

# Comprehensive Program Review Report



## Program Review - Sociology

### Program Summary

#### 2020-2021

**Prepared by:** Catherine Medrano

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

1. We hired a One-Year Full-Time Temporary faculty member for the 2020-21 academic year, which allowed us to add sections of SOC 1, SOC 2, and SOC 26 on the Visalia and Tulare campuses. We are expecting to serve at least 400 more students this year, and offer at least 2 sections of Soc each semester on the Hanford and Tulare campuses. (We have not offered 2 sections of SOC on the Tulare campus since Fall 2013).

2. In 2019-20, we were able to increase our overall Sociology program success rate to 84%. That's up 4% from the two previous years (80%).

3. For the first time, all 5 SOC courses had success rates above 80%! (The lowest was 83%).

4. Three courses significantly increased their course success rates:

\*SOC 43 had a success rate of 93%, which is an increase of 20% from the previous year (73%)!

(Due to staffing issues, SOC 43 has traditionally only been offered as a night class during Fall and then as an online section during Spring. With a new adjunct hire, we were able to offer this class during the day, which might have positively contributed to the increase in success rates).

\*SOC 1 had a success rate of 83%, which is up 6% from the last two years (77%).

\*SOC 26 had a success rate of 84%, which is up 2% from the previous year (82%).

5. We were able to offer a SOC 1 class on the Tulare Campus during Spring 2020. This is the first class we've offered in Tulare in 3 years (Spring 2017).

6. There were 188.1 Full-Time Equivalent Students (FTES) during the 2019-2020 school year, which is a 20% increase from the previous year (149.7 in 2018), and a 30% increase over the past 2 years!! (136.1 in 2017). This is because we added additional sections of SOC 1 and SOC 10, and increased the sizes of SOC sections, in particular Soc 1, to accommodate increasing student demand. To handle increased demand but a shortage of instructors, we added a SOC 1 for Spring 20 in Ponderosa. Although this class was capped at 150 students, 165 students enrolled.

7. SOC has the third highest number of majors in the Social Sciences Division, with 225 Majors for Fall 2019. We have been growing our program significantly over the past few years. Our number of majors increased 29% from last year (174 majors), and 58% over the last two years (142 majors)!

8. Overall productivity (Full-Time Equivalent Faculty/Full-Time Equivalent Students Ratio) is at 22.94, which is 31% over the 17.5 target. This indicates that SOC classes are larger than average classes.

9. Specifically for SOC 1, productivity stands at 28.05, which is 60% higher than the target. Soc 1 classes are very large (72 students on average per face to face section in Visalia for Spring 20) and they fill, which shows high demand for the class and supports adding more face-to-face sections.

10. Overall fill rate at Census for 2019-20 was an astounding 100%!! This is up 5% from last year (95%), and up 11% from two years ago (89%). The Visalia campus had a 104% fill rate, Hanford had an 89% fill rate, Tulare had a 100% fill rate, and Online had a 93% fill rate at Census. Sociology courses are in high demand and have very high retention rates!

11. In 2019-20, African American, Asian, Filipino, Hispanic and White students had success rates over 75%.

12. The overall course success rate for students at the Hanford Center increased by 15% (from 63% for 2018-19 to 78% for 2019-20). We intentionally changed the time of SOC 1 from 7:45-9am to 12:10-1:25pm in order to encourage students to attend class regularly. To further support Hanford success rates, a Supplemental Instructor (SI) was utilized. SI sessions were held in the Student Success Center.

13. 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.

14. "Giants in Recovery" was started in Spring 2018 and continues to meet.
15. Students self-report positive experiences in our courses and with our faculty.
16. Students self report that our Sociology courses teach useful practical skills, helping students to relate, recognize, differentiate and interpret their surroundings. These useful practical skills are valuable, with the ability to translate directly to the job market and/or providing life long learning.

**What improvements are needed?:**

1. The SOC department needs to hire a Full-Time Permanent Tenure-Track position in Sociology to sustain growth patterns. We currently have a One-Year Temporary Full-Time Position, which has allowed us to serve an additional 200 students each semester, and offer multiple classes on the Tulare campus. However, since all of our adjuncts are maxed out with their teaching loads, if we are unable to sustain this position we will be forced to cancel classes and turn away at least 400 students next year.
2. 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 (we were able to accommodate close to 400 additional students during Summer and Fall 20). 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.
3. Therefore, if we are not able to add sections or keep the Full-Time position, we will be turning approximately 800 students next year.
4. African American students have an overall SOC success rate of 77%; however, their success rate in SOC 2 is 66.7%. We are recommending that SOC 2 start using Supplemental Instructors to help increase success for Black students.

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

It is very hard to recruit, hire, and retain Soc adjuncts and there is a very limited pool from which to draw qualified instructors. We would like to work on building connections with UC Merced to see if we can increase our adjunct pool.

**Overall SLO Achievement:**

We assessed 5 SLOs in 2 courses (SOC 10 and SOC 43) using data from Spring 20. Four out of the 5 SLOs showed satisfactory achievement. Due to previous cancellations of these courses, this is our first set of usable data for these courses. We will use this data as a benchmark to make comparisons in the future.

**Changes Based on SLO Achievement:**

Specifically for SOC 43, an effort will be made to clarify and improve the language of the assessment used for SLO #2. It is our hope that greater clarity of the assignment will improve student understanding and success.

**Overall PLO Achievement:**

SLO data from SOC 10 and SOC 43 indicate that a majority of students are satisfying both PLOs in SOC.

**Changes Based on PLO Achievement:**

The SOC department is currently working on updating the course outlines of record for SOC 1 and SOC 43. We are working to ensure that all SLOs align with our PLOs.

**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. The following is our current assessment cycle:

Fall 2020 - Assess SOC 10, SOC 43 (using data from Spring 2020) & Assess PLOs 1 & 2

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

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

## 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

**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.

# Program Review - Sociology

---

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 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:

# Program Review - Sociology

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:** 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 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](#)

## Resources Description

**Personnel - Faculty** - Full Time Sociology Professor (Active)

**Why is this resource required for this action?:** We are requesting the hiring of a Full-Time Sociology Professor because we need to grow our program, meet student demand, and provide equitable services for Tulare Campus students. None of this can be done without the addition of another full-time faculty member.

We made this initial request in 2019 because there was a demonstrated NEED to offer classes in Tulare (we were offering ZERO at the time) and to increase the number of Soc sections offered in Visalia (all sections were FULL with FULL wait lists)

# Program Review - Sociology

as evidenced from our 100% fill rate at Census!). We could not increase course offerings in Tulare or Visalia because all currently employed instructors were teaching their maximum amount of classes. We also face great adjunct instability and LOST two adjunct instructors last year, and may lose another one this year.

The SOC department was granted a One-Year Temporary Full-Time Position for the 2020-21 academic school year which allowed us to ADD necessary Soc sections in Tulare and Visalia. Unfortunately, if we are unable to make this a permanent position, we will be forced to cancel these classes and turn away at least 400 students next year.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 100000

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 1.1** - The District will increase FTES by 1.75% over the three years

**District Objective 2.1** - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

**District Objective 2.2** - 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:**

**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, 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

**Safety/Mandate Explanation:**

### Update on Action

#### Updates

**Update Year:** 2020 - 2021

10/02/2020

**Status:** Continue Action Next Year

We were not funded for this project during 2019-20. We would still like to implement this plan.

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

## Resources Description

# Program Review - Sociology

**Equipment - Non-Instructional** - We would like to purchase two display cabinets to be housed on the second floor of Sycamore, as well as sociologically relevant materials to place inside the display cases. Materials will include books, artifacts, posters, diagrams, and flyers regarding transfer requirements and career pathways for Soc majors. (Active)

**Why is this resource required for this action?:** Display cases featuring sociological information will help 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.

**Notes (optional):**

**Cost of Request (Nothing will be funded over the amount listed.):** 5000

**Related Documents:**

[CABINET QUOTE.pdf](#)

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 1.1** - The District will increase FTES by 1.75% over the three years

**District Objective 2.2** - 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:**

## Link Actions to District Objectives

District Objectives: 2018-2021

**District Objective 1.1** - The District will increase FTES by 1.75% over the three years

**District Objective 2.1** - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

## Action: 2020-2021 Increase Consistency in SLO Reporting

We would like to create a common form that we can distribute to all SOC instructors to collect SLO data.

**Leave Blank:**

**Implementation Timeline:** 2020 - 2021



# Program Review - Sociology

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, Sociology Professor

**Rationale (With supporting data):** Creating a common form will help us collect consistent and comparable data regardless of the type of assessment used.

**Priority:** Low

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

## 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.

## Action: Create Unified Assignments to Assess Student Learning Outcomes

Sociology faculty would like to attend trainings on Student Learning Outcomes (SLO) Assessments in order to develop unified assignments to assess SLOs. (Discontinued).

Leave Blank:

**Implementation Timeline:** 2019 - 2020

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, Sociology Professor

**Rationale (With supporting data):** All Sociology faculty members currently use different assignments to measure Student Learning Outcomes. While academic freedom permits this, it makes it harder to compare data on how successfully our students are meeting SLOs for each course. If we coordinate our assignments (using as least the same type of assessment (ie essay vs. multiple-choice exam vs. a single test question), this will give us a more accurate picture of student success.

**Priority:** Medium

**Safety Issue:** No

**External Mandate:** No

**Safety/Mandate Explanation:**

Update on Action
<b>Updates</b>
<b>Update Year:</b> 2020 - 2021
<b>Status:</b> Action Discontinued
The SOC department has decided that common assessments are not necessary. We do, however, want to increase dialogue on

10/02/2020

# Program Review - Sociology

various assessment strategies.

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

## *Link Actions to District Objectives*

District Objectives: 2018-2021

**District Objective 2.2** - Increase the number of students who transfer to a four-year institution by 10 percent over three years

**District Objective 4.1** - Increase the use of data for decision-making at the District and department/unit level

**District Objective 4.2** - Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents