

Program Name: Sociology  
Program Contact: Minu Mathur, Ph.D.  
Academic Year: 2022-2023  
Status: Current  
Updated on: 2022

## **INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?**

The goal of program review is to assess how well our programs are doing. Program review asks us to:

- Reflect on the state of student learning or support in our disciplines and programs, by discussing:
  - efforts to achieve equity across student populations and modes of delivery;
  - results of assessment activities aimed at improving or researching student learning;
  - new challenges or changes to the program.
- Identify resources that we need to change and improve.

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn't and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

### **1. Description of Program (200-400 words)**

- Provide a brief description of the program and how it supports the following:
  - [CSM Mission and Values Statements](#)
  - [CSM Statement of Solidarity](#)
  - [CSM's Strategic Priorities](#)
  - [SMCCCD's Strategic Goals](#)
  - [CSM Forward 2028 - Education Master Plan](#)
- **Description of Program**

Nestled in the hills off the 280-highway corridor, lies a jewel of a college, well known locally, regionally, and globally as a bastion of academic freedom, intellectual curiosity, and progressive ideation, aka the college of San Mateo. At this college is located the sociology program, well described by using the four V's. These stand for vigor, vitality, vibrancy, and value. The program continues to remain popular with first year students arriving at the college, returning students, veterans returning to fulfill IGETC requirements, transfer students to both the UC and CSU programs, nursing, social justice and AOD program students, as well as international students. This exciting program offers a range of classes beginning with the introduction to sociology, sociology of sex and gender, social problems, introduction to research methods, courtship, marriage and the family, as well as race and ethnic relations. Our

program works towards CSM mission statement’s call for programs that “are committed to academic excellence, programs that facilitate engaged, informed leadership, and successful, satisfying careers for our students. We embrace mindful learning, information literacy, and independent thinking to ensure a dynamic, innovative workforce and transfer population”. Our department is dedicated to upholding college’s values of accountability, authentic care, critical reflection, empowerment, excellence, growth, inspiration, innovation, integrity, and solidarity. After the passing of Senate bill 1440, we started offering an AAT- transfer degree in sociology, which continues to rise in popularity. Starting from a strong 20 students during 2015-2016, the year of inception, to 27 during 2016, we remain extremely popular with the students. Work is in progress currently to offer an additional AAT-transfer degree in social justice. An additional course in the sociology of sex and gender would complete all requirements for the second degree. These degrees would help our current and future students have more opportunities to transfer to four-year colleges and universities. Through our liberal arts content, we hope to make them more engaged both locally, nationally, as well as at the international level. In addition, the sociology program stands in solidarity with the college’s BLPOC initiative. Historically and currently, we have attracted students of color, as well as members of the LGBTQ community and strived to be equitable in our treatment of these marginalized populations. Along with them, low-income, as well as first-generation students are part of a constituency we serve with dedication.

The institutional priorities of antiracism/equity are reflected in the content of our classes, such as introduction to sociology, race and ethnic relations, social problems, sociology of the family etc. Critical race theory is included in our curriculum for all classes. Our department has continuously worked on the anti-racist paradigm shift mentioned in the solidarity statement, through the content of our classes. Student focused support was a special priority since the COVID pandemic wreaked havoc globally. Fully online as well as hybrid classes were introduced to provide -student focused support.

**SMCCD’s strategic goals:** Our program is well aligned with the goals of the SMCCD and the College of San Mateo.

Goal #1: Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & success:

<b>Enrollment</b>	<b>Fall Term</b>	<b>Spring Term</b>
2018	399	399
2019	369	369
2020	310	310
2021	349	311
2022	318	333
2023		345

As we can see, although somewhat lower, enrollments in the program remain strong. Having gone online midway during spring 2020 due to the pandemic, our numbers were stable during fall 2020 and continue to show some increase during fall 2022-spring 2023.

Weekly Student Credit Hours		
Academic year	Fall Term	Spring Term
2018	1197	
2019	1107	1164
2020	1035	921
2021	1185	1005
2022	957	1011
2023		1032

Data indicate consistent WSCH, despite COVID 19 pandemic.

Please note the number of sections went down from (11) during fall 2019 to (10) in 2020.

Similarly, we taught one section less from spring 2020 (10) to 9 during spring 2021. An upwards movement is seen during spring 2022 and spring 2023 semesters.

