SKYLINE CPR Report

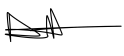## 2023 – 2024
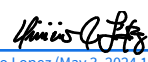
SKY Dept - Sociology

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Program Information

Assessment Unit Information

Program Type

Instructional

Division

Social Sciences/ Creative Arts (SS/CA)

Assessment Contact

Rika Yonemura - Fabian

Comprehensive Program Review

2023 - 2024

Program Review Update

Fall 2025,Fall 2027

2023 - 2024

Instructional Comprehensive Program Review

Submitter Name:

Rika Yonemura-Fabian

BACKGROUND

1.A.   DIVISION:

Social Science and Creative Arts (SS/CA)

PROGRAM NAME:

Sociology

1.B.   YEAR OF REVIEW:

2023-2024

1.C.   PROGRAM REVIEW TEAM

Rika Yonemura Fabian, Tricia Murajda, Jason DeHaan

1.D.   CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:

i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."

The Sociology department equips students with the Sociological Imagination that enables them to critically analyze their everyday personal experiences in relation to the larger social structures and the historical trajectory in which American and global societies are embedded. For many students, acquiring the Sociological Imagination is a transformative experience. For students who are raised and educated in American society heavily marked by individualistic liberalism, a structural and systematic understanding of everyday world is often not intuitive. Sociology changes this individualistic ways of understanding the society and empowers students by teaching them the systemic analysis of social structure and social change. Many students at Skyline college have a history of immigration, either of themselves or their family members–which by definition, a globalized experience. The Sociological Imagination, for example, gives students a lens to understand their economic, cultural, and linguistic transitions and struggles associated with them from the macro- and mezzo perspectives so they can better comprehend their personal and community histories and trajectories.

ii.Alignment with the College Values:

Social Justice,Student Success and Equity,Academic Excellence,Community Partnership

For each chosen Value, provide a concrete example of how each connects to your program.

Social Justice, Student Success and Equity: Sociology offers systematic analyses of social inequalities stemming from social class, racial, gender, sexuality and ability hierarchies that mark modern capitalist societies. Many of the Sociology classes also engage students in an examination of global inequalities (Soci141, Soci105) as a larger context that sets domestic oppressions in motion.
Because of this innate focus of Sociology on the study of systematic inequalities, two of the core Sociology classes, Sociology of Race and Ethnicity and Sociology of Sex and Gender are incorporated into the Social Justice Studies AA-T template as required core classes. These two Sociology classes in particular offer students opportunities to learn about race and gender as two major systems of oppression, leveraging Critical Race Theory, Intersectional Feminist Theory, as well as Queer theory meshed with Sociological perspectives. Outside of Sociology major students, our bread-and-butter course such as Introduction to Sociology 100 is integrated into many AA-Ts, including Administration of Justice, Psychology, and nursing. Our program offers

valuable knowledge to students who aspire to serve in any parts of the criminal justice system, nursing, education, and law, all of which are critical institutional facets for the building of an egalitarian society. Academic Excellence: All faculty in the Sociology department are fully academically trained in the field of Sociology with an advanced degree. We are very fortunate to have all faculty trained in Sociology proper, with extensive experiences in teaching both at community colleges and 4-year institutions. All faculty are part of professional associations such as American Sociological Association, and are active in an outside activity where we apply our perspectives as Sociologists; One of our adjunct faculty is a filmmaker, and a full-timer is extremely active in labor organizing. This means that as a team of faculty, we have thorough knowledge of the discipline, and the quality of learning our students go through is uncompromised, providing them with an excellent preparation for their future career.

Community Partnership: Service learning. although it is not actively implemented after COVID, Sociology department, in collaboration with CTTL and College Redesign team, was a core participant in the HIPS (High IMpact Practices) project in the year 2018 and 2019, particularly Service Learning. As part of the Day of Action, the one-day event of service learning organized by the Service Learning Community of Practice, Sociology students in Introduction to Soc class and Social Problems class, made a trip to multiple community sites, such as Marin Food Bank, At. Anthony Church, and Habitat for Humanities and engaged in a full day of community services. Later, students engaged in a post-activity reflection in which they made connections between their experiences in community services and sociological understandings of the social problems that the organization they served intended to solve. With the College's discontinuation of funding to support service learning, as well as COVID which posed obstacles to in-person off campus activities, the department has not been able to bring SL back in in a more structured way, but we intend to incorporate this back in our curriculum to strengthen the partnership between the program and the surrounding communities.

In addition, the Sociology department has collaborated closely with San Francisco COmmunity Health Center's Transgender Health Equity department on surveying students and employees on the tobacco use on the three District campuses, and passing a new 100% Tobacco and Smoke-free District policy. Students in Soci105 and Soci141 were invited to participate in observational research on campus, counting the number of cigarette waste on campus and some of them organized or attended multiple campus event that addressed to the student community about the harms of nicotine products and their disproportionate negative impacts on people of color, working-class people, and queer people. Rika obtained a grant fund from Truth Initiative to fund these events as well as to hire two student interns, both of whom were Sociology major students recruited from Sociology classe.s

Open Access:
The department recently started offering AA-T (starting 2018?) and the number of Sociology majors is steadily growing. As of Spring23, we had 59 students who declared Sociology as a major. The demographics of the students enrolled in Sociology sections reflect that of the general College population in terms of race and ethnicity but notable, many of them are female-identifying (64% of all enrollment in Sociology sections in the year 2017-2023), or, from our first-hand observations, queer-identifying (no official stats). We think this is evident that students who have lived inequities in American society are choosing sociology major because the program offers a structured learning opportunity of how these social categories listed in the prompt impact them.
To better prepare students for a major in Sociology, and recruit more students to the program, we recently had a collaboration with the Counseling department and organized a career fair for students who are either majoring in Sociology or considering majoring in it. We invited three individuals who majored in Sociology in underground, including the chief of Public Defender's Office of San Francisco, all people of color as panelists. They shared why they chose Sociology as a major and how sociological perspectives helped their professional experiences. We intend to keep offering similar events so students can have a clear idea of to what goal and purposes they are majoring in Sociology.

1.E.   PROGRAM PERSONNEL

i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:

Full-time Faculty FTE:

1

Classified Professionals FTE:

0

Manager/ Director FTE:

0

1.F.   PROFESSIONAL DEVELOPMENT

i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.

Faculty in Sociology program has been participating in a wide variety of professional workshops and conferences offered to enhance our knowledge of the field of Sociology and update our pedagogy to make our teaching relevant, effective, and equitable. Some of the opportunities we pertook in include:
-National Conference of Race and Ethnicity (New Orleans, LA)
-Transforming White Privilege (Oakland, CA)
--American Sociological Association Annual meetings (Online due to COVID)
-California Community College LGBTQ+ Summit
-LGBTQ History Conference
-Online teaching pedagogy workshops such as Camtasia (video editing) workshop, online accessibility training, Universal Design.

ii.Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.

We wish to explore the options of high quality Zero Cost Textbooks for Sociology department. Sociology faculty have done some preliminary research on the available OER resources but there are few that meet our expectations in terms of quality. We would like to have some resources allocated for us to either create our own textbooks that are low- or zero-cost for students or explore more options of quality open source materials for students.

CURRENT STATUS

2.A.   ACHIEVEMENTS

Describe the program's achievements since the last CPR.

The Sociology program has grown substantially during this CPR cycle. The program hired a new full-time faculty, and we have a newly created Sociology Degree for Transfer. We are seeing a steady increase in the number of students majoring in Sociology and we do have many "converts" of students who switch major (anecdotally, but something that the program is proud of). In the process of creating the degree template, we created the Sociological Method class, and in the concurrent creation of the Social Justice Studies AA-T, we have linked two social justice themed classes with SSJ degree (Sociology of Race and Ethnicity, and Sociology of Sex and Gender). With this linking with SJS degree, Sociology is trying to gain a more explicit emphasis on teaching this discipline from the Social Justice principles, making it clear not only in our template, but also in our pedagogy, links to campus events, as well as in our SLOs.
As a program, we are intentional about expanding students' learning beyond classrooms. In Sociology of Sex and Gender, for example, students engage in a service learning opportunity to create a project to advance gender justice on campus. In the same class, we have organize a Drag Show, in collaboration with the Sexuality and Gender Alliance student club. As a program, we go back to the origin of Sociology as a discipline--a study of society to make it a better place for everyone, through public policy as well as community organizing.

2.B.   IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

We do not have any specific legislation that has impacted our program.

ACCESS

3.A.   PROGRAM ENROLLMENT

What enrollment trends do you observe, and what may account for these trends?

As many other programs are experiencing, the enrollment in our program has dropped by 30% in 2021. Also, COVID has shifted a bulk of students to our online sections and now we have all but one out of five introduction sections offered online. In the AY 2022-2023, 650 students were online while only 66 were in person. However, in Fall23, we are seeing some returning trends to in-person classes. We may want to start offering multiple in-person soci100 potentially.

3.B.   EQUITABLE ACCESS

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:

i. PROGRAM ACCESS: How do your program enrollment demographics compare to that of the College as a whole and/or Division? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?

- Female students are overrepresented in Sociology program compared to the College wide gender composition (57% compared to 50% College wide).

- Based on the demographic information of AY22-23, enrollment of underrepresented minority groups are slightly higher than the College enrollment numbers (Latinos, blacks, Filipinos)

- Pacific Islanders are severely underrepresented in our program.

	College-wide enrollment (%)	Sociology program enrollment (%)
Black	2.2	2.4 (Almost all female students, except for the year 19-20)
Latino	31	34 (Female enrollment twice as high as male enrollment)
Filipino	17	20
Asians	19	16
PI	1	0.02 (Severe underrepresentation)

ii.COURSE ACCESS: Provide analysis of enrollment trends for each course. Which course(s) have declining enrollment, and why might that be the case? What insights do you gain from the impact of course offering patterns?

As described in the previous section, online enrollment has increased dramatically while face-to-face declined. Soci100 has high demands, both in person and online. Sociology 141 is another course with a steady enrollment trend.

iii.   What efforts, if any, have been made to increase equitable access to your program? If more is needed, consider making it one of your program goals in the Action Plan.

The demands for soci100 is higher than any other courses because soci100 is integrated into other AA-Ts besides Sociology and it is a popular Area D/4 course. We offer multiple online sections of Soci100 every semester including summer to increase the access for students. Recently the demands for soci100 in-person is coming back up, and we would like to start offering multiple sections of soci100 in person.
We started offering both in-person and online modalities of Soci141 (Race and Ethnicity), another popular class to fulfill the Diversity requirement for graduation. Online Soci141 has a steady enrollment. We are currently experimenting offering both modalities of Soci141 because soc141 is a required course for Social Justice Studies AA-T, and students who major in SJS need an option for in-person learning (based on students' testimonials). We have been trying to protect in-person offering of soci160 for the same reason (soci160 is an elective requirement, and the same requirement can be filled by taking SJS130 online). So far, soci160, offered every other semester in person has a successful enrollment.
The creation of Sociology AA-T has reasonably increased or ensured the enrollment in Sociology sections such as soci141, 160, and 105, particularly with the growth of the number of soci major students. We recently revised the degree template of Sociology AA-T to make Soci105 and Soci129 required classes for the degree. Particularly soci129 will prepare sociology students better for the upper division level work after transfer. After making this a requirement, soci129 has a solid enrollment which is making this class cancellation proof.

EFFECTIVENESS

4.A.   OVERALL AND DISAGGREGATED COURSE SUCCESS RATES
Comment on course success rates and with particular attention to any observed equity gaps. Specific questions to answer in your responses:
i. How do the overall course success rates compare to the College and/or Division success rates?

Our program success rates are overall lower than the College average. Compared to AY17-18, the program success rate has declined, hovering somewhere around 69-73%. F2F classes have fluctation in success rates and in some years it is higher compared to the college average. In online classes, success rates are consistently lower than the College average.

ii.What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).

Modality: Face to face has a higher success rate and this constitutes another strong reason to protect f2f class offerings. The success rate for in-person sections is overall 1-2% higher compared to online classes. However, due to the huge sample size difference, and changing students' preference of modalities that may sway the sample size of either modality, and in the context of students coming back from pandemic, we need to keep observing if this trend persists.
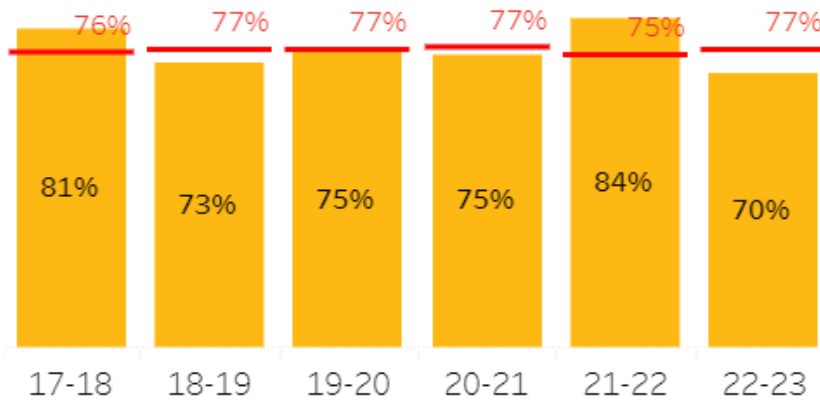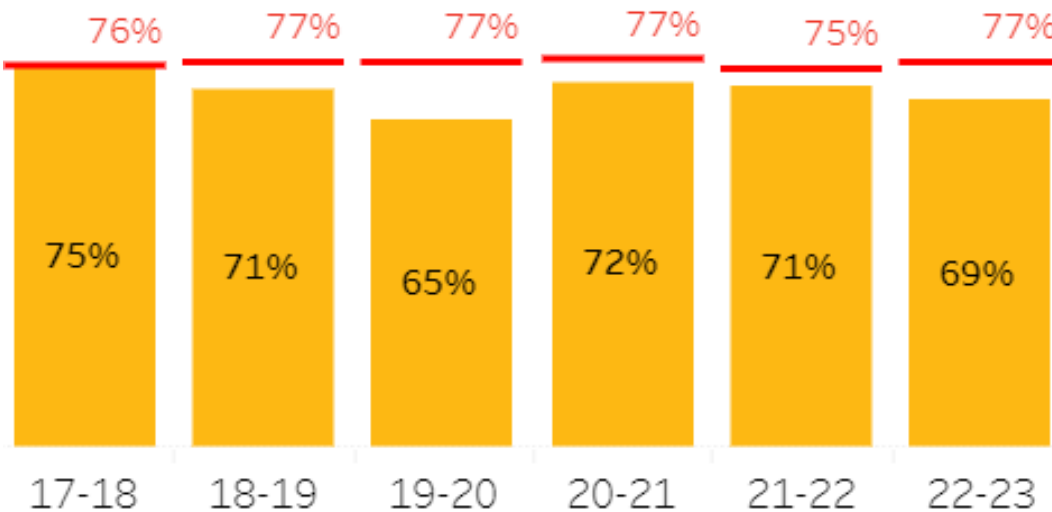
Course Success*

In person success rates

Course Success*

Online success rates

Race: For blacks, Latinos, and Pacific Islanders, the success rates are significantly lower than the College numbers. For Pacific Islanders in particular, the success rate is alarmingly low, at 36%. Since we have a severe underrepresentation of PIs in our enrollment, this is both an access and success issue. We would benefit from very intentional interventions to improve their learning experiences of these groups which will lead to recruitment of students, in addition to the improvement of the success rates.

AY22-23	College wide (%)	Program (%)
Averall	77%	69%

Blacks	61	47
Latinos	71	59
Filipinos	76	73
PI	65	36
Asian	86	87

Race/Gender compound analysis. Among all groups, female success rates are higher.

- AY22-23 Latino male success at 48%, females 64%. Latino male success rate has been in constant decline since AY17-18 (from 81% to 48%).

- The Black success rate for all female groups in 22-23 are at 50%.

- Filipino success rate also have gap between females and males (75 (F) v 70 (M) in year 22-23)

- For Asians, female =88% male 84%

- Only for White students this trend reverses, female rate lower than male (67 v 74)--White include middle-easterns and it is hard to interpret why this trend exists.

In sum, our success rate data demonstrate:

- Blacks, Latinos, and Pacific Islanders have lower success rates.

- Among Blacks and Latinos, male success rates in particular need special attention. For PI's there is zero male enrollment.

iii.   If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?

Sociologically speaking, this is another manifestation of historical economic, cultural, and social exclusion of these racialized groups. As a group of Sociologists, we know that it would be an extremely complicated endevour to redress the gaps we have listed here, but there are some things that the department should be trying with a hope to impact the achievement gaps.

1. The lack of representations/extremely smallnumber of Black and PI students may contribute to the level of comfort and sense of inclusion these students may be feeling in sociology classes. Some interventions that may be helpful include:
a. Collaborating with learning communities such as BAM, Project Change, Black Student Union, ASSC, and an organization that is connected to Pacific ISlanders communities to promote sociology sections. Ideally, recuit them in groups so they have a community existing in class.
b. Intentionally include Black and PI community histories and experiences in the lecture contents. Any sociology classes can include such contents, i.e. Soci141 Race and Ethnicity, Soci160 Sex and Gender, as well as Soci100 Intro to Sociology.
c. The lack of racially diverse representation among faculty members who teach sociology is a serious issue.
d. Latinos is a single, biggest racial group that Sociology department enjoys a large enrollment of and has a struggling success rate. Due to the fact that over the third of our program enrollment comes from Latino/a/e students, we believe if there is a meaningful intevention that targets this group, it will elevate the whole

department success number up.

4.B. INDIVIDUAL COURSE SUCCESS RATES

Provide analysis of success rates for each active course. Is there a minimum success rate that you consider acceptable, and if so, what is it and why? Which courses are not at the acceptable minimum success rate? Which exhibit a success rate over time that fluctuates fairly dramatically? Which other courses are of concern to you, and why?

From the course-by-course success rase and retention data, SOCI141 (sociology of Race and Ethnicity) has the lowest success rates of 59%. With other courses hitting higher 70's and soci141 having attracted a sizable number of students (177), improving the success rate of this particular class may help with the overall departmental success rate improvement. We noticed that in Spring 21, there is a significant increase in success rate. We need to see if this trend continues since SP21 was a pandemic year and we don't know if this trend is temporary.

Notably, soci141 has a very high enrollment of Hispanic identifying students (close to 50%). As to the facial trends in success rate, all, even Asian students have a lower success rate compared to other sociology courses, except for white students who seem to be more successful in this particular class. It is ironic that this particular subject is about racial oppressions and White students succeed more. We must address this situation.

4.C. COURSE AND PROGRAM SLO RESULTS

What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:
i. What percentage of course SLOs have been assessed during the past five years?
Percentage:

90

ii.How well is the program meeting its PSLOs?

Overall, SLO assessments connected to Effective Communication had a higher achievement result compared to Critical Thinking or Lifelong Wellness. That said, I do not find the assessment results are valid or informative because PSLOs were revised midway in this CPR cycle and each individual SLOs of Soc courses were not in intentional alignment with PSLOs. In the current CPR efforts, I revised all SLOs of all courses so each of them have one-on-one alignment and correspondence with a PSLO. With a broken "mapping" that was an afterthought rather than created intentionally with the three tier planning, I do not see a point in "analysing" this haphazard data because of these reasons. I included refinement of SLO and PSLOs data and data collection methods as one of our new goals.

iii. Are the PSLOs still relevant to your program? If not, what changes might be made?

Yes. PSLOs have been recently revised to be updated, to highlight the three main goals of the program. It was revised in 2021. It emphasizes the three pillars of the discipline: 1) Theory, 2) Methodology, and 3) Application.

4.D. COURSE ENHANCEMENTS

Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals.

The same trend as the success rates: soci141 is one class with 73% of students only meet the SLOs, which is lower than other courses assessed.

4.E.   DEGREES AND CERTIFICATES

List each of the degrees and certificates separately. Comment on the number and trends in degrees/ certificates awarded by your program. Specific questions to answer in your responses:

i. What do the data reveal about degree and certificate completion? time to completion?

Since we started offering Sociology AA-T in 2018, we have had a steady number of students pursuing the degree, and we have seen a significant growth in the last 5 years. What is interesting is the average time of completion. We would like to compare the average completion time to other programs to learn if Sociology major students take longer to complete the degree. We see gendered and racialized trends, i.e. majority of the degree earners are female-identifying, and Latines compose the largest group. This pattern is not surprising to us, given the common association between Sociology degrees with more feminized occupations (social work, counseling, etc.).

AA-T	Sociology	*	6	15	14	21	23	**80**

4.F.   LABOR MARKET CONNECTION

If appropriate for your program, given labor market data related to your program, discuss current labor trends and how your program is addressing them. How are you incorporating any of the following into program planning: Labor Market and Trends (e.g., Centers of Excellence, Burning Glass), Performance for CTE Programs (Launchboard), and/or Advisory Boards? Report out on whichever source(s) are relevant to your program.

Our B10, Intersectionality and Citizenship course, has clear goals and methods for preparation of students for the labor market in a clinical and/or teaching setting.

The course connects sociological content within the context of community public health. B10 provides a framework for health workers to assess the larger social and intersectional identities of their patients and the populations they work with in diverse urban settings (such as the Bay Area). Through this course, students have a sociological framework they can apply in their clinical work and community health policy making.

The students who are in the program work on clinical practice, as well as health care managerial, policy and educational settings.

4.G.   STUDENT FEEDBACK

Describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why.

The data was taken from 2023 Spring semester, surveying the current students who took Sociology classes. The survey was shared by all three Sociology instructor in their classes with students, but my assumption here is that most of the students who actually took the survey were in in person section.

1. Counselors seem to be very important for us to work with, in order to attract students to Sociology classes. This suggests that collaboration with counselors would be an effective method to recruit students to sociology sections.

ANSWER CHOICES	RESPONSES	
Skyline College Counselor	62.50%	30
From a current or former Skyline College student	16.67%	8
From a friend or family member	16.67%	8
From a Skyline College faculty member	10.42%	5
Skyline College website	39.58%	19
Online search engine (such as Google)	6.25%	3
Other (please specify):	2.08%	1
Total Respondents: 48		

1.

2. In addition to fulfilling GE and Soc AA-T requirements, 50% of students chose, "To explore general interest in Sociology" which is a very pleasing thing to see.

ANSWER CHOICES	RESPONSES	
Course requirements for a sociology associate's degree	41.67%	20
Elective requirement course that can be applied toward a non-sociology degree	27.08%	13
Part of my GE requirement	52.08%	25
To increase my knowledge or explore my general interest in sociology	52.08%	25
To advance in my current job position/work	8.33%	4
Other (please specify):	4.17%	2
Total Respondents: 48		

OVerall, students' satisfaction with classes was very high with 100 % of respondents saying they would recommend sociology classes to their friends.

ANSWER CHOICES	RESPONSES	
Exceeded my expectations	75.51%	37
Met my expectations	22.45%	11
Fell short of my expectations	2.04%	1
TOTAL		49

ANSWER CHOICES	RESPONSES	
Yes	100.00%	44
No	0.00%	0
Maybe	0.00%	0
TOTAL		44

One place we could improve is "adequate learning support" and "adequate opportunities to apply." About 50% students said these two things are something that they liked the most about Soc classes (multiple answers allowed).

ANSWER CHOICES	RESPONSES	
Course contained up-to-date knowledge for the field	63.64%	28
Lectures were engaging	88.64%	39
Assignments were engaging	63.64%	28
Course was appropriately challenging (not too difficult or too easy)	63.64%	28
Adequate opportunities to apply/practice the learning	50.00%	22
Adequate learning support	59.09%	26
Other (please specify):	6.82%	3
Total Respondents: 44		

Preference of modalities: Again, although my inkling is that majority of the respondents were in-person but among students, there was a strong tendency to support in-person sections.

ANSWER CHOICES	RESPONSES	
Fully face-to-face (in-person)	84.09%	37
Fully online synchronous class	2.27%	1
Fully online asynchronous class	6.82%	3
Hybrid (course combines face-to-face and online learning)	31.82%	14
Total Respondents: 44		

4.H.   CURRICULUM
Programs are required to update all curriculum and secure approval by the Curriculum Committee. Please indicate whether the following tasks have been completed.

Secured approval of updated courses by the Curriculum Committee

Yes

Updated the Improvement Platform with new and/or changed SLOs, after approval by the Curriculum Committee

Yes

Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

Yes

Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee

Yes

KEY FINDINGS

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

5.A.   CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

1. The success rates of African American, Latinx and Pacific Islanders students are lagging behind. There is a gendered pattern clearly shown; male-identifying students having much lower success rates and enrollment compared to their female counterparts. Female-identifying students do suffer from lower success rates compared to the program average.
2. Underenrollment treands have persisten of African Americans and PIs in the last 7 years. The similar gendered pattern exists, where males have much lower (close to zero) enrollment in the program.

GOAL

Black/Latino-a-e/PI success

Goal and Desired Impact on Students

Bring the success rates of African Americans, Latine, and PI students at par with the College average of 77% (year 2022-23) in seven years.

Year Initiated

2023 - 2024

Implementation Step(s) and Timelines

Interventions to target specific ethnic groups, with more conscious attention to the particularly struggling gender group. Also we set a target success rate to 77%, this number may be revisited mid-cycle.

2024-2025 –A departmental retreat to review pedagogical practices that would increase success rates of Black, Latinx, and PI students. Some topics to explore and some practices to potentially implement include: Equitable assessment methods, culturally responsive pedagogy, exploration of relevant content knowledge that the groups would feel more connection, means of community building in classes, explore effective means of working with Supplemental Instructors. We also want to explore equitable pedagogical practices for online teaching, particularly in Soci100. We can take up a specific course of focus, such as Soci141.

2024-25 -- Advocate as a department to decrease class cap, particularly for online classes. The department lead of Sociology is involved in the District wide workgroup with the Vice Chancellor to revise the Board Policy on class sizes.

2024-2025--Find out students' outside struggles/lack of access to resources. Link students with internal or external resources such as Spark Point to address student support. Create a common syllabus languages (we are hoping that there is a template language out there existing already).

2026-2027 -- Mid-cycle review of success rates by courses.

2024 and on. Promise scholar program was launching a collab project with faculty members who have a promise section in their classes. Although the project was not followed up after a launching meeting, this kind of collaboraiton should be explored more because Promise scholars represent students from our target groups.

Throughout the cycle
-Increase the representation of the program faculty. It would be ideal to be able to hire a Latinx or Black identifying faculty member. The department is in need of an adjunct faculty member to teach SOCI110 and racial diversity of the department faculty is one crucial factor the hiring process can consider.

Mapping
- SKY Strategic Goals: (X - Hightlight Selected)
  - Antiracist and Equitable Institution: X
  - Student Support and Resources: X

Resource Request

Division Name
 Social Science and Creative Arts (SS/CA)

Year of Request
2023 - 2024

Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name
Hiring an adjunct faculty

Resource Description
Hire an adjunct who can teach soci110.

Funds Type – Mark all that apply.
Recurring Cost, One-time Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.
Socioloy department starts teaching soci110 (Sociology of Marriage and Family) in Fall. We need a faculty who can teach this, since our current two adjuncts are fully loaded.

Cost
8,000

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

GOAL

Increase access for Black and PI students

Goal and Desired Impact on Students
Increase the representation of PI students in the department enrollment. We want to bring the % enrollment of these two groups to College enrollment of the group (1%)

Year Initiated
2023 - 2024

Implementation Step(s) and Timelines
The measure of success is the average enrollment % of PI students at the end of the next CPR cycle 2024-and one, ideally every year
 −Collaborating with the newly development student club/PI support program (Mana equivalent of CSM) to publicize Sociology program (As soon as they are established−they are still in making).
−Collaborating with Outreach office to publicize the program in the PI communities in Daly City. We discussed that it is important to have public events that deconstruct the common myth about Sociology (such as, all sociology majors become social workers, Sociology is an dead-end major--in fact, a sociology degree has so many different paths in career).
−Include and implement the content knowledge that addresses the community history and issues of PI communities in all Sociology classes. Inclusion of colonialism as a main lens to teach Sociology of Race and Gender, inclusion of indigenous queer people, as well as gendered experiences of PI people.
−Retention is the next issue if we are successful in capturing PI students in our classes. We want to engage in PD opportunities that would help us learn and implement pedagogical practices that would
--According to the student feedback survey, counselors play an important role to direct students to Sociology sections. Share this racialized patterns of lack of enrollment so the word reaches to the target population.
--More immediately, to attract students to Sociology, add a description to COR a language that would more directly speak to students coming from marginalized communities through both internal and international colonization in the Catalog Description.

GOAL

Intentional mapping among SLOs-PSLOs-ISLOs
Goal and Desired Impact on Students

Have intentional mapping among SLOs-PSLOs-ISLO and stremline the assessment process. Half of this is done, because SLOs and PSLOs have been revised to have one-on-one alignment. However, PSLOs and ISLOs mapping are currently haphazard. The goal year is this coming CPR cycle.

Year Initiated
2023 - 2024
Implementation Step(s) and Timelines
Mapping between PSLO-ISLO (Spring24-Fall2024, in department meetings).
Departmental discussion on data collection on SLO attainment (Spring 24-Fall24)