

2018-19 Sociology/Social Science Annual Program Plan

I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

Narrative

The Sociology program emphasizes the development of critical consciousness in students to recognize, analyze, and change the systems of oppression, dominance, and bureaucracy that characterize modern capitalist society. The Sociology program provides a wide variety of courses that include Introduction to sociology, Race and Ethnicity, Social Problems and Community Relations, Social Problems, and Sociology of Gender and Sexuality. All of these classes are organized around the three pillars: 1) A systematic study of the organization of social institutions, micro-interactions and underlying social norms, 2) Critical analysis of social scientific methods, their historicity, and their evaluation, and 3) Application of the concepts and theories to the real-life issues and problems that students face in their communities.

Because of the strong commitment to Social Justice of our program, our courses consciously incorporate the discussions on inequality and marginalization by class, race, sexuality, and gender. Our program has a strong connection with Social Justice Studies program (SJS), and many of our courses offered serve as required core classes for SJS.

The Sociology Department has been a strong proponent of Service Learning and Community Action Research. Philippino Community Relations, Introduction to Sociology, and Social Problems have actively incorporated Service Learning as a powerful pedagogy that makes learning relevant to students, connects classroom learning to the community issues, and fosters a sense of agency of change in students.

Associate Objectives

[914-Coordination for Social Justice Studies](#)

I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

Narrative

Rika Yonemura-Fabian Ph.D. Associate Professor, Sociology Department

Associate Objectives

[914-Coordination for Social Justice Studies](#)

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

Narrative

The comprehensive Program Review conducted in the year 2017-18 identified three areas of improvement for Sociology Program. In the following,

1) Overall success rate.

The overall success rate has been increasing. Fall 2017 success rate was 79.5% (the highest number ever since 2013) and Spring 2018 success rate of the entire department was 78%, .5% increase from the Spring 2017 number. I believe this is an excellent trend, since the program success rate has been continuing to go up.

However, withdrawal rate has been up (at 12.2% in Spring 2018). I observe that withdrawal rates tend to fluctuate a lot across semesters and years. It is hard to locate a clear trend in these numbers. I wonder if withdrawal rates and their fluctuation can be used as a reliable indicator of the success of the program to retain students.

2) Racial achievement gaps

Overall, all racial groups besides Blacks are above 70% in terms of success rate. Here is the comparison from the previous year, 2016-17. Pacific Islanders are not included because of the very small sample size.

Asian 90% (Increase from 80%)

Philipino 82% (increase from 73%)

Hispanics 71% (decrease from 74%)

Blacks 61% (Increase from the previous year from 52%)

Overall, the success rates of racially underrepresented minorities are in increase. These rates are higher compared to the overall College success rates by racial groups.

3) Sociology AA-T

Sociology AA-T was approved by the State C-ID office and was offered for the first time this year. In class I can identify at least 10 students who are majoring in Sociology, and pursuing Sociology AA-T.

II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

Narrative

- Sociology AA-T took off in Fall 2018.
- We increased the number of online classes to meet the needs of students and prepare for the room shortage during the construction. In Summer 2018, we offered two online Soci100.
- Social Justice Studies AA-T was approved by the Curriculum and is approved to be offered in Fall2019. Since many of Sociology classes are listed as SJS core classes, once the SJS degree is implemented, enrollment of the department is expected to increase.
- We banked Sociology of Medicine and Sociology of immigration. This class never attracted a large number of students, and there is too much overlap in course contents with Health Sciences classes, or Race and Ethnicity.
- Service Learning is now a permanent component of Soci100. The full-time faculty of the department is the Service Learning Community of Practice lead, and both Soci100 class taught by her integrates Day of Action, the campus-wide common day of community engagement. Soci100 also collaborates with Free Community Market organized by Spark Point which is held every Thursday. Students serve as volunteers on these events as a vital part of making this event possible.

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

- (1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- (2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Narrative

All of the courses are meeting SLO expectations.

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Narrative

Overall, I assess the effectiveness of the program high, if we define effectiveness as measurable by the success rates collected by PRIE. We have a higher program-wide success rate compared to the College-wide numbers, and all minoritized students except for African American students have a higher number of success rate compared to the College number.

The lower success of Black students remain as a concern. As a sociology department, we definitely reject the common assumptions of student deficiency as the reason for their struggle. I believe the struggles of Black students is a symptom of larger structural and historical racism embedded in classroom structure and institutional apparatus of the American educational system as a whole.

The question is, how can we do as a department to tackle with this issue that has been deeply embedded in American social structure. As a program, we can implement intentional efforts to increase their success, by inserting pedagogy and contents informed by Ethnic Studies to increase the opportunities for Black students to feel comfortable and relevant in the classroom space.

We had zero class cancellation in the past two semesters. I believe this shows the efficiency in scheduling and selection of courses offered that actually meet students' need as well as the institutional needs.

Associate Objectives

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III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

(1) What are the findings and/or conclusions drawn?

(2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Narrative

The department overall meets the SLOs set by the program..

As a department, we collectively reflect on the reason for why there are some who do not meet the SLO criteria.

A SLO reflection by an adjunct faculty points out the following:

Several students have indicated missing classes and late or absent submissions of work as being linked to psychological and financial stressors.

As a social scientist, I believe that those drawn to a course with curriculum and content of this nature may in fact originate from communities that experience more economic and social challenges, especially in the current contentious political climate. This suspicion is anecdotally confirmed through various conversations with each student in this course, confirming the challenges they faced that are linked to aspects of identity and various structural obstacles.

An increased visibility and accessibility of psychological services on this campus as well as identity based groups for support seems to be a potential outlet for these challenges.

Certain Sociology classes tend to attract students who themselves are coming from a marginalized background. Race and Ethnicity (SOC1141) and Sociology of Gender (SOC160) are typical examples of such classes. In the current Sociology of Gender class, a very high rate of students identify themselves as queer (at least 30% as far as I am aware of). This is significantly high compared to the campus-wide number (6%, according to the Student Voices Survey). This also means that we are dealing with students who are most at risk, in their financial status, economic stability, as well as psychological well-being. LGBTQ+ students that I tend to have more of have a higher risk of being homeless, for example.

As a department, this observation indicates our needs to establish the connection between our students and various campus supports.

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Narrative

Continuing goals and strategies:

- 1) Establishing Sociology AA-T. With the College moving toward Meta Major and Pathways, our department intends to become part of the bigger institutional process as a major program. We need to make strategic choices of the types of courses offered, and the sequencing that meets the vision of the Pathway model.
- 2) Strategic schedule of class offerings. With the Sociology AA-T taking off, as a department we have to strategize how to schedule classes such as Sociology of Gender and Research Methods to maximize enrollment and ensure access to Sociology major students to these classes.

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

- (1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
- (2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Narrative

Associate Objectives

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Enhanced Budget with Objectives and Tasks

[Enhanced Budget with Objectives of Sociology/Social Science Unit](#)