

# Comprehensive Program Review Report



## Program Review - Sociology

### Program Summary

#### 2021-2022

**Prepared by:** Catherine R Medrano

#### **What are the strengths of your area?:**

1. We hired a full-time tenure-track Sociology faculty member, Esther Sandoval, whose first year teaching with us is this 2021-2022 academic year. Her presence will better position us to meet student demand, particularly on the Tulare campus. While the Soc department is still online due to the pandemic, we will be returning to face-to-face instruction Spring 22. Hiring Esther means that we will be able to offer face-to-face sections of Soc 1 and Soc 26 on the Tulare campus! We have not offered two Soc sections on the Tulare campus since Fall 2013. Spring 22 will be the first time we've ever offered three sections in Tulare! Very exciting!
2. Full-Time Equivalent Students (FTES) has grown 57% in the past 3 years! This is because we added additional sections of Soc 1 and Soc 10, and increased the caps of Soc online sections, in particular Soc 1, to accommodate increasing student demand.
  - \*20-21 – 214.1 FTES (increase of 14% from previous year)
  - \*19-20 – 188.1 FTES (increase of 26% from previous year)
  - \*18-19 – 149.7 FTES (increase of 10% from previous year)
  - \*17-18 – 136.1 FTES
3. Four of our five Soc courses had success rates above 80% (Soc 2, 10, 26, and 43).
4. Three courses--Soc 2, 10, and 26-- increased their course success rates.
  - \*Soc 2 had a success rate of 88%, which is up from 87% the previous year.
  - \*Soc 10 had a success rate of 94%, which is an increase of 7% from the previous year (87%)!
  - \*Soc 26 had a success rate of 88%, which is an increase of 3% from the previous year (85%).
5. Soc continues to have the third highest number of majors in the Social Sciences Division, with 313 majors for 20-21 and a multi-year total of 618.
6. Overall productivity (Full-Time Equivalent Faculty/Full-Time Equivalent Students Ratio) is 20.99, which is 20% over the 17.5 target. This indicates that SOC classes are larger than average classes.
7. Specifically for Soc 1, productivity stands at 24.87, which is 42% higher than the target of 17.5. Since our classes were online for 20-21, we were not limited by room caps. Therefore, many instructors increased class caps to accommodate student demand. This data supports adding additional sections to maintain manageable sections.
  - \*20-21 - 15/27 Soc 1 sections (56%) increased caps above 40. Average class size at census for 20-21 was 48 students. However, some sections had caps of 80, 90, 100 and even 115!
8. Specifically for Soc 10, productivity stands at 27.25, which is 56% higher than the target of 17.5! Average class size at census for 20-21 was 55. We only ever offer one section of SOC 10 every semester. Our productivity for Soc 10 shows the necessity of adding an additional section.
9. The fill rate for all Soc classes at census for Fall 20 was 88%. This is actually lower than Spring 19 (97%) and Fall 19 (107%). The main difference is that Spring and Fall 19 were regular semesters that featured face-to-face classes; Fall 20 was online. We do not normally increase caps for face-to-face classes, however, we can do this easily for online sections. Sociology courses are in high demand and historically have very high retention rates. Therefore, the 88% fill rate, while lower than in past years, is still good because we were able to accommodate more students.
10. Asian, Filipino, Hispanic and White students all had success rates over 80%.
11. Last year, African American students' success rate in Soc 2 was 73%. We wanted to improve this success rate and made it the focus of one of our actions. I'm happy to report that in 20-21, their success rate in Soc 2 improved to 88%!
12. Outcomes and assessments are a part of ongoing department dialogue. Guidelines and expectations of participation in the processes have been communicated to all full-time and adjunct instructors.

13. "Giants in Recovery" was started in Spring 2018 and continues to meet.

14. Students' self-report positive experiences in our courses and with our faculty.

15. Students self-report that our Sociology courses teach useful and practical skills, which helps students to relate, recognize, differentiate and interpret their surroundings. These skills are valuable and translate directly to the job market as well as provide lifelong learning.

