Program Review Summary Page
For Instructional Programs

Program or Area(s) of Study under Review: Sociology

Term/Year of Review: Fall 2019

Summary of Program Review:

A. **Major Findings**
1. **Strengths:**
    - Demand for Sociology classes remains high, despite institution-wide reductions in headcount and enrollment.
    - Average students per Sociology class is well above the institutional average
    - Productivity is above the institutional target
    - Dramatic increase in number of Sociology AA-Ts conferred
    - Average time to Sociology AA-T is one year shorter than institutional average
    - Both course-level and program-level learning outcomes are regularly assessed

2. **Areas for Improvement:**
    - Retention and successful completion, especially in hybrid/ACHS classes and among first generation students

3. **Projected Program Growth, Stability, or Viability:**
    Sociology is currently in a state of growth. It is anticipated that the program will continue to grow over the next three years with the recent addition several new courses and another degree (AA-T in Social Justice Studies) currently under development.

B. **New Objectives/Goals:**
    - Implement recommended sequence of courses for Sociology AA-T
    - Hire a sociology tutor
    - Develop and promote Social Justice Studies AA-Ts

Program Review Report   Fall 2019

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	Sociology
Degrees / Certificates	Sociology: AA-T
Courses	SOCI 120
	SOCI 122
	SOCI 140
	SOCI 150
	SOCI 154
	SOCI 190
	SOCI 199

Taxonomy of Programs, July 2019

I.   PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2016-2017	2017-2018	2018-2019	Change over 3-Year Period
Headcount				
Within the Program	677	624	634	-6.4%
Across the Institution	8,930	8,843	8,176	-8.4%
Enrollments				
SOCI-120	554	427	411	-25.8%
SOCI-122	138	185	173	25.4%
SOCI-140	--	--	42	--
SOCI-150	--	--	23	--
SOCI-154	50	97	91	82%
Within the Program	742	709	740	-0.3%
Across the Institution	36,525	36,115	32,545	-10.9%
Source: SQL Enrollment Files				

> <u>RPIE Analysis</u>: The number of students enrolled (headcount) in the Sociology Program decreased by 6.4%, while headcount across the institution decreased by 8.4%. Enrollment within the program decreased slightly, by 0.3%, while enrollment across the institution decreased by 10.9%.
>
> Enrollment in the following courses changed by more than 10% (±10%) between 2016-2017 and 2018-2019:
>   Courses with enrollment increases:
>   o   SOCI-154 (82%)
>   o   SOCI-122 (25.4%)
>   Course with enrollment decrease:
>   o   SOCI-120 (-25.8%)

Program Reflection:

> The headcount within sociology is tracking with the institution, but enrollments in sociology classes have stayed virtually the same over the past three years. Even though there are fewer students overall, they are taking more sociology classes. This is likely due to the addition of several new electives which doubled the number of sociology courses offered at NVC.

2. Average Class Size

	2016-2017		2017-2018		2018-2019		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
SOCI-120	14	39.6	11	38.8	11	37.4	38.7	-5.6%
SOCI-122	5	27.6	5	37	4	43.3	35.4	56.7%
SOCI-140					1	42	42	

SOCI-150					2	11.5	11.5	
SOCI-154	1	50	2	48.5	2	45.5	47.6	-9.0%
Program Average*	20	37.1	18	39.4	20	37	37.8	-0.3%
Institutional Average*	1,474	24.8	1,406	25.7	1,313	24.8	25.1	1.2%

Source: SQL Enrollment and Course Sections Files
*Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the Sociology Program has claimed an average of 37.8 students per section. The average class size in the program has exceeded the average class size of 25.1 students per section across the institution during this period. The average class size in the Sociology Program decreased by 0.3% over the past three years. Average class size at the institutional level increased by 1.2% over the same period.

Average class size for the following course increased by more than 10% between 2016-2017 and 2018-2019:
- *o   SOCI-122 (56.7%)*

Program Reflection:

Sociology classes consistently exceed the institutional average class size. One thing that has been especially effective is the offering of back-to-back, online, accelerated (8-week) sections of SOCI 120 and SOCI 122 within the same semester. These sections, which have been offered every semester since Fall 2017, regularly attract at least 50 students.

