

## Instructional Comprehensive Program Review: Sociology Program Review (Comprehensive)

### Cover

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#### Overview

**Title** Sociology Program Review (Comprehensive)

**Year of Last Comprehensive Review** Fall 2016

**Year of Last Mini Update, if applicable**

**Originator** Espinoza, Frank

**Area Dean** Dean Calderon

#### Division

SocSci, Humnt, Arts, & PE

#### Department

Sociology

#### Subject

- SOC - Sociology

**Is this a review for a degree/certificate or all the courses in the subject?**

All Courses

Courses with no Degree or Certification

### Co-Contributors

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\*Co-Contributor must be chosen before proposal is launched

- Pratap, Shaneel

### Overview

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**With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.**

**1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.**

- Access
- Curriculum and programs
- Services

**2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.**

**Areas of focus are:**

- Increase visibility
- Develop strategic partnerships
- Building campus community

**3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.**

**Areas of focus are:**

- Communication
- Employee development
- Transparent Infrastructure

#### Related Assessments

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

Sociology courses have been offered at Evergreen Valley College since the opening of the college in 1975. The Sociology Program was granted approval by the California Community College's State Chancellors office to begin offering an AA Degree in General Studies: Emphasis Sociology for the 2009-2010 academic year. The program continues to be in alignment with EVC's Strategic Initiatives, which includes: Student Centered, Community Engagement and Organizational transformation.

Students enrolled in Sociology courses are introduced to important and complex sociological issues impacting U.S. and Global societies. The importance of effective communication and collaboration with individuals from diverse backgrounds is emphasized. Topics addressed in courses within the AA Degree may include: the role and impact of social institutions in U.S. society, race relations, social stratification, and social class. Also introduced are the three major theoretical perspectives, applied in Sociology, including: functionalism, conflict, and symbolic interaction. Students utilize these theoretical perspectives to analyze social problems, address issues impacting their community, and in preparation for university transfer, and or, employment opportunities.

Student assignments are designed to promote critical thinking by requiring students to analyze issues and supporting evidence, and to formulate their own thoughts regarding the social issue being addressed. Topics to analyze may include: the increase in the population of working poor in the U.S., wage inequality, food insecurity, skyrocketing costs of higher education, the disinvestment in public education, and most recently the disproportionate impact that a pandemic has on communities of color.

In Sociology courses, faculty promote a learning environment that is supportive and accessible to all students regardless of race, ethnicity, culture, gender, language, disability, sexual orientation or religion. The Sociology faculty are committed to ensuring that every student enrolled in a Sociology course has the opportunity to succeed. Currently, we offer multiple sections: Introduction to Sociology (Soc 10), and Social Problems (Soc 11). Faculty are in the process of identifying a Certificate option which may include a Community Based Organization (CBO), Non-Profit focus.

Also, in analyzing the data relevant to Sociology courses, the findings indicate that both WSCH and Productivity for Sociology courses rank high at EVC, and exceed the EVC average. Introduction to Sociology is identified as an EVC discipline that capped each section at 55 students per class, and consistently had a waiting list for these classes. The Sociology 10 course has now been reduced to an enrollment cap size of 50 students in an effort to enhance student success. The Sociology 11 course titled, Social Problems, remains capped at 45 students and has periodically had waiting lists, depending on the number of sections offered each semester. It is important to note that in order for EVC to offer a comprehensive range of general course offerings across disciplines, many that are low enrolled, it is important that traditional "high student capped" lecture courses, e.g. Sociology, offer sections with high student enrollment caps. Sociology 10 had been capped at 55 students and Sociology 11 remains at 45 students. These high-capped survey courses remain challenging for faculty to pedagogically engage all students; nevertheless, we work to deliver a meaningful educational experience for students enrolled in our Sociology courses.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

Six years ago, the Sociology Program had two full-time faculty teaching Sociology courses. Since that time, we have been down to one full-time faculty member. All prior goals were addressed with partial success largely due to the reduction from two to one full-time faculty member. The program faculty had considered the addition of two more Sociology courses addressing the topics of Race and Education. After exploring local Sociology Major degree lower division requirements, at primarily Bay Area universities, we learned that the only two courses that would be accepted as part of the lower division Major Degree requirement were Sociology 10 and 11. All other courses would be counted as elective units. The two courses offered in the A.A. General Education: Sociology Emphasis Program -- Sociology 10 (Intro. to Sociology), 11 (Social Problems), are the only two Sociology courses that are accepted as lower division Major Core course requirements at the larger feeder UC/CSU/Private universities. It was determined that the addition of the two courses would not be pursued. Most recently, the Program faculty are exploring the feasibility of offering a Sociology Certificate with an emphasis on Non-Profit Community Based Organizations.

Also, at the time of the last Program Review, we had established a student/community focused event that was partnered with "the Human Agenda," which is a Community Based Organization. Later we would add another event held in the Spring which would be partnered with the SJECCD "AFT 6157 Faculty Union." The Hunger Banquet was offered each Fall semester during the holidays and would attract 150+ participants. This event focused on addressing food insecurity which has, and continues, to remain a challenge for students and the community at-large.

The Spring event, which attracted 100+ students enrolled in Sociology courses, invited presenters from various Non-Profit Community Based Organizations. Topics addressed emphasized the efforts being made to combat poverty and inequities throughout the greater bay-area. Both of these highly

successful annual events continued until the retirement of one of our full-time Sociology faculty members. Both annual events have been discontinued due to the work load feasibility for one faculty member and due to the lack of financial support from EVC.

The planning for each of these Fall/Spring events included: student volunteers enrolled in both Sociology 10 & 11 courses, faculty volunteers from the Sociology Program and members of the AFT 6157 Executive Board, and volunteer community members from the Community Based Organization, "the Human Agenda." The original plan was to recruit interested volunteers to serve in a formal capacity as members of the Sociology Program Advisory Committee. Unfortunately, this did not materialize due largely to the retirement of one of our full-time faculty members in the Sociology Program.

In addition, the Sociology Program continues to prioritize that current courses offered are of value to students, whether they are transferring to a four-year institution or entering the job market. Both students and the community at-large continue to have access to relevant course offerings in the AA Gen. Studies: Emphasis Sociology. All course curriculums have been up-dated, along with the recent up-dated submission of the AA degree in General Studies, Emphasis Sociology. Students continue to be made aware of regional sociology-related activities, conferences and webinars. Most recently, the EVC Coop-Ed. Coordinator has prepared an electronic handout: "What Can I do with a Sociology Degree?" This is made available to all students enrolled in Sociology 10 courses to assist with their career exploration.

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

The Diverse faculty teaching Sociology courses provide students with varying experiences in the classroom and exposure to multiple perspectives on Sociological issues impacting students. Professors Frank Espinoza, Angelina Loyola and Shaneel Pratap are committed to the mission of both Evergreen Valley College and the SJECCD. Each faculty member has successfully completed the Edit 22 course to better serve our students on a virtual course to enhance student success.

Our Sociology Program Faculty strive to engage both in the classroom setting, whether face to face or virtual, as well as outside of the classroom. Research has shown that the more connected a student feels to their respective campus, this enhances student success. Sociology faculty encourage students to get involved with campus events, activities and/or student clubs. Our Sociology Program Faculty have been public with their virtual/on-campus presence for events. Frank Espinoza currently serves as the Faculty Advisor for the Enlace Student Association, Shaneel Pratap currently serves as a Co-Advisor for the EVC LGBTQIA+ Students Ally Club, and Angelina Loyola serves as the OERI EVC campus liaison.

In addition, the high productivity within course offerings and student enrollment in Sociology courses reflects the willingness of the Sociology Faculty to add students each semester beyond the class cap. While this may not seem like a big deal, our Sociology faculty do this to support students knowing that they are increasing their own work-load. In the classroom, our faculty continue to enhance awareness of challenging social problems. We strive to promote civic engagement in an effort to alleviate the negative impact these social problems have on their communities: local, state, national and international levels, with the goal of producing a civically responsible global citizen.

In addition, an average of 40 to 50 students graduate each academic year with an AA Degree in General Studies, Emphasis Sociology. Many of these students continue their education as transfer students to various universities. It is common practice for our Sociology Faculty to invite former EVC

Sociology transfer students to present in classes to promote community / professional opportunities, as well as, to mentor current EVC students.

A recent Fall 2021 EVC Webinar addressed the topic: "Imposter Syndrome." On the panel was former EVC to UC Santa Cruz transfer student (AA Gen. Studies: Socio Emphasis) Derrick Newton. While a student at EVC, Derrick was provided an opportunity, by a Sociology Faculty member, to have an article published, addressing a SJECCD sponsored Cuba trip, in a District-Wide Faculty publication. Derrick verbally thanked EVC for these types of opportunities which he claimed to have contributed to enhancing his confidence to transfer to a university. Today, Derrick is a recent published author of the book titled: "Overcoming the Perils of Imposter Syndrome." Efforts like this example are directly related to the Mission of EVC. It also exemplifies the practical ways our Sociology Faculty work to engage our students both in and outside of the classroom!

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

In the last Sociology Program Review, a request was made for an annual budget of \$500 to support a Sociology sponsored speaker series and for the planning of annual regional conference. Unfortunately, the request was denied. The rationale for denying the request was "due to budget constraints." While the Community Based Organization, Non-Profit speaker series took place for a few semesters, EVC's implementation to charge for classroom usage on Saturdays, coupled work-load feasibility and financial constraints, led to the end of these efforts. What a loss for our students.

- **5. Please describe where you would like your program to be three years from now (Program goals) and how the college mission, strategic Initiatives and student success.**

Because there is only one Full-Time Sociology Program Faculty member, the following have been identified as attainable goals. Until the next program review, the full-time Sociology Faculty member, with support from Associate Faculty members, will explore ways to enhance student success and opportunities for students pursuing an AA Degree in General Studies, Emphasis Sociology.

Understanding the need to formally establish a timeline for on-going SLO and PLO assessments, as well as, Degree Program up-dates, the Sociology Program faculty will establish a minimum of one standing meeting each semester (more if needed) to address curriculum and related issues on an on-going basis. A meeting agenda will be prepared with minutes to be included for later review. This will provide faculty with opportunities to provide input on SLO updates, curriculum, and other related program issues. All Sociology course SLO's, PLO's, and Program up-dates, will be assessed and up-dated within the required time-line. With this effort, the goal is to increase internal communication among Sociology Program faculty and to enhance program effectiveness and student success.

While the AA Degree in General Studies, Emphasis Sociology is geared to academically prepare students to transfer to a university and/or work in Human and Social Services, and other related fields, many students lack experience directly related to their field of study. The Sociology Faculty will meet with the EVC Coop-Ed Coordinator with the goal of establishing a minimum of one formal paid Annual Summer Internship opportunity (more if possible) for a student who is pursuing a degree in the program. Student success will be enhanced by providing the student with making the connection

between their course work and educational/professional pathways, and to connect course content with the San Jose community at-large. An internship opportunity will also enhance student self-concept and marketability as they continue working towards their educational goal.

In addition, faculty will address the development of a new Sociology Certificate Program focusing on employment in Community Based Organizations (CBO's) in the Non-Profit sector. The Sociology Program Faculty have been in communication with Non-Profit organization personnel over the years. While funding is always difficult for non-profits to secure, there is never a shortage of personnel needed to work in these organizations. The establishment of this certificate will also increase the number of viable Degree/Certificate offerings at EVC.

## Program Set Standards (Summary Tab)

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'14-F'20 average		71.10%		

### Courses with no Degree or Certification

Program Success Rate 68.70%

**Program Set Standard**: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard 61.83%

**Recommendation**: 90% of the 2 year average success rate could be your program standard (average x 0.9).

**Program Success Goal**: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

Program Success Goal 72%

- Is your program success rate higher or lower than the campus?

The current Program success rate of 68.70% is lower than the EVC campus.

- If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?

All Sociology courses, both virtual and traditional in-classroom, will now have students utilize Canvas for: free access to OERI text books, complete quizzes via Canvas, and have real-time student access/updates to grades/scores earned. All Sociology courses will implement the EVC Early Alert efforts for support and follow-up on students identified early in the semester. Faculty will continue to reflect on current classroom activities and methodologies to determine other potential modifications needed.

- **Is the current program success rate higher than the program set standard?**

The current Program success rate of 68.70 is higher than the Program set standard of 61.83.

- **How close is the program to meeting the program success goal?**

Our program success rate is currently at 68.70%. We are establishing a new program success goal of 72% which will require an over-all increase of 3.3% to reach this new program success goal.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

Both Program set standard and Program set goals are still current and accurate.

#### Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian**

**Program Average Total Enrolled**

3.000

**Program Success Rate**

93.750

- **Asian**

**Program Average Total Enrolled**

90.000

**Program Success Rate**

73.090

- **Black or African American**

**Program Average Total Enrolled**

11.000

**Program Success Rate**

63.170

- **Hawaiin/Pacific Islander**

**Program Average Total Enrolled**

3.000

**Program Success Rate**

62.730

- **Hispanic**

**Program Average Total Enrolled**

175.000

**Program Success Rate**

65.740

- **Two or More Races**  
**Program Average Total Enrolled**  
11.000  
**Program Success Rate**  
71.560
- **Unknown**  
**Program Average Total Enrolled**  
23.000  
**Program Success Rate**  
67.920
- **White**  
**Program Average Total Enrolled**  
14.000  
**Program Success Rate**  
75.040

Success Rates: Measures by Gender

- **Female**  
**Program Average Total Enrolled**  
197.000  
**Program Success Rate**  
70.760
- **Male**  
**Program Average Total Enrolled**  
125.000  
**Program Success Rate**  
65.110
- **No Value Entered**  
**Program Average Total Enrolled**  
2.000  
**Program Success Rate**  
74.070

Success Rates: Measures by Age

- **17 & Below**  
**Program Average Total Enrolled**  
22.000  
**Program Success Rate**  
91.680

- **18-24**

**Program Average Total Enrolled**

252.000

**Program Success Rate**

65.420

- **25-39**

**Program Average Total Enrolled**

41.000

**Program Success Rate**

73.480

- **40 & Over**

**Program Average Total Enrolled**

9.000

**Program Success Rate**

79.660

- **Unknown**

**Program Average Total Enrolled**

1.000

**Program Success Rate**

0.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

In analyzing the disaggregated data, Asian, Hawaiian/Pacific Islander, and Unknown students are identified as groups with a lower success rate compared to the general EVC student group. While Black, Hispanic, and Native American students appear to perform slightly higher than the general EVC student success rate, attention will be given to each of these groups. The Sociology Faculty will address the implementation of the following to address the equity gaps:

- Collaborate with the EVC Early Alert Program and incorporate Early Alert reporting into All Sociology Courses: Plan in Spring 2022 for Fall 2022 implementation.
  - Formalize a partnership between the Sociology Program and Special Programs on campus (e.g. DSP, UMOJA-AFFIRM, ASPIRE, Enlace) and other programs that offer academic support services: Plan in Spring 2022 for Fall 2022 meetings with Special Programs to address potential collaboration.
  - Incorporate student success data, related to ethnic/racial minority groups, for Lecture on Research Methods: Plan in Spring 2022 for Fall 2022 implementation.
  - A re-assessment of equity gaps will be done via the next Program Review cycle.
- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

An analysis of student performance related to the program set standard for student success, as well as, reaching the program success goal, shed some light on student groups who require enhanced attention. It is important to note that when disaggregating the data, the highest performing students by age group are 17 & below, followed by 40 & over, then 25-39. Each of these groups exceeded both the program set standard and program success goal. While 18-24 year old students exceeded the program set standard for success, they fell short of the program success goal. Students from the following groups: American Indian, Asian, Black, Hawaiian/Pacific Islander, Hispanic, Two or more races, Unknown, White, Male, Female, and No value entered, all exceeded the program set standard for student success. In addition, program success goals were only met by the following racial and ethnic groups: American Indian, Asian, Two or More Races, White, and No value entered. However, racial and ethnic groups that fell below the program success goal are as follows: Black, Hawaiian/Pacific Islander, Hispanic, and Two or more races. Faculty will meet to address efforts to improve success in spring 2022.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

N/A

## Program Awards - If Applicable

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**If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program:**

**[http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)  
([http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx))**

**You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).**

**Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.**

Degree Type

- **AA**

**Number of Awards (Examine 2014-15, 2015-16, 2016-17, 2017-18 data 2018-19 data and 2019-20 data)**

265

### **Discussion**

Datamart does not make it easy to locate this information specific to the EVC degree: AA General Studies, Sociology Emphasis. The EVC Institutional Research office was able to assist with obtaining the number of degrees awarded over the span of dates identified above. A request to change the degree code has been made to address the challenges with obtaining this data.

## Student Enrollment Types

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### Related Assessments

Student Enrollment Type: Day or Evening Student

- **Day: 4721 - 51.130%**  
**Program Average Headcount**  
209.000  
**Program Percentage of Total**  
53.700
- **Day & Evening: 3111 - 33.690%**  
**Program Average Headcount**  
93.000  
**Program Percentage of Total**  
23.830
- **Evening: 1061 - 11.490%**  
**Program Average Headcount**  
13.000  
**Program Percentage of Total**  
3.450
- **Unknown: 341 - 3.700%**  
**Program Average Headcount**  
74.000  
**Program Percentage of Total**  
19.020

Student Enrollment Type: Academic Load

- **Full Time: 2259 - 24.450%**  
**Program Average Headcount**  
110.000  
**Program Percentage of Total**  
34.400
- **Half Time or less than half time: 6214 - 67.280%**  
**Program Average Headcount**  
192.000  
**Program Percentage of Total**  
59.990
- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

Students who enroll in Sociology courses are attracted to daytime course offerings (53.7%) versus evening (3.45%) as is reflected in day/evening enrollment patterns. Since our last program review, the data shows a higher percentage of students continuing to enroll and attend during the day than in the evening. The Sociology courses show a higher percentage of full-time students (34.40%) enrolled, versus that of EVC (24.45%). No changes to day/evening course offerings are recommended at this time. The faculty does, however, recommend the continuation of virtual Sociology course section offerings each semester.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

The Sociology courses show a higher percentage of full-time students (34.40%) enrolled, versus that of EVC (24.45%).

- **c. Based on the data, would you recommend any changes?**

No changes to day/evening course offerings are recommended at this time. The faculty does, however, recommend the continuation of virtual Sociology course section offerings each semester.

## Student Demographics - Headcount

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### Related Assessments

Student Demographic: Gender

- **Female: 5022 - 54.390%**  
**Program Headcount**  
195.000  
**Program Percentage of Total**  
61.020
- **Male: 4176 - 45.220%**  
**Program Headcount**  
123.000  
**Program Percentage of Total**  
38.600
- **No Value Entered: 36 - 0.390%**  
**Program Headcount**  
2.000  
**Program Percentage of Total**  
0.550

Student Demographic: Age

- **17 & Below: 465 - 5.000%**

**Program Headcount**

22.000

**Program Percentage of Total**

6.790

- **18-24: 5542 - 59.990%**

**Program Headcount**

249.000

**Program Percentage of Total**

77.880

- **25-39: 2214 - 24.010%**

**Program Headcount**

40.000

**Program Percentage of Total**

12.630

- **40 & Over: 1006 - 10.900%**

**Program Headcount**

8.000

**Program Percentage of Total**

2.680

- **Unknown: 9 - 0.100%**

**Program Headcount**

1.000

**Program Percentage of Total**

0.280

## Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 45 - 0.480%**

**Program Headcount**

3.000

**Program Percentage of Total**

0.810

- **Asian: 3675 - 39.790%**

**Program Headcount**

88.000

**Program Percentage of Total**

27.630

- **Black or African American: 218 - 2.360%**

**Program Headcount**

10.000

**Program Percentage of Total**

3.110

- **Hawaiin/Pacific Islander: 38 - 0.410%**

**Program Headcount**

3.000

**Program Percentage of Total**

0.830

- **Hispanic: 3650 - 39.500%**

**Program Headcount**

173.000

**Program Percentage of Total**

54.040

- **Two or More Races: 245 - 2.650%**

**Program Headcount**

10.000

**Program Percentage of Total**

3.190

- **Unknown: 773 - 8.390%**

**Program Headcount**

22.000

**Program Percentage of Total**

6.970

- **White: 591 - 6.420%**

**Program Headcount**

13.000

**Program Percentage of Total**

4.130

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

Over-all, the total program headcount is holding steady with a higher percentage of females enrolled in Sociology courses than their male counterparts. The program has a fluctuation in enrollment between Fall and Spring semesters, which is common. The fall semester tends to have an influx of first-time students coming from high school, whereas the spring term tends to slightly dip in enrollment.

Faculty in the Sociology Program will address the decrease in male enrollment and identify programs on campus that may be interested in partnering to address this issue. If there are no identified EVC programs that are addressing the issue of low male enrollment/participation, perhaps the Sociology

Program faculty will take the lead to advocate that funding be allocated to address this growing challenge of low male enrollment/student success.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

The Sociology Program enrollment for day courses has a higher percentage than EVC, while our evening enrollment is lower. Evening course offerings have consistently struggled with attracting students to fill courses. Day course offerings have proven to be much more desirable for the student population we serve. Consideration will be given to offering virtual Sociology courses as an option for students who may have time-constraints during the day and are not interested in attending on-campus evening courses.

Sociology courses have a higher percentage of female students than EVC and a lower percentage of male students. Collaboration with EVC Programs will be pursued to address the drop in male enrollment. Our older students aged 25 and above are proportionally smaller than the EVC campus. The offering of virtual Sociology courses will be a first step towards addressing this student demographic.

Asian and white student enrollment fell below the EVC percentage. An effort will be made to collaborate with both the ASPIRE Program and EOPS to identify ways to increase enrollment. Efforts will also be made to communicate with Counseling Faculty regarding Degree trends that may influence White students to pursue a GE pattern away from taking Sociology courses.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

As addressed earlier, collaboration with EVC Programs will be pursued to address the decrease in male enrollment. Our older students aged 25 and above are proportionally smaller than the EVC campus. The offering of virtual Sociology courses will be a first step towards addressing this student demographic. Asian and white student enrollment fell below the EVC percentage. An effort will be made to collaborate with both the ASPIRE Program and EOPS to identify ways to increase enrollment. Efforts will also be made to communicate with Counseling Faculty regarding Degree trends that may influence White students to pursue a GE pattern away from taking Sociology courses.

## Institutional Effectiveness (5 year average, see Summary Tab)

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EVC Capacity: 62.49% EVC Productivity: 14.72

### **Program Capacity**

71.20%

### **Program Productivity**

21.29

### **Is your capacity rate higher or lower then the campus?**

Sociology course capacity rate is higher than the campus as reflected in the above percentages.

### **Is your productivity goal higher or lower than the campus?**

Sociology course productivity rate is higher than the campus as reflected in the above percentages.

**If the program capacity and/or productivity is lower than the campus, please provide rationale:**

N/A

## Curriculum

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### Related Assessments

Courses with no Degree or Certification

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

The Sociology Faculty has updated the curriculum for both Sociology 10 and Sociology 11 courses. The A.A. Degree in General Studies: Sociology Emphasis was up-dated and approved by the EVC All College Curriculum Committee at the Nov. 11, 2021 meeting. The Program will be on the December 2021 SJECCD Board of Trustees agenda for approval, then forwarded to the State Chancellor's office for final approval. This work of updating curriculum course outlines and the A.A. Degree Program will be on-going per requirements.

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).**

The two courses offered in the A.A. General Education: Sociology Emphasis Program -- Sociology 10 (Intro. to Sociology), 11 (Social Problems), are the only two Sociology courses that are accepted as lower division Major Core course requirements at the larger feeder UC/CSU/Private universities. Multiple sections of each course are offered every semester, along with one each in the summer and Intersession. Each of these courses remains relevant in the discipline, as well as, are pre-requisites to many other degrees at EVC and University transfer degree programs. Each of these courses address issues and experiences relevant to EVC students, the community, and society at-large. Course activities and assignments provide students with an opportunity to connect the theoretical frameworks presented in class with issues impacting communities at the local, state, national, and international levels.

The link is to the Major Program sheet.

<https://www.evc.edu/AcademicAffairs/Documents/AA-General-Studies-with-Emphasis-in-Sociology.pdf> (<https://www.evc.edu/AcademicAffairs/Documents/AA-General-Studies-with-Emphasis-in-Sociology.pdf>)

- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

The link is to the most recent program map that was produced by Sociology Faculty and the assigned EVC CAPS Counselor.

