



Sociology Department
Program Review
2016

El Camino College
Division of Behavioral and Social Sciences
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El Camino College Mission Statement

El Camino College makes a positive difference in people's lives.

We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

The Sociology Department is committed to student success and to fulfilling the mission of El Camino College. This Program Review will demonstrate that the Department offers a comprehensive educational program to ensure educational success for students from our diverse communities.

TABLE OF CONTENTS

1. Program Overview, Highlights, and Vision.....	3
2. Analysis of Research Data.....	10
3. Curriculum.....	24
4. Assessment – Student/Program Learning Outcomes.....	32
5. Analysis of Student Feedback.....	38
6. Facilities, Equipment, Technology, and Software.....	46
7. Staffing.....	47
8. Future Direction and Vision.....	48
9. Prioritized Recommendations.....	51
Works Cited.....	53
Appendix: Sociology Survey Results.....	54

PART 1: PROGRAM OVERVIEW, HIGHLIGHTS, AND VISION

Mission Statement: The Sociology Department provides general education courses that introduce students to the discipline of sociology while preparing them to make a successful transition to the upper division at four-year colleges and/or to meet requirements for obtaining an associate degree. All courses emphasize critical thinking and application of sociological concepts and theories.

The primary focus of the Sociology Department is to provide students with a solid grounding in introductory sociology in order to prepare them for subsequent courses in the sociology program and to meet general education requirements for transfer to a four-year university. The Sociology Department was one of the first departments at El Camino College to implement the new Associate in Arts Degree for Transfer (AA-T) in 2012-13. This degree is in compliance with the Student Transfer Achievement Reform Act (Senate Bill 1440), now codified in California Education Code sections 66746-66749. Upon completion of the AA-T degree requirements, the student is eligible for transfer with junior standing into the California State University (CSU) system with guaranteed admission.

The AA-T in Sociology provides students with a foundation in the science of sociology. Upon successful completion of the degree requirements, students will acquire an understanding of major sociological concepts and theoretical perspectives on social issues and social life as they apply to the individual, group, and society. Students will also understand the principles of research methods and data analysis. Proficiency in sociological competencies will be demonstrated through examinations and writing assignments on the major sociological theories and research techniques. The major prepares students for careers in fields such as teaching, research, social work, public relations, human resources, gerontology, demography, law, criminology and counseling.

Courses in the Department include: Introduction to Sociology, The Family, Social Problems, Issues of Race and Ethnicity in the United States, Global Perspectives on Race and Ethnicity, Introduction to Criminology, as well as Introduction to Statistical Methods for the Study of Behavior. All courses offered by the Sociology Department have been articulated for transfer

credit with both the University of California (UC) and the California State University (CSU) systems. They have also been approved for placement in Area 4: Social and Behavioral Sciences of the Intersegmental General Education Transfer Curriculum (IGETC) and Area D of the CSU General Education Breadth pattern.

The Sociology Department collaborates with the Articulation Office to ensure articulation of sociology courses with lower division major preparation courses required at UC, CSU and selected California private and out-of-state institutions.

Several courses are currently being developed by faculty in the Sociology Department to support a proposed Women's, Gender, and Sexuality Studies (WGSS) major at El Camino College. This will be an interdisciplinary program intended to expose students to a broad range of feminist scholarship in the behavioral and social sciences, humanities, and fine arts.

The Sociology Department is among the leading departments, not only in the Behavioral and Social Sciences Division, but among all programs at El Camino College to award degrees. In 2014-2015 the Sociology Department offered 72 sections and awarded 62 associate degrees, nearly tripling the number awarded in 2007-2008 of 22. It is assumed that this significant increase in degree awarded is due in part to the implementation of the AA-T. The Department has served an average of 3,000 students per academic year since our last Program Review in 2012, with an annual program participation rate of 3,250 in 2014-15.

The Department is currently comprised of four full-time and seven part-time faculty members. One of the most notable developments in the Department since our 2012 Program Review concerns retirements and new faculty hires. Elaine Cannon retired in 2016 and after 23 years of service and dedication to the College, Sue Dowden will retire in 2017. Sue has contributed greatly to the College in countless ways and has been a champion for the Department and for our students. Her contributions will undoubtedly have a lasting effect. The Department was thrilled to welcome two new full-time faculty members in 2015: Melissa Fujiwara and Kassia Wosick, who were hired to fulfill a growing demand for sociology classes. The Department will need to

hire at least two additional full-time faculty members within the next two to three years to fill retirement vacancies.

Other populations, aside from sociology majors, are served by the courses offered in the Sociology Department. Specific sociology courses fulfill degree and certificate requirements in administration of justice, anthropology, child development, communication studies, ethnic studies, general studies, history, nursing, political science, psychology, as well as women's, gender, and sexuality studies. Hiring additional full and part-time faculty in the Department will be needed to better serve our sociology students as well as those students majoring in other disciplines.

An active Sociology Club of 20 to 30 members supports the extracurricular activities of the program. The club was founded in 2000 and provides students with valuable career and transfer information through weekly meetings. The Sociology Club routinely invites guest speakers who work in careers related to sociology, in addition to campus leaders who speak to the club about a variety of topics and issues relevant to students. By far, the most successful Sociology Club event is the annual Real Deal panel where ECC alumni return to share personal insight and guidance on the transfer experience to current club members. The club provides a valuable service to our students who wish to transfer and pursue a career in sociology as well as opportunities to engage in social activism.

Relationship to El Camino College Strategic Initiatives

The Sociology Department’s goals and objectives fulfill the mission of El Camino College and are aligned with El Camino College Strategic Initiatives:

El Camino College Strategic Initiatives	
<p>Strategic Initiative A – Student Learning: Support student learning using a variety of effective instructional methods, educational technologies, and college resources.</p>	<p>Sociology Department faculty use a variety of pedagogical tools to best meet the needs of our diverse student population. In addition to interactive lectures, instructional methods such as small group discussions/activities, role playing, group presentations, and service learning are employed in sociology classes.</p> <p>All sociology faculty utilize the technology available in Smart Classrooms for PowerPoint presentations, Internet access, DVD/VHS players, and document viewers. In addition, several faculty regularly use personal response systems (clickers) as well as Poll Everywhere.</p> <p>Faculty in the Department maintain class websites, Team Sites, and provide online access to PowerPoint lectures and study guides via Etudes to provide a variety of resources to encourage student success.</p>
<p>Strategic Initiative B – Student Success & Support: Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.</p>	<p>The Sociology Department works closely with several student support services on campus to enhance student success, including the Reading Success Center, Writing Center, Honors Transfer Program, Special Resource Center, Library and Learning Resources, Transfer Center, Articulation Office, EOPS, Counseling Services, and New Student Orientation/Welcome Week.</p> <p>The Department is participating in Student Equity Revisioned (SER), a BSS and Student Equity Program initiative which is focused on addressing equity gaps by creating culturally sensitive and equity minded learning</p>

	<p>communities.</p> <p>To meet student demand, online course offerings have been expanded in the Sociology Department and new hybrid courses are being considered.</p> <p>The Sociology Club provides students with excellent opportunities for networking and learning about transfer procedures and career options.</p>
<p>Strategic Initiative C – Collaboration: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect.</p>	<p>Collaboration is a cornerstone of the Sociology Department which is evident in many areas.</p> <p>Sociology faculty meet regularly to address relevant issues to the Department, BSS Division, and the College.</p> <p>Faculty coordinate with other programs and participate in a wide variety of campus committees and activities including Academic Senate, Division Curriculum Committee, Division Council, Division SLO Committee, Distance Education, Honors Transfer Program, Special Resource Center, Student Equity Program, Women’s History Month, Social Justice Fair and hiring committees. In addition, faculty serve as advisors to the Sociology Club and the Muslim Student Association.</p> <p>The Department continues to collaborate with other departments such as Human Development and History to link classes and create learning communities in addition to co-teaching and speaking at campus presentations with colleagues in the Psychology Department.</p> <p>Sociology faculty have facilitated faculty development workshops including workshops for SLO assessment in TracDat and breakout</p>

	<p>sessions on Professional Development Day.</p> <p>Faculty are in the process of collaborating with staff and faculty from departments across the campus to develop a Women's, Gender, and Sexuality Studies (WGSS) program.</p>
<p>Strategic Initiative D – Community Responsiveness: Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.</p>	<p>The Department has worked closely with community organizations to create service learning and internship opportunities for students. In addition, faculty often invite members of the community to speak in classes and at campus events such as the Social Issues Forum.</p> <p>Faculty are in the process of developing partnerships with local community colleges, CSUs, UCs, and private colleges in order to support the success of the new WGSS program.</p>
<p>Strategic Initiative E – Institutional Effectiveness: Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.</p>	<p>The Department is committed to evaluating the effectiveness and quality of the program by assessing SLOs, updating the Annual Program Plan and completing Program Review every four years.</p> <p>At the start of the Spring 2016 semester, the Department reviewed data concerning student equity gaps and collaborated on strategies and interventions to increase success for at-risk students.</p>
<p>Strategic Initiative F – Modernization: Modernize infrastructure and technological resources to facilitate a positive learning and working environment.</p>	<p>Campus technology resources are utilized to enhance student learning and success such as Smart Classrooms, Team Sites and Etudes, in addition to student support services including computer labs and library orientations to databases and online resources.</p>

Status of Recommendations from 2012 Sociology Program Review

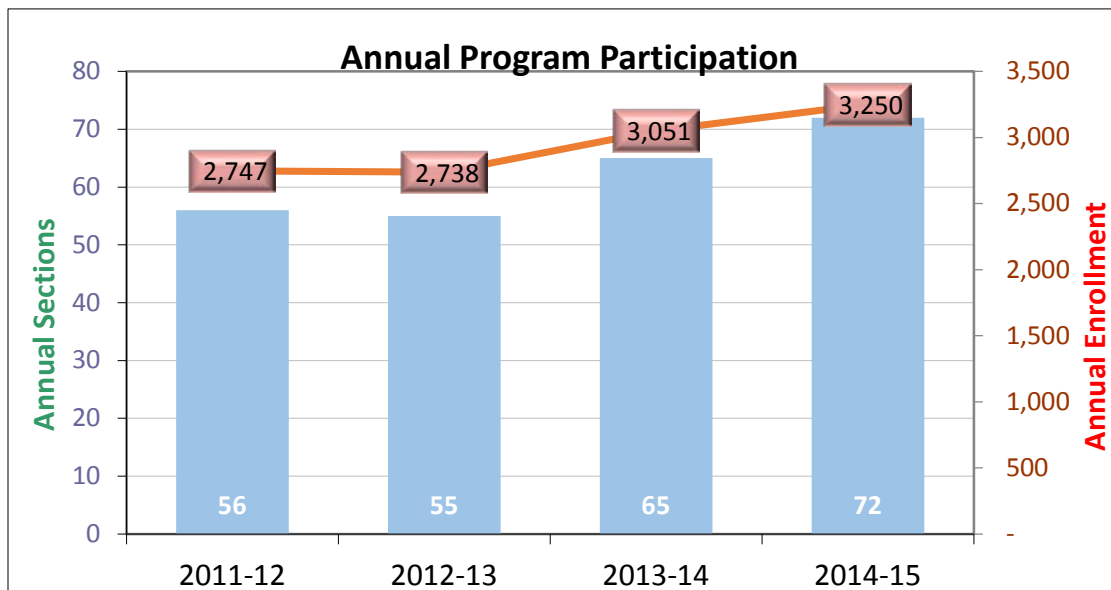
Previous Recommendation	Status
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Compile necessary data to support recommendation of Sociology 101 prerequisite for Sociology 104. Present recommendation to College Curriculum Committee.	In progress: Findings will be presented Fall 2016 when Sociology 104 is scheduled for review.
Because many students are unaware that Sociology 109 is offered only in the Fall, improvements must be made in communicating this information to both students and counselors.	Completed: While improvements were made to communicate this information, it is no longer necessary to do so as the course is now offered during the fall and spring semesters.
Hire additional part-time faculty as needed.	Ongoing: Several adjunct faculty have been hired in recent years including L. Jones (2014), A. Lindner (2016), H. Ramirez (2016), and M. Bell-Blossom (2016). Additional part-time faculty will be hired as needed.
Hire one additional full-time faculty when budget allows.	Completed: The Department hired two additional full-time faculty: Melissa Fujiwara (2015) and Kassia Wosick (2015).
The Department recommends that the College place greater emphasis on global education with support of the Global Studies Program and the Study Abroad Program.	In progress: The Study Abroad Program has been reinstated as of Summer 2016 with a program in Florence, Italy. Winter and summer offerings are planned for the future. On hold: Dr. Miranda has received a template from the Chancellor's office for the newly approved A.A. degree in global studies which will require the development of two new core courses.