### Student Access and Success Indicators:

Student access: Due to the pandemic and shelter in place orders, along with the mandated shift to remote learning, fall 2020 as well as spring 2021 semesters have been impacted by the pandemic. Spring 2020 saw an overnight shift to remote learning. All classes during fall 2020 and spring 2021 were held online. Students with limited technological experience, relative lack of access to Wi-Fi, discomfort with remote-learning, sick family members, economic hardships, and low morale, were especially impacted during this time frame. SB95/COVID leave did not influence our operation, all faculty members remained on-board. QOTL/DE training provided by the college led to better online delivery by sociology faculty.

Student Success Indicators					
Academic year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Success %	67.3%	73.2%	81.6%	78.9%	76.6%
Retention %	89.3%	93.8%	100%	96.8%	93.1%
Withdraw %	10.7%	6.3%	0.0%	3.2%	6.9%

Please note a significant upward trend for success and retention rates for our program. We strive to continue to improve our program delivery to our constituency.

Note: College policies allowing withdrawal from classes until semester end impact these numbers as well.

Strategic goal #2: Establish and expand relationships with school districts, 4-year college partners, and community-based organizations to increase higher educational attainment in San Mateo County.

One faculty member in the department is honor program faculty, working alongside professor David Laderman. We work with the CSM/UCLA TAP program. This remains an on-going success. Other liaison programs are currently in a hiatus mode. Sociology classes at CSM have organized very successful canned goods drives for the Second Harvest Food Bank, Santa Clara, in the past (bronze-medal winners from SHFB). That too is currently stalled.

Note: SHFB program remains shelved for the moment. Working with Project Change to offer classes to the incarcerated youth program is in the works.

Strategic goal #3: Promote innovation and excellence in instruction to support learning and success:

We are extremely aware of the ever-changing, dynamic/turbulent/ competitive environment our students are facing. This awareness, along with the pandemic, has necessitated the following changes:

- Exclusive online delivery of classes (fall 2020 and spring 2021)
- Both synchronous and asynchronous classes
- Technology help resources such as Canvas support, RedShelf support, library support provided to students.
- Zoom meetings for office hours/other appointments, cell phone contact
- College level services (free WIFI in parking lots, access to WIFI in LRC and the library, to facilitate students with limited/no WIFI access at home).
- QOTL/DE training for faculty. (I completed QOTL training last year).

Strategic goal #4: Ensure necessary resources are available to implement this strategic plan through sound fiscal planning and management of allocations (abbreviated).

The department has implemented the new student success link program. Guided pathways program for the department is in place.

College of San Mateo, EMP priorities:

1. Supporting student aspirations.
  - Sociology department supports them by:
  - Offering a diverse number of classes that fulfill IGETC requirements, provide pre-requisite classes for students in the pre-nursing program, AOD, and AOJ programs.
  - Ensuring 100% of the classes are UC/CSU transferrable.
  - Offering an AAT degree in sociology.
  - Expanding mode of delivery to include remote learning classes (both synchronous and asynchronous). Now including HYBRID sections. Planning to be a part of the Project Change program.

Here are the statistics:									
Associate Transfer Degrees									
	2015-'16	2016-'17	2017-'18	2018-'19	2019-'20	2021-'22	2022-'23	Grand T	
AAT									
Sociology	8	15	6	*				9	
Transfer									
CSU GE									
AAT									
Sociology									
(Associate	11	13	10		*			14	
Degree									
Transfer									
IGETC/CSU									
GE									
AAT									
Sociology			14	9	17	18	12	70	
(Associate									
Degree									
Transfer									
CSU or UC									
AAT									
Sociology									
(Associate			6		6	5	*	*	14
Degree									
Transfer									
CSU									

EMP #4: Building on a culture of participation and communication

Full time faculty member in the department was the CASS division representative for Academic senate and currently represents the division at the CTL committee. Interdisciplinary collaboration has been a mantra for us. Our program was a part of the psychology and philosophy presentation and discussion of films, which took place four times every semester (in hiatus since the pandemic). We continue to work closely with EOPS and DRC.

## **2. Results of Previous Program Review (200-500 words)**

### **Previous Goals and Results**

This department's past goals were aligned with the strategic goals of the College of San Mateo. These are:

Goal #1: Improve student success.

As previously mentioned, despite the pandemic, enrollments remain steady, success and retention rates remain high, AA-T degree in sociology shows strong numbers, and diverse student populations continue to be attracted to our department.

Goal #2: Promote academic excellence

We are part of the honors program at CSM and belong to the CSM/UCLA TAP program.

Goal #3: Develop responsive, high-quality program and services

Successful, overnight move to remote learning during spring 2020 is an illustration of the high responsiveness of this department. Initially exclusively online (synchronous and asynchronous mode), we now offer Hybrid classes as well.

