

Instructional Discipline Template

Instructional Discipline Template 2023

A. Program Information

Program Mission Statement

Please enter your mission statement here.

The Mission of the Sociology program is to prepare students for the pursuit of advanced degrees in Sociology or related schools by educating them in the fundamental concepts, knowledge, techniques, and skills of the field and/or for employment in various Sociology--related areas. Foothill College's Sociology Program is committed to academic excellence in Sociology by offering a broad range of courses designed to prepare students for careers in Sociology and related areas. Our program values are Curiosity, Compassion, Integrity, Objectivity, and Transparency. Our program goals are to teach about and support students in the following ways... to critically evaluate and apply explanations of human social behavior and sociological research findings. To communicate (verbally and in writing) sociological knowledge to varied audiences. To gain mastery of sociological knowledge in all of our courses. A key goal is that students will be able to apply their understanding of sociology to their professional, personal, and civic lives.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Business & Social Sciences - Sociology-FD

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	1,728	1,736	1,566	1,237	1,099	-36.4%
Enrollment	2,122	2,152	1,930	1,536	1,318	-37.9%
Sections	60	69	62	60	50	-16.7%
WSCH	3,264	3,277	2,993	2,349	2,015	-38.2%
FTES (end of term)	218	219	200	157	135	-38.1%
FTEF (end of term)	5.8	6.5	5.8	5.8	4.2	-28.3%
Productivity (WSCH/FTEF)	559	504	512	404	481	-13.9%

B.1 - FTES

Goals: What is your program's goal with respect to FTES?

To recover from the enrollment downturn and increase our enrollment.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the FTES in your program?

[Before submission of the last version of this document, Patricia had a meeting with Ram about our data as well as Doreen Finkelstein (our IR coach) on writing this evaluation - about an hour with each person. They advised that we tell the story of our program, so this is our story.]

We've had a steep enrollment decline over the past 5 years (-37.9%) which mimics what has happened at the College level.* (*This is what Ram and the Doreen suggested I say when I went over the data with them.)

Honestly, we are at a loss to say why our decline has been so steep - we have done many excellent things in our department and continue to do so, but our declines have been steep. Many variables can contribute to our downturn including the development of other programs in our Division (ie. Psychology/ Child Development etc.).

For example, the Sociology Department seems to be getting hit by the fraudulent registrations the College has been experiencing at a high level. In some cases, we have had over 20 students per section who are not real students, but are "bots." It negatively affects our enrollment if they fill up sections, and then get dropped later.

Potential Sociology students look to register elsewhere. We don't know if this has been affecting us more than other departments or divisions But this has been happening in Sociology a lot. We don't fully understand our downturn's roots but think this is an example of how they originate outside of our control. We continue to sponsor clubs, offer courses in multiple modalities, build new curricula and related programs (AA-Ts in Social Justice and Social Welfare), and have had good success with our online asynchronous course offerings.

Action: What actions does your program plan to take in order to achieve your goals?

John recently developed the AA-T in Social Justice and Patricia has helped develop a new AA-T (Social Welfare - in 2024) to create more Sociology curriculum offerings and direct pathways to the CSUs. However, if the roots of the downturn originate outside of our control, we also look to our administration for leadership in this area. This would then look like more protection from fraudulent enrollments or other actions. We don't have the bird's eye view that administrators have so very much appreciate that relationship.

Needs: What does your program need to execute this action plan?

The Sociology Department has regular discussions with our Dean about our Program, enrollment, and scheduling - we continue to keep in touch about ongoing challenges and solutions. Strong administrative leadership in partnership could help lead us out of the downturn. One example of a specific need that the administration could assist us with is opening day activities. Fall 2023's schedule spanned 3 full days - many of the sessions were overly long with no breaks with no choice or option on what to attend (what we are told not to do with students). As we are fully focused on classes starting the next week, we ask for sessions directly related to teaching and updating skills - rather than administrative requirements - and especially time to work on first day and week preparations and also to interact with our direct colleagues - intra and inter-departmental time.

B.2 - Sections

Goals: What is your program's goal with respect to sections?

Our section numbers are down over 16% therefore, we'd like to see the number of sections increase. We dropped from 60 to 50 sections offered.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

We would like the College to offer sections even if they are not full. It has been the College's approach to only offer (online) sections that are full and this can cause downward trends in other areas like student success... if they only offer courses that are full to 50 students each section which is our enrollment obligation.