PART 2: ANALYSIS OF RESEARCH DATA

Head Count and Program Participation Rates

Demographic and enrollment statistics reveal that, except for a slight dip in enrollment during the 2012/2013 academic year, the student headcount has increased over the past four academic years. The highest headcount since the 2011/2012 academic year was reported during the 2014/2015 academic year at an enrollment of 2,606 students. Over four academic years (Fall 2011-Spring 2015), reoccurring demographic characteristics appear: the majority of students enrolling in Sociology courses are female (60.3%-66.1%), Latino, traditional college age-19-21 years old, full time (53.9%-58%), high-school graduates (91.2%-94%). The majority of Sociology students either intend to transfer to a four-year university (31.9%-37.4%), or do not report educational goals (35.6%-40.3%). Sociology students intend to transfer more often than average ECC students (31.5%), and also have a higher proportion who graduated high school (91.2%-94.1%) than average ECC students (82.3%). In Spring 2015, 54.9% of Sociology students were full-time, much greater than the ECC average of 34.5%; this is a notable difference, as full-time students successfully complete their educational goals at greater rates than part-time students. Finally, Sociology students tended to be younger than average ECC students, with only 18.7% of students age 25 or older, compared to 29.4% for ECC at large.



		Term							
		Fa '11	Sp '12	Fa '12	Sp '13	Fa '13	Sp '14	Fa '14	Sp '15
Term Headcount		1,141	1,114	1,163	1,052	1,247	1,292	1,323	1,283
Gender	F	61.0%	63.1%	58.9%	60.3%	63.6%	62.2%	62.6%	66.1%
	M	39.0%	36.9%	41.1%	39.6%	36.4%	37.8%	37.4%	33.9%
Ethnicity	African-American	15.2%	15.5%	13.3%	13.0%	13.6%	14.7%	15.1%	14.3%
	Amer. Ind. or Alask. Native	0.1%	0.3%	0.1%	0.2%	0.0%	0.1%	0.0%	0.1%
	Asian	19.7%	19.2%	16.9%	20.6%	17.6%	15.8%	17.8%	16.0%
	Latino	44.7%	44.3%	49.9%	47.8%	51.6%	52.1%	50.6%	52.1%
	Pacific Islander	0.4%	0.5%	0.8%	0.4%	0.2%	0.4%	0.3%	0.6%
	White	15.0%	15.1%	14.3%	12.2%	11.7%	12.2%	11.3%	12.2%
	Two or More	2.9%	3.3%	3.6%	4.8%	4.7%	4.3%	4.0%	4.4%
	Unknown or Decline	1.9%	1.8%	1.2%	1.0%	0.6%	0.5%	0.9%	0.4%
Age/ Age Group	<17	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.0%
	17	1.1%	0.4%	2.2%	0.7%	1.6%	0.5%	1.8%	0.5%
	18	10.4%	12.1%	11.8%	11.5%	11.1%	11.3%	9.4%	9.8%
	19	23.8%	21.3%	25.5%	24.8%	24.3%	19.7%	22.1%	19.3%
	20	19.4%	22.4%	21.1%	19.9%	17.6%	18.0%	18.4%	21.8%
	21	12.9%	12.7%	12.0%	11.9%	12.7%	12.2%	11.8%	12.0%
	22	7.3%	7.2%	6.2%	8.7%	7.5%	7.8%	7.8%	7.7%
	23	4.8%	5.2%	5.0%	4.2%	6.6%	6.7%	5.5%	6.6%
	24	3.2%	2.1%	2.5%	3.9%	2.5%	3.5%	4.3%	4.6%
	25-29	8.7%	9.3%	7.6%	7.2%	9.8%	11.3%	9.8%	10.3%
	30-39	4.7%	4.2%	3.2%	4.3%	4.3%	6.2%	5.5%	4.5%
	40-49	2.4%	2.3%	2.0%	2.2%	1.1%	1.8%	2.2%	1.9%
	50-64	1.1%	0.7%	0.8%	0.7%	0.6%	0.8%	1.1%	0.9%
65+	0.1%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	
Class Load	Full-time	57.6%	58.0%	53.9%	54.4%	58.0%	53.9%	55.0%	54.9%
	Part-time	42.4%	42.0%	46.1%	44.6%	42.0%	46.1%	45.0%	45.1%
Academic Level	College degree	6.1%	4.8%	4.6%	4.8%	4.1%	6.0%	5.4%	5.8%
	HS Grad	91.3%	92.9%	94.0%	93.3%	94.1%	91.6%	91.2%	91.7%
	Not a HS Grad	1.0%	1.1%	0.6%	0.3%	0.2%	0.2%	0.4%	0.2%
	K-12 Special Admit	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.2%	0.2%
	Unknown	1.6%	1.2%	0.9%	1.6%	1.7%	2.0%	2.8%	2.1%
Educational Goal	Intend to Transfer	33.5%	35.6%	34.4%	31.9%	37.4%	32.8%	35.6%	35.9%
	Degree/Certificate Only	2.8%	2.6%	2.1%	2.4%	1.9%	2.6%	2.1%	2.4%
	Retrain/recertif.	1.6%	2.1%	1.4%	1.2%	1.1%	1.5%	2.1%	0.9%
	Basic Skills/GED	4.9%	6.1%	6.3%	8.0%	5.7%	6.3%	6.1%	6.3%
	Enrichment	3.6%	3.0%	3.0%	3.3%	2.2%	2.9%	2.7%	1.9%
	Undecided	18.1%	14.9%	16.2%	16.1%	14.9%	13.5%	13.2%	14.9%
	Unstated	35.6%	35.7%	36.6%	37.1%	36.7%	40.3%	38.2%	37.6%

Course Grade Distribution

The grade course distribution from Fall of 2011 to Spring 2015 is below. In our largest course, Introduction to Sociology, students tend to do quite well, earning an 'A' or 'B' grade over half the time in each of the years covered in the report. Students generally earn more 'A' grades in Introduction to Sociology than they do in our other Sociology courses.

In Sociology 102 (The Family), Sociology 104 (Social Problems), and Sociology 112 (Introduction to Criminology), the most common grades fluctuated between an 'A' or 'B' grade across the years (2011-2015) observed.

In Sociology 107 (Issues of Race and Ethnicity in United States Society), the most common grades fluctuated more widely across the grade continuum, with the most students receiving an 'A' grade in 2011, an 'F' grade in 2012, and a 'B' grade in 2013 and 2014.

In Sociology 108 (Global Perspectives on Race and Ethnicity), the most common grade fluctuated between an 'A' or 'B' grade across the years observed (2012-2015)

In Sociology 109 (Introduction to Elementary Statistical Methods for the Study of Behavior), the most common grade was a 'C' grade across the years (2011-2015) observed.

Year	Course	'A'	'B'	'C'	'P'	'D'	'F'	'DR'	'W'	Total
2011	SOCI-101	326	253	79	0	19	43	28	66	787
		41.4%	32.1%	10.0%	0.0%	2.4%	5.5%	3.6%	8.4%	100.0%
	SOCI-102	14	23	7	0	2	0	1	4	50
		28.0%	46.0%	14.0%	0.0%	4.0%	0.0%	2.0%	8.0%	100.0%
	SOCI-104	49	60	43	0	13	14	6	18	197
		24.9%	30.5%	21.8%	0.0%	6.6%	7.1%	3.0%	9.1%	100.0%
	SOCI-107	14	6	13	0	5	8	2	3	50
		28.0%	12.0%	26.0%	0.0%	10.0%	16.0%	4.0%	6.0%	100.0%
	SOCI-109	1	0	5	0	1	2	0	3	12
		8.3%	0.0%	41.7%	0.0%	8.3%	16.7%	0.0%	25.0%	100.0%
	SOCI-112	13	12	9	0	2	7	0	6	49
		26.5%	24.5%	18.4%	0.0%	4.1%	14.3%	0.0%	12.2%	100.0%
	TOTAL	417	354	156	0	42	74	37	100	1145
		36.4%	30.9%	13.6%	0.0%	3.7%	6.5%	3.2%	8.7%	100.0%

2012	SOCI-101	644	460	252	0	56	113	23	147	1676
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		38.4%	27.4%	15.0%	0.0%	3.3%	6.7%	1.4%	8.8%	100.0%
	SOCI-102	29	33	28	0	5	1	1	6	103
		28.2%	32.0%	27.2%	0.0%	4.9%	1.0%	1.0%	5.8%	100.0%
	SOCI-104	84	96	61	0	28	45	11	31	345
		24.3%	27.8%	17.7%	0.0%	8.1%	13.0%	3.2%	9.0%	100.0%
	SOCI-107	11	10	9	0	3	13	0	5	51
		21.6%	19.6%	17.6%	0.0%	5.9%	25.5%	0.0%	9.8%	100.0%
	SOCI-108	5	17	7	0	2	9	2	9	49
		10.2%	34.7%	14.3%	0.0%	4.1%	18.4%	4.1%	18.4%	100.0%
	SOCI-109	0	0	5	0	1	3	0	3	12
		0.0%	0.0%	41.7%	0.0%	8.3%	25.0%	0.0%	25.0%	100.0%
	SOCI-112	8	17	11	0	8	6	0	4	54
		14.8%	31.5%	20.4%	0.0%	14.8%	11.1%	0.0%	7.4%	100.0%
	TOTAL	781	633	373	0	103	190	37	205	2290
		34.1%	27.6%	16.3%	0.0%	4.5%	8.3%	1.6%	9.0%	100.0%

2013	SOCI-101	628	441	256	0	72	145	0	143	1685
		37.3%	26.2%	15.2%	0.0%	4.3%	8.6%	0.0%	8.5%	100.0%
	SOCI-102	32	41	15	0	4	1	0	10	103
		31.1%	39.8%	14.6%	0.0%	3.9%	1.0%	0.0%	9.7%	100.0%
	SOCI-104	135	110	70	0	19	36	0	29	399
		33.8%	27.6%	17.5%	0.0%	4.8%	9.0%	0.0%	7.3%	100.0%
	SOCI-107	26	40	16	0	6	6	0	7	101
		25.7%	39.6%	15.8%	0.0%	5.9%	5.9%	0.0%	6.9%	100.0%
	SOCI-108	14	7	10	0	4	4	0	10	49
		28.6%	14.3%	20.4%	0.0%	8.2%	8.2%	0.0%	20.4%	100.0%
	SOCI-109	2	1	4	0	3	0	0	3	13
		15.4%	7.7%	30.8%	0.0%	23.1%	0.0%	0.0%	23.1%	100.0%
	SOCI-112	15	18	2	0	2	2	0	10	49
		30.6%	36.7%	4.1%	0.0%	4.1%	4.1%	0.0%	20.4%	100.0%
	TOTAL	852	658	373	0	110	194	0	212	2399