**What improvements are needed?:**

1. For Soc 1, we need to work to attain an overall success of at least 80%.

The success rate for Soc 1 decreased from 83% to 77% in 20-21. This is actually the same as it was in 18-19. We are disheartened that we lost the gains we made just a year ago! As previously stated, Soc 1 for the 20-21 academic year featured very large online enrollments. While it's great that we can serve more students, we have to make sure that large class sizes do not impact course success rates. Historically, many Soc 1 sections used a Supplemental Instructor (SI) to help students study for Soc 1. For 20-21, however, due to the strain of moving to distance education, no SIs were used at all! This 21-22 academic year, a total of seven Soc 1 sections will once again have an SI. This includes ALL sections with student enrollments above 50. We are hoping this will help increase student success in Soc 1.

2. For our African-American students in Soc 1, we need to work to attain a success rate of at least 80%.

The success rate for African-American students in Soc 1 dropped from 74% to 58% in 20-21. Even in a pandemic, this is unacceptable! We as a Soc department have committed to: 1) increase sending out early alerts, 2) reach out to struggling students more often, and 3) be more flexible with accepting late assignments. We need to be sensitive to the fact that while this pandemic is hard on us all, it may be disproportionately impacting some student populations more than others.

3. We need to add more Soc sections to meet student demand. Given the pandemic and our move to teaching online, we have been able to accommodate student demand by increasing our class caps, some as high as 115! However, this type of growth is unsustainable. Once we return to the classroom, we will be forced to decrease our class caps due to classroom capacity. If we are unable to add sections, we will not be able to continue to meet student demand.

**Describe any external opportunities or challenges.:**

1. It is very hard to recruit, hire, and retain Soc adjuncts and there is a very limited pool from which to draw qualified instructors. Since Spring 19, we have lost three adjunct instructors who traditionally taught face-to-face classes for us. As of this moment, the Soc department only has two instructors who can teach face-to-face classes. If we do not hire anyone, we will have at least FIVE unstaffed face-to-face Soc classes for Fall 22! In an attempt to address this issue, the Soc department interviewed adjunct applicants during the summer, but unfortunately found no qualified instructors. We will now actively try to network with local colleges/universities, and social work organizations to recruit new adjuncts.

**Overall SLO Achievement:**

We assessed five SLOs in two courses (Soc 2 and Soc 26) using data from Spring 21. All five SLOs showed satisfactory achievement. The Sociology department aims for a success rate of at least 80%, and students scored above 86% for all SLOs!

**Changes Based on SLO Achievement:**

We updated our SLOs during 20-21 to include better align with our PLOs and find the changes are working well.

**Overall PLO Achievement:**

SLO data from Soc 2 and Soc 26 indicate that a majority of students are satisfying both PLOs in Soc.

**Changes Based on PLO Achievement:**

As course outlines of record come up for review, we work to modify SLOs to ensure they align with our PLOs, which were updated Fall 2020. We feel our updated PLOs reflect core values and objectives in Soc.

**Outcome cycle evaluation:**

We are currently updating our established three-year outcome assessment cycle. Each year when the SLOs for a particular course are being assessed we will determine at that time if we want to continue with the given SLO or change it based on the C-ID course objectives for courses that need to adhere to these guidelines. We also work to ensure they align with our PLOs. The following is our current assessment cycle:

Fall 2021 - Assess Soc 2 & Soc 26 SLOs (using data from Spring 2021)

Fall 2022 - Assess Soc 1 (using data from Spring 2022)

Fall 2023 - Assess Soc 10, Soc 43 (using data from Spring 2023)

## Action: 2021-2022 Increase Student Access and Success in all Sociology Courses

Purchase two laptop carts to be shared by all departments in the Social Sciences.

Leave Blank:

Implementation Timeline: 2021 - 2022

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**Identify related course/program outcomes:**

PLO #1 - "Sociological Theory" - Students will be able to describe the major sociological theories and apply them to a variety of social phenomena.

PLO #2 - "Sociological Understanding" - Students will be able to demonstrate how social structures, institutions, cultural practices, and social inequality have influenced their personal lives.

