



# Sociology

Program Review Presentation

Cohort 2: 2020-2021



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# Program Review

- Who are we?
- What do we do?
- Strengths/Challenges
- How do we center what we do around equitable student success?
- Priorities/Enhancements
- What do we need?
- How do we support the college's mission?



# Who are we? Pam, Nidal, & Jeff



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# What do we do?

- We provide opportunities for students to learn sociology and to become sociologists. To get excited about learning. To be critical thinkers. To see themselves reflected in our classes and to get perspectives into ways of being and thinking different from their own. To do research and work on projects. To feel proud of their achievements. To understand how and why knowledge is power. To prepare for their next steps in education, including completing their certificates and degrees and transferring. To prepare for careers. To come as they are and be supported and to be a part of a community of scholars. To grow and to experience success on their own terms.
- We strive to be best practitioners and to show up with love and as our best selves.



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# Strengths

- The sociology department faculty do our best to center students and student success as we design our courses, teach, and engage in department planning. As sociologists, our discipline lends itself to looking at problems from both the systemic and interpersonal lenses. We are aware that we cannot control all the forces impacting our students yet we want to maximize the ways in which we can build relationships, design our courses, and create flexible options to maximize student learning and success.
- Our faculty
- Our students
- Our collaborators
- The Sociology department historically and currently serves a larger percentage of students of Color than our division and most departments
- Our discipline lends itself to reflecting the lives and experiences of our students
- The Sociology Club and applied research opportunities for students
- Service to institutional equity



# Challenges

- our DI
- having enough time
- losing 25% of our department through retirement
- the loss of African American students through the remote instruction period
- drop in overall ARC and BSS student enrollment
- moving to remote instruction and finding our way back to our new normal
- the difficulties in scheduling classes and the changes we have had to make to course modalities after students have already enrolled
- losing the opportunity for students to enroll in Sociology classes because Area D required units were reduced from 9 units to 6 units
- bringing in new adjunct faculty who have the expertise in race and gender and other intersectional specialties to reflect and engage our students who are the most marginalized and disproportionately impacted.



# How do we center what we do around equitable student success?

- We collaborate and try to be relational in what we do
- We do our best to be intentional about designing equity into what we do.
- We do our best to be race conscious
- We do our best to be intersectional
- We use data
- We try to employ culturally responsive techniques to build trust and develop independent learning
- We try to be flexible
- We know we have a lot to learn
- We make mistakes and we try again



# Priorities

1. A sociology department priority is to identify and address the disproportionate impact our courses and department has on specific student populations. Our focus currently is on eliminating our equity gaps for our African American, Native American, Hispanic/Latino, Filipino, White (possible), and other students and to expand to include intersectionalities.
2. We are also focused on increasing our enrollments and productivity in these very unsettled and uncharted times. We understand our loss of enrollment may have been created, in part, by the loss of 3 units in Area D, and by the loss of enrollment created by COVID-19 and remote/online instruction. We still believe we can make a difference.





# Strategic Enhancements

Sociology is committed to doing better and to continue to develop our skills to be equitable and student ready instructors. It is not acceptable that so many of our Students of Color are impacted by the disproportionate impact that our systems create. While any one of us cannot solve this systemic issue, we can and are committed to doing what we can in our classes to close opportunity gaps. We know we are human and will continue to make mistakes, but the conviction to be culturally responsive instructors who support independent learning and critical work is necessary for change to occur. We question ourselves and do self-work. We are designing and redesigning our classes, and continue to work on shared resources for our classes. We will focus on our African American, Latinx, Native American, Filipino, Multi-Race, and White students who experience DI in our courses in racially conscious and equitable ways. We know that the context of each course will impact how and why specific racial and ethnic groups are experiencing the DI and we will take each course's unique circumstances into account.



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Also, our continual development of our race consciousness as instructors and continual development of culturally responsive learning methods are critical. Being race conscious is a critical piece of equitable teaching and learning. It involves having knowledge about the ways race impacts our lives and an understanding of how the ways that the practitioner operates produces racial inequity. Zaretta Hammond clarifies racial consciousness by stating that:

*More specifically, it's about recognizing the social-emotional impact of living in a racialized society where some people have unearned privilege and others have unearned disadvantage. As teachers of culturally diverse students, we need to educate ourselves about the realities of structural racialization in society and recognizing how colorblindness is just another form of implicit bias.*

This means that as teachers, we need to invest in trust-building as well as excellence in teaching and learning for our students who are disproportionately impacted. Our development is an ongoing and exciting challenge.



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# To meet these priorities

*Develop our practice of culturally relevant education, which includes continued development of a Canvas Resource Shell through OER for Soc 300 for all Soc instructors to use.*

*Replace retired faculty and expand our gender and family courses*

*Continue to work on accessible and relevant courses*

*Grow Dual Enrollment and Early College and our Learning Communities Collaboration*

*Offer Internship and Career Exploration*

*Expand Research experience*

*Collaboration within ARC and in our community*

*Supports our goals of  
Studentw First, Clear and Effective Paths, Exemplary Teaching, Learning and  
Working Environment*



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# What do we need?

- FTE and reliable course scheduling
- Student centered qualitative data
- Opportunities for our newer adjuncts
- Time
- Transparent and timely communication about how state and district decisions impact our departments, teaching, and resource allocation
- Top down modeling of equitable decision making and ways in which ARC uses data



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# How do we support ARC's mission and goals?

- We have been experimenting with class offerings and are offering 40-50% of our courses in an on-ground format fall 2023. Data shows that we have lost many of our students of Color during our remote instruction years, and we are doing our best to build relationships and increase our enrollment and success for students of Color, especially those who are disproportionately impacted in sociology courses. Sociology has historically enrolled a higher percentage of students of Color than most other disciplines at American River College.





# How do we support ARC's mission and goals?

- Most directly, the Sociology Department contributes to the mission of American River College by reassigning time from two of its three full time faculty to institutional equity work and college leadership. We have three full-time faculty. Two of our adjunct faculty also have assignments in online education.
- We are centering student success in our goals and want to close the opportunity gaps/disproportionate impact gaps experienced by our students.