		35.5%	27.4%	15.5%	0.0%	4.6%	8.1%	0.0%	8.8%	100.0%
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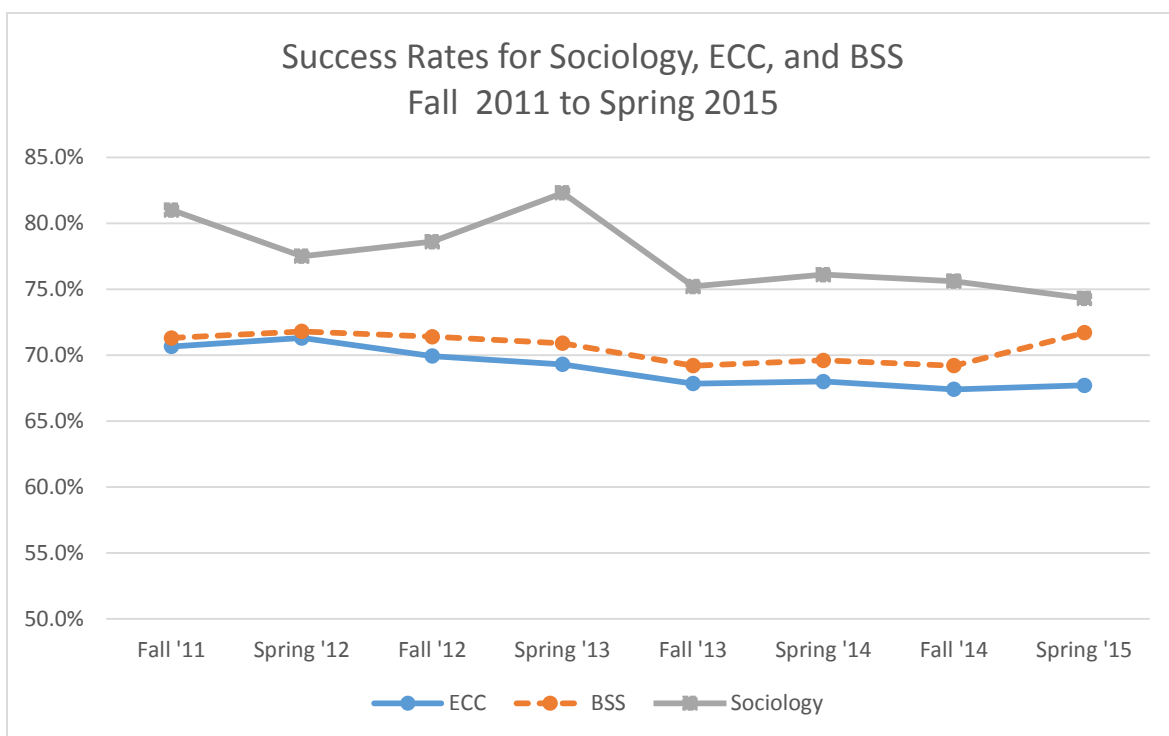
2014	SOCI-101	554	483	312	0	63	133	0	192	1753
		31.6%	27.6%	17.8%	0.0%	3.6%	7.6%	0.0%	11.0%	100.0%
	SOCI-102	127	93	31	0	6	24	0	25	306
		41.5%	30.4%	10.1%	0.0%	2.0%	7.8%	0.0%	8.2%	100.0%
	SOCI-104	132	95	62	0	23	45	0	56	413
		32.0%	23.0%	15.0%	0.0%	5.6%	10.9%	0.0%	13.6%	100.0%
	SOCI-107	12	19	8	0	2	4	0	7	52
		23.1%	36.5%	15.4%	0.0%	3.8%	7.7%	0.0%	13.5%	100.0%
	SOCI-108	12	11	3	0	9	8	0	8	51
		23.5%	21.6%	5.9%	0.0%	17.6%	15.7%	0.0%	15.7%	100.0%
	SOCI-109	2	5	10	0	2	2	0	10	32
		6.3%	15.6%	31.3%	0.0%	6.3%	6.3%	0.0%	31.3%	100.0%
	SOCI-112	18	8	6	0	0	6	0	5	43
		41.9%	18.6%	14.0%	0.0%	0.0%	14.0%	0.0%	11.6%	100.0%
		35	34	16	0	1	6	0	10	102
		34.3%	33.3%	15.7%	0.0%	1.0%	5.9%	0.0%	9.8%	100.0%
	TOTAL	892	748	448	0	106	228	0	313	2752
		32.4%	27.2%	16.3%	0.0%	3.9%	8.3%	0.0%	11.4%	100.0%

2015	SOCI-101	267	205	148	0	51	43	0	105	821
		32.5%	25.0%	18.0%	0.0%	6.2%	5.2%	0.0%	12.8%	100.0%
	SOCI-102	64	38	11	0	2	13	0	16	144
		44.4%	26.4%	7.6%	0.0%	1.4%	9.0%	0.0%	11.1%	100.0%
	SOCI-104	52	67	33	0	10	24	0	32	218
		23.9%	30.7%	15.1%	0.0%	4.6%	11.0%	0.0%	14.7%	100.0%
	SOCI-108	8	19	5	0	1	7	0	7	47
		17.0%	40.4%	10.6%	0.0%	2.1%	14.9%	0.0%	14.9%	100.0%
	SOCI-109	1	4	5	0	1	1	0	3	15
		6.7%	26.7%	33.3%	0.0%	6.7%	6.7%	0.0%	20.0%	100.0%
	SOCI-	10	13	8	0	2	8	0	9	50

	112									
		20.0%	26.0%	16.0%	0.0%	4.0%	16.0%	0.0%	18.0%	100.0%
		13	17	11	0	3	0	0	5	49
		26.5%	34.7%	22.4%	0.0%	6.1%	0.0%	0.0%	10.2%	100.0%
	TOTAL	415	363	221	0	70	96	0	177	1344
		30.9%	27.0%	16.4%	0.0%	5.2%	7.1%	0.0%	13.2%	100.0%

Success Rates

Success rates for Sociology compared to BSS and ECC averages indicate significantly more students passing Sociology courses. Generally there has been a decline of success from Fall 2011 to Spring 2015 in both ECC and Sociology, but the gap hovers around 8 points higher success rate in Sociology courses compared to ECC generally.



Success Rates and Equity

We are proud to say that the Sociology Department is among the departments in the BSS division taking very active steps to ameliorate equity gaps observed in student outcome analyses. Departmental strategies include collaborative efforts across the campus, strategic practices within the classroom among individual sociology instructors, and program planning assessments toward the goal of reducing equity gaps. The following discussion will describe the nature of interventions currently taking place in each of these areas.

Collaborative Efforts across Campus

Melissa Fujiwara, one of our recent hires, is a participating faculty member of SER (Student Equity Reenvisioned), an equity initiative under the direction of Dean Gloria Miranda and Jason Suarez (History). The entire focus and goal of SER is to address and decrease equity gaps through the utilization of high impact teaching practices in learning community classrooms. Upon inspection of disaggregated college data, it is clear that equity gaps fall prominently along racial lines. Due to her scholarly expertise on race, Dr. Fujiwara was asked to present on the role of race in explaining equity gaps in educational outcomes as one part of a series of SER seminars in Spring 2016, and again at the Fall 2016 Professional Development Day. Dr. Fujiwara will also deliver similar presentations as part of a training for college vice presidents, deans, and managers as well as to the English Department who will soon implement their own program aimed at reducing racial equity gaps in the humanities. The goal of these presentations is to explain why race matters in our efforts to ameliorate race based equity gaps. Thus, our department has played a very active role in moving the college toward a better understanding of why and how race configures into teaching and learning processes as well as how to mitigate the harmful effects of this.

Beginning in the Spring 2017 semester, Stacey Allen will link a section of Sociology 104 (Social Problems) with Human Development 110 (Strategies for Creating Success in Life and in College) taught by Juli Soden. The goal is to improve success and retention in Sociology 104 by addressing personal challenges that students often encounter which impede their success in the class. It is believed that this will be an especially effective link considering that Human Development 110 provides an exploration of cognitive, psychological, social and physical factors influencing success in college and in life. Topics covered in the course include personal responsibility, critical thinking, motivation, self-efficacy, self-awareness, lifelong learning, self-management, health and wellness, interpersonal communication in a diverse world, and educational planning.

Strategic Practices within the Classroom

The following list outlines various teaching strategies individual sociology faculty utilize to make course material more accessible for all students. Some strategies have been developed specifically with racial equity gaps in mind.

- Making our students aware of the many resources on campus (giving out the list of resources, inviting speakers from these resource centers to our classes and the Sociology Club, offering extra credit to work with writing tutors to incentivize).
- Distributing information on financial aid and scholarships available on campus.

- Requiring reasonably priced textbooks; make a copy of the text available on reserve in the library.
- Disseminating information on “how to write a research essay”; take students on “field trips” to the library; provide links to MLA sources, examples of thesis statements, reviewing the essay thesis and outline before the due date. This approach is preferred to eliminating essay requirements for the class.
- Relating course concepts to their lives by using class materials that are accessible and relatable (e.g. comparing “Straight Outta Compton” to “The Social Network”).
- Making a direct connection to future careers which encourages students to see the end of the road, that college classes are meaningful to their future.
- Listening to what students have to say; being flexible (within reason) about due dates.
- Making students aware of opportunities that increases their involvement on campus and in their communities through service learning, events, clubs, travel (e.g. sponsored by clubs or Study Abroad).
- Carefully selecting readings to be sure they represent the experiences and positionalities of diverse backgrounds.
- Utilizing class assessments that draw on the strength of diverse learning styles.
- Ensuring that there is a connection with the students, especially those who have not typically been made to feel that they are entitled to the classroom space.

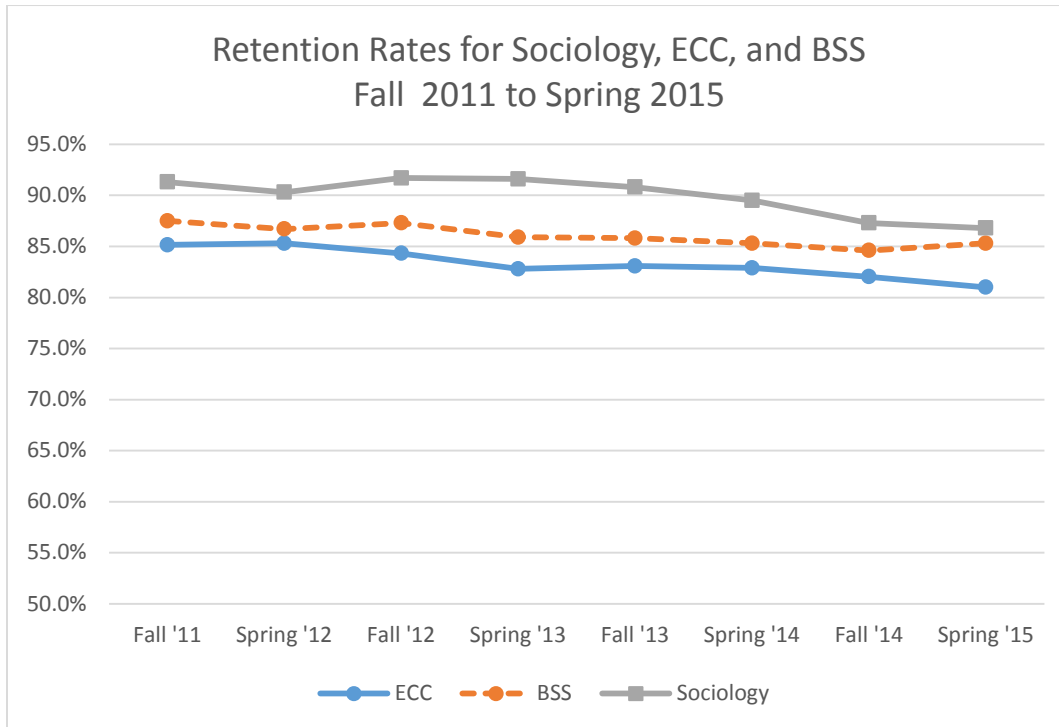
Program Planning Assessments

Despite the work that we are doing individually and collectively to narrow the success rates of our students of color, we continue to plan additional strategies that will help our students experience more success in our sociology classes. To that end, Prioritized Recommendation #5 in this report is to reduce the normal class size for all sociology classes from 50 to 45.

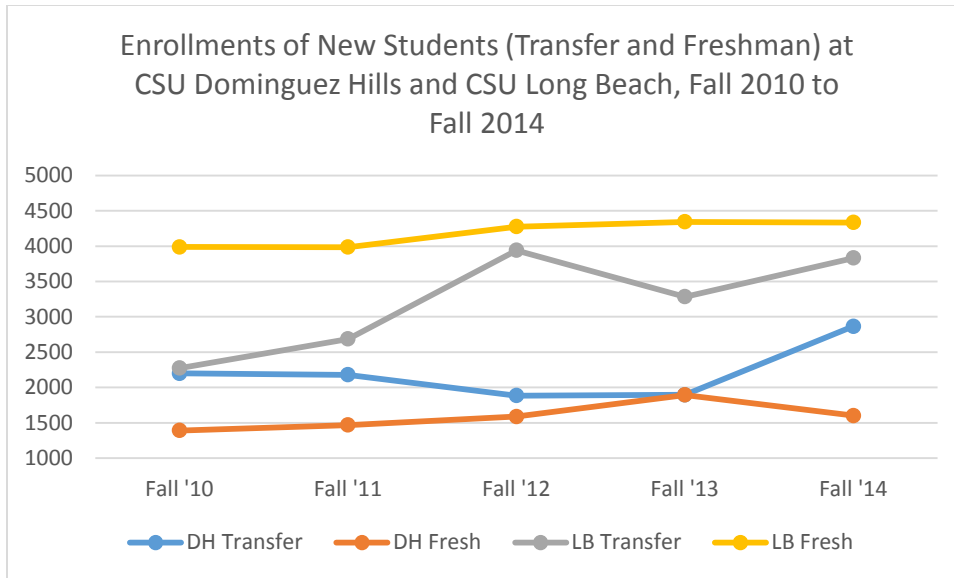
Comparatively, our normal class size is higher than the normal class size of most other departments within our division. For example, anthropology and history classes cap at 45 students, with one history course in particular capping at 30. Normal class size for child development is between 35 and 50 students; 26-50 for psychology; 44-50 for economics; and 45 for women’s studies.

Notably, classes that emphasize critical thinking skills (e.g. Psychology 3-Critical Thinking and Psychology, which caps at 26) have a much lower normal class size than all sociology classes. Critical thinking is imperative in all sociology courses, and if we are to adequately intervene in equity gaps in sociology, reducing class size has to be a part of the solution in our classes given the sharp critical thinking skills required across the curriculum.

Retention Rates

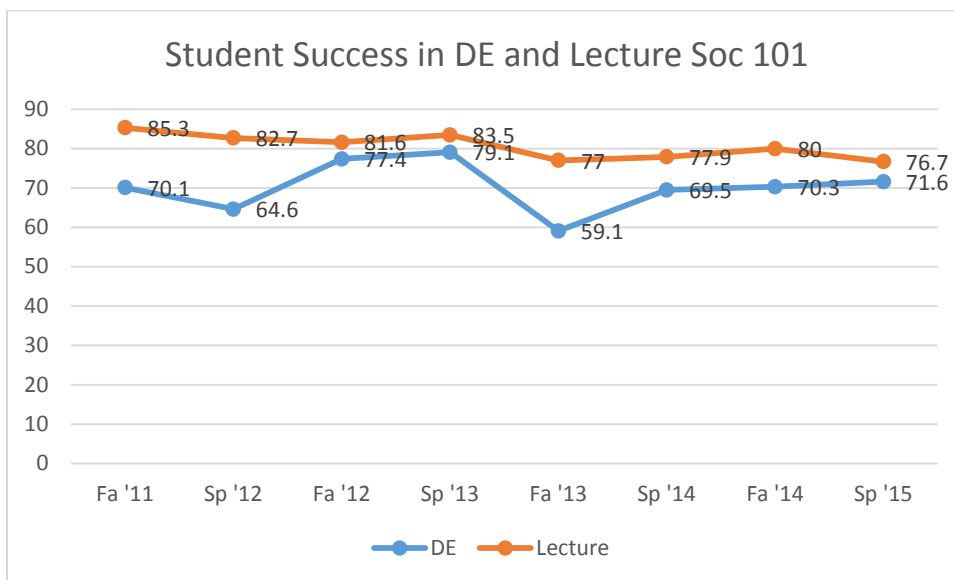


Retention rates in Sociology course are about five percentage points higher than ECC on average. The difference between BSS and Sociology retention rates varied from a high of 6 percentage points greater retention for Sociology in Spring 2013, to a low of 1.5 percentage points in Spring 2015. The Sociology program, as the college generally, has seen slight declines in both success and retention rates from Fall 2011 to Spring 2015, likely resulting from the shift of some higher-achieving students towards four-year colleges and universities, as the enrollment opportunities increased there (see figure below for enrollment at CSUDH and CSULB). These same trends in retention and success rates are also present in the social science and the college generally, suggesting that the root of the shifts are common rather than specific to sociology. In all, close to three thousand more students enrolled from Fall 2014 compared to Fall 2010, representing a 28 percent increase in fall enrollments at these two CSU campuses. We may be losing many successful students to nearby four-year universities, which could be leading to the decline in success and retention we see at ECC over the past four years.



Comparison of Success in Face-to-Face Classes and DE Classes

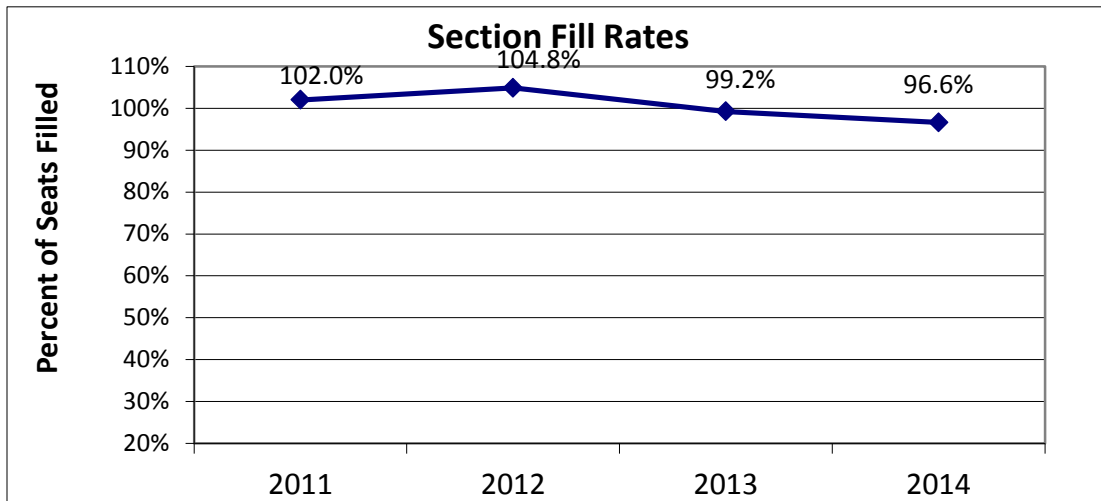
We see consistently lower rates of success in Sociology 101 DE courses compared to in-person lecture classes. In Spring 2015, the gap was about 5 percentage points, but has also been significantly higher in the past. The largest gaps were in Spring 2012 and Fall 2013, when it reached an 18 point difference. While the gap in success rates between DE and lecture classes is systematically difficult to overcome, it can be addressed in certain ways. Students with certain learning styles do better in an online environment than others, and orientations are important to provide students with information about course expectations (Herrell II 2008); these are true of every online course not only those offered in Sociology or in the division.



Enrollment Statistics

	2011-12	2012-13	2013-14	2014-15	4 Yr Average
Annual Enrollment	2,747	2,738	3,051	3,250	2,947

Enrollment in Sociology courses has been robust and increasing over the past 4 years, rising from 2747 students in 2011-12 to 3250 students in 2014-15, an 18 percent increase over that time.



Fill rates from Fall 2012 to Spring 2015 have steadily declined (see above discussion of increases in enrollments at local CSU campuses), from an overcrowded 105% in Fall 2012 to a more comfortable 93% in Spring 2015. This growth trend in student enrollments suggests that we can expect to continue to see increased enrollments in the coming years. Considering that the fill rates remain very robust, more growth may require an increased number of class offerings in the future.

Scheduling of Courses

Enrollment by Time of Day

Fall Term	2011	2012	2013	2014
Day	87.3%	91.5%	82.3%	66.5%
Night	4.2%	4.1%	7.8%	9.7%
Weekend/Unknown	8.5%	4.4%	9.9%	23.8%

Enrollment by Time of Day

Spring Term	2012	2013	2014	2015
Day	77.8%	77.6%	67.4%	71.0%
Night	13.2%	14.1%	10.9%	4.7%
Weekend/Unknown	9.0%	8.3%	21.7%	24.3%

The past four years have seen a decline in the proportion of courses offered during the daytime, from 87% in Fall 2011 to 66% in Fall 2014. An increase in night classes in fall has gone from 4.2% to 9.7% from 2011 to 2014. Also, weekend/unknown hours, presumably including DE offerings, increased from 8.5% to 23.8% from Fall 2011 to Fall 2014. Sociology courses are filling at a high rate, are offered at a variety of times of day and provide students with a wide range of enrollment options. The diversity of offerings has increased over time.

Recommendations:

- Orientations to increase student success and retention for online students¹
- Collaborate with experienced and successful online instructors in an effort to build a repertoire of effective online pedagogical practices and increase online student success and retention
- Reduce normal class size²
- Utilize more active learning classroom exercises and activities to maintain a healthy course grade distribution
- Strengthen community connections and outreach in an effort to draw a broader student body into the department, and college in general, to mitigate the loss of students to nearby CSU campuses
- Diversify and expand course offering to widen our draw of students to the Sociology Department in an effort to keep fill rates healthy
- Diversify online course offerings³

¹ Orientations are an important tool to educate students about the challenges and opportunities offered by online instruction. Many faculty already do some kind of orientation at the beginning of every online course. Some sort of orientation process, even if at the beginning of each online class could move success rates higher.

The college-wide trends in success and retention rates show a downward trajectory. This may not be surprising given the improved economy since 2011 which may be drawing more academically prepared students elsewhere. Nevertheless, as the state pushes orientation programs for incoming students we should support and encourage this process. In fact, in an effort to improve success and retention rates, some community colleges are moving toward mandatory orientations for all incoming students.

² Improving enrollments and persistence, as well as student success is a difficult challenge. Clearly we want to keep high standards, even as we have many students who struggle in basic skills. One place to

consider innovating would be through class size reduction. While research on the basic question of whether class size is a major force in increasing student success in higher education is somewhat mixed (see Wetstein and Mora 2003), there is compelling evidence summarized by Benton and Pallett (2013) that in higher education, and perhaps especially in general education classes, lower class sized have significant advantages. Among these advantages are that students have a better impression of the discipline subject when the class size is smaller rather than larger. Instructors in smaller classes, in self-reports and in independent student reporting, assign more in-depth, creative assignments (hand-on projects, real-world activities and have higher expectations of students. While the lower expectations of very large classes (defined by Benton and Pallett as 50+ students) may seem appealing to students and provide “easier” grading schemes, students in smaller classes report a stronger desire to take courses and report that they had better work habits. In addition, students in small classes develop communication skills (oral and written) to a greater degree than students in larger classes. Even if students are not reporting very much more “factual” learning in small versus large classes, this does not mean that there are not some specific and quite important educational gains that would be made from reducing class sizes (after all, teaching “facts” is what larger classes are able to focus on more easily). Considering reducing class sizes, if even for the purpose of studying the impact of such an effort on long-term student outcomes, is suggested. While we consider theoretically the benefits of having smaller class sizes for Honors classes, perhaps some students who are not academically accelerated would benefit from small class sizes, or at least more sections could be offered at small sizes to allow students to choose their courses to fit their own learning and educational needs. This is worth considering as well.

³ In light of the notable increase in students enrolling in weekend/unknown (presumably distance education courses account for the ‘unknown’ option), it is worth considering expanding our online course offerings in order to keep up with student need and to ensure we maintain robust FTEs.

PART 3: CURRICULUM

The Sociology Department has a strong and diversified curriculum. The emphasis during the budget constraint years was to provide a core program that would be most beneficial to students both as an introduction to a popular major and as preparation for transfer to four-year programs and beyond. Having successfully navigated those years, the Department is now ready to expand its program offerings to include new subjects as well as reactivating several courses and continuing emphasis on global topics.

A survey conducted in Spring 2016 indicates the support for courses in the current program as well as support for expansion of the program. Please see Appendix for survey results.

- Question 3: *Which of the following Sociology class(es) would you consider taking at ECC in the future?* (N=525)

Course Number & Name	Yes
SOCI 102 The Family	30.3%
SOCI 104 Social Problems	31.2%
SOCI 107 Race & Ethnicity in US Society	33.1%
SOCI 108 Global Perspectives of Race & Ethnicity	25.1%
SOC 112 Introduction to Criminology	43.1%

All of the above courses are offered each semester with the exception of Sociology 107 (Race & Ethnicity in the United States), and Sociology 108 (Global Perspectives of Race & Ethnicity). During budget constraints imposed from 2008, these two courses were offered on an alternating schedule: Sociology 107 in the Fall semester and Sociology 108 in the Spring semester. Starting with the 2016-2017 academic year, at least one section of Sociology 107 will be offered each semester. Enrollment numbers for Sociology 107, in the chart below, show that each semester's fill rates since 2011 have been at least 100% or more.

Sociology 107	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Number enrolled	50	51	53	52

Distance Education Courses

The recent survey conducted in Spring, 2016 also included two questions regarding students' preferences for distance education classes:

- Question 15: *Would you consider taking an online Sociology course?*
 - Yes: 53.3%
- Question 16: *Would you consider taking an online Sociology course which also requires periodic in-person, on-campus class instruction?*
 - Yes: 46.3%

The following sections of online courses are currently offered during Fall 2016:

- Sociology 101 Introduction to Sociology: 5 sections
- Sociology 104 Social Problems: 1 section
- Sociology 112 Introduction to Criminology: 1 section

At the end of the Fall registration period, one section of Sociology 101 was cancelled due to lack of enrollment, and three other sections were below normal class size. This suggests that fewer sections of Sociology 101 be scheduled in the future. The sections of Sociology 104 and Sociology 112 were filled during the registration period. A possible approach would be to offer an additional section of each of these courses; this would allow maximum access for students to the Sociology program.

El Camino College will convert to Canvas as the Course Management System for Distance Education courses by Spring, 2018. Most of the Sociology instructors currently teaching online are familiar with Canvas or have used it at other colleges; training courses are scheduled for those not familiar.

Recommendations:

- To offer additional Sociology courses in the online format.
- To develop at least one hybrid offering on a trial basis to determine whether these type of offerings would be successful.

Future Curriculum

Stacey Allen is spearheading the development of an interdisciplinary Women's, Gender, and Sexualities Studies (WGSS) program. Several courses in Sociology are being developed, including one course by Melissa Fujiwara on Sex and Gender, and another by Kassia Wosick on Sexualities; both will be included in the required courses for the new WGSS major. Data from the survey conducted in Sociology classes during Spring 2016 semester indicate support for these courses.

- Question 4: *Which of the following Sociology classes would you consider taking if they were offered at ECC? (N= 525)*

	<u>Yes</u>
○ Sociology of Sex & Gender	50.0%
○ Sociology of Sexualities	44.2%

Another area which received support from students taking the survey were those more closely related to careers:

- Question 4: *Which of the following Sociology classes would you consider taking if they were offered at ECC? (N= 525)*

	<u>Yes</u>
○ Death and Dying	55.4%
○ Introduction to Social Welfare	24.0%

The Department will work towards reactivating Sociology 115 (Death and Dying) and Sociology 110 (Introduction to Social Work); in addition, we will also continue to incorporate global topics in all courses and to develop global courses if support warrants.

As noted earlier in this report, Melissa Fujiwara is currently working with the Student Equity Reenvisioned (SER) Program introduced by Jason Suarez and other members of the Behavioral and Social Sciences Division. One of the efforts of SER is to link courses across academic disciplines. Starting in the Spring 2017 semester, Dr. Fujiwara will link Sociology 107 (Race & Ethnicity in US Society) with History 102 (United States History from 1877 to Present). Since students in the Student Equity Reenvisioned Program must enroll in both courses, a separate section of Sociology 107 will be offered for students not in the SER Program.

Recommendations:

- Develop courses in Sex and Gender, and Sexualities
- Reactivate Sociology 115: Death and Dying which is cross listed with Psychology Department
- Reactivate Sociology 110 Introduction to Social Work

AA-T Degree in Sociology

Beginning Fall 2012, as required by SB 1440, the Sociology Department implemented the Associate Degree for Transfer (ADT) which was intended for students who planned to complete a bachelor's degree in Sociology at a CSU campus. At the same time, the Sociology AA degree was inactivated; the understanding at the time was the AA-T degree would be sufficient for both the CSU and UC systems.

To earn the AA-T in Sociology, students must fulfill the IGETC requirements, a minimum of 60 required units of CSU-transferable coursework, which may include the requirements of the Sociology major (below) with a minimum GPA of 2.0:

Sociology AA-T degree

Required Core: 3 units

SOCI 101 Introduction to Sociology

List A – Select two courses: 7 units

SOCI 104 Social Problems (3)

SOCI 109 Introduction to Elementary Statistical Methods (4)

OR

MATH 150 Elementary Statistics with Probability (4)

List B – Select two courses: 6 units

SOCI 102 The Family (3)

SOCI 107 Race and Ethnicity in the United States (3)

SOCI 112 Introduction to Criminology (3)

PSYCH 8 Social Psychology (3)

List C – Select one course: 3 units

ANTH 2 Introduction to Cultural Anthropology (3)

ASTU 7 History of Popular Culture (3)

PSYCH 12 Human Sexuality (3)

PSYCH 16 Lifespan Development (3)

SOCI 108 Global Perspectives on Race and Ethnicity (3)

WSTU 1 Introduction to Women’s Studies (3)

Total Units: 19

The number of students graduating with a degree in Sociology has continued to increase. According to the chart below, the number of Sociology degrees awarded in 2014 - 2015 reached a high of 62. Given the steady annual increase in the last decade, the Department is committed to increasing the number of degrees awarded by ten percent each year.

**California Community College Chancellor’s Office
Program Awards Summary Report**

	2012-2013	2013-2014	2014 - 2015
El Camino Total	42	61	62
AA – T Degree	30	52	57
AA Degree	12	9	5

Report run 8/24/2016

Unfortunately, implementation of the degree had some administrative issues which had to be resolved. It was not listed in the Intent to Graduate codes for each degree posted by the Department of Admissions and Records. Students intending to graduate with a Sociology AA-T degree had an additional step; they had to go to the Counseling Office to have their requirements to graduate verified rather than through Admissions and Records.

According to the Director of Admissions and Records, Bill Mulrooney, the Sociology graduation code will be included in the Intent to Graduate forms starting this semester, Fall 2016. This should resolve this inconvenience for students.

The UC system has implemented a “pathways” system for each degree. These “pathways” specify courses for each major that are recommended preparation for that major at any UC campus. Completion of these courses, along with other considerations, are recommended for transfer to any campus in the UC system. For information, <http://admission.universityofcalifornia.edu/counselors/q-and-a/transfer-pathways/index.html#3> .

For Sociology, the “pathway” courses are Introduction to Sociology, Social Problems, Statistics, and Research Methods (<http://admission.universityofcalifornia.edu/transfer/preparation-paths/sociology-majors/index.html>). The Sociology Department’s curriculum currently includes three of the four courses recommended by the UC system in their pathway: Introduction to Sociology (Sociology 101), Social Problems (Sociology 104), and Research Methods (Sociology 109) which is currently cross listed with Psychology 9A. As discussed below in the Curriculum Revisions sections, we are currently working with the Psychology Department to cross list the Psychology research methods courses as Sociology 109B.

The AA-T degree provides a transition for our Sociology majors to the California State University system and, with the revisions discussed below, also to the UC system.

Curriculum Revisions

Research Methods Course

The Research Methods course, Sociology 109, is cross listed with Psychology 9A which the Psychology Department is currently revising as An Introduction to Statistics and Data Analysis.

Sue Dowden is currently working with the Psychology Department in this revision to cross list Introduction to Statistics and Data Analysis (Psychology 9A) as Sociology 109A, and our current Sociology 109 as Sociology 109B (Experimental Methods in the Study of Behavior). The revisions and cross listing for both courses will be considered by the Department and Campus Curriculum Committees in Fall 2016, hopefully ready to include in the next College Catalog.

However, both courses are currently taught by Psychology instructors and put more emphasis on the topics and approaches of that discipline. While this has worked well in the past years, now may be time to develop a research methods course more focused to Sociological topics and approaches.

Implementation of Prerequisite to Sociology 104

Sociology 104 (Social Problems) is a popular course; there are currently three sections offered: two on campus and one online section; all sections filled at the maximum normal class size. Despite its popularity, success and retention rates are consistently lower for this course compared to other courses offered in the Department.

Currently, the “recommended preparation” stated on the course outline of record for Sociology 104 is “Sociology 101; eligibility for English 1A.” Anecdotal data from instructors have raised two possible issues with this recommended preparation that may be contributing to low success and retention rates: (1) a possible relationship between students’ successful completion of Sociology 104 and their previous successful completion of Sociology 101, and (2) the time required to cover necessary material from Sociology 101 for those students who had not taken the course. It seems apparent not only in test scores, but in writing assignments as well that students who have completed Sociology 101 prior to taking Sociology 104 achieve higher levels of success. It should be noted that “Eligibility for English 1A” is a prerequisite for Sociology 101, which is most certainly correlated with the higher levels of success for this particular population.

To answer the question of a possible relationship between successful completion of Sociology 101 to success in Sociology 104, Institutional Research and Planning (IRP) was asked to analyze group data from student grades in both courses. Evidence provided in the IRP report warrants the implementation of a prerequisite for Sociology 104.

The following is the report submitted from their analysis of this data:

Prerequisite Validation Study Sociology 104

This report provides success rates of Sociology 104 (Social Problems). Success rates in these courses were calculated for students who completed Sociology 101 (Introduction to Sociology) and those who did not complete the course.

Statistical analysis was conducted in order to determine if having completed the Introduction to Sociology course would increase student success in Sociology 104. In addition, the 80% rule was used as a standard to determine whether the success rates of students who did not complete Sociology 101 is at 80% parity or better compared to students who did complete the requirement.

Success rates were calculated for students who enrolled in Sociology 104 in 2013-14, 2014-15 and 2015-16. Fall and Spring terms were combined for this analysis in order to obtain sufficient enrollment counts.

2013-14

Forty-two percent of Fall 2013 and Spring 2014 Sociology 104 students completed Sociology 101 prior to enrolling in Sociology 104. These students had a success rate of 87% while those who did not complete Sociology 101 had a 64% success rate. A chi-square test was performed to examine the relation between Sociology 104 students who completed Sociology 101 and those who did not. There was a statistically significant difference found between the Sociology 104 success rates of these two groups. Also, the success rate of students who did not complete Sociology 101 (64%) is lower than 80% of the rate of students who completed Sociology 101. (69%-as shown in table footnote).

Sociology 104 - Fall 2013 & Spring 2014

	Completed Soc 101		Soc 101 Not Completed		Total
	N	%	N	%	N
Successful in Sociology 104	141	87.0%	140	63.6%	281
Not Successful in Sociology 104	21	13.0%	81	36.4%	101
Total	162	42.4%	220	57.6%	382

80% of Success in Soc 104 Success Rate 69.6%
 Chi-Square = 26.3, df = 1, p = .000 (significant at p <.05)

2014-15

For Fall 2014 and Spring 2015 Sociology 104 students, 46% completed Sociology 101 prior to enrolling in Sociology 104. These students had a success rate of 84% while those who did not complete the Sociology had a 55% success rate. There was a statistically significant difference found between the Sociology 104 success rates of these two groups. Also, the success rate of students who did not complete Sociology 101 (55%) is lower than 80% of the rate of students who completed Sociology 101 (66%-as shown in table footnote).

Sociology 104 - Fall 2014 & Spring 2015

	Completed Soc 101		Soc 101 Not Completed		Total
	N	%	N	%	N
Successful in Sociology 104	138	83.6%	109	55.1%	247

Not Successful in Sociology 104	27	16.4%	89	44.9%	116
Total	165	45.5%	198	54.5%	363

80% of Success in Soc 104 Success Rate 66.9%

Chi-Square = 33.8, df = 1, p = .000 (significant at p <.05)

2015-16

Forty-eight percent of Fall 2015 and Spring 2016 Sociology 104 students completed Sociology 101 prior to enrolling in Sociology 104. These students had a success rate of 81% while those who did not complete the Sociology had a 62% success rate. There was a statistically significant difference found between the Sociology 104 success rates of these two groups. Also, the success rate of students who did not complete Sociology 101 (62%) is lower than 80% of the rate of students who completed Sociology 101. (65%-as shown in table footnote).

Sociology 104 - Fall 2015 & Spring 2016

	Completed Soc 101		Soc 101 Not Completed		Total
	N	%	N	%	N
Successful in Sociology 104	140	80.9%	117	61.6%	257
Not Successful in Sociology 104	33	19.1%	73	38.4%	106
Total	173	47.7%	190	52.3%	363

80% of Success in Soc 104 Success Rate 64.7%

Chi-Square = 16.4, df = 1, p = .000 (significant at p <.05)

Conclusion

On average, 45% of students who enrolled in Sociology 104 in the last three years completed Sociology 101 before enrolling in the course. The results of the success rate analysis for Sociology 104 suggest that completing Sociology 101 is associated with success in the course.

Recommendations:

- Change the “recommended preparation” for Sociology 104 to “Prerequisite: Sociology 101 with a minimum of C or concurrent enrollment.”
- Develop a Sociology Research Methods course to eventually replace the cross listing of Sociology 109B with Psychology 9B.
- Revise the AA-T degree to reflect the research methods course as soon as the cross listing with Psychology 9B is complete.

**COLLEGE CURRICULUM COMMITTEE
COURSE REVIEW AND APPROVAL**

COURSE	CTE	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Sociology 101	N	6 yr				
Sociology 102	N			6 yr		
Sociology 104	N	6 yr				
Sociology 107	N	6 yr				
Sociology 108	N				6 yr	
Sociology 109	N				6 yr	
Sociology 110	N	Inactivated 2011-2012				
Sociology 112	N			6 yr		
WSTU 1	N			6 yr		

PART 4: ASSESSMENT – SLOs/PLOs

Assessing student learning remains a top priority in the Sociology Department. Data compiled by faculty is analyzed and findings are shared with one another; in addition, assessment results are used to revise and refine assignments, promote and improve student learning, and to improve the overall quality of the program.

Consensus among Sociology faculty is that SLOs and PLOs should reflect consistency of content across all courses in the Department. As a result, thematic SLOs and PLOs were developed to reflect these consistencies centering on sociological concepts and theoretical perspectives. To simplify and streamline the assessment process, the Department completely revised its SLO and PLO statements during the Fall 2013 semester. Two new Student Learning Outcome statements per course were developed which are directly aligned with two new corresponding Program Learning Outcome statements (with the exception of Sociology 109 which is cross-listed with Psychology 9A and is taught and assessed exclusively by faculty in the Psychology Department). The Sociology Department has assessed 100% of its course and program SLO statements and is currently working on follow-ups to action plans outlined in each assessment.

As the SLO facilitator, Stacey Allen has made it a priority to involve all Sociology faculty in the assessment process. As a result, at the start of each semester faculty receive SLO packets with

pertinent information such as the assessment timeline; TracDat training schedule, guides and templates; as well as deadlines for assessment submissions. As of the Fall 2015 semester, all faculty (including part-time instructors) had received TracDat training and were responsible for entering their own SLO assessments in TracDat. In the last four years, faculty have generally met twice per semester to discuss assessment results, which has proven to be quite beneficial. Dialogue concerning assessment results has increased significantly among faculty and provided numerous opportunities to share assignment ideas and pedagogical strategies.

The “target for success” for each SLO and PLO assessment in the Sociology Department is a minimum of 70%. Assessments of SLOs and PLOs consistently indicate that the minimum is not only met, but is often far exceed; in addition, assessments confirm that the majority of students comprehend and are able to apply sociological concepts and theories proficiently. Meanwhile, assessments have also consistently demonstrated that many of our students lack proficient writing skills to illustrate their comprehension and application of sociological concepts and theories. Because of this, the Department has worked closely with the Writing Center to strengthen these skills and implemented new teaching strategies in their classes.

Students are made aware of Writing Center location, hours of operation, and services offered on syllabi and writing assignments. In addition, faculty continue to make instructions and expectations more detailed on writing assignments to ensure that students clearly understand how to succeed. Grading rubrics and other writing aides are included on writing assignments and sample papers are presented as models to emphasize expectations and to encourage student success. Encouraging students to work with supplemental instruction (SI) coaches is another option currently being explored by faculty.

One of the most salient findings gleaned from our assessments is that student learning is significantly enhanced when students are able to connect sociological concepts and theoretical perspectives to concrete examples that are current and relatable. To address this, faculty have implemented new approaches in their teaching. For example, in order to help students in online classes gain a deeper understanding, Mediha Din created video tutorials that explain theories and concepts in the manner she would in her face-to-face classes. Meanwhile, Melissa Fujiwara developed more in-class activities to solicit examples from students themselves that apply to course content.

The numerous changes implemented within the Department have been very productive. Student learning has improved significantly in sociology classes which is reflected in our consistently high success and retention rates.

Recommendations:

- Improve tracking of action plans and follow ups
- Provide TracDat training to new full and part-time faculty
- Provide training and assistance to new SLO facilitator, Melissa Fujiwara
- Continue to schedule at least two meetings per semester for faculty to share SLO/PLO assessment results and exchange teaching strategies
- Hire two supplemental instruction coaches for sociology

BEHAVIORAL AND SOCIAL SCIENCES
Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: Sociology		Number of Courses: 8	Date Updated: 09.18.2014	Submitted by: Eduardo Muñoz, ext. 3740
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>
	SLO-PLO-ILO ALIGNMENT NOTES: Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course. DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.			
PLOs				PLO to ILO Alignment <i>(Mark with an X)</i>
				1 2 3 4
PLO #1 Sociological Theoretical Perspectives Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as functionalism, conflict theory, and interactionism to social scenarios.				X X X
PLO #2 Sociological Concepts Students will define and demonstrate an understanding of sociological concepts, such as social structure, culture, socialization, deviance, and social stratification by applying them to social scenarios.				X X X

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>		COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	1	2	3	4
SOCI 101 Introduction to Sociology: SLO #1 Sociological Theoretical Perspectives Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as functionalism, conflict theory, and interactionism to social scenarios.	X					
SOCI 101 Introduction to Sociology: SLO #2 Sociological Concepts Students will define and demonstrate an understanding of sociological concepts, such as social structure, culture, socialization, deviance, and social stratification by applying them to social scenarios.		X	X	X		X
SOCI 102 The Family: SLO #1 Sociological Theoretical Perspectives Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as cognitive development and social learning theory to social scenarios.	X					
SOCI 102 The Family: SLO #2 Sociological Concepts Students will define and demonstrate an understanding of sociological concepts such as mate selection, cohabitation, marriage, divorce, and gender role socialization by applying them to social scenarios.		X	X	X		X
SOCI 104 Social Problems: SLO #1 Sociological Theoretical Perspectives Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as functionalism, conflict theory, and interactionism to social problems.	X					
SOCI 104 Social Problems: SLO #2 Sociological Concepts Students will define and demonstrate an understanding of sociological concepts, such as deviance, crime, racism, and globalization by applying them to social scenarios.		X	X	X		X
SOCI 104 Social Problems: SLO #3 Strategies for Assessing Social Problems Students will analyze causes, consequences, and solutions to social problems as they exist in contemporary society.	X	X				
SOCI 107 Issues of Race and Ethnicity in the U.S.: SLO #1 Sociological Theoretical Perspectives Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as the human capital theory, the race relations cycle theory, and the Blauner hypothesis to issues of race and ethnicity in American society.	X					
SOCI 107 Issues of Race and Ethnicity in the U.S.: SLO #2 Sociological Concepts Students will define and demonstrate an understanding of sociological concepts, such as intergroup relations, racism, prejudice, discrimination, and minority/dominant groups by applying them to issues of race and ethnic relations in American society.		X	X	X		X

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>		COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	1	2	3	4
	SOCI 108 Global Perspectives on Race and Ethnicity: SLO #1 Sociological Theoretical Perspectives Students will demonstrate an understanding of the purpose of theoretical Perspectives and apply sociological perspectives such as social identity theory, social conflict theory, modernization theory, and dependency theory, to issues of race and ethnicity around the world.	X				
SOCI 108 Global Perspectives on Race and Ethnicity: SLO #2 Sociological Concepts Students will define and demonstrate an understanding of sociological concepts, such as intergroup relations, racism, prejudice, discrimination, minority/dominant groups, colonialism, and neocolonialism, by applying them to issues of race and ethnic relations in global society.		X	X	X		X
SOCI 109 IS THE SAME COURSE AS PSYC 9A. SOCI 109 Introduction to Elementary Statistical Methods for the Study of Behavior: SLO #1 Logic of the Scientific Method On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and differentiate research methodology versus statistics/data analysis.	X	X				
SOCI 109 Introduction to Elementary Statistical Methods for the Study of Behavior: SLO #2 Fundamental Principles On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to calculate and interpret basic statistics, both descriptive (e.g., mean, Sum of Squares, variance, standard deviation) and inferential (e.g., coefficient of determination, Cohen's d, t-test, ANOVA, Pearson r).	X	X	X			X
SOCI 109 Introduction to Elementary Statistical Methods for the Study of Behavior: SLO #3 Testing Symbolized Arguments On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to evaluate the strengths and limitations research data in their efforts to understand everyday life experiences (e.g., deciding whether to decline a childhood vaccination or to modify lifestyle in view of risk factors).	X	X				
SOCI 112 Introduction to Criminology: SLO #1 Sociological Theoretical Perspectives Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as rational choice theory, social process theories, social structures theories, and developmental theories, to issues of crime and criminal behavior.	X					
SOCI 112 Introduction to Criminology: SLO #2 Sociological Concepts Students will define and demonstrate an understanding of sociological concepts, such as crime, crime rates, crime typology, social control, and social harm, by applying them to issues of crime and criminal behavior.		X	X			X
WSTU 1 An Introduction to Women's Studies: SLO #1 Representations of Women in American Media Students will evaluate representations of women in American media by analyzing how women are depicted in various forms of media such as song lyrics or advertisements.	X					
WSTU 1 An Introduction to Women's Studies: SLO #2 Inequality in Social Institutions Students will analyze gender inequality in contemporary American social institutions.	X		X	X		X

SLO and PLO Assessment Timeline Spring 2014 through Fall 2017

Division: Behavioral and Social Sciences Program: Sociology Program Review Date: 2016

Semester and Year	SLO to be Assessed Include the SLO# and Short Title	PLO to be Assessed PLO# and Short Title
Spring 2014	SLO #1 Sociological Theoretical Perspectives: SOC1 102, 104, 108, 112	
Fall 2014	SLO #1 Sociological Theoretical Perspectives: SOC1 101, 107 WSTU 1 – SLO #1	PLO #1: Sociological Theoretical Perspectives
Spring 2015	SLO #2 Sociological Concepts: 102, 104, 108, 112	
Fall 2015	SLO #2 Sociological Concepts: 101, 107 WSTU 1 – SLO #2	PLO #2: Sociological Concepts
Spring 2016	PROGRAM REVIEW	
Fall 2016	PROGRAM REVIEW WSTU 1 – SLO #1	
Spring 2017	SLO #1 Sociological Theoretical Perspectives: 102, 104, 108, 112	
Fall 2017	SLO #1 Sociological Theoretical Perspectives: 101, 107 WSTU 1 – SLO #2	PLO #1: Sociological Theoretical Perspectives

SLO and PLO Assessment Timeline Spring 2017 through Fall 2020

Division: Behavioral and Social Sciences Program: Sociology Program Review Date: 2016, 2020

Semester and Year	SLO to be Assessed Include the SLO# and Short Title	PLO to be Assessed PLO# and Short Title
Spring 2017	SLO #1 Sociological Theoretical Perspectives: 102, 104, 108, 112	
Fall 2017	SLO #1 Sociological Theoretical Perspectives: 101, 107	PLO #1: Sociological Theoretical Perspectives
Spring 2018	SLO #2 Sociological Concepts: SOC1 102, 104, 108, 112	
Fall 2018	SLO #2 Sociological Concepts: SOC1 101, 107	PLO #2: Sociological Concepts
Spring 2019	SLO #1 Sociological Theoretical Perspectives: 102, 104, 108, 112	
Fall 2019	SLO #1 Sociological Theoretical Perspectives: 101, 107	PLO #1: Sociological Theoretical Perspectives
Spring 2020	PROGRAM REVIEW	
Fall 2020	PROGRAM REVIEW	

PART 5: ANALYSIS OF STUDENT FEEDBACK

The Sociology Department administered a seventeen-question survey to a total of 563 students enrolled in Sociology courses during the Spring 2016 semester at El Camino College (Please see Appendix for survey questions and results). Surveys were administered in the classroom (n=525) and online (n=38) to assess current students' major, enrollment in Sociology classes, interest in future course offerings, course scheduling (day(s) of week; time(s) of day), course duration (6 weeks; 8 weeks), time of academic year offerings (summer/winter sessions), and interest in online and/or hybrid class instruction. Finally, students were asked to assess the maintenance and cleanliness of classrooms in the SOCS and ARTB buildings.

During the Spring 2016 semester, the Sociology full-time faculty collaboratively revised the survey administered to Sociology students in 2012 (n=678) for the purposes of program review. Revisions were necessary to improve data on student interests, needs, and overall curriculum design. Further, the Department experienced considerable shifts with the retirement of one full-time faculty member and the hiring of two new full-time faculty members. When available, this report details comparative data between the 2012 and 2016 student surveys.

While the 2016 sample includes surveys administered in the classroom (93%) and online (7%), subsequent discussions of results refer, at times, to the entire sample (n=563) and other times distinguish between the on campus and online samples. This is deliberate in terms of highlighting similarities and differences between the two sub-samples, especially in terms of online education, demonstrated interest in courses, and course scheduling.

Data from the 2016 survey are encouraging in terms of student support, curriculum development, facilities maintenance, and overall program objectives. Discussed below are key results relevant to 1) *Student Major(s) and Demonstrated Interest in Course Offerings*, 2) *Current and Future Course Scheduling*, 3) *Online, Hybrid, and Condensed Course Offerings*, and 4) *Building and Classroom Maintenance*.

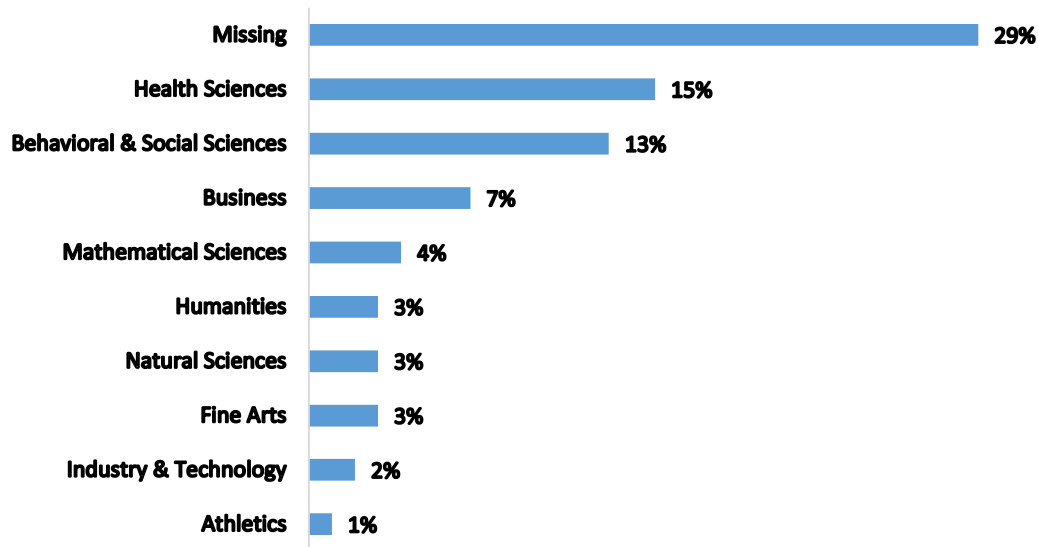
Student Major(s) and Demonstrated Interest in Course Offerings

Students were first asked whether their major was Sociology, and if not, to indicate their area of major. Twenty-six percent of students were Sociology majors, while the remaining (74%) areas of major included Health Sciences (15%), Behavioral & Social Sciences (13%), Business (7%), Mathematical Sciences (4%), Humanities (3%), Fine Arts (3%), Natural Sciences (3%), Industry & Technology (2%), and Athletics (1%). Roughly 20% of students indicated "other" for their area of major, and 29% did not indicate a major. We assume that many have yet to declare their major or are in the process of declaring a major (with a fair amount gravitating toward Sociology).

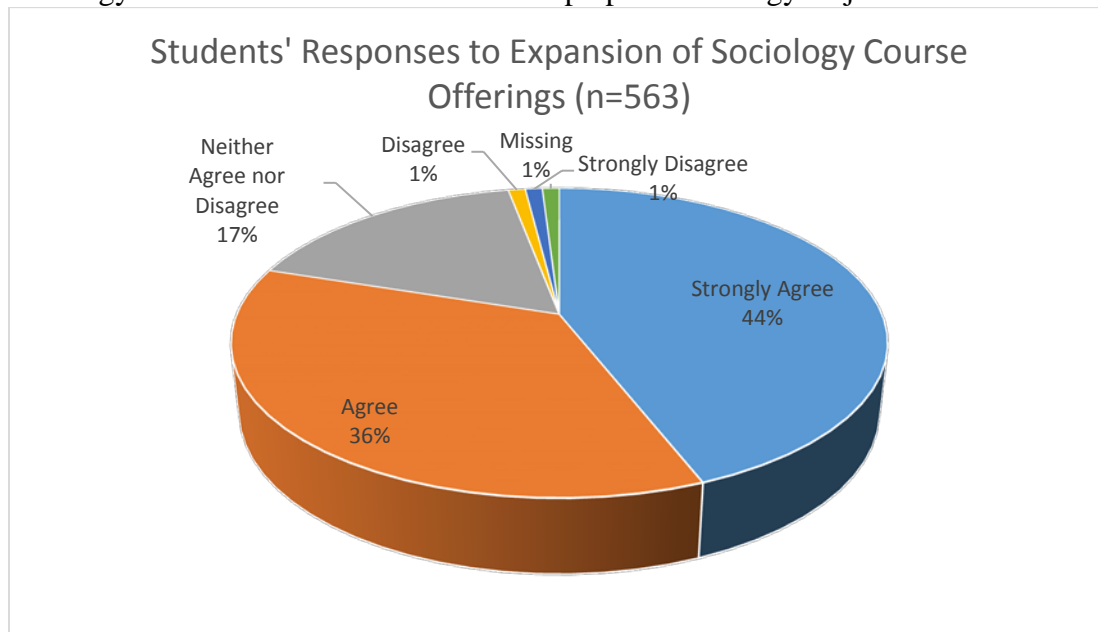
While 25% of students surveyed in the classroom were Sociology majors, 47% of online respondents indicated their major to be Sociology. In comparison to data from 2012, only 17% of students surveyed in 2012 were Sociology majors (the 2012 survey did not ask students to indicate their alternative major, nor was the survey administered to students online). Sociology

continues to be a viable, popular major. Our faculty are key in generating enthusiasm while in the classroom to inspire current and potential Sociology majors. Further, since newly hired full-time (and even part-time) faculty are maintaining active research agendas, student interest in Sociology will undoubtedly hold strong and continue to grow over the next several years. Full-time faculty continue to emphasize the benefits of Sociology as a major while providing concrete options for careers and advanced degrees in the social sciences in their courses.

Non-Sociology Students by Self-Reported Major



While most students sampled were not Sociology majors, students expressed considerable interest in taking future courses in the Sociology Department. An overwhelming majority of students (80%) either strongly agreed or agreed that the Department should expand the variety of Sociology courses offered in order to better prepare Sociology majors to transfer.



In terms of providing student support and diversifying the curriculum to accommodate student interests/needs, we asked students about a range of current and possible courses. We first asked which currently offered courses students would be interested in taking. We then asked which courses they would consider taking if they were offered at ECC.

The Sociology Department currently offers seven active courses: SOCI 101, 102, 104, 107, 108, 109A, 112. Students were asked to mark any of the currently offered courses they would consider taking at ECC in the future. Results indicate that SOCI 112: Introduction to Criminology (43%), SOCI 107: Race & Ethnicity (34%), SOCI 104: Social Problems (31%), and SOCI 102: The Family (30%) were most likely to be taken. Students also showed interest in SOCI 197: Global Perspectives on Race & Ethnicity (26%), SOCI 101: Introduction to Sociology (15%), and SOCI 109A: Statistical Methods (10%). Eighteen percent indicated they would take none of the currently offered courses in the future. Since students who completed the survey were currently enrolled in either SOCI 101, 102, 104, or 107 at the time of data collection, this may have impacted their responses.

Current Sociology Courses Considered by Students						
	On-Campus Surveys (n=525)		Online Surveys (n=38)		TOTAL (n=563)	
Sociology Course	n	%	n	%	n	%
SOCI 101	76	14.48	11	28.95	87	15.45
SOCI 102	159	30.29	12	31.58	171	30.37
SOCI 104	164	31.24	12	31.58	176	31.26
SOCI 107	174	33.14	15	39.47	189	33.57
SOCI 108	132	25.14	12	31.58	144	25.57
SOCI 109A	49	9.33	7	18.42	56	9.94
SOCI 112	226	43.05	14	36.84	240	42.62
None	93	17.71	8	21.05	101	19.93
Missing	3	0.57	n/a	n/a	3	0.57

The Sociology full-time faculty have specific areas of research/teaching interest, considerable experience with current Sociological trends, and a keen sense of student needs in terms of major preparedness, student transfer success, and career possibilities in the social sciences. We therefore asked students what new class topics they would consider taking should they be offered at ECC. Some of these courses are in the process of being reactivated (Death and Dying), while others are in the queue for development and implementation (Sex and Gender; Sexualities). Students indicated the strongest interest in courses on Death & Dying (55%), Sex & Gender

(50%), and Sexualities (44%). Students also showed interest in topics like Social Welfare (25%), Global Studies (20%), Gerontology (15%), and Research Methods (14%). Only eleven percent of students had no interest in taking any of the possible courses.

Potential Sociology Course Topics Considered by Students

Sociology Course Topic	On-Campus Surveys (n=525)		Online Surveys (n=38)		TOTAL (n=563)	
	n	%	n	%	n	%
Death and Dying	291	55.43	21	55.26	312	55.41
Sex and Gender	263	50.10	20	52.63	283	50.26
Sexualities	232	44.19	18	47.37	250	44.40
Social Welfare	126	24.00	17	44.74	143	25.39
Global Studies	106	20.19	8	21.05	114	20.24
Gerontology	76	14.48	6	15.79	82	14.56
Research Methods	74	14.10	5	13.16	79	14.03
None	53	10.10	7	18.42	60	10.65
Missing	3	0.57	n/a	n/a	3	.57

Student interest in curriculum diversity mirrors that of general higher educational trends. For example, many colleges and universities are now offering courses in sexualities, expanding their offerings on gender studies, and paying close attention to applied courses that prepare students for real world applications in the social sciences. Related recommendations include the Department’s trajectories to these ends, as well as continuing to emphasize the benefits and possibilities of a major in Sociology. While Department course curricula seems robust in terms of student support, our overall course offerings can be even better aligned to meet student interests and needs at the terminal and transfer level-AA in Sociology.

Current and Future Course Scheduling

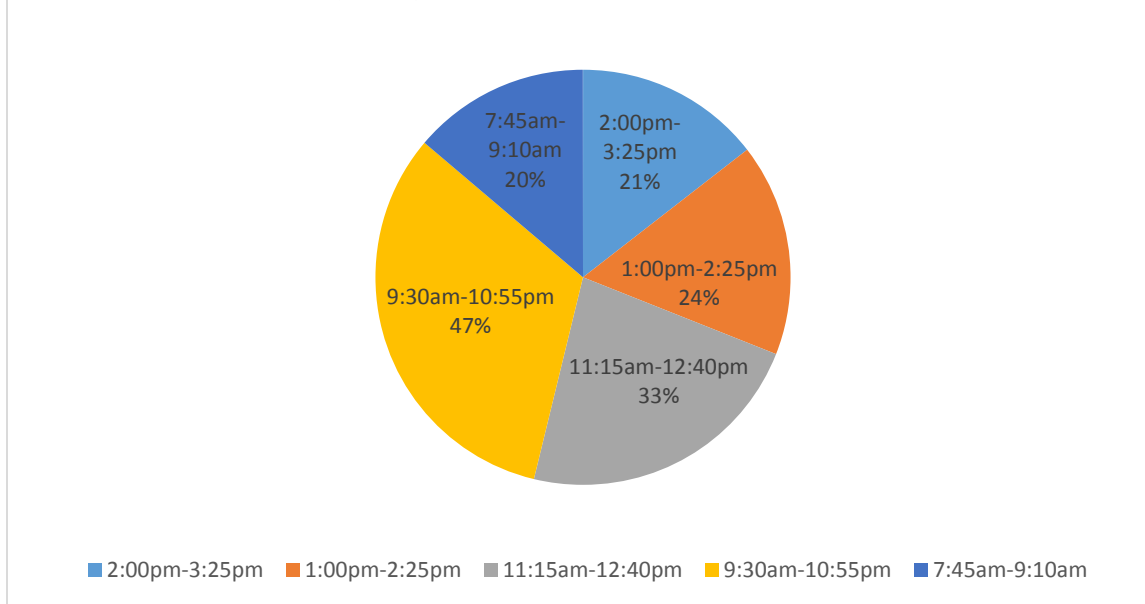
Students were asked whether the classes we offer are scheduled on days and times that are convenient for them. Our goal was to assess several factors: time of day, day(s) per week, course duration, and summer/winter session interest. In terms of overall course convenience, 76% either strongly agreed or agreed that Sociology courses are offered at convenient times for students.

Students' Responses to Whether Sociology Courses are Scheduled Conveniently						
	On-Campus Surveys (n=525)		Online Surveys (n=38)		TOTAL (n=563)	
	n	%	n	%	n	%
Strongly Agree	119	22.67	13	34.21	132	23
Agree	289	55.05	9	23.68	298	53
Neither Agree nor Disagree	85	16.19	12	31.58	97	17.22
Disagree	19	3.62	2	5.26	21	3.73
Strongly Disagree	6	1.14	0	0	6	1.06
Missing	7	1.33	n/a	n/a	7	1.33

Students were asked to rank their preference for courses scheduled on Monday/Wednesday and/or Tuesday/Thursday. The rankings relied on a scale of 1-4, where 4 is “strongly prefer” and 1 is “do not prefer.” There was not a notable difference as to whether students preferred a Monday/Wednesday (73%) or Tuesday/Thursday (71%) schedule for the on-campus respondents. However, students surveyed online reported a strong preference for Monday/Wednesday classes (84%) compared to Tuesday/Thursday classes (66%).

While there was not a strong preference for day(s) of the week, there were several patterns in terms of what times of day courses are offered. For those students surveyed both on campus and online, most (47%) preferred courses offered 9:30am-10:55am. The chart below indicates which class times received “strongly prefer” from the respondents. The only time slot that received a large percentage of “do not prefer” responses was 7:45am-10:55am (37%).

Survey Respondents' Class Time Preferences



One suggested program change involves offering three-hour Sociology classes that meet once a week. The rationale behind this involves several factors. First, many UC and CSU campuses already offer courses in a three-hour format, which will prepare transfer students for such course scheduling. Second, with students balancing the demands of class work with job/career responsibilities, offering courses that meet once a week may be beneficial for students who wish to coordinate their schedules. Third, course content can be packaged (and therefore managed) in a more succinct framework when the class meets only once a week. Based on student responses, there is interest in taking a Sociology course offered once a week for three hours. Results indicate that 55% of students would consider taking such a course. Online respondents were more likely (63%) than on campus respondents (54%) to favor a three hour/once a week course.

Students were asked what days and times work best for a three-hour class. Results indicate that most preferred 9:30am-12:40pm and 11:15am-12:40pm timeslots on Mondays, Tuesdays, Wednesdays, or Thursdays.

While the Department adheres to common course scheduling practices in the Division of Behavioral and Social Sciences, we may recommend adding one or two three-hour block classes during days that students expressed interest.

Online, Hybrid, and Condensed Course Offerings

As with a number of American colleges and universities, online education at ECC continues to grow in demand. Results from the 2012 student survey indicate that only 36% of respondents would consider taking an online Sociology class. However, results from the current survey show that 53% of on campus students (and 97% of online students surveyed) would consider taking an online Sociology class.

Students both on campus (46%) and online (47%) indicated they would be open to an online class with periodic, in-person, on-campus class instruction (hybrid). This may be a consideration and even a recommendation for subsequent Sociology courses to incorporate both on campus and online components.

As stated in the Curriculum assessment portion of this report, we will continue to meet the needs of our online students through more online course offerings and well-organized, exceptional online course structures. There was a seventeen percent increase in the number of students from 2012 (36%) to 2016 (53%) that were willing to take an online course. And it should be noted that an overwhelming 97% of students who took the survey online would consider another online course. Such data are also consistent with reports that students may at first be resistant to online education, but with an appropriately organized course, a user-friendly learning management system (LMS), and better student support for online education, students are more amenable to online classes. Further, when ECC adopts our new LMS (Canvas) in Spring 2017, student and faculty will undoubtedly experience greater success (and satisfaction) with online classes.

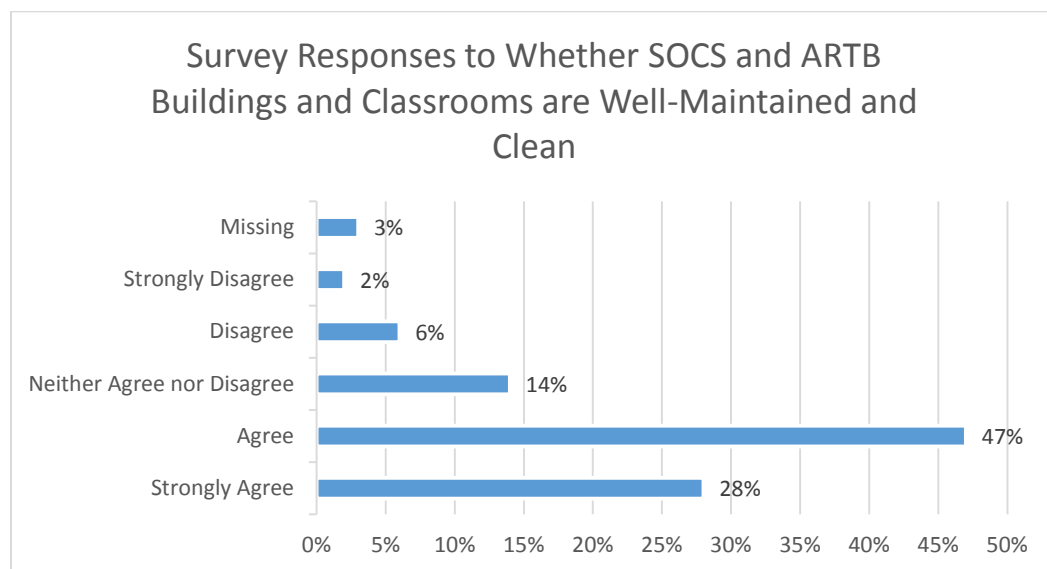
We also assessed student interest in taking condensed courses during the Fall/Spring semesters, summer session, and winter session. This is of particular importance since ECC reinstated the winter session for the 2016-2017 academic year. Data from the 2012 student survey indicated considerable interest in 8-week semester (58%) and 6-week summer session (45%) courses (students were not asked about their interest in a 5-week winter course). According to the 2016 student survey data, there is an even greater interest in both 8-week semester and 6-week summer courses for those surveyed on campus and online. A near majority of students reported interest in taking a 5-week winter session course.

Students Reporting Consideration of a Condensed Course			
	Spring 2012 (n=678)	Spring 2016 On-Campus Surveys (n=525)	Spring 2016 Online Surveys (n=38)
8-Week Course (fall or spring)	58%	82%	89%
6-Week Course (summer)	45%	74%	82%
5-Week Course (winter)	n/a	71%	74%

It is recommended, therefore, that the Sociology Department continue to offer (and perhaps increase) condensed courses during the semester, summer, and winter sessions. This actually serves multiple purposes. Students are able to complete more classes in a shorter period of time. This undoubtedly benefits them financially. They also get exposed to a rapid learning context that is often repeated at the UC level with quarters (10-week classes) as opposed to semesters (16-18 week classes). The more exposure to Sociology classes students get at the ECC level, the better prepared they are to transfer to a four-year educational system that can reinforce and build upon their early Sociology training.

Building/Classroom Maintenance

The final survey question asked students whether the SOCS and ARTB buildings and classrooms were well-maintained and clean. Overall, the majority (75%) of students agreed or strongly agreed that the classrooms and buildings were both clean and well-maintained. Students are undoubtedly more likely to thrive in a physical environment that is organized and clean. Further, having buildings and classrooms that are equipped with working technology, properly maintained structures, and functional furniture reflect El Camino College's commitment to students' overall health and safety.



Recommendations

There are several key recommendations based on analysis of the 2016 student survey data. Such recommendations reflect current student needs, projected student interests, current faculty strengths, and the overall mission of ECC as well as the Department of Sociology.

- Reinforce the benefits of Sociology as a major and potential career path in all courses.
- Reactivate the Death and Dying course for the 2017-2018 academic year and beyond.
- Design and implement courses on Sex and Gender, Sexualities, and Social Welfare.
- Offer at least one or two 3-hour courses on multiple days (MTWTH).
- Continue to offer (and possibly increase) classes offered between 9:30am-12:40pm.
- Offer more online courses.
- Develop and implement a few hybrid courses to capitalize upon student interest.
- Continue to offer (and possibly increase) condensed classes during the fall/spring semesters and winter/summer sessions.
- Invest in maintaining classrooms and buildings for student use. This also includes faculty offices and suites, which often serve as meeting spaces and additional opportunities for more interpersonal student/faculty interactions.

PART 6: FACILITIES, EQUIPMENT, TECHNOLOGY AND SOFTWARE

Faculty have adequate access to equipment available in the Division Office such as a copier and fax machine, though these are only available on a limited basis.

Classrooms in the SOCS and ARTB buildings offer a full suite of technologies for use in the classroom with their SMART classroom offerings including projectors, A/V equipment and computers which also have DVD players. The classroom computers and projectors are used regularly for PowerPoint presentations during lectures. The internet and audio capabilities are also utilized to show video clips from YouTube and other sources.

Several faculty use Etudes and Team Sites to supplement our in-person classes with additional resources, practice quizzes, file support, and the gradebook feature.

Full-time faculty are provided with a laptop or tablet. Both classroom SMART technology and college provided laptops allow instructors to explore a range of pedagogical strategies and meet a broad range of learning needs.

An additional piece of equipment/technology that would benefit instruction in sociology classes is a webcam which would allow for the LiveStream of course content and presentations which could be shared online for students to re-watch later.

While faculty appreciate that online chat and email connection with IT are available 24/7 through MyECC, it would be helpful to have an IT assistant on call for issues in the classroom. Currently, the only immediate assistance is the Division Office administrative assistants who often cannot leave the main office to assist. Additionally, delays in service can be lengthy, thereby compromising the ability to take advantage of classroom technology and instructor preparation that relies on functioning technology.

Wireless internet connectivity would provide more reliable internet access, especially in classrooms where internet cables are worn and can make connectivity tenuous.

When all equipment is functioning properly, instructional and learning needs are met; however lengthy delays to malfunctioning or broken equipment compromises learning and teaching opportunities.

With the development of a new Sociology Research Methods course, the Department would benefit greatly from the development of a designated computer lab. The lab would be shared with the Psychology and Human Development departments. Additionally, the assignment of an IT technician to service the lab would optimize the success of the learning environment.

Recommendations:

- Develop computer lab; hire IT technician to provide necessary technical support.
- Classrooms need more electric outlets as students are often charging cell phones, tablets or laptops.
- Reliable access to wireless connectivity needed in classrooms.

PART 7: STAFFING

The Department is currently comprised of four full-time and seven part-time faculty members.

Current Sociology Faculty

Full-Time	Part-Time
Stacey Allen	Peter Aguilera
Sue Dowden	Michelle Bell-Blossom
Melissa Fujiwara	Mediha Din
Kassia Wosick	Allison Lindner
	Robert Osterman
	Hernan Ramirez
	Kell Stone

One of the most notable developments in the Department since our 2012 Program Review concerns retirements and new faculty hires. The Department was thrilled to welcome two new full-time faculty members in 2015: Melissa Fujiwara and