Action: What actions does your program plan to take in order to achieve your goals?

We are asking the College to offer classes even if they are not going to fully enroll online and face-to-face or hybrid.

Needs: What does your program need to execute this action plan?

We need the College's acceptance of our request to either lessen the enrollment obligation per section or allow classes to run knowing they will not be full always.

B.3 - Productivity

Goals: What is your program's goal with respect to productivity?

Our productivity has fallen about 14% most likely due to face-to-face sections that were low enrolled during the pandemic and the overall enrollment drop. Productivity has increased between 2021/2022 and 2022/2023 by almost 20% (from 404 to 481) which probably reflects the lesser amount of face-to-face classes run at lower enrollment rates. Our goal is to advance students using quality instruction.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the productivity in your program?

We'd like the college to help us advance students using quality instruction. If sections run with lower enrollment, our productivity goes down.

Action: What actions does your program plan to take in order to achieve your goals?

We are asking our administration to lower our class sizes in Sociology from 50 students (currently).

Needs: What does your program need to execute this action plan?

The cooperation of the College administration.

C. Enrollment by Student Demographics

Enrollment Distribution

Enr Distribution by Student Demographics
Business & Social Sciences - Sociology-FD

Student Headcounts by Gender

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent								
Female	1,360	64%	1,385	64%	1,261	65%	987	64%	858	65%
Male	748	35%	748	35%	656	34%	530	35%	427	32%
Non-Binary	0	0%	3	0%	2	0%	0	0%	0	0%
Unknown gender	14	1%	16	1%	11	1%	19	1%	33	3%
Total	2,122	100%	2,152	100%	1,930	100%	1,536	100%	1,318	100%

Student Headcounts by Race/Ethnicity

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent								
Asian	593	28%	599	28%	508	26%	341	22%	316	24%
Black	192	9%	186	9%	129	7%	125	8%	87	7%
Filipinx	121	6%	115	5%	119	6%	62	4%	62	5%
Latinx	653	31%	676	31%	635	33%	583	38%	487	37%
Native American	15	1%	11	1%	13	1%	9	1%	1	0%
Pacific Islander	26	1%	30	1%	35	2%	34	2%	21	2%
Unknown ethnicity	18	1%	58	3%	24	1%	33	2%	66	5%
White	504	24%	477	22%	467	24%	349	23%	278	21%
Total	2,122	100%	2,152	100%	1,930	100%	1,536	100%	1,318	100%

C.1 - Enrollment by Gender

Goals: What is your program's goal with respect to enrollment by gender?

We'd like anyone who wishes to study Sociology to be able to do so - regardless of their socially constructed status or category.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

We have a consistently higher enrollment pattern of female than male students.

Action: What actions does your program plan to take in order to achieve your goals?

None. We don't see an issue in this section so we have no plan or need to change.

Needs: What does your program need to execute this action plan?

None. See above.

C.2 - Enrollment by Ethnicity

Goals: What is your program's goal with respect to enrollment by ethnicity?

To reflect either local or College wide populations by ethnicity or be welcoming to anyone regardless of race or ethnicity.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

Our enrollment by ethnicity is stable over time and seems to reflect those of the larger community. For example, we are seeing a slight rise in numbers of Latinx students (up from 31 to 37%) but that has dropped from a high last year to this.

Action: What actions does your program plan to take in order to achieve your goals?

None. We don't see an issue in this section so we have no plan or need to change.

Needs: What does your program need to execute this action plan?

None.

D. Overall Student Course Success

Student Population Areas of Focus

Limits: Course Credit Status Credit

Course Success
Business & Social Sciences - Sociology-FD

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent								
Success	1,489	70%	1,466	68%	1,347	70%	1,020	66%	858	65%
Non Success	361	17%	311	14%	249	13%	244	16%	224	17%
Withdrew	271	13%	375	17%	334	17%	272	18%	236	18%
Total	2,121	100%	2,152	100%	1,930	100%	1,536	100%	1,318	100%

Course Success for Black, Latinx, and Filipinx Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent								
Success	604	63%	568	58%	532	60%	391	61%	313	57%
Non Success	215	22%	186	19%	158	18%	124	19%	108	20%
Withdrew	146	15%	223	23%	193	22%	130	20%	128	23%
Total	965	100%	977	100%	883	100%	645	100%	549	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent								
Success	885	77%	898	76%	815	78%	629	71%	545	71%
Non Success	146	13%	125	11%	91	9%	120	13%	116	15%
Withdrew	125	11%	152	13%	141	13%	142	16%	108	14%
Total	1,156	100%	1,175	100%	1,047	100%	891	100%	769	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

D.1 - Student Course Success

Goals: What is your program’s goal with respect to student course success?

To have all students reach a successful outcome.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the student course success in your program?

Student success for disproportionately impacted students has fallen since the 2018-19 academic year but has remained steady (not fallen more) for the past two academic years. We believe this is related to the myriad challenges of the pandemic years and our sudden pivot to online-only offerings meant students could no longer self-select into the online modality. What is interesting is that our rate of non-success has fallen over the past 5 years (from 22 to 20%). A falling rate of non-success is a positive indicator.

We are noticing a rising rate of students Withdrawing (from 15-23%). This may indicate students with challenges electing to get a W rather than a failing grade - but we encourage the College to develop strategies for retaining these students and not let them drop out of the system.

Action: What actions does your program plan to take in order to achieve your goals?

The myriad challenges of the pandemic require myriad solutions. We have taken steps to follow DEI and Universal Design for Learning (UDL) principles in our teaching including having wide representation by ethnicity in our courses and ensuring students of all backgrounds feel heard and seen and can see themselves in the field of Sociology.

Needs: What does your program need to execute this action plan?

We appreciate the College's leadership in Diversity, Equity, and Inclusion efforts and in online education ideas for those as well. We see some mirroring of success rates by ethnicity in the overall College numbers and this points to a more structural set of required solutions.

We encourage the College to develop strategies for retaining students who drop with a W and not let them drop out of the system entirely but helping them develop student success strategies so that the next time they take a course, they get a successful grade. We want to see the College help students turn "Ws" into student successes. The "Connect" program seems like a good tool in this regard, for example. So we support the continued use of it as an effective retention strategy.

We will provide a list of structural solutions at the end of this program review.

D.2 - Course Success by Modality

Click the link below to view the program's Course Success by Modality data

https://foothilldeanza-my.sharepoint.com/:f/g/personal/10771097_fhda_edu/EvAWIA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Goals: What is your program's goal with respect to course success by modality?

To have all students reach a successful outcome.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about course success by modality in your program?

The course success rate by the face-to-face modality numbers are not significant enough to count in the years 2019/2020 - 2022/2023.

We note a higher success rate for online (ranging from a 79.9-83.4% success rate) vs. the hybrid/face-to-face modality (ranging from a 65.5-77% success rate). We are noticing that students who feel or know they are less likely to be successful in an online class, select into our hybrid classes but they bring with them student success challenges. We are seeing more of these challenges in the Hybrid classes. Thus the potentially lower success rate in the Hybrid classes. The higher asynchronous online success rates could be attributed to our faculty using proven strategies (universal design for learning/ mastery assignments / project-based learning / graded group discussions...) that seem to be working.

Action: What actions does your program plan to take in order to achieve your goals?

According to a study published by Inside Higher Ed, "Community college students who pursue online courses exclusively are less likely to earn associate's or bachelor's degrees than their peers who enrolled in some in-person classes, according to a new study. Aug 31, 2022" We do wonder if our online students fit that pattern or not. We seem to be having good success in our asynchronous, online instruction so we would like to continue what we are doing there.

We support the College in researching this topic and suggesting solutions to this problem.

Needs: What does your program need to execute this action plan?

One solution to increase student success may be to reduce the required number of students in online sections (currently 50) to help with student success.

Another is to provide academic coaches for all students - regardless of modality but focussing on hybrid students.

E. Disproportionate Impact

Click the link below to view the program's Disproportionate Impact data

https://foothilldeanza-my.sharepoint.com/:f/g/personal/10771097_fhda_edu/EvAWIA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each

group).

We see a falling disproportionate impact for Black (-16 in 2021-22 vs. -13 in 2022-23), Latinx (-18 in 2021-22 vs. 17% in 2022-23), and Low-Income (-17 in 2021-22 vs. -15 in 2022-23) students. Foster Youth (although not a large N) at -35%. These numbers are unacceptable.

Goals: What is your program's goal with respect to disproportionate impact?

Our goal is to have all students, regardless of category, reach a successful outcome and this means reducing or eradicating disproportionate differences by social category.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the disproportionate impact in your program?

We observe disproportionate differences by social categories of Black, Latinx, Foster Youth, and low-income students.

We would like the College to understand that in our department, we spend considerable time and energy discussing and addressing inequities. This is reflected in our interactions with our students, our course design (for example, many, if not all, of our instructors use Universal Design for Learning (UDL) course strategies to bolster student success), and our subject matter. We would also like the College to understand that some of these differences reflect structural-level constraints and therefore require solutions beyond our scope and control.

Action: What actions does your program plan to take in order to achieve your goals?

We are not an island unto ourselves and, as such, we support the College in employing strategies to bolster community, and student success, and address disproportionate student success outcomes by the following means (due to the 150-word limit, this is part 1 and part 2 is in the next text box):

1. Reinstate the First Year Experience program which was spearheaded by one of our Sociologists and then eliminated by our previous administration.
2. Place embedded tutors in all classes / provide academic coaches for all students
3. Require the Athletics department to have a required student study hall once per week that counts as a student-athlete volunteerism credit and as an athletic practice credit if it means our student-athletes are less over-scheduled. Because they are over-scheduled.
4. Provide affordable student housing - especially for our student-athletes.
5. Provide free bus transportation for all students.
6. Provide more bicycle parking and safe and secure e-bike parking and charging areas.

Needs: What does your program need to execute this action plan?

... continuation of the above box...

1. Provide free books for all students (like we used to do with the Foothill Promise but then stopped doing.).
2. Provide free or affordable child care.
3. Provide tailored/concierge student success services for foster youth.
4. Provide therapy dogs/animals on campus not only during finals but also make this a regular thing.
5. Provide "student coaches" that can assist any student with organizational or other student success-related issues - in concert with the continuation of the Connect program.
6. Lower our class section maximum enrollments from the current 50-student rate to 40 students.
7. Integrate student success services that provide roving support in the BSS Division class areas.
8. Provide transfer center roving personnel support in the BSS Division class areas.
9. Change our letter grade requirement to a proficiency scale with terms such as emerging, developing, proficient, and extending. (see <https://bc.ctvnews.ca/inside-b-c-schools-shift-away-from-letter-grading-1.6454884>)
10. We support the college in tracking reasons for student Ws to turn those into successful grades in future terms.

F. Regular and Substantive Interaction

If your program has any courses that are approved for distance education, describe how regular and substantive interaction was incorporated in those courses. (List each course)

Regular and substantive interaction is defined as:

Documented instructor-initiated individualized interaction between instructors and students at regular weekly intervals in a predictable manner about the course content.

All of our courses (listed below) include:

Private Messages within the Course Management System

Personal e-mail outside of the Course Management System and/or Weekly Announcements in the Course Management System

Chat Room within the Course Management System

Timely feedback and return of student work (tasks, tests, surveys, and discussions) in the Course Management System by methods clarified in the syllabus.

Discussion Forums with appropriate facilitation and/or substantive instructor participation

SOC 1 Introduction to Sociology (5 units)

SOC 8 Popular Culture (4 units)

SOC 10 Research Methods & Designs (5 units)

SOC 11 Introduction to Social Welfare (5 units)

SOC 14 Sociology of Crime (4 units)

SOC 15 Law & Society (4 units)

SOC 19 Alcohol & Drug Abuse (4 units)

SOC 20 Major Social Problems (4 units)

SOC 23 Race & Ethnic Relations (4 units)

SOC 28 Sociology of Gender (4 units)

SOC 30 Social Psychology (4 units)

SOC 40 Aspects of Marriage & Family (4 units)

SOC 45 Sociology of Sexuality (4 units)

G. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

We continue to work hard to achieve greater success, but we feel we don't have a complete picture or much control over our enrollment or success numbers beyond what we already do. We have benefited from this program review by being able to see and reflect on our data over the past years and that has been helpful. We are heartened by and share the college's commitment to educational equity and we are excited to continue to work towards equity goals together. We do wonder if by our subject matter, we have higher numbers of stressed and/or under-prepared students than in other subjects/departments. But this would require more nuanced data to explore. We are excited to see higher success rates in our asynchronous online course offerings and are looking forward to building on that success. We are also excited to be offering the first-ever AA-T degree in Social Work beginning in 2024. We request the College and the District to provide more time in opening and training days for us to work on independent and departmental equity-related strategies moving forward. Thank you.

This form is completed and ready for acceptance.