**Person(s) Responsible (Name and Position):** Catherine R Medrano, Sociology Full-Time Faculty

**Rationale (With supporting data):**

Several sociology courses feature group presentations, research papers, literature reviews, and essays. For group projects, it is beneficial to have students work in the classroom rather than have students try to meet on their own time. It may be hard to schedule time outside of the class period to work together when students have work, other classes, and other commitments. For research papers, literature reviews, and essays, it can be hard to reserve a computer room in the LRC for librarian presentations and for students to search academic databases. Right now, unless students bring their own laptops, working in class is not very feasible. This is also not equitable given many students may not have access to a laptop. Therefore, having laptops that we can utilize in the classroom is advantageous to facilitating equity and success for disproportionately impacted student groups.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Resources Description

**Equipment - Instructional** - Two laptop carts with 20 laptops. (Active)

**Why is this resource required for this action?:** Several sociology courses feature group presentations, research papers, literature reviews, and essays. For these projects, it is beneficial to have students work in the classroom rather than have students try to meet on their own time. It may be hard to schedule time outside of the class period to work together when students have work, other classes, and other commitments. Right now, unless students bring their own laptops, working in class is not very feasible. This is also not an equitable method of instruction given many students may not have access to a laptop. Therefore, having laptops that we can utilize in the classroom is advantageous to facilitating equity and success for disproportionately impacted student groups.

Other departments in the Social Sciences such as Psychology, Econ, and History have all expressed interest in having access to a laptop cart. In particular, these carts will be exceptionally valuable to Social Science Stats classes (SSCI 25, SSCI 325). These classes require computer access and every semester I have to ask permission to use a computer lab in Kern. If the Social Sciences had their own laptop carts we could schedule the classes in any available room that the Social Sciences "owns." Given such division-wide support, we'd like to request two carts--one to be housed in Kern and one to be housed in Sycamore--that can be shared by ALL departments in the Social Sciences.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 12200

**Related Documents:**

[Laptop Quote.pdf](#)

## Link Actions to District Objectives

District Objectives: 2021-2025

**District Objective 2.1** - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**District Objective 2.2** - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

**District Objective 3.1** - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

**Action: 2021-2022 Increase Student Success Rate in Soc 1 to at least**

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80%

Hire a Supplemental Instructor (SI) for all Soc 1 classes with 50+ students enrolled.

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**Implementation Timeline:** 2021 - 2022

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**Identify related course/program outcomes:**

SOC 1 - SLO #1 Understand and apply the sociological imagination to everyday life.

SOC 1 - SLO #2 Apply, analyze, and evaluate the primary sociological perspectives.

SOC 1 - SLO #3 Identify and define contemporary issues of social inequality and provide solutions for social change based on sociological concepts.

**Person(s) Responsible (Name and Position):** Catherine R Medrano, Sociology Full-Time Faculty

**Rationale (With supporting data):**

The success rate for Soc 1 decreased from 83% to 77% in 20-21. This is actually the same as it was in 2018-19. We are disheartened that we lost the gains we made just a year ago! Soc 1 for the 20-21 academic year featured very large online enrollments. While it's great that we can serve more students, we have to make sure that large class sizes don't impact course success rates. Historically, many Soc 1 sections used a Supplemental Instructor (SI) to help students study for Soc 1. For 20-21, however, due to the strain of moving to distance education, no SIs were used at all! This 21-22 academic year, a total of seven Soc 1 sections will once again have an SI. This includes ALL sections with student enrollments above 50. We are hoping this will help increase student success in Soc 1.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Link Actions to District Objectives

District Objectives: 2021-2025
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
<b>District Objective 3.1</b> - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
<b>District Objective 4.1</b> - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.
<b>District Objective 4.2</b> - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

## Action: 2021-2022 Increase African-American Students' Success Rate in Soc 1 by at least 10%

In addition to utilizing a Supplemental Instructor (SI) in Soc 1, these steps will also be implemented for our African-American students:

- 1) Increase sending out both encouraging and warning early alerts (even if they are not in EOPS)
- 2) Reach out to struggling students more often, and
- 3) Be more flexible with accepting late assignments for all students (policy to be included in syllabi)

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**Implementation Timeline:** 2021 - 2022

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**Identify related course/program outcomes:** SOC 1 - SLO #1 Understand and apply the sociological imagination to everyday life.

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SOC 1 - SLO #2 Apply, analyze, and evaluate the primary sociological perspectives.

SOC 1 - SLO #3 Identify and define contemporary issues of social inequality and provide solutions for social change based on sociological concepts.

**Person(s) Responsible (Name and Position):** Catherine R Medrano, Sociology Full-Time Faculty

**Rationale (With supporting data):** The success rate for African-American students in Soc 1 dropped from 74% to 58% in 20-21.

Even in a pandemic, this is unacceptable! We need to be sensitive to the fact that while this pandemic is hard on us all, it may be disproportionately impacting some student populations more than others. We hope that by closely monitoring and reaching out to struggling students, we may be able to increase their success rates.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Link Actions to District Objectives

District Objectives: 2021-2025
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.
<b>District Objective 3.1</b> - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
<b>District Objective 4.1</b> - Increase the effective use of data and transparency in decision making at all institutional levels from 2021-2025.
<b>District Objective 4.2</b> - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

## Action: 2021-2022 Meet Student Demand for Face-to-Face Soc Classes

Hire at least 2 adjunct Soc faculty who can teach face-to-face classes starting Fall 2022. To facilitate this, we will outreach and recruit from local colleges and universities as well as network with social work organizations.

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**Implementation Timeline:** 2021 - 2022

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**Identify related course/program outcomes:**

PLO #1 - "Sociological Theory" - Students will be able to describe the major sociological theories and apply them to a variety of social phenomena.

PLO #2 - "Sociological Understanding" - Students will be able to demonstrate how social structures, institutions, cultural practices, and social inequality have influenced their personal lives.

**Person(s) Responsible (Name and Position):** Catherine R Medrano, Esther Sandoval, and Annie Silva, Sociology Full-Time Faculty Members

**Rationale (With supporting data):**

Since Spring 19, we have lost three adjunct instructors who traditionally taught face-to-face classes for us. As of this moment, the Soc department only has two instructors who can teach face-to-face classes. If we do not hire anyone, we will have at least FIVE unstaffed face-to-face Soc classes for Fall 22! In an attempt to address this issue, the Soc department interviewed adjunct applicants during the summer, but unfortunately found no qualified instructors. We will now actively try to network with local colleges/universities, and social work organizations to to recruit new adjuncts.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

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## Link Actions to District Objectives

District Objectives: 2021-2025
<b>District Objective 1.1</b> - The District will increase FTES 2% from 2021 to 2025.
<b>District Objective 2.1</b> - Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.
<b>District Objective 2.2</b> - Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

## Action: 2021-2022 Increase Consistency in SLO Reporting

Create a common form that can be distributed to all SOC instructors to collect SLO data (continued from 20-21).

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**Implementation Timeline:** 2020 - 2021, 2021 - 2022

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**Identify related course/program outcomes:**

PLO #1 - "Sociological Theory" - Students will be able to describe the major sociological theories and apply them to a variety of social phenomena.

PLO #2 - "Sociological Understanding" - Students will be able to demonstrate how social structures, institutions, cultural practices, and social inequality have influenced their personal lives.

**Person(s) Responsible (Name and Position):** Catherine Medrano, Sociology Professor

**Rationale (With supporting data):**

Creating a common form will help us collect consistent and comparable SLO data regardless of the type of assessment used.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

<b>Update on Action</b>
<i>Updates</i>
<b>Update Year:</b> 2021-2022 <span style="float: right;">09/20/2021</span>
<b>Status:</b> Continue Action Next Year
We were not able to complete this task last year. However, now that we have a new full-time faculty member to help assist us in the process, we are planning to have this common form developed by Spring 22!
<b>Impact on District Objectives/Unit Outcomes (Not Required):</b>

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 4.1</b> - Increase the use of data for decision-making at the District and department/unit level
<b>District Objective 4.2</b> - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents
<b>District Objective 4.3</b> - College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

District Objectives: 2021-2025
<b>District Objective 3.1</b> - Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.
<b>District Objective 4.1</b> - Increase the effective use of data and transparency in decision making at all institutional levels from

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2021-2025.

**District Objective 4.2** - Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

**District Objective 4.3** - Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

## Action: 2020-2021 Increase Student Access & Success

We would like to hire a Full-Time Tenure-Track SOC Professor in order to offer additional face-to-face classes on both the Visalia and Tulare campuses. (Continued from 2019-2020).

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020, 2020 - 2021

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**Identify related course/program outcomes:** PLO #1 - Sociological Theory:

Students will be able to describe the major sociological theories and apply them to a variety of social phenomena.

PLO#2 - Sociological Understanding:

Students will be able to demonstrate how social structures, institutions, cultural practices, and social inequality have influenced their personal lives.

ILO 1. Critical Thinking/Problem-Solving/Analysis - Students will apply quantitative and qualitative reasoning skills to obtain solutions to problems or equations through the use of creative and analytical methods.

**Person(s) Responsible (Name and Position):** Catherine R Medrano (Sociology Professor) and Annie Silva (Sociology Professor)

**Rationale (With supporting data):** Summary:

The Sociology Dept is undergoing growth and we cannot meet student demand for Soc classes. It is very hard to hire and keep Soc adjuncts and there is a very limited pool from which to draw qualified instructors. We have recently lost two adjuncts and all of our instructors have maxed out the number of classes they can teach, and without the addition of a new full-time faculty member, we will have to actually CANCEL classes that would not only be FULL, but would be FULL with a FULL WAIT LIST.

Supporting Data:

- 1) Due to a lack of instructors, Catherine Medrano had almost 400 STUDENTS in Spring 2019!!! She also became the Social Science Division Co-Chair that semester. She cannot physically sustain teaching SEVEN sections with 400 students. This is twice as many students as is expected for a full-time faculty member. (40 students x 5 classes = 200). This alone shows the need for another full-time faculty member.
- 2) We have offered ZERO Soc classes in Tulare for the last 2 years. Student demand is there (these classes have filled in the past), but we have had to cancel these Tulare sections because we could not find anyone to teach them! We should be offering Soc 1, Soc 2, and Soc 26 in Tulare. Zero offerings is unacceptable.
- 3) We are undergoing rapid growth. Last year our FTES grew by 10%!!! (2018-19 FTES = 150). Soc 1 is a high demand class because it counts as a GE, is a requirement for Nursing Majors, and is a requirement for Soc Majors. This growth did not come from additional sections, but from larger class sizes. Last year our productivity for Soc 1 was 43% HIGHER than the expected target. This is because the class sizes for Soc 1 are overwhelmingly large. For example, in Spring 2019, the average class size in Visalia was 61. Soc classes are now in the largest rooms controlled by the Social Sciences. Since we cannot realistically keep increasing class sizes, we need to add more face to face sections.
- 4) Since Social Work is impacted at Fresno State, counselors are actively encouraging students to get a BA in Sociology, and then get their MA in Social Work. This is increasing our Soc Majors. Right now, the Soc Dept has the THIRD HIGHEST number of majors in the Social Sciences at 267 (behind only Psy and AJ).
- 5) We have outstanding RETENTION rates in Sociology. Last year, the overall fill rate at Census for Soc classes was 95%!! Students need and want Soc classes.
- 6) Students of Color have great success rates in Soc classes! In 2018-19, African American students had an 87% course success rate, Hispanic students stayed strong at 79% for the third year in a row (which is on par with our overall 80% course success rate), and Asian students had a 92% course success rate. Therefore, sociology courses help us increase and sustain equity rates for the college.
- 7) Of the 19 sections being offered at the start of Fall 2019, 14 were already full in MAY 2019 (months before the start of the

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semester) and 10 of these sections had FULL WAIT LISTS already. That's 100 students on Waitlists, but this does not capture those who could not make it onto the Waitlist because it was full.

8) By the time the Fall semester started, 18/19 sections were FULL. (The only exception was one Soc 26 night class in Hanford. But this class had 29/30 students enrolled, which means it was practically FULL). This means at a glance, 18/19 SOC CLASSES WERE IN THE RED (full). We are busting at the seams.

9) Seven weeks into the Fall 2019 semester, 9/20 sections actually have NEGATIVE WAITLISTS, meaning 9 sections are OVER-ENROLLED. AB 705 has really impacted the number of students trying to take Soc classes. Our only option to help alleviate this demand was to add a late-starting Online Soc 1 section which FILLED immediately, but this does not help students who desire to take classes on the ground.

10) We should actually be ADDING more face to face classes to accommodate student demand and not over-enroll sections. However, since all our professors are now maxed out, we are physically limited from adding more sections. Therefore, we are not accommodating student demand.