Goal#4: Support professional development

In hiatus due to the pandemic

Changes Implemented:

We introduced a new course called "Sociology Of Sex And Gender" during spring 2020, which is showing decent enrollment, (20 to 25 students).

Plans Still in Progress:

Resume inter-disciplinary activities.

Introduce a sociology of deviance and crime class.

No notable or surprising results

Curriculum or Programmatic Changes Since Last Program Review:

Introduction of the new sex and gender course. All classes are either synchronous, asynchronous, or hybrid.

- Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served:
- The COVID pandemic had a major impact on us, significantly bringing down the number of students enrolled in our classes.

- Current State Bill making a class in Ethnic Studies mandatory for all CSM students has a negative impact on our enrollment, since a lot of students who only need/want to take one social science class will now go to the Ethnic Studies department. It specially hurts enrollment in our Race and Ethnic relations class (Soci 141).

## **2. Results of Previous Program Review (200-500 words)**

- a) Describe the results of your previous Program Review's action plan and identified equity gaps.
- Previous Goals
  - Results Achieved
  - Changes Implemented
  - Plans still in progress
  - Any notable or surprising results and outcomes
- b) Explain any curriculum or programmatic changes since last program review
- To specific courses, or to any discipline as a whole
  - Includes degree, certificate, or course sequences, program delivery or structure, etc.
- c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:
- SLO/SAO
    - What did the assessment focus on?
    - Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services?
    - Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
  - Assessment results
    - What was the activity or intervention?
    - What were the outcomes?
  - Program improvements implemented
    - What did you learn from it?
  - What changed?

### **Assessment of mid-term class climate survey: Questions asked were:**

1. What positive experiences have you had so far in the class?  
Most students said that group work was very effective in their learning process. Class work was straightforward, liked the discussions, meeting new people, learning about issues such as diet, the environment, liked posted online lectures and the documentaries shown, flexibility of work schedule, etc.

2. What recommendations for improvement would you make to the instructor?  
Some recommendations were: mini lectures during class, discord with group members was an issue.

### 3. Current Program Review (200-400 words)

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
<b>Headcount (unduplicated)</b>	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% (Female 48%(Male 3% Non-disclosed or non-binary	13,180 students
<b>Enrollments (duplicated)</b>	Latinx 35%( <b>40.6</b> ) White 26%( <b>21.1%</b> ) Asian 16% ( <b>10.3%</b> ) Filipino 6%( <b>9.2</b> ) Multiracial 8%( <b>7.4%</b> ) Black 3%( <b>2.6%</b> ) Pacific Islander 3%( <b>3.2%</b> ) Unknown 3% Native American 0%	47%( <b>48.4%</b> ) of enrollments were by students who are the first in their family to go to college.	76%( <b>72.1%</b> ) 24 yrs. and under 13%( <b>11%</b> ) Ages 25-34 11%( <b>5%</b> ) over 35 yrs.	48%( <b>62.6%</b> ) Female 50%( <b>35.6%</b> ) Male 2% ( <b>1.8%</b> ) Non-disclosed or non-binary	37,014( <b>663</b> )enrollments

- a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.
  - Findings: What has changed from the previous program review?
  - Analysis: What factors do you feel contribute to these gaps?
  - Resources: If you were granted a resource request, please note what that was and the impact it had.
  - Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
    - interventions implemented
    - any successes in closing gaps
    - ongoing challenges

**Note:** In the above-mentioned table on college level statistics, all statistics in BOLD pertain to the sociology department.

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Findings	Analysis	Resources	Plans to Address Opportunity Gaps
<p>1. Higher numbers of Latino students enroll in sociology classes in contrast to the CSM as a whole.</p> <p>2. higher number of the Filipino population in contrast to CSM as a whole.</p>	<p>Positive, since we are a Latino preferred campus.</p> <p>Another positive for the department.</p>		
<p>2. Slightly higher number of first-generation college students are enrolled with us</p>	<p>Another positive for the department</p>		
<p>3. Significantly higher number of females take classes with us.</p>	<p>We continue in our efforts to attract females and other minority groups.</p>		

b) **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
  - interventions implemented
  - any successes in closing gaps
  - ongoing challenges

Even before Covid, the sociology department was able to examine our modes of delivery. When covid forced more distance/online delivery, that opportunity was expanded. Our numbers tell us that a large percentage of our students are comfortable with online learning. Distance classes tend to yield higher percentages in measurement of success and retention. This was not the case for Filipino and Pacific Islander students. Both groups scored significantly higher success percentages in face-to-face classes than in distance classes, 83.3% to 100% and 33.3% to 60% for the Social Problems course. This was not

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the case with the Introduction to Sociology course. Instead, it was African-Americans who scored higher in “success” in the face-to-face classes, 33.3% to 43.5%. Similarly, African-American students seem to prefer face-to-face sociology classes to online, 3 to 23. The percentages may be affected by the initial low enrollment of these groups which are rarely higher than 23 students over the last three years.