3. **Fill Rate and Productivity**

Fill Rate*			
	Enrollments	**Capacity**	**Fill Rate**
2016-2017	660	870	75.9%
2017-2018	628	770	81.6%
2018-2019	619	808	76.6%
Three-Year Program Total	1,907	2,448	77.9%
Institutional Level	94,614	117,777	80.3%
Productivity*			
	FTES	**FTEF**	**Productivity**
2016-2017	66.5	3.6	18.5
2017-2018	63.9	3.2	20
2018-2019	63.2	3.4	18.6
Three-Year Program Total	193.6	10.2	19
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: Fill rates within the Sociology Program tend to be lower than fill rates at the institutional level. [Compare program-level rate of 77.9% to institution-level rate of 80.3% over the past three years.] Between 2016-2017 and

2017-2018, capacity decreased at a higher rate than enrollments, resulting in an increase in fill rate. Between 2017-2018 and 2018-2019, enrollments decreased while capacity increased, resulting in a decrease in fill rate.

Productivity remained consistent across the three-year period, ranging from 18.5 to 20. The three-year program productivity of 19 is higher than the target level of 17.5, which reflects 1 FTEF accounting for 17.5 FTES across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.) Productivity has not been calculated at the institutional level.

*Note: Fill rates and productivity reported in the table do not include 6 Sociology course sections offered during summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.

Program Reflection:

Although the sociology program has exceeded the target productivity level in each of the last three years, the fill rate has been somewhat lower that the institutional average. With the addition of several new courses and changing patterns of enrollment, the program is currently working to serve the needs of students as efficiently as possible. Recently, a 100-seat section of SOCI 120 was added in response to the overwhelming student preference for classes held between 9:30am and 2pm. In Fall 2019, the class was offered TTh at 9:30 and attracted nearly 70 students. In Spring 2020, the class will be offered MW at 12:30 to see if that is a more appealing time/day for students.

4. **Labor Market Demand**

> *This section does not apply to the Sociology Program, as it is not within the Career Technical Education Division.*

B. **Momentum**

1. **Retention and Successful Course Completion Rates**

Level	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
SOCI-120	91.6%	--	--	71.2%	X	
SOCI-122	92.1%	--	--	66.9%		X
SOCI-140	*81.0%*		*X*	*52.4%*		*X*
SOCI-150	95.7%	X		73.9%	X	
SOCI-154	91.2%	--	--	72.7%	X	

Program Level	91.5%	70.1%
Institutional Level	89.8%	75.1%

Source: SQL Enrollment Files
-- Indicates a value that is within 1% of the program level value.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.

RPIE Analysis: Over the past three years, the retention rate for the Sociology Program was significantly higher than the rate at the institutional level. The retention rate for SOCI-140 was significantly lower than the rate at the program level. The retention rate for Sociology falls in the 46th percentile among program-level retention rates (across 59 instructional programs, over the past three years).

Over the past three years, the successful course completion rate for the Sociology Program was significantly lower than the institutional level. The successful course completion rate for SOCI-140 was significantly lower than the program level. The successful course completion rate for Sociology falls in the 22nd percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (21.5%) was higher than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP). The following Sociology courses claim differences (between retention and successful course completion) exceeding 10%:
- *SOCI-140 (28.6%)*
- *SOCI-122 (25.2%)*
- *SOCI-150 (21.7%)*
- *SOCI-120 (20.4%)*
- *SOCI-154 (18.5%)*

Program Reflection:

The course with the most problematic retention and completion rates was SOCI 140 (Sociology of Sex and Gender). This course was first offered in Spring 2019 and has only been offered online. Online classes have significantly lower retention and completion rates, 86% and 67.9%, respectively, as shown in Section I. B. 3. Unfortunately, the rates for SOCI 140 were even lower than the institutional rates of other fully online courses. This course covers a great deal of theory and higher-level concepts that would probably be better conveyed in a traditional face-to-face class. At a minimum, the face-to-face format would allow the instructor to more easily assess whether or not students are "getting it" and immediately respond to gaps in understanding before students perform poorly on a graded assignment. When it is offered again in Spring 2020, it will be face-to-face, which should improve both retention and successful completion.