11) Starting Spring/Fall 2020, we are actually going to be DECREASING class sizes due to using incorrect class caps that do not comply with fire code. Other depts may be able to compensate for smaller classes by adding more face to face sections. The Soc dept physically cannot do this due to a lack of staff. Therefore, the Soc Dept will have to turn away even more students.

12) We were able to hire an adjunct for this semester, but we LOST an adjunct as well. In addition, we will be LOSING ANOTHER adjunct at the end of Spring 2020. If we do not find a replacement, we will have to CANCEL classes that would be FULL sections with FULL WAITLISTS.

13) It has been exceedingly hard finding Instructors. Last semester, we sifted through 14 applications and only ONE made it through to an interview (and we hired him). The applicant pool is dry.

Conclusion:

Classes in the Soc Dept are in high demand, but without the addition of another full-time faculty member, we will actually see a decrease in courses offered and a decrease in students served. Although our dept saw 10% growth in FTEs last year, (and we have the potential to keep growing), we will undoubtedly see a decrease this coming year if we are forced to cancel classes.

**Priority:** High

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## Update on Action

### Updates

**Update Year:** 2021-2022

09/06/2021

**Status:** Action Completed

We hired a full-time tenure-track Sociology faculty member, Esther Sandoval, whose first year teaching with us is this 2021-2022 academic year. Her presence will better position us to meet student demand, particularly on the Tulare campus. While the Soc department is still online due to the pandemic, we will be returning to face-to-face instruction Spring 22. Hiring Esther means that we will be able to offer face-to-face sections of Soc 1 and Soc 26 on the Tulare campus! We have not offered two Soc sections on the Tulare campus since Fall 2013. Spring 22 will be the first time we've ever offered three sections in Tulare! Very exciting!

**Impact on District Objectives/Unit Outcomes (Not Required):**

**Update Year:** 2020 - 2021

10/02/2020

**Status:** Continue Action Next Year

The SOC department was granted a One-Year Temporary Full-Time Position which will allow us to serve approximately 400 additional students during the 2020-21 academic year, and offer multiple classes on the Tulare campus. Since all of our adjuncts are maxed out with their teaching loads, if we are unable to make this a permanent position, we would be forced to cancel classes and turn away at least 400 students next year.

Supporting Data::

- This Fall, with the Temporary Full-Time Position, we were finally able to offer Soc 1 and Soc 2 on the Tulare campus. We have not offered 2 Soc classes on the Tulare Campus since Fall 2013. We will have to eliminate these classes if we cannot hire a full-time instructor.
- This Summer 20 and Fall 20, we added classes and increased our class caps to accommodate a total of 385 additional students (145 during Summer & 240 students during Fall).
- We are currently serving 800 students in Soc 1 classes, which means we should be offering 20 sections with an average



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of 40 students. However, it is extremely hard to find and employ adjuncts with Soc degrees. Even with the addition of the temporary full-time hire, we could only accommodate 13 sections this Fall. If we cannot add sections, our only option is to increase class caps. Our average class size is 61, with some sections with enrollments over 100+!

- Summer 20, we offered three Soc 1 classes with class caps of: 120, 100, and 70 to accommodate increased student demand. Instead of 3 sections, we really should have offered at least 7 sections of Soc 1. Exceedingly large class sizes are a burden to both faculty and students.
- This Fall 20, we are only able to offer one late-starting Soc 1 class that begins in October. It is full with 115 students.
- Last year our FTES grew by 20%, for a total of 30% over the last 2 years. We expect an increase again this year.
- The Soc Dept has the 3rd highest number of majors in the Social Sciences (behind only AJ and PSY). Since Social Work is impacted at Fresno State, counselors are actively encouraging students to get a BA in Sociology, and then get their MA in Social Work. This is increasing our Soc Majors. Also, Soc 1 is a requirement for Nursing Majors.

Conclusion:

Classes in the Soc Dept are in high demand, but without the retention of a full-time faculty member, we will actually see a decrease in courses offered and a decrease in students served. Although SOC saw a 20% growth in FTEs last year, (and we have the potential to keep growing), we will undoubtedly see a decrease this coming year if we are forced to cancel classes and turn away hundreds of students.

