in enrollment—awarded even more (96)! I believe that the popularity of the sociology degree at NVC has a lot to do with our current faculty. We are enthusiastic about the subject, eager to get to know our students and discuss their goals, regularly talk about sociology in "the real world" and bring in guest speakers who demonstrate how a foundation in sociology can be beneficial to a wide array of educational and career paths.

2. **Program-Set Standards: Job Placement and Licensure Exam Pass Rates**

> *This section does not apply to the Sociology Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.*

II.   **CURRICULUM**
   A. **Courses**

Subject	Course Number	Date of Last Review (Courses with last review dates of 6 years or more must be scheduled for immediate review)	Has Prerequisite* Yes/No & Date of Last Review	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S) & Academic Year	To Be Archived (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
SOCI	120	8/11/13	No	S – In progress		
SOCI	122	8/01/18	No	2023-24		X
SOCI	130	8/10/20	No	2025-26		X
SOCI	140	8/13/18	No	2023-24		X
SOCI	150	6/01/18	No	2023-24		X
SOCI	154	8/13/21	No	2026-27		X
SOCI	190	8/12/22	Yes – 8/12/22	2027-28		X

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates⁺

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year	No Change
AA-T Sociology	8/13/21	Yes	2026-27		X
AA-T Social Justice Studies: Gender Studies	Pending	Yes	In progress		X
AA-T Social Justice Studies: LGBTQ Studies	Pending	Yes	In progress		X

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

⁺Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

All sociology courses are up to date, with the exception of SOCI-120, which is currently in the process of being modified. The Sociology AA-T was recently updated to incorporate newly approved courses. In response to student interest and the development of numerous majors at CSUs in the areas of Gender, Sexuality, and Queer Studies, I developed two interdisciplinary AA-T degrees in Social Justice Studies (sociology courses constitute a majority of the core curriculum for both of these degrees, as outlined by the SJS TMC). One of the new degrees has an emphasis on Gender Studies and one has an emphasis on LGBTQ Studies. The transition to a new curriculum management system and the malware attack of summer 2022 delayed the program approval process and forced us to postpone the anticipated launch date of these degrees. A new program taskforce will likely be convened in the next month to finalize the approval of both SJS AA-Ts. Pending the approval of my 2023-24 sabbatical application, I will be developing curriculum for at least three new sociology courses: Food and Society, Wine and Society, and Food Justice.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
7	7	7	100%	100%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
AA-T	3	1	3	33%	100%

Program Reflection:

All of the sociology courses are assessed regularly, although there were a couple semesters during the peak of the pandemic when we skipped some assessments and did them later than planned. Now that things have normalized (somewhat), I've updated the assessment cycle to reflect when the assessments were actually completed and when course- and program-level assessments will be done going forward.
Please see Appendix A for updated assessment cycle.

B. Summary of Learning Outcomes Assessment Findings and Actions

New textbooks were adopted for SOCI-120, 122, 140 and 150 since they were last assessed. When selecting the textbooks, special attention was paid to the sections that addressed topics where assessment criteria was not met. I expect that subsequent assessments will reflect improved understanding of these topics.
Sociology faculty meet a few times each year to discuss best practices, share successful activities, and collaborate to improve instruction. These meetings are informed by assessment data and personal observations.
One thing we'd like to try in the future is a one- to two-day activity/simulation designed so that students can actually experience the concepts we teach in class. Ideally, these would be offered once a year and be open to all sociology students.

Program Reflection:

SOCI-190 was developed a few years ago with the goal of enhancing students' ability to understand, evaluate, and apply social science research. Unfortunately, due to circumstances beyond our control, very few students have actually had the opportunity to take the class, so we do not yet have sufficient data to let us know if it has been successful.
In the last program review, I noted the need for a sociology tutor or supplemental instructor and requested funding for one in the 2020-21 sociology unit plan. This request was not funded, a need for support still

exists. I am currently working with Sr. Dean Douglas Marriot to explore non-credit options that could provide support to students in our program.

The Statistical Package for Social Sciences (SPSS) is the computer program that social researchers use (almost exclusively) both in the field and in universities. SOCI-190 was designed with the intention of using this program in the classroom to prepare students for upper-division research methods and statistics courses and to provide them with a marketable skill. Unfortunately, funding to put the software on a set of NVC computers was not approved and I did not want to discourage students from taking the class by requiring that they pay for it themselves. I tried using free alternatives (Google sheets and MS Excel) but they proved to be ineffective for this course. I will continue to seek funding for this essential software.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

○ Viability

○ Stability

◉ Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Section I.A.1-3 Enrollment, average class size, and productivity in the sociology program have consistently exceeded those of the institution.

Section I.C.1   The number of Sociology AA-Ts awarded in the past three years surpassed the number awarded in the previous program review period, despite institution-wide drops in enrollment.

Section II. B.   Two new Social Justice Studies AA-Ts (with sociology courses making up a majority of the core requirements) are in the final stages of approval.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

PROGRAM: SOCIOLOGY

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Increase NVC student achievement and completion of educational and job training goals.	III.B.	Explore non-credit options to support existing sociology students	Improve retention and successful completion rates in all SOCI courses; decrease average time to degree

		Purchase SPSS for use by SOCI-190 students	Assessments of SOCI-190 SLO 3 and PLO 1 should show significant improvement after students have been trained on SPSS
		Develop a simulation activity for sociology students	Survey participants before and after the activity
Engage NVC students and assist in their progress towards educational and job training goals.	II.B.	Promote new Social Justice Studies AA-Ts within the institution and through community/high school outreach	Program approvals by Spring 2023, first cohort by Fall 2023

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

There is currently one full-time faculty member and two adjuncts teaching sociology classes.

V.   PROGRAM HIGHLIGHTS

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

- o   Increase NVC student achievement and completion of educational and job training goals
- o   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 AA-T in 2019.

B.   Recent Improvements

- The three equity groups identified in the last program review (Black/African American, Hispanic, and First Generation) all saw gains in successful course completion within 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.

C.   Effective Practices

- Back-to-back online 8-week sessions of SOCI-120 and 122 every semester
- Collaboration with UMOJA to promote student success in SOCI-150, which is now part of the sequence of classes for that learning community

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Completed by Supervising Administrator:

Date:

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

Areas of concern, if any:

Recommendations for improvement:

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	
Personnel: Classified	
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	
Facilities	
Operating Budget	
Professional Development/ Training	
Library & Learning Materials	

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
SOCI 120	2021					x SLO 3				x			x
SOCI 122	2022						x SLO 1				x		
SOC 140	2021	x SLO 1				x SLO 3				x			x
SOC 150	2020		x SLO 3						x				
SOCI 154	2021				x SLO 2			x					
SOC 190	2020	cancel	x SLO 1						x			x	
SOC 130	2022						x SLO 2				x		
AA-T Degree													
PLO 1	2018											x	
PLO 2	2022						x						
PLO 3	2017								x				