2. **Student Equity**

	Retention Rates	Successful Course Completion Rates

	(Across Three Years)		(Across Three Years)	
	Program Level	Institution Level	Program Level	Institution Level
Black/African American	93.5%	*85.8%*	58.6%	64.2%
Hispanic			70.7%	72.9%
First Generation			*71.3%*	73.9%
Source: SQL Enrollment Files				
Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in *bold italics*. Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.				

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all students) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the Sociology Program, the successful course completion rates among the three demographic groups were lower than the rates at the institutional level, while the retention rate was significantly higher than the institution- level rate. The program-level rate was significantly lower among the following group of students:

  o   *First Generation: successful course completion rate*

This pattern reflects the findings from the comparison of retention and successful course completion at the program vs. institutional level (with the program-level rate exceeding the institution-level rate for retention and the institution-level rate exceeding the program-level rate for successful course completion). (See Section I.B.1 above).

Program Reflection:

The sociology program coordinator is currently collaborating with counselors in UMOJA and EOPS to work toward improving student retention and success among these demographic groups. SOCI 150 (Sociology of Race and Ethnicity) is now a part of the recommended sequence of courses for students in UMOJA. The benefits of this partnership are two-fold: it will increase enrollment in SOCI 150, while giving instructors in the sociology program an opportunity to engage regularly with UMOJA students and the counselors who support them.

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

	Retention Rates			Successful Course Completion Rates		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
SOCI-120	91.7%	*86.5%*	92.9%	*71.4%*	*54.6%*	75.8%
SOCI-122	92.2%	*85.7%*	92.5%	68.8%	47.6%	67.3%
Program Total	91.8%	*86.4%*	92.8%	71.0%	*53.7%*	72.4%
Institutional Total	89.3%	*70.8%*	86.0%[A]	70.5%	70.8%	*67.9%[B]*

RPIE Analysis: Over the past three years, two courses within the Sociology Program have been offered through at least two delivery modes within the same academic year. In each year across the three-year period, SOCI-120 was offered in all three formats – in-person, online, and hybrid. In all three years, SOCI-122 was offered in in-person and online formats. In 2016-2017, SOCI-122 was also offered in hybrid format.

Within the Sociology Program:
  - o *The retention rates in hybrid sections of SOCI-120, SOCI-122, and across the program (the two courses combined) were significantly lower than the retention rates in in-person and online sections of those courses.*

This pattern within the program – with retention rates in in-person and online sections exceeding the corresponding rates in hybrid sections of the same courses – reflects the findings at the institutional level.

Within the Sociology Program:
  - o *The successful course completion rates in hybrid sections of SOCI-120 and across the program (the two courses combined) were significantly lower than the successful course completion rates in in-person and online sections of the course(s).*
  - o *The successful course completion rate in in-person sections of SOCI-120 was significantly lower than the successful course completion rate in online sections of the course.*

This pattern within the program – with successful course completion rates in online sections exceeding the successful course completion rates in in-person and hybrid sections of the same courses – deviates from the pattern found at the institutional level (where the successful course completion rate in online sections is significantly lower than the rate in the other two types of sections).

Program Reflection:

Over the past three years, nearly all of the hybrid sociology courses were offered at ACHS. The data shown here may be conflating delivery method with location. Sociology instructors who have taught at ACHS have noticed steep drops in class attendance over the course of the semester, much more so than in classes taught at the main campus. This could be due to the larger number of high school students who take advantage of the tuition-free offerings on their campus and enroll in the class with the best of intentions, but become overwhelmed and stop attending/participating halfway through the semester. It would be helpful for NVC to give a mini-orientation to high school students who are considering taking a college class so they have a clear idea of the workload and time commitment involved. Sociology instructors who teach at ACHS will be making an extra effort to convey these expectations to their students on the first day of class.

See Appendix A for retention and completion rates of classes offered at ACHS.

C. **Student Achievement**

  1. **Program Completion**

	2016-2017	2017-2018	2018-2019
Degrees			
Sociology: AA-T	19	34	37
Institutional: AA-T Degrees	**118**	**144**	**144**
Average Time to Degree (in Years)+			
Sociology: AA-T	3	3	3
Institutional: AA-T	**4**	**3**	**4**
Source: SQL Award Files +Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later.			

RPIE Analysis: The number of AA-T degrees conferred by the Sociology Program increased by 94.7% between 2016-2017 and 2018-2019. Over the same period, the number of AA-T degrees conferred by the institution increased by 22%. Sociology accounted for 16.1% of the AA-T degrees conferred in 2016-2017 and 25.7% of those conferred in 2018-2019. The average time to degree for the Sociology AA-T was 3 years, which was less than or equal to the average time to degree for AA-Ts conferred across the institution each year.

Program Reflection:

Sociology is rapidly gaining in popularity among students seeking AA-Ts. Now that there are more options/electives in the degree, a recommended sequence of classes will be given to counselors so they can better advise students on the order in which they should be taken. Although only one sociology course has a specific prerequisite, there is a logical progression that would be likely to improve student success. Following this sequence should help students get higher grades, avoid the need to repeat courses, and complete the AA-T in a shorter time.

2. **Program-Set Standards: Job Placement and Licensure Exam Pass Rates**

This section does not apply to the Sociology Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.

II.   **CURRICULUM**

A. **Courses**

Subject	Course Number	Approval Date	Has Prerequisite* Yes/No	In Need of Revision Indicate Non-Substantive (NS) or Substantive (S)	To Be Archived (as Obsolete, Outdated, or Irrelevant)	No Change/ Revision Date
SOCI	120	8/11/13	No	NS		2020-21
SOCI	122	8/1/18	No			X
SOCI	130	Pending	No			X
SOCI	140	8/13/18	No			X
SOCI	150	6/1/18	No			X
SOCI	154	8/11/13	No	NS		2021-22
SOCI	190	8/12/19	Yes			X

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. **Degrees and Certificates[+]**

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation	To Be Archived* (as Obsolete, Outdated, or Irrelevant)	No Change
AA-T Sociology	Modification pending	Yes	In progress		X

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

[+]Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

The program is currently being modified to incorporate the courses that have been recently added to the Sociology curriculum. SOCI 120 and 154 will be revised in 2021-21 and 2021-22, respectively, to ensure current textbooks and update SLO language. An anticipated addition to the sociology offerings is a course on Death and Dying, which would be added to List A (electives within discipline) of the AA-T.

In response to student interest and the recent development of numerous majors at CSUs in the area of Gender and Sexuality Studies, the Sociology department will be spearheading the creation of an interdisciplinary AA-T in Social Justice Studies, with emphases in Gender and Sexuality, and LGBTQ Studies. Sociology courses make up a majority of the core curriculum for these degrees, as outlined by the Social Justice Studies TMC.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment
Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
7	5	5	72%	72%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Sociology AA-T Degree	3	3	3	100%	100%

Program Reflection:

The two courses that have not yet been assessed are SOCI 150 and SOCI 190. SOCI 150 has only been taught twice, and very few students enrolled. It would have been very difficult to draw any useful conclusions from such a small sample of students. SOCI 190 has not yet been offered. Both are scheduled to be taught in Spring 2020 by the full-time faculty member, who will conduct assessment at that time.

See Appendix B for the updated assessment cycle.

B. Summary of Learning Outcomes Assessment Findings and Actions

Although the criterion for each of the three PLOs was met when last assessed, there are certain areas that have been identified as having room for improvement: comprehending and evaluating data (PLO 1) and application of theory (PLO 3). The SOCI 120 course learning outcome measuring the ability to use theory correctly (SLO 1) is the only one of any sociology course that did not meet the criteria for success.

Program Reflection:

SOCI 190 (Introduction to Social Research) has been developed to enhance students' ability to understand, evaluate, and apply social science research, which will better prepare them for transfer to, and success in, a CSU Sociology program.

Theory is inherently difficult to grasp, especially the first time around. Repetition and discussion of numerous examples is one of the best ways for students to get comfortable with theory. Time constraints limit the amount of in-class instruction that can be devoted to practicing the application of theory. The hiring of a sociology tutor or supplemental instructor would be helpful in giving struggling students an opportunity to develop this skill, and get assistance with difficult sociology material. Given the increasing number of students pursuing the AA-T, many students would benefit from this investment.

IV.   PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

○   Viability

○   Stability

◉   Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Section I.A.1. Steady enrollment in Sociology courses, even during downturn in overall headcount
Section I.C.1. 94.7% increase in number of Sociology AA-Ts conferred
Section II.A.   Four new sociology courses approved by curriculum in the past two years
Section II.B.   Social Justice Studies AA-T under development

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: _____Sociology_____

Plan Years: ____2020-2023_____

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Increase NVC student achievement and completion of educational and job training goals	I.C.1. III.B.	Implement recommended sequence of courses for AA-T Hire sociology tutor and/or supplemental instructor	Improve retention and completion rates in all SOCI courses; decrease average time to complete degree
Engage NVC students and assist in their progress towards educational and job training goals	II.B.	Develop and promote Social Justice Studies AA-Ts in Gender & Sexuality and LGBT Studies	Curriculum Committee approval of program by 2020. First cohort by 2022.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

There is currently one full-time faculty member and two adjuncts teaching Sociology classes.

V.   PROGRAM HIGHLIGHTS

A. Recent Improvements

- Four new courses added to Sociology offerings
- Modification of AA-T to give students more options and a more efficient path to completion
- Collaboration with UMOJA to include SOCI 150 in learning community sequence of classes

B. Effective Practices

- Back-to-back online 8-week sessions of SOCI 120 & 122
- Attend conferences with adjuncts and students
- Collaboration with faculty in English and History

Feedback and Follow-up Form

Completed by Supervising Administrator:

Senior Dean, Maria L. Villagomez

Date:

11/14/2019

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- **Innovation:** The SOCI program faculty is engaging in innovative ways by which to meet students demand and need and, as a result, it is increasing its FTEs.

- **Student-Focused:** Through reflection and analysis, the SOCI program remains focused on supporting students who can benefit from additional assistance. Offering tutoring, increasing degree option, collaborating with other departments are all ways that increase our SOCI students' probability of success and goal-attainment. Bravo to SOCI!

I commend the SOCI faculty for their outstanding diligence and their dedication to our students.

Areas of concern, if any:

None identified.

Recommendations for improvement:

- Continue the collaboration across disciplines beyond History and English. SOCI is a discipline that allows for cross-discipline curricular innovations.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	Quality PT faculty who can teach specialized and general and/or interdisciplinary SOCI courses.
Personnel: Classified	Tutors to support SOCI students
Personnel: Admin/Confidential	None identified
Instructional Equipment	None identified
Instructional Technology	Software to assist the students learn new concepts
Facilities	None identified
Operating Budget	Some funds to support marketing/promoting efforts
Professional Development/ Training	Some funds to support professional development
Library & Learning Materials	Some funds for books for our reserve section to support SOCI students.

Retention and Successful Course Completion for Sociology Courses Offered at ACHS, 2016-2017 to 2018-2019

Over the past three years (2016-2017, 2017-2018, 2018-2019), 6 sections of Sociology have been offered at American Canyon High School through Napa Valley College.

Sociology Sections Offered at ACHS		
Term	Course	Section #
16/FA	SOCI-120	69161
17/SP	SOCI-122	70574
17/FA	SOCI-120	71662
18/SP	SOCI-120	72579
18/FA	SOCI-120	71662
19/SP	SOCI-120	72579

The three-year retention rate for Sociology courses offered at American Canyon High School is 86.4%, while the three-year successful course completion rate is 53.7%.

Retention and Successful Course Completion of Sociology Sections Offered at ACHS					
	Retention Count	Successful Course Completion Count	Total Enrollments	Retention %	Successful Course Completion %
2016-2017	44	30	53	83.0%	56.6%
2017-2018	44	27	50	88.0%	54.0%
2018-2019	52	30	59	88.1%	50.8%
3 year total	140	87	162	86.4%	53.7%

Appendix B

SOCIOLOGY									
COURSE LISTING (2014-2015 CATALOG)	Last Assessed	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
SOCI 120	2016	x			x			x	
SOCI 122	2016	x			x			x	
SOCI 123/PSYC 123	2017		x			x			x
SOC 140	2019		x			x			x
SOC 150	None				x			x	
SOCI 154	2017		x			x			x
SOC 190	None				x			x	
AA-T Degree									
PLO 1	2018						x		
PLO 2	2016			x					
PLO 3	2017			x					

Sociology Assessment Cycle