**Impact on District Objectives/Unit Outcomes (Not Required):**

**Related Documents:**

[New Hire Argument, 9.29.20.docx](#)

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 1.1</b> - The District will increase FTES by 1.75% over the three years
<b>District Objective 2.1</b> - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
<b>District Objective 2.2</b> - Increase the number of students who transfer to a four-year institution by 10 percent over three years

## Action: 2020-2021 Increase Soc Majors & Facilitate Educational Goals

The Sociology department would like to 1) increase student awareness of the Soc major, 2) increase knowledge of transfer requirements for Soc majors, and 3) increase awareness of career paths for Soc majors. (Continued from 2019-2020).

**Leave Blank:**

**Implementation Timeline:** 2019 - 2020, 2020 - 2021

**Leave Blank:**

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**Identify related course/program outcomes:** PLO #1 - "Sociological Theory" - Students will be able to describe the major sociological theories and apply them to a variety of social phenomena.

PLO #2 - "Sociological Understanding" - Students will be able to demonstrate how social structures, institutions, cultural practices, and social inequality have influenced their personal lives.

**Person(s) Responsible (Name and Position):** Catherine Medrano, Sociology Professor

**Rationale (With supporting data):** Currently, there is no Sociology "presence" on campus. The Sociology department would like to change this by displaying sociological artifacts and information regarding experiments and careers on the second floor of the Sycamore building, where most Soc courses are taught. This would help to foster a sense of belonging for Soc majors and offer them support with their educational goals. This would also spark interest in Soc courses for non-majors and increase the number of Full-Time Equivalent Students (FTES).

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

# Program Review - Sociology

## Safety/Mandate Explanation:

Update on Action	
<b>Updates</b> <b>Update Year:</b> 2021-2022 <b>Status:</b> Action Discontinued While we would still like to see this happen, we have decided to table the request for this year and focus on other areas. <b>Impact on District Objectives/Unit Outcomes (Not Required):</b>	09/20/2021
<b>Update Year:</b> 2020 - 2021 <b>Status:</b> Continue Action Next Year We were not funded for this project during 2019-20. We would still like to implement this plan. <b>Impact on District Objectives/Unit Outcomes (Not Required):</b>	10/02/2020

## Link Actions to District Objectives

District Objectives: 2018-2021
<b>District Objective 1.1</b> - The District will increase FTES by 1.75% over the three years
<b>District Objective 2.2</b> - Increase the number of students who transfer to a four-year institution by 10 percent over three years

## Action: 2020-2021 Increase African American students' success in SOC 2

We would like to hire Supplemental Instructors for all SOC 2 sections.

Leave Blank:

**Implementation Timeline:** 2020 - 2021

Leave Blank:

Leave Blank:

**Identify related course/program outcomes:** PLO #1 - "Sociological Theory" - Students will be able to describe the major sociological theories and apply them to a variety of social phenomena.

PLO #2 - "Sociological Understanding" - Students will be able to demonstrate how social structures, institutions, cultural practices, and social inequality have influenced their personal lives.

**Person(s) Responsible (Name and Position):** Catherine Medrano and Annie Silva, Sociology Professors.

**Rationale (With supporting data):** Supplemental Instructors are former students who took the class and can work as a group study leader. Since SIs are peers, students may feel more comfortable approaching them for help in the class. It will provide a consistent study space for struggling students.

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

Update on Action	
<b>Updates</b> <b>Update Year:</b> 2021-2022 <b>Status:</b> Action Completed Due to the pandemic, it was hard to find a student to work as a Supplemental Instructor (SI) for Soc 2. However, we were still able to increase African American student success in Soc 2. Last year, African American students' success rate in Soc 2 was 73%. I'm happy to report that in 20-21, their success rate in Soc 2 improved to 88%! <b>Impact on District Objectives/Unit Outcomes (Not Required):</b>	09/20/2021

# Program Review - Sociology

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## *Link Actions to District Objectives*

District Objectives: 2018-2021
<b>District Objective 1.1</b> - The District will increase FTES by 1.75% over the three years
<b>District Objective 2.1</b> - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
<b>District Objective 2.2</b> - Increase the number of students who transfer to a four-year institution by 10 percent over three years