[https://evc.curricunet.com/Form/Program/\\_DownloadFile/317/41543?subdomain=evc&fileId=701](https://evc.curricunet.com/Form/Program/_DownloadFile/317/41543?subdomain=evc&fileId=701)  
[https://evc.curricunet.com/Form/Program/\\_DownloadFile/317/41543?subdomain=evc&fileId=701](https://evc.curricunet.com/Form/Program/_DownloadFile/317/41543?subdomain=evc&fileId=701)

- **4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

As a result of one of our Associate Sociology Faculty members (Angelina Loyola) who serves as the EVC-OERI liaison, all Sociology course sections now offer the free OpenStax textbooks which are easily accessible for all students enrolled in Sociology course sections. All face to face and virtual Sociology courses have now incorporated Canvas for weekly quizzes, submission of written assignments, real-time grade checkups, and accessibility to other course materials. Enhanced office hours are now available for all students via Zoom. While this has created much more work and time-commitment on the part of faculty, students have shared their appreciation for the easier access to their professor.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

The Sociology Faculty are in the beginning stages of discussing the viability of developing a Certificate in Sociology with an Emphasis in Non-Profit Community Based Organizations. The Certificate would be made up of existing EVC courses to include a Work Experience component giving students the opportunity to apply course content in to a Non-Profit Community Based Organizations that address the needs of disenfranchised and other communities.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

Both Sociology courses are articulated with the CSU and UC systems and are lower division core course requirements for most BA Sociology Degrees at local, state, and national universities. Sociology 10 also serves as a pre-requisite for other Degree Program requirements at various universities. None of the Sociology courses are articulated with High Schools.

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

N/A

## Student Learning Outcome and Assessment

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### Related Assessments

### Student Learning Outcomes

### Program Learning Outcomes

- 1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs (<http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29> (<http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29>)). Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.

The Sociology courses have a total of ten SLO's that were developed by the Sociology Faculty and mapped, via course content and assignments, to each of the three PLO's. Each PLO was also developed by the Sociology Program Faculty and mapped to each of the five ILO's: Communication, Inquiry and Reasoning, Information Competency, Social Responsibility, and Personal Development. Below is the mapping of SLO's, PLO's with ILO's, along with proposed assessments utilized in the mapping process:

#### Mapping SLO's, PLO's to ILO's

**ILO: Communication:** The student will demonstrate effective communication, appropriate to the audience and purpose.

**PLO #1** Demonstrate both written and verbal proficiency critical in the field of Sociology.

**Assessment:** The evaluation of student proficiency is assessed via written assignments and oral presentations.

#### Student Learning Outcome Map

- **SOC 010:** Identify, compare, and apply common sociological perspectives in sociology.
  - M - The PLO is mastered and measured in the course
- **SOC 010:** Describe and appraise the use of various research methodologies utilized in sociological research.
  - D - The PLO is developed and practiced in the course
- **SOC 010:** Discuss the basic dimensions of social inequality and social change in historical and contemporary United States.
  - D - The PLO is developed and practiced in the course
- **SOC 011:** Describe major contemporary social problems in the United States.
  - M - The PLO is mastered and measured in the course
- **SOC 011:** Analyze and interpret qualitative and quantitative information about social problems.
  - D - The PLO is developed and practiced in the course

**ILO: Inquiry and Reasoning:** The student will critically evaluate information to interpret ideas and solve problems.

**ILO: Information Competency:** The student will utilize information from a variety of sources and make an informed decision and take action.

**PLO #2** Demonstrate the ability to differentiate between methodologies, develop proficiency in describing the three major theoretical perspectives, and analyze and evaluate data in Sociological research.

**Assessment:** Embedded questions in exams and/or short written assignments require students to evaluate and recommend a methodology to be used in researching contemporary social issues and identify the steps required to effectively analyze and evaluate data in research.

### Student Learning Outcome Map

- **SOC 010:** Identify, compare, and apply common sociological perspectives in sociology.
  - M - The PLO is mastered and measured in the course
- **SOC 010:** Describe and appraise the use of various research methodologies utilized in sociological research.
  - D - The PLO is developed and practiced in the course
- **SOC 010:** Discuss the basic dimensions of social inequality and social change in historical and contemporary United States.
  - D - The PLO is developed and practiced in the course
- **SOC 011:** Describe major contemporary social problems in the United States.
  - M - The PLO is mastered and measured in the course
- **SOC 011:** Analyze and interpret qualitative and quantitative information about social problems.
  - D - The PLO is developed and practiced in the course

**ILO: Social Responsibility:** The student will demonstrate effective interpersonal skills with people of diverse backgrounds and effectively function in group decision making.

**ILO: Personal Development:** The student will demonstrate growth and self-management to promote life-long learning and personal well-being.

**PLO #3** Demonstrate effective communication and collaboration with individuals from diverse backgrounds and to recognize and apply sociological concepts to personal experiences and observations.

**Assessment:** Embedded questions in exams, group activities, and/or short written assignments require students to identify and apply concepts directly related to diversity issues and differing perspectives.

### Student Learning Outcome Map

- **SOC 010:** Identify, compare, and apply common sociological perspectives in sociology.
    - M - The PLO is mastered and measured in the course
  - **SOC 010:** Describe and appraise the use of various research methodologies utilized in sociological research.
    - D - The PLO is developed and practiced in the course
  - **SOC 010:** Discuss the basic dimensions of social inequality and social change in historical and contemporary United States.
    - D - The PLO is developed and practiced in the course
  - **SOC 011:** Describe major contemporary social problems in the United States.
    - M - The PLO is mastered and measured in the course
  - **SOC 011:** Analyze and interpret qualitative and quantitative information about social problems.
    - D - The PLO is developed and practiced in the course
- **2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) Your program review will not be approved unless every SLO for every course in your program, and every PLO (if your program has a degree or certificate) is complete and approved by EVC's SLO Coordinator. All SLOs and PLOs must be assessed every two years.**

The official assessment of PLO's in CurriQunet is not accessible until the submitted up-date of the A.A. General Studies: Sociology Emphasis is approved at the December 2021 SJECCD Board of Trustees mtg. Access to the PLO up-date feature in CurriQunet should be available in Jan./Feb. 2022, at which time the official assessment up-date in CurriQunet will be completed no later than March 2022.

As the only full-time faculty member teaching in the Sociology Program, interaction with the Associate Faculty has been via informal text messaging and quick Zoom meetings to address questions related to course offerings, as well as, SLO, PLO, and Program up-dates. No formal meetings, with an agenda, have ever taken place. Establishing a formal standing Sociology Program meeting has now been identified as one of the program goals. In a recent communication with one Associate Sociology Faculty member, it was agreed upon that a minimum of one formal meeting (more if necessary) will be scheduled to include a formal agenda each semester to address Sociology Program up-dates and assessment issues to be addressed.

Since our last Program Review in 2015, all SLO's have been up-dated and assessed. All ten SLO's for Sociology courses are identified below. Overall, students met the minimum established threshold of 70% for all Student Learning Outcomes. Even though the minimum threshold has been met, the Sociology Faculty will continue to address ways to improve the success rate for each identified SLO.

Introduction to Sociology, Socio 10:

- Evaluate the effects of cultural, structural, historical, institutional and stratification processes on groups and individuals, using the concept of "sociological imagination," and apply it to personal experiences.
- Identify, compare, and apply common sociological perspectives in sociology.
- Describe and appraise the use of various research methodologies utilized in sociological research.
- Discuss the basic dimensions of social inequality and social change in historical and contemporary United States.
- Assess the dynamics of social change and stratification in a global society.

Social Problems, Socio 11:

- Describe major contemporary social problems in the United States.
  - Evaluate local, regional, and national social problems in a global context.
  - Identify and differentiate between causes and consequences of social problems.
  - Identify and distinguish among the major theoretical perspectives employed in the discipline and use them to analyze social problems.
  - Analyze and interpret qualitative and quantitative information about social problems.
- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

An on-going concern for the Sociology Faculty has been the rising cost of textbooks, which has always been a challenge for students. Because bi-weekly quizzes have largely been based on lectures and readings, it has been a challenge for students whose finances require accessing the few books on reserve at the EVC library.

This Fall 2021 semester is the first time that Sociology 10 has been offered in person since the shelter in place order of March 2020. There has been a significant increase in quiz score results largely due to the free access to the Open-Stax Sociology text book. This change, coupled with all assignments now being incorporated into Canvas, has increased class engagement. Also, in-person office hours may be a thing of the past. I have experienced a significant increase with my in-person class/students utilizing the Zoom office hours option. This has made a huge impact with student learning and engagement in this first "in-person" course offering this Fall 2021 semester since the lifting of the shelter in place order.

## Faculty and Staff

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### Part D: Faculty and Staff

- 1. **List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

**Dr. Frank Espinoza** has been working in higher education since 1987. He began his career at San Jose State University, in Academic Support Services. In 1990, Dr. Espinoza accepted a position at California State University Stanislaus, and served as a Coordinator in Academic Support Services until the completion of his Doctorate in 1996. From 1996 to 1999, Dr. Espinoza served as an Assistant Professor in the Graduate Program of Advanced Educational Studies at California State University, Bakersfield. Beginning in the Fall of 1999, Dr. Espinoza began his tenure at Evergreen Valley college, where he has served as a Non-Instructional and Instructional faculty member, teaching courses in Counseling and Guidance, Mexican American Studies, and Sociology. At the end of Spring 2021, Dr. Espinoza will complete twenty-two years at Evergreen Valley College and will have a total of thirty-four years serving the needs of students in California Public Higher Education.

Dr. Espinoza's personal and educational experiences did not follow a traditional "college-bound" path. His experience in high school was less than productive, which resulted in his withdrawal from high school at sixteen years of age. After working several menial jobs, Dr. Espinoza pursued his high school diploma via the San Jose Metropolitan Adult Education Program, while continuing to work full-time. Upon completion of a H.S. diploma, Dr. Espinoza was admitted to San Jose State University, with assistance from the Educational Opportunity Program (EOP). With continued support from Special Program services, and faculty/ community mentors, Dr. Espinoza excelled academically, in both his undergraduate and graduate studies, which eventually resulted in his completion of a Doctorate from the University of San Francisco.

Dr. Espinoza's non-traditional educational experience resonates with a wider range of students, which include, the non-traditional, historically disadvantaged, first generation college-going students. His unique ability to address Sociological content and apply it to real everyday experiences continues to be well received by students enrolled in Sociology courses.

### **Shaneel Pratap, M.A.**

B.A. in Criminal Justice/Sociology, California State University, East Bay

M.A. in Sociology/Women's Studies, New Mexico State University

Shaneel Pratap has been working with young people for the past fifteen years. He started his career in 2005 in the County of San Mateo as a Youth Correctional Counselor. It is here that he had the rewarding opportunity to serve disadvantaged young people and provided realistic life-changing goals with his revitalizing educational teaching approach. In 2015, he started his journey in higher education as an Adjunct Instructor in Sociology at Las Positas College in Livermore. He taught large classes focusing on Sociology of Cultural and Racial Minorities and Sociology of Popular Culture. Shaneel's passion surely led him to an even bigger teaching opportunity in early 2018 when he was selected as an Adjunct Sociology Instructor at the San Jose-Evergreen Community College District. At Evergreen Valley College, he blossomed joyfully, teaching Introduction to Sociology and Social Problems courses to stellar students and gaining support from scholarly colleagues.

Shaneel's passion for instilling advocacy for higher education in his students has also led him to seek his Doctoral in Education and Organizational Leadership at University of San Francisco. His firm stance on Social Justice and Equity gained him multiple academic scholarships and acknowledgments from his Doctoral Professor. Shaneel's unique experience, teaching style and approach relate to his students, which include relating to serving historically disadvantaged and first-generation college students. In addition, his truly exceptional aptitude at addressing Sociological issues, course content and applying it to real everyday experiences continues to be applauded by colleagues and well received by students enrolled in Sociology courses at Evergreen Valley College.

#### ANGELINA M. LOYOLA

Adjunct Faculty, Ethnic Studies and Sociology  
San Jose Evergreen Community College District

#### EDUCATION:

AA, Psychology, Evergreen Valley College, 2007

BA, Sociology (Criminology), San Jose State University, 2010

MA, Mexican American Studies (Education), San Jose State University 2014

Angelina has been teaching for the San Jose Evergreen Community College District since 2016. As an EVC alumni, she has returned to EVC as an Adjunct Faculty to teach Sociology and Ethnic Studies courses. Some of her contributions to the success of the Sociology program are demonstrated through her personal connection to the college and the student demographic. As a first-generation college student, she has a profound understanding of the challenges that underrepresented student's experience.

Her courses are grounded in a student-centered pedagogy which allows students to become actively engaged in their own learning and application of sociological theories. Angelina brings Ethnic Studies expertise into her teaching as well. This allows her to engage on an intersectional level with both a Sociological and Ethnic Studies lens that aligns with much of the course's content and the experiences of the students.

Angelina is also a mentor for EVC's Enlace and San Jose Promise Program students. She works diligently towards student equity in line with advocating for student access to OER Open Educational Resources. She is the current EVC OER liaison and continues to make significant contributions to students by assisting faculty in the adoption of OER into their courses. Angelina also sits on the EVC Votes, Distant Education, and Women and Gender Studies committees. As an adjunct she is wholeheartedly committed to assuring EVC students' needs are met as well as actively participating in shared governance across the campus.

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

It would be beneficial to continue with both Program Review preparation and SLO training for all faculty. With the new requirement of CurriQunet to be used for all assessments, it is critical that "Navigation Training" in CurriQunet be implemented and on-going.

## Budget Planning

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### Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

A zoom meeting between the Dean of SSHAPE and the Faculty, took place to address both the Sociology Program budget, and to provide some historical background regarding the Sociology Program's past requests for funding. The Dean was made aware of the last 2015 Program Review where Program Faculty requested an annual budget of \$500 for student and community events. Unfortunately, the request made in 2015 landed on deaf ears.

The Dean confirmed that other than providing basic supplies, ZERO dollars are allocated to the Sociology Program from the SSHAPE budget. For years, all external events hosted by the Sociology Program Faculty only happen(ed) because of committed individuals on campus and in the community, who volunteer their services (pro-bono) as a favor to EVC students and the Sociology Faculty.

- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

N/A

## Technology and Equipment

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### Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

N/A

## Additional Information

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Part G: Additional Information

- **Please provide any other pertinent information about the program that these questions did not give you an opportunity to answer.**

None at this time.

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Future Needs and Resource Allocation Request

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next six years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

1. **N/A**

**Ongoing Budget Needs**

**One-Time Expenditure**

**Request linked to SLO/PLO #**

**Total Cost**

**Strategic Initiatives (student centered, organizational transformation, community engagement)**

No

**Improving Student success rates**

No

**Achievement of program set standard for student success**

No

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Attach Files

Attached File

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IEC Reviewers

**IEC Mentor**

Fahmida Fakhruddin

**IEC Second Reader**

Guy Ras