Age demographics show a surprising consistency in high retention and success percentages in distance/online classes. The same is true for disabled students and first-generation students in both sociology 100 and sociology 105. This comes in handy as we continue to rely on distance education while battling Covid. There are particularly low success and retention percentages among low-income students and first-generation students for the face-to-face classes, spanning from 45% to 53%. This implies a need to investigate and bridge this gap.

The biggest change since the last program review was Covid and the unexpected need to hastily move many courses online. Such action seemed to highlight some difficulties that already may have existed. The heavier reliance on technology, like Canvas, seem to frustrate some students. There were issues with Wi-Fi connections, out of date computers and the need to be facile with software that held little interest. The loss of face-to-face interaction is still a major issue for some students. It is reasonable to assume that these difficulties were felt more acutely by our low income, first generation, and marginal students.

The sociology department intends to reduce some of the gaps recognized in this segment by joining the solidarity efforts of the campus at large. We will connect with other departments in creating a safer, more equitable, and truly anti-racist campus. Now that we are learning to identify those elements that support equality and foster justice can impact lives, we will do all we can to demonstrate they matter not only to students, but to all of us.

### **(c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment:**

Describe learning or area assessment plans implemented since last Program Review, **including any activities undertaken to address equity or delivery mode gaps.**

*This assessment plan was implemented 2019-2020 and 2020-2021 in some of our online sociology course:*

*Canvas allows SLO's to be attached to assignment rubrics. Specific assignments related to the SLO's were identified and paired with the desired outcome. Class scores that indicated success or non-success were gathered at the end of the semesters and compiled. Those assignment that averaged 70% or higher for the class, were considered successfully achieved. Here is an example below.*

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*SLO: Describe and explain the basic dimensions of social inequality and social change in historical and contemporary society*

*Student results:*

<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>	<i>Total Points</i>
<i>5 Points</i>	<i>3 Points</i>	<i>0 Points</i>	<i>5 Points</i>

We plan to refine this method and expand its use during upcoming semesters.

**Challenges and Opportunities:**

The COVID pandemic has been a major challenge; however, it provides us with the opportunity to offer remote learning quite successfully. Multiple modes of delivery are being tried currently to keep pace with the demands of the student population, rapid advancements in technology, while also keeping in mind access issues for marginalized and low-income populations.

<b>Changes since last Program Review</b>	<b>Analysis of Gaps</b>	<b>Plans to Address Opportunity Gaps</b>
1.		
2.		
3.		

(c) **Challenges and Opportunities:** Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, resources, etc.).

## **4. Planning**

a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps.** Your summary should explain:

- SLO/SAO
  - What will your assessment focus on?
  - Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?
  - Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment plan
  - What is the planned activity or intervention?
  - Describe next steps and the timeline for your SLO/SAO assessment
- Resources for SLO/SAO assessment
  - What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?
  -

**Challenge for the sociology department:** Statistics have indicated that students of color have a consistently lower student success and retention rate. As part of our drive towards reaching more equitable outcomes, and acknowledgement of inequity, we introduced physical movement in the classroom. This was to broaden our viewpoint from Eurocentric theorists/references to using a more eclectic group of theorists/authors and researchers. Students worked with group members and moved about freely in the classroom. Simple observation indicated a positive, more engaged response from the students.

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
1.		
2.		
3.		

b) **Program goals**

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Based on your current review of your program’s equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans. Please note that whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able to do/understand upon successful completion of a course, program, service, and/or degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals (see 3a and 3b).

For each goal, you should include:

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible?
- What support do you anticipate needing in order to achieve your goals and plans, including?
  - Professional development activities
  - Institutional support
  - Collaborations
  - Training
  - Resources

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Increase student success rates.	Introduction of greater number of campus resources, such as tutoring	Success/retention rates are higher	2023-2024	Faculty	None
2. Increase success rates for students of color.	Please see above. Multiple modes of delivery	Higher success rates	2023-2024	faculty	None

3.					
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### **5. CE Only**

- a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:
  - [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):
  - [Employment data](#) (by Program Top Code) from the State Chancellor's Office
- b) Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.
- c) Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc.).
- d) What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?