



# **Program Review - Overall Report**

**2024 - 2027**

Instructional: Sociology

## Overall Trends

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**What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?**

Overall, the success rate for students in Sociology has increased from 63.6% to 68.2% and the retention rate has increased from 85.1% to 89.6% over the past three academic years (Fall 2020 to Spring 2023). This indicates that the DF Rate has remained about the same at approximately 21.4% during the same time period.

Overall, enrollment numbers have decreased across the entire college and in Sociology courses from 1,692 (2020-2021) to 1,250 (2022-2023).

The data pulled on March 17, 2024 demonstrates that the number of students who declared the Sociology major increased from 276 (2020-2021 academic year) to 578 (2022-2023 academic year). This represents an increase of 302 students over 3 academic years. It is estimated that 20.81% of Sociology major students have met with a counselor and developed an educational plan. This is a low percentage considering that 29.19% of all Norco College students have met with a counselor and developed an educational plan.

The number of students who have completed a degree or certificate in the Sociology program decreased from 53 to 28 in 3 academic years. During the 2022-2023 academic year, 28 students graduated. The expectation is that 20% of the total number of Sociology majors should have received a degree. It is estimated that about 116 students should have received a degree or certificate. There is a gap of 88 students.

Please add any relevant documents here.

## Disaggregated Student Subgroups

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**Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?**

In terms of student subgroups in Sociology, African American and Latinx/Hispanic females are demonstrating gaps in success that are disconcerting. The success rate for African American females decreased from 66.2% to 47.7%. The success rate for Latinx/Hispanic females decreased from 67.3% to 60.9%. The figure of 60.9% from the 2022-2023 academic year is 1.4% percentage points higher compared to the success rate of 59.5% during the 2021-2022 academic year. The success rate for African American males increased from 40% during the 2020-2021 academic year to 81.8% during the 2022-2023 academic year.

## Data Review

**If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?**

I plan to continue to utilize inclusive and equitable pedagogy to improve academic success among Latinx/Hispanic and African-American female students. I plan to continue to include course materials and lessons that are culturally relevant to these groups, such as research produced by African-American and Latinx scholars, including women sociologists. With the understanding that many of my students have many social roles outside of class, which may distract from their school work, I am going to continue to be flexible with assignment deadlines by accepting late work. I would also like to invite Latina and African-American women alumni to speak to our students about their academic and professional experiences. If possible, I would also like to invite local Latina and African-American women sociologists, to share/discuss their research with our students. I believe that these efforts will ultimately help improve academic success among all students, including Latina and African American female students.

**Please add any relevant documents here.**

## Certificate/Degree Awards

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### Program/Unit Goal

Increase the number of certificate/degree awardees.

### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

I have made myself available to mentor students who are majoring in Sociology or are interested in the major by providing academic, transfer, and professional advice.

### What are your plans (3-year) regarding this goal?

Twenty-eight students were awarded a degree/certificate during the 2022-2023 academic year. There is a gap of 88 students, since it is estimated that a total of 116 students should have received a degree/certificate. In order to close this gap, I plan to be more intrusive with my outreach and communication with students in order to assure that they are taking steps to complete an educational plan. As of now, it is estimated that only 20.81% of Sociology majors have met with a counselor and developed an educational plan. This intrusive outreach and communication will require me to have updated contact information, so that I could email all Sociology major students. In addition, I plan to make good use of CAP hours where I plan to communicate information about career opportunities to students and other academic and professional information related to the Sociology major, something I have been active in during Spring 2024. I would also like to organize events where current students could learn from alumni about alumni's educational and professional trajectories.

### Please add any relevant documents here.

[Sociology Program Awards Evidence.png](#)

### Mapping

Educational Master Plan (2020-2025): ( )

- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):

### Evidence

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#### Evidence Date

03/17/2024

**Please provide any assessment data or other evidence that supports this Program/Unit Goal.**

**Is there a resource request associated with this Goal?**

Yes

**If yes, please provide a short description.**

Request for funds to organize Sociology major events with alumni.

**Please add any relevant documents here.**

[Program of Study and Educational Plan.png](#)

[Sociology Program Awards Evidence.png](#)

## Success/Equity Gaps

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### Program/Unit Goal

Improve/increase the success rate among Latinx/Hispanic and African American females in the Sociology program.

### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

I utilize inclusive and equitable pedagogy to improve academic success among all students. I use course materials and lessons that are culturally relevant to these groups, such as research produced by African-American and Latinx scholars, including women. I also understand that my students have many roles outside of class, so I am flexible with assignment deadlines by allowing the submission of late work. In addition, I make myself available to mentor students who need academic and professional advice.

### What are your plans (3-year) regarding this goal?

I plan to continue to utilize inclusive and equitable pedagogy to improve academic success among Latinx/Hispanic and African-American female students. I plan to continue to include course material and lessons that are culturally relevant to these groups, such as research produced by African-American and Latinx scholars, including women. With the understanding that many of my students have many social roles outside of class, which may distract from their school work, I am going to continue to be flexible with assignment deadlines by accepting late work. I would also like to invite Latina and African-American women alumni, to speak to our students about their academic and professional experiences. If possible, I would also like to invite local Latina and African-American women sociologists to share/discuss their research with our students. I believe that these efforts will ultimately help all students with their academic success, especially Latinx/Hispanic and African American female students.

### Please add any relevant documents here.

[Success Rate Gap by Race 2020.png](#)

[Success Rate Gap by Race 2021.png](#)

[Success Rate Gap by Race 2022.png](#)

### Mapping

Educational Master Plan (2020-2025): ( )

- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):
- 2025 Objective 2.6 (Student Services):

### Evidence

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#### Evidence Date

03/17/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

Is there a resource request associated with this Goal?

Yes

If yes, please provide a short description.

Request for funding to organize events where Latina and African-American women alumni share their academic and professional experiences and where Latina and African-American women sociologists share their sociological research with students.

Please add any relevant documents here.

[Success Rate Gap by Race 2020.png](#)

[Success Rate Gap by Race 2021.png](#)

[Success Rate Gap by Race 2022.png](#)

## Increase Course Enrollment and Majors

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### Program/Unit Goal

Increase enrollment in Sociology courses and increase the number of Sociology majors.

### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

I inform my students about how academically interesting Sociology is, and also inform them about the many career opportunities available to students who major in Sociology. During the Spring 2024 semester, I am participating in CAP hours where I am promoting the major and informing students about the different courses and career opportunities available to Sociology majors.

### What are your plans (3-year) regarding this goal?

In the Sociology program, overall course enrollments have decreased from 1,692 (2020-2021) to 1,250 (2022-2023). That said, course enrollment numbers have decreased across the entire college. Despite this decrease, the number of Sociology majors has grown from 276 during the 2020-2021 academic year to 578 during the 2022-2023 academic year. I am committed to increasing course enrollments and to continuing the growth of those declaring a Sociology major. I plan to continue to recruit students in all of my classes by informing them about how

## Program/Unit Goals

academically interesting the major is, and also by informing them about the different career opportunities available to students who acquire the skills learned by studying Sociology (such as social science research methods). In addition, I plan to continue to participate in CAP hours where I will continue to promote Sociology courses and the major in Sociology and will continue to inform them about the career opportunities available to them if they choose this major. I also believe that organizing events where I could invite students to meet Sociology alumni to learn about their academic and professional experiences, and invite students to events to meet local sociologists to learn about their research could create interest in the courses and major.

**Please add any relevant documents here.**

[Program of Study and Educational Plan.png](#)

### Mapping

Educational Master Plan (2020-2025): ( )

- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):

### Evidence

#### Evidence Date

03/17/2024

**Please provide any assessment data or other evidence that supports this Program/Unit Goal.**

**Is there a resource request associated with this Goal?**

Yes

**If yes, please provide a short description.**

Fund request to organize events to raise awareness about the sociology major, such as inviting local sociologists to discuss their research, and inviting sociology alumni to share their academic and professional experiences with current students.

**Please add any relevant documents here.**

[Program of Study and Educational Plan.png](#)

## Faculty Members

### Program/Unit Goal

Hire tenure-track faculty members.

### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

The sociology program is currently in the middle of a search for a new tenure-track faculty member (replacement). I am in the search committee. Based on FTEF data, the Sociology program could use a third full-time tenure-track faculty member to meet the needs of our students.

### What are your plans (3-year) regarding this goal?

The FTEF data indicates that the Sociology program should have three full-time tenure-track faculty members. I hope that we will be successful in hiring a full time tenure-track faculty member to begin in Fall 2024, but if not, we will have to revisit the hiring process. It is important to hire two additional full-time tenure-track faculty members, which would bring the total to three in the program, in order to meet the aforementioned program goals, especially considering that we have a total of 578 students who declared the Sociology major during the 2022-2023 academic year, the majority of whom are minority students (in particular Latinx/Hispanic students), who are most likely first-generation college students.

**Please add any relevant documents here.**

[FTEF Data.png](#)

### Mapping

Educational Master Plan (2020-2025): ( )

- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):

## Program/Unit Goals

- 2030 Goal 2: Success:
- 2030 Goal 3: Equity:
- 2030 Goal 7: Programs:
- 2030 Goal 8: Effectiveness, Planning, and Governance:
- 2030 Goal 9: Workplace/Employees:

**1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?**

I participated in various trainings prior to my hiring related to inclusive pedagogy in order to improve student learning. Currently, as the sole faculty member at Norco College, I have participated in the following Flex approved equity related trainings: Creating a Pro-Black Culture at Norco College-Racial Justice Taskforce; Student Equity Plan; Holistic Student Support Survey Student Analysis; Ask-Connect-Inspire-Plan; UndocuAdvocate; Diversity, Inclusion and Belonging; Campaign for College Opportunity-Californians Share Vision for Preserving and Expanding the Promise of Higher Education; Read 2 Succeed-Brown Enough.

**2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?**

What I gathered from the Pro-Black Culture training was to continue with my efforts related to inclusive pedagogy and continue to highlight Black/African American scholars in my lessons and assignments. What I learned from the UndocuAdvocate training was to continue to create an inclusive classroom for undocumented students by continuing to include course materials relevant to their experience and by continuing to not use language that is often used in media and society that dehumanizes and criminalizes immigrants. Something new that I learned from the UndocuAdvocate training was about the different professional opportunities available to undocumented students, which I now share with my students.

The trainings highlight the importance of creating an inclusive learning environment on campus and in the classroom. My inclusive pedagogical strategies in the classroom are dedicated to using diversity as a learning tool in order to academically challenge all students and minimize the achievement gap. The inclusive activities and assignments that I employ encourage students to research, write and discuss societal topics that relate their life experiences to sociology. This practice makes them aware that their intellectual voices matter and encourages them to connect sociological concepts and theories to the life experiences of other members of society, thereby allowing them to understand the relevance of sociology and the implications of academic research for social justice.

**3. What additional equity-related professional development/trainings do you seek to better support your area?**

I would like to continue to receive funding to attend the American Sociological Association annual conference in order to continue to share ideas about inclusive pedagogy and learn more about the latest research produced by minority scholars in order to improve student learning.

**Please add any relevant documents here.**



**Are all your courses current (within four years)?**

No

**What percentage of your courses are out of date?**

More than 25%

**If you have courses that are not current, are they in the curriculum process?**

No

**For out of date courses that are not already in progress of updating, what is your plan?**

I plan to update 9 outstanding courses within the allotted five-year time period. As a faculty member who was hired in Fall 2022, I was unaware of these necessary updates, but with this newly found awareness, I will make sure to work on them.

**Do you have proposals in progress for all the DE courses you intend to file?**

No

**Do you require help to get your courses up to date?**

Yes

**Please add any relevant documents here.**

**Sociology**

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**Date**

02/20/2023

**Observation****What did you notice?**

Students have achieved/mastered the student learning outcomes that were assessed.

**Course(s)**

SOC 1 - Introduction to Sociology

SOC 2 - American Social Problems

SOC 10 - Race and Ethnic Relations

SOC 50 - Introduction to Social Research Methods

**SLO(s)**

SOC 1 SLO 1 - Demonstrate a comprehension of the basic theoretical foundations of sociology.

SOC 2 SLO 1 - Demonstrate the ability to apply sociological principles to contemporary American social issues.

SOC 10 SLO 2 - Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, ability, religion, spirituality, national origin, immigration status, and age as sources of intergroup conflict.

SOC 50 SLO 5 - Critically evaluate research findings in terms of quality, credibility, and applicability, and demonstrate familiarity with a social science statistical software for conducting research.

**Discussion/Analysis**

The student learning outcomes assessed in the courses mentioned above were achieved/mastered by all assessed students across all demographic groups (race/ethnicity, gender, and age). These data were collected from my courses during the 2022-2023 academic year-the year I was hired.

**Please paste any relevant screenshots here.**

**Please add any relevant documents here.**

[SOC SLO All Students.png](#)

[SOC SLO by Race Gender and Age.png](#)

## Sociology Event Funding

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### Resource Year

2024 - 2027

### What resources do we already have?

Unknown

### What resources do you need?

Money to organize sociology events where I will invite local sociologists to discuss their research, and will invite sociology alumni to share their academic and professional experiences with students, in order to increase academic success, degree/certificate completion, course enrollment, and the number of sociology majors.

### \$ Amount Requested

6,000

### Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request will help meet the following goal objectives: 2.1, 2.2, 2.4, and 2.6.

### This request for my area is Priority #:

2

### Is this request

New

### Mapping

Instructional: Sociology: (.)

- Certificate/Degree Awards: .
- Increase Course Enrollment and Majors: .
- Success/Equity Gaps: .

## Faculty Members

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### Resource Year

2024 - 2027

### What resources do we already have?

I am the only full-time tenure-track faculty member in the program. We are currently hiring a replacement faculty member for the person who left this year. I hope that we are successful in this hire.

### What resources do you need?

The sociology program and its students would greatly benefit from having a third full-time tenure-track faculty member.

### \$ Amount Requested

200,000

### Resource Type

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

I believe that hiring an additional full-time tenure-track faculty member who focuses on inclusive teaching, and is able to provide service to the college would allow the program to close student success/equity gaps and would allow for more efficiency in teaching and in service. This would allow for the following EMP goals to be met: 2, 2.1, 2.2, 2.4, 3, 7, 8, 9.

### This request for my area is Priority #:

1

### Is this request

New

## Mapping

Instructional: Sociology: (.)

- Faculty Members: .

**Resource Request**

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**What resources do we already have?**

**Potential Funding Source(s)**

FPDC

**What resources do you need?**

Funding to present at the American Sociological Association (ASA) 2024 Annual Meeting

**Request related to EMP goal or Assessment?**

EMP Goal 2,EMP Goal 3,EMP Goal 4

**\$ Amount Requested**

3,207.06

**Resource Type**

FACULTY: Professional Development

**The evidence to support this request can be found in:**

**This request for my area is Priority #:**

**Professional Development Activity Funding Request Application**

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**Attendee and Activity Information**

**Has this professional development request been discussed and approved by your department chair?**

Yes

**Date of Request**

03/25/2024

**Activity Date(s)**

08/09/24 - 08/13/24

**Attendee Name**

Rosalio Cedillo

**Position**

Full-time Faculty

**Discipline**

Sociology

**Name of Activity and Organization/Sponsor**

American Sociological Association (ASA) Annual Meeting 2024

## Faculty Professional Development Requests

### Link to Activity Website

<https://www.asanet.org/2024-annual-meeting/>

### Location

Out-of-state

### City, State

Montreal, Quebec

### Have you sought any other co-sponsorship (other internal and/or external funding)?

No

If yes, list source and total dollar amount.

### Estimated Costs (\$)

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#### Registration

538

#### What is included with Registration?

ASA 2024 annual meeting required registration and membership fees.

#### Air Travel or Mileage (65.5 cents/mile)

994.06

#### Hotel (tax included)

1,207

#### Airport Parking

#### Ground Transportation

150

#### Meals (\$75/day maximum)

375

#### Hotel Parking

#### Incidentals

#### Total Costs

3,264.06

### Justification for Funding Request

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Select the categories of professional development that best support your request. (Check all that apply)

Improvement of teaching, Courses and training implementing equity minded practices

**Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.**

The objective of attending the American Sociological Association (ASA) annual meeting is to stay up to date with the latest research in the field of sociology, and latest inclusive/equitable pedagogical strategies in order to close success/equity gaps among students in my classes. Learning and staying up do date with this

## Faculty Professional Development Requests

information will allow me to continue to teach students with inclusive and equitable lessons and pedagogical strategies that incorporate the latest research from sociologists, including minority scholars. Doing so will allow me to close success/equity gaps among all students, especially minority students in my classes.

**How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.**

Change something in your classroom

**Briefly explain your selection above.**

As mentioned, attending the American Sociological Association (ASA) annual meeting will allow me to stay up to date with the latest research in the field of sociology, and latest inclusive/equitable pedagogical strategies, which will allow me to update my lessons in the effort to close success/equity gaps among students in my classes. Learning and staying up to date with this information will allow me to continue to teach students with inclusive and equitable lessons and pedagogical strategies that incorporate the latest research from sociologists, including minority scholars. Doing so will allow me to close success/equity gaps among all students, especially minority students in my classes.

**Is there anything else you would like to add?**

### Approve and Submit

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**Proof of approval is uploaded, ready to submit?**

Yes

**Please upload proof of approval for travel from your department chair or Dean.**

[2024 Approval Request for Out of State Annual Meeting Travel.pdf](#)

### For Administrative Use Only

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**Funding Status**

**Notes**

**Resource Request**

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**What resources do we already have?**

I am the only full-time tenure-track faculty member in the program. We are currently hiring a replacement faculty member for the person who left this year. I hope that we are successful in this hire.

**Potential Funding Source(s)**

**What resources do you need?**

The sociology program and its students would greatly benefit from having a third full-time tenure-track faculty member.

**Request related to EMP goal or Assessment?**

EMP Goal 3,EMP Goal 7,EMP Goal 8,EMP Goal 9,EMP Goal 2

**\$ Amount Requested**

200,000

**Resource Type**

FACULTY: New Full time Faculty (Associate faculty requested through Department Chair and Dean)

**The evidence to support this request can be found in:**

Data Review,Equity,Program/Unit Goals

**This request for my area is Priority #:**

1

**Faculty Hiring Resource Request Form**

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**Department Information**

**Department Chair Email:**

timothy.russell@norcocollege.edu

**Faculty Requesting Email:**

rosalio.cedillo@norcocollege.edu

**Faculty Position Requested:**

Assistant Professor

**This request is for:**

Growth position in existing program

**In what sections of your program review can the objectives and justifications for a new faculty hire be found?**

Data Review

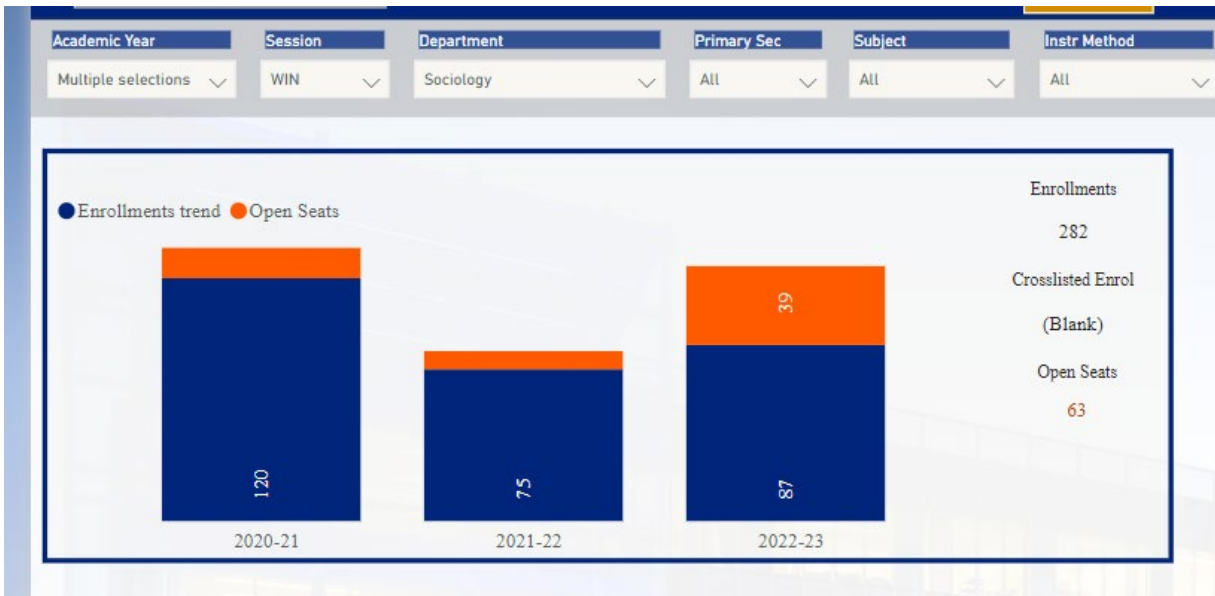


## Faculty Hiring Resource Requests

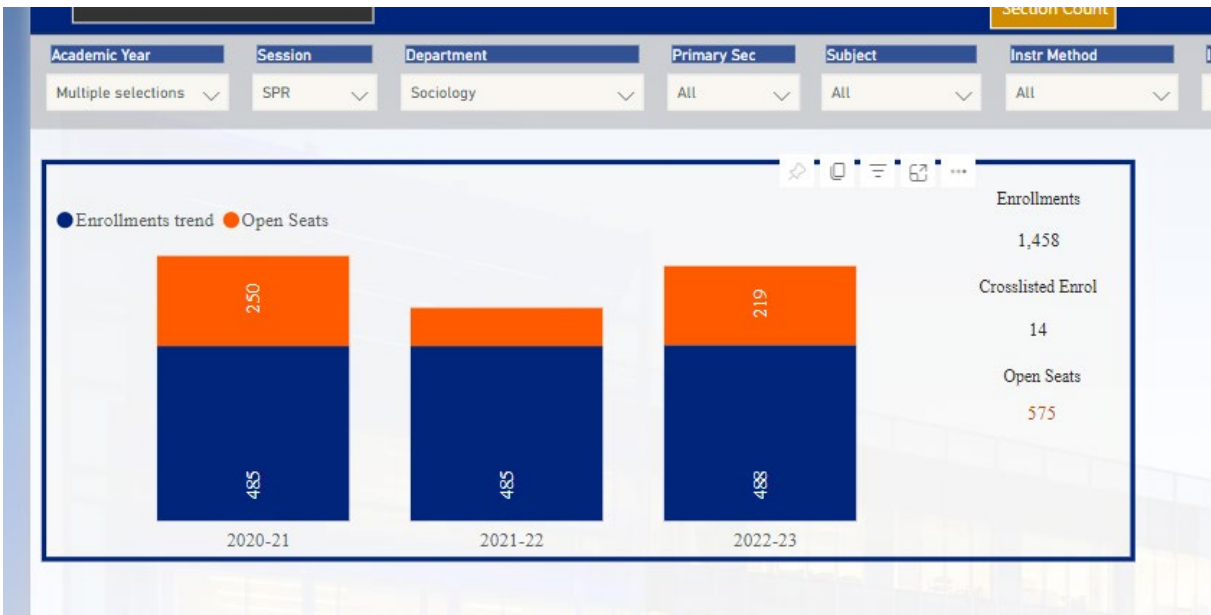
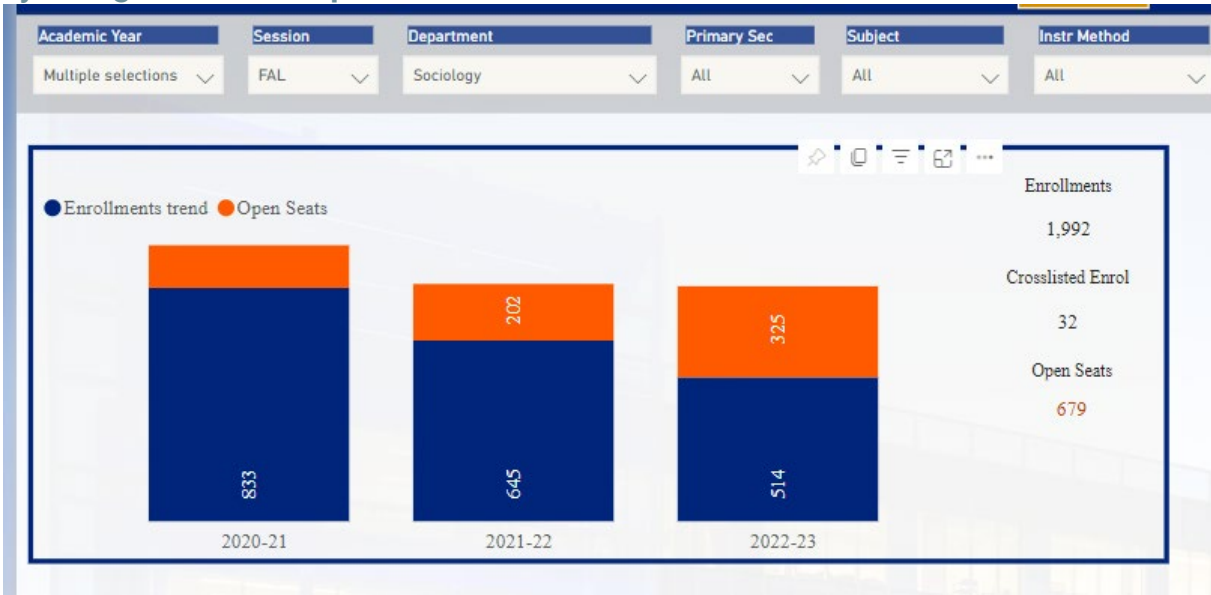
Statistical Data - Please email [Research@norccollege.edu](mailto:Research@norccollege.edu) to request assistance with completing questions requesting data, dashboards are under development.

### Student Enrollment

Provide the total number of students enrolled in the discipline for each term in the last three years:



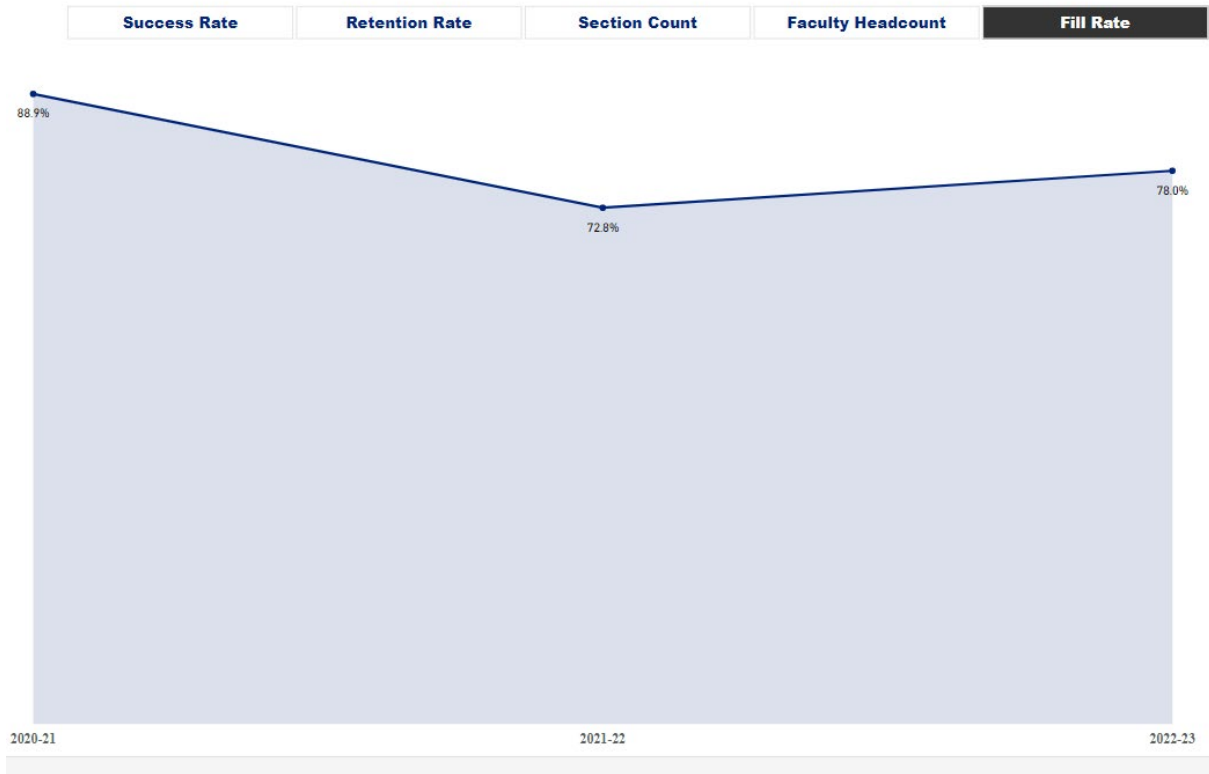
# Faculty Hiring Resource Requests



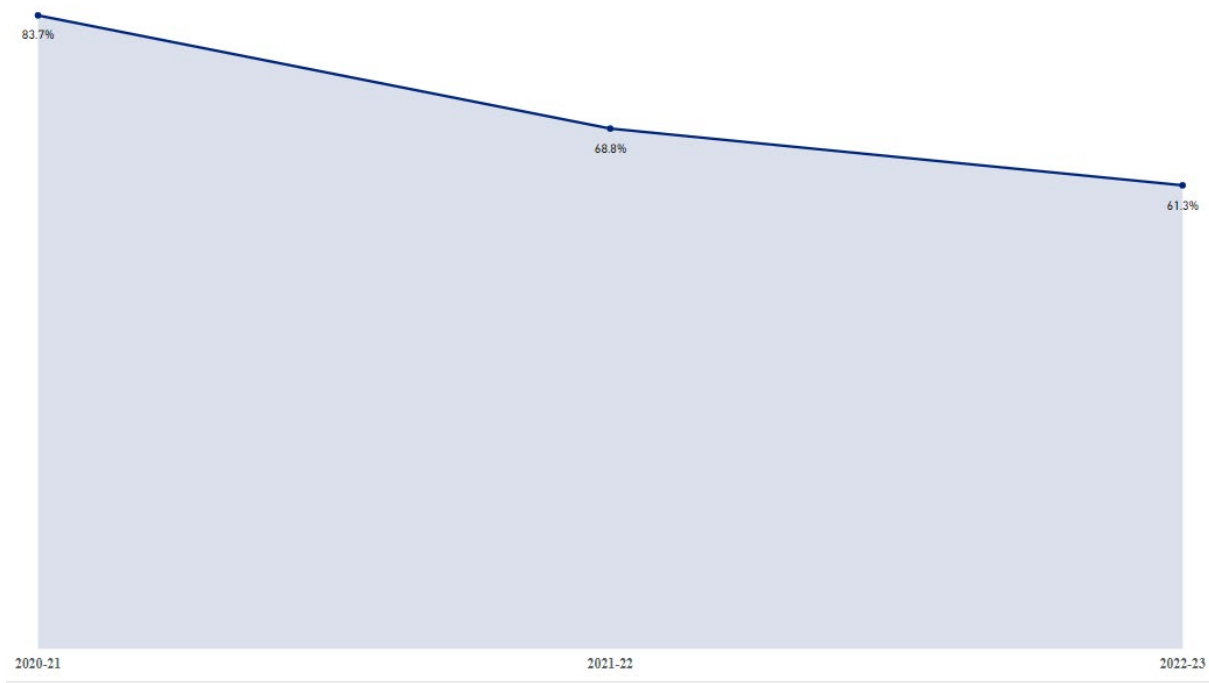
Provide the percent capacity/fill rate for each semester in the discipline for the last three years:

SUM

# Faculty Hiring Resource Requests



## FAL

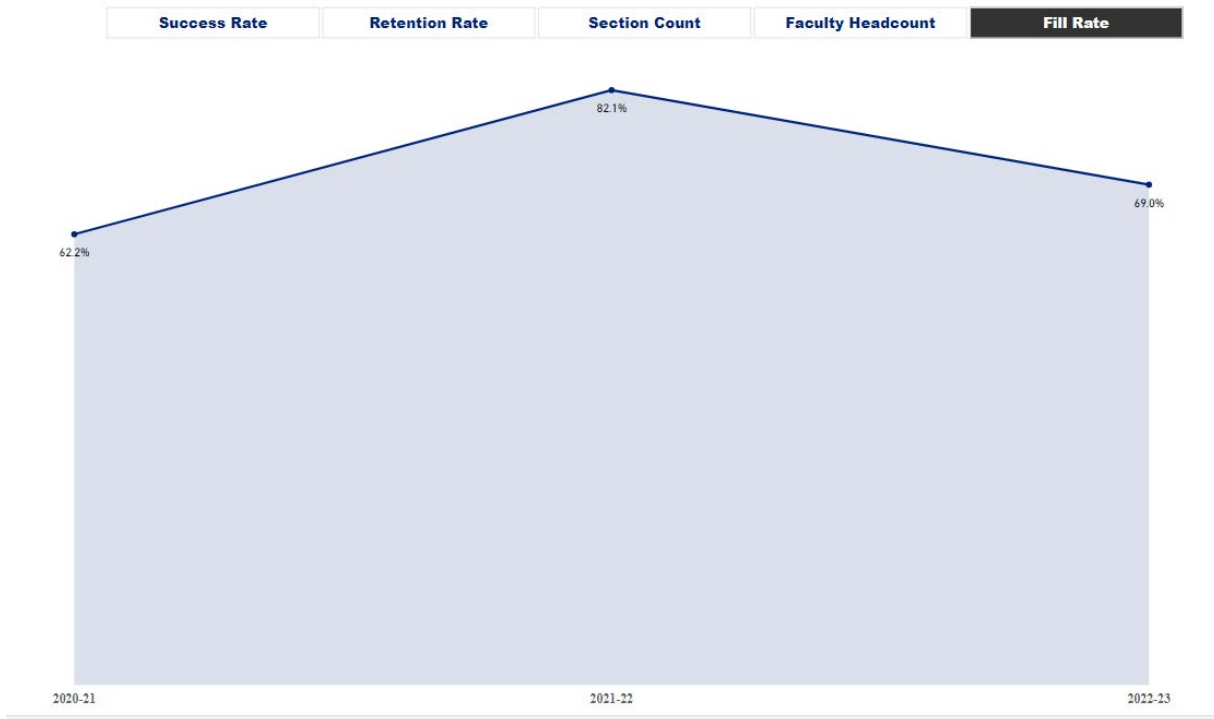


## WIN

## Faculty Hiring Resource Requests



## SPR



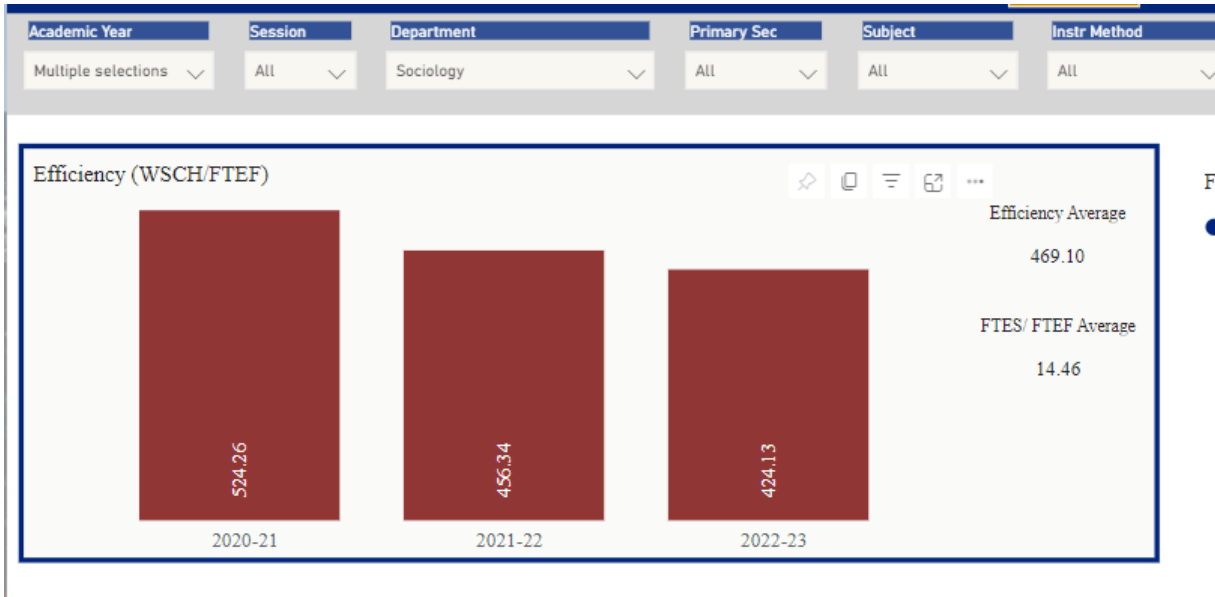
**Provide the average class size at Census for each semester for the last three years:**

Adverage Class Size	2020-21	2021-22	2022-23
SUM	40.0	31.50	26.67
FAL	33.32	28.04	24.48

## Faculty Hiring Resource Requests

WIN	40.0	37.50	29.0
SPR	25.53	24.25	27.11

Provide the efficiency (WSCH/FTEF) for the last three years:



### Instructional Data

Total number of sections offered in the discipline for the primary semesters in the previous year:

45

Are any of the sections cross-listed?

no

If so, how many?

Total number of units offered in the discipline for the primary semesters in the previous year:

135

### Proportion of full-time vs adjunct instruction

Number of full-time instructors currently in the discipline:

1

Full-time instructors by headcount:

1

Full-time instructors by FTEF:

2.6

Number of associate faculty instructors currently in the discipline:

## Faculty Hiring Resource Requests

Associate faculty instructors by headcount:

Associate faculty instructors by FTEF:

6.4

Total FTEF reassign NOT reoccurring each year (do not include dept. chair):

How many additional full-time faculty can this discipline support towards reaching a 75/25 full-time to adjunct ratio?

**Educational Program - Responses should provide detailed information specifically addressing what is asked. This section will be scored as a whole, so please avoid redundancy, there will be no advantage to restating the same information in multiple answers. Please do not include data that is already included in the above sections. Also, the information you provide should reflect justifications in program review sections. (50 Points)**

Describe how this discipline/program/unit contributes to the Educational Master Plan with regard to the Goals and Objectives. If relevant to this application, provide data for certificates, degrees, employment opportunities, etc...

Indicate what this new hire will contribute to your department or discipline that currently cannot be accomplished by the existing faculty.

Explain the impact this hire will have on other disciplines, programs, and the college.

Explain the impact if this faculty position is NOT hired.

Please describe any other factors not already addressed that reinforce the need for a full-time faculty hire.

### Instructional Summary - Complete this section for Instructional Faculty only

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1. How many additional full-time faculty can this discipline support towards reaching a 75/25 full time to adjunct ratio?
2. How many approved hires within this discipline are currently unfilled?
3. How many growth positions in this discipline are being requested and prioritized before this position?
4. Complete the calculation = (1-2-3) =
5. How many full-time faculty were employed in the discipline in the most recent Fall term?
6. Department Relative need total:

### Counseling Summary - Complete this section for Counseling Faculty only

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1. The number of students for the most recent Fall term relevant to your program.
2. How many full-time faculty are in your discipline, including retiring faculty?

## Faculty Hiring Resource Requests

3. How many growth positions in this discipline are being requested and prioritized before this position?

4. Calculation: (2) + (3) =

5. Please provide a state-mandated or institutional set student per faculty target ratio.

6. Complete the calculation using the above questions  $[(1)-(5) \times (4)] / (5) =$

7. Relevant Need: (6/4) =

## Library Summary- Complete this section for Library Faculty only

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1. The number of FTES for the most recent Fall term.

2. How many full-time faculty are in your discipline, including retiring faculty?

3. How many growth positions in this discipline are being requested and prioritized before this position?

4. Calculation: (2) + (3) =

5. The state-mandated or institutional set FTE per faculty ratio.

6. Complete the calculation using the above questions  $[(1)-(5) \times (4)] / (5) =$

7. Relevant Need: (6/4) =

## Submit

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Ready to Submit?

null

## For Administrative Use Only

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Funding Status

APC Ranking

Notes

### Program Review Reflections

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**What would make program review meaningful and relevant for your unit?**

**What questions do we need to ask to understand your program plans, goals, needs?**

**What types of data do you need to support your program plans, goals, needs?**

The FTEF data were not available on Nuventive, so it was challenging to analyze these data for the program review.

**If there are any supporting documents you would like to attach, please attach them here.**

### Submission

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**All parts of my Program Review have been completed and it is ready for review.**

Yes



Academic Year	2022-23					
Nuventive Improvement	Enrolled	Success	Success Rate	DI	Close Gap	
<b>Female</b>	<b>666</b>	<b>419</b>	<b>62.9%</b>	<b>1</b>	<b>76</b>	
African American	44	21	47.7%	1	10	
Asian	50	41	82.0%	0		
Hispanic	419	255	60.9%	1	47	
Native American	Masked Data			0		
Pacific Islander	Masked Data			0		
White	115	79	68.7%	0		
Two or More	29	19	65.5%	0	1	
Unknown	Masked Data			0		

Academic Year	2021-22					
Gender	Enrolled	Success	Success Rate	DI	Close Gap	
Nuventive Improvement Platform Premier						
<b>Female</b>	<b>170</b>	<b>488</b>	<b>62.9%</b>	<b>1</b>	<b>86</b>	
African American	48	27	56.3%	0	6	
Asian	68	59	86.8%	0		
Hispanic	481	286	59.5%	1	61	
Native American	Masked Data			0		
Pacific Islander	Masked Data			0		
White	121	82	67.8%	0		
Two or More	50	27	54.0%	1	8	
Unknown	Masked Data			0		

# Program Awards

- Program awards by Gender and Ethnicity
- Select one or multiple programs
- Source: Chancellor's Office MIS files

Program: **Nuventive Improvement Platform Premier**

- Search: soc
- Social & Behavioral Scienc...
  - Social Justice Studies
  - Social Media for Business
  - Sociology

	18-19	19-20	20-21	21-22	22-23
<b>Female</b>	<b>27</b>	<b>21</b>	<b>38</b>	<b>26</b>	<b>16</b>
American Indian or Alaska Native				1	
Asian	2		1	1	1
Black or African American	2	1	3	1	3
Hispanic/Latino	19	15	29	16	7
Native Hawaiian or Pacific Islander		1			
Two or More Races				2	
Unknown/Unreported					1
White	4	4	5	5	4
<b>Male</b>	<b>9</b>	<b>16</b>	<b>15</b>	<b>16</b>	<b>12</b>
American Indian or Alaska Native					1
Asian		1		1	1
Black or African American	2	3	3	6	1
Hispanic/Latino	7	9	9	4	4
Two or More Races			1		
Unknown/Unreported			1		3
White		3	1	5	2
<b>Unreported</b>	<b>1</b>				
Native Hawaiian or Pacific Islander	1				
<b>Total</b>	<b>37</b>	<b>37</b>	<b>53</b>	<b>42</b>	<b>28</b>

## Certificates

Gender x Ethnicity	Total
<b>Total</b>	

Nuventive Improvement Platform Premier

Term

Multiple selectio... ^

Search

- Fall 2023
- Spring 2023
- Fall 2022

Discipline

SOC

Race/Ethnicity

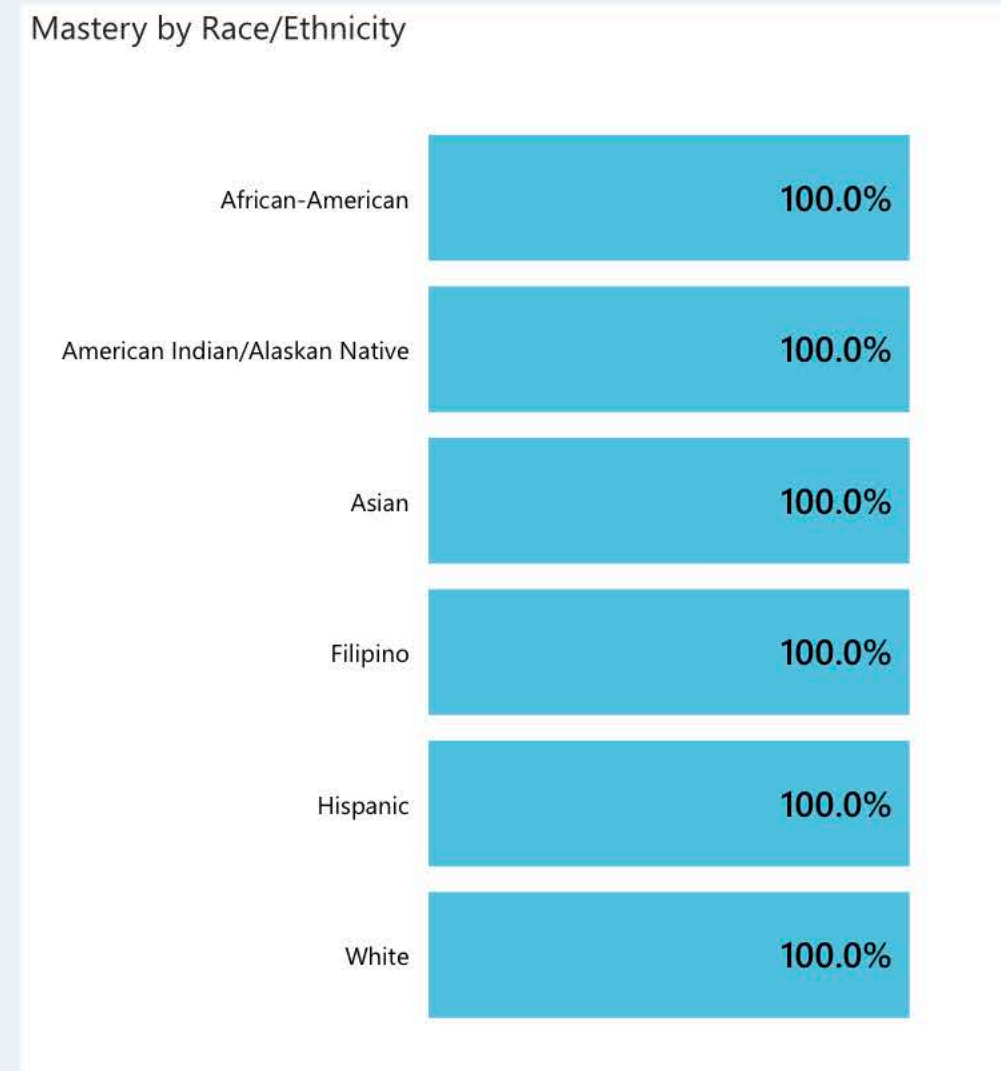
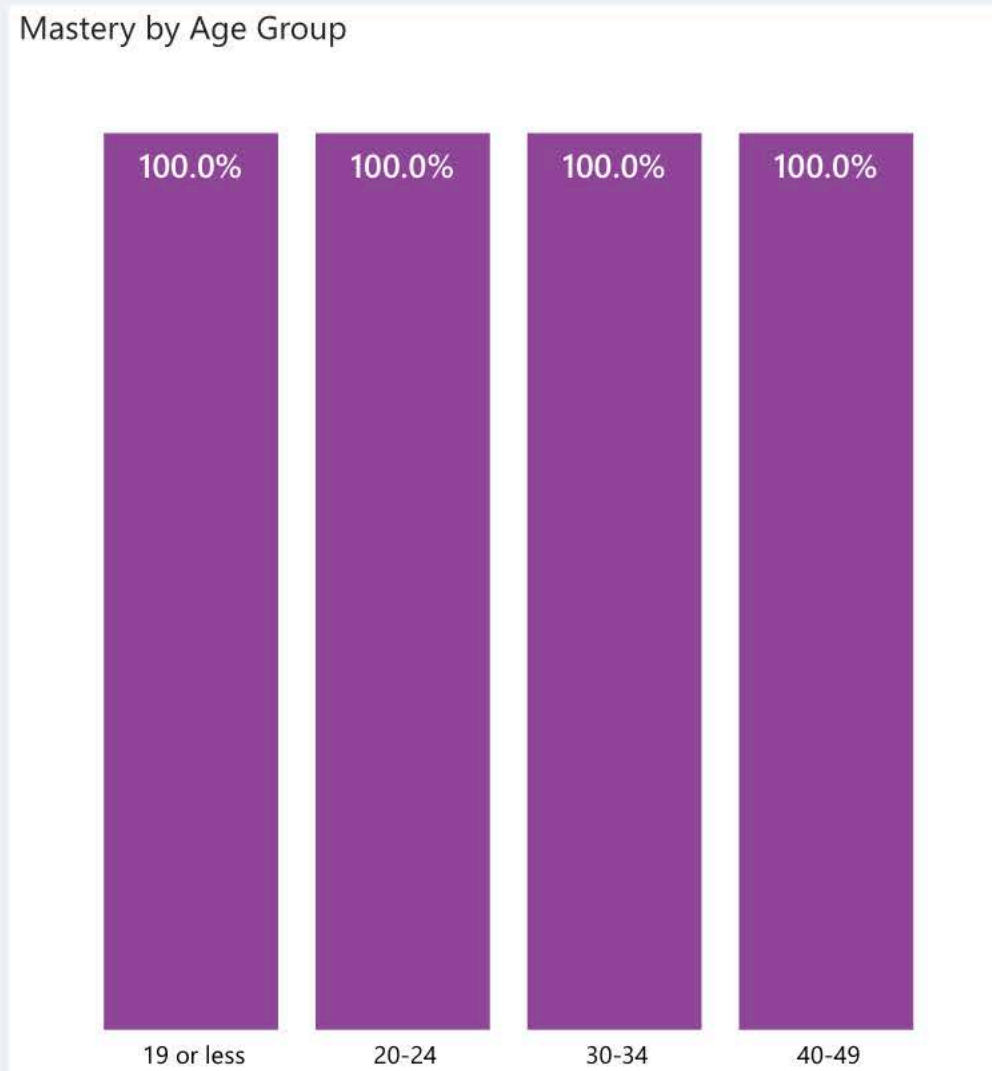
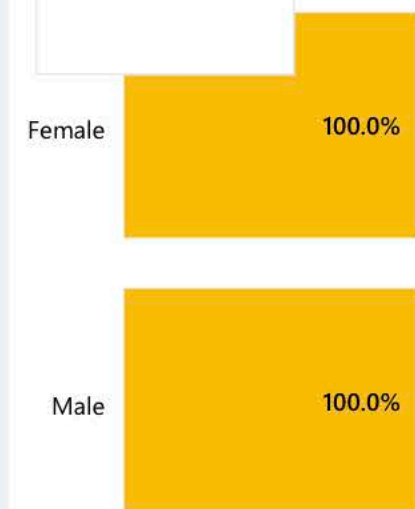
All

Gender

All

Age Group

All



Term  
Multiple selectio... ^  
 Fall 2023  
 Spring 2023  
 Fall 2022

Discipline  
SOC v

Declared Major  
All v

Race/Ethnicity  
All v

Gender  
All v

Age Group  
All v

Declared Major	Outcome	Mastery Percentage
Nuventive Improvement Platform Premier	(Blank)	100.0%
	General Business Concentration CSUGE	100.0%
	Business Admin-Management Concentration	100.0%
	Business Administration for Transfer IGETC	100.0%
	Childhood Education for Transfer CSUGE	100.0%
	Early Childhood Education-Assistant Teacher	100.0%
	Fine & Applied Arts	100.0%
	Fine & Applied Arts CSUGE	100.0%
	Game Concept Art	100.0%
	Kinesiology, Health & Wellness	100.0%
	Psychology for Transfer CSUGE	100.0%
	Psychology for Transfer IGETC	100.0%
	Social & Behavioral Studies	100.0%
	Social & Behavioral Studies CSUGE	100.0%
	Social & Behavioral Studies IGETC	100.0%
	Sociology for Transfer CSUGE	100.0%
	Sociology for Transfer IGETC	100.0%

Term

Multiple selection... ^

Search

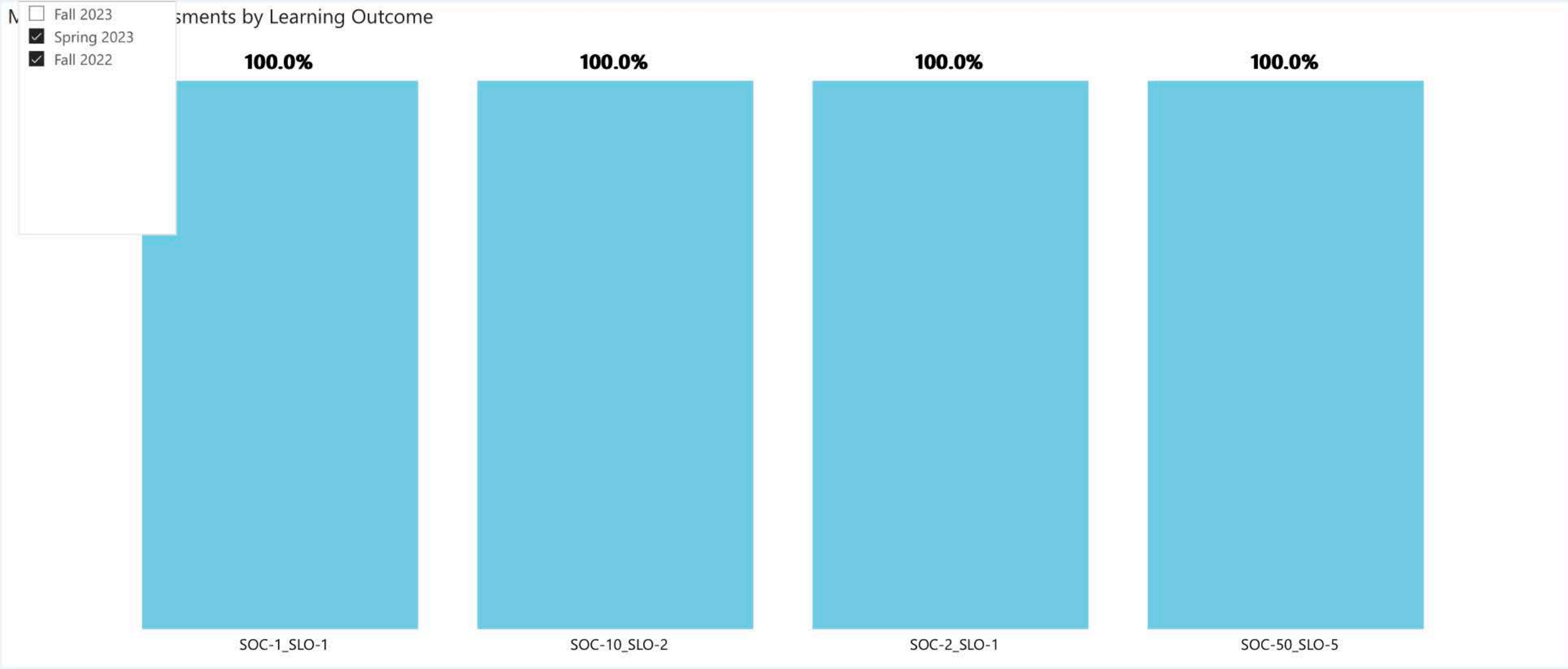
- Fall 2023
- Spring 2023
- Fall 2022

Discipline

SOC

Course

All



# RCCD Program Review Data Dashboard

3/19/2024

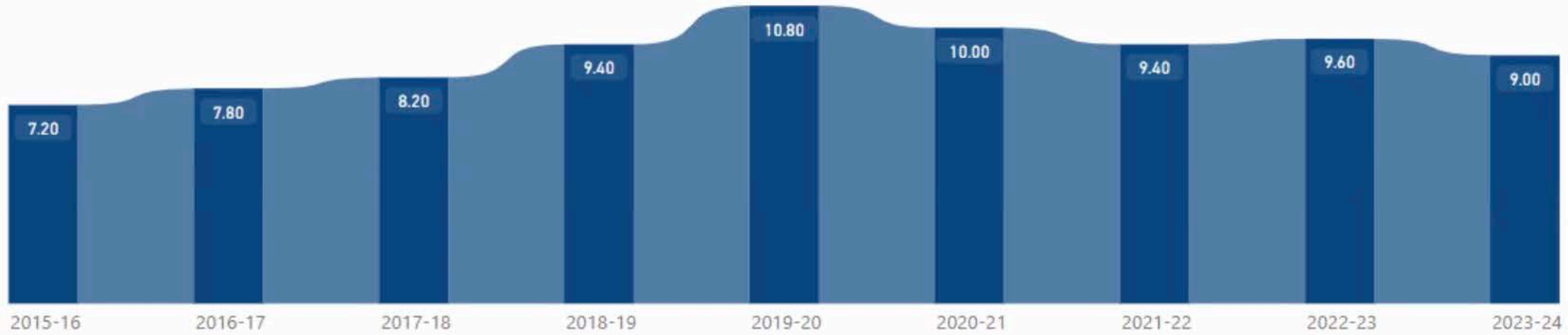
<b>Acad_Year</b> Multiple selections	<b>College</b> NOR	<b>Faculty</b> All	<b>Instruction Method</b> All	<b>Course</b> All	<b>Division</b> All	<b>Primary</b> <input type="checkbox"/> Select all <input type="checkbox"/> NO <input type="checkbox"/> YES
<b>Term</b> All	<b>Year/Term</b> All	<b>CSU GE</b> All	<b>Time Period</b> All	<b>Subject</b> SOC	<b>Department</b> All	

FTEF by Type

● FTEF - Full-Time 
 ● FTEF - Part-Time 
 ● FTEF - Overload 
 ● FTEF - Large Lecture



FTEF Total



Term:

Discipline:

Course:

Nuventive Improvement Platform Premier

☑ Fall 2023 Assessments by Learning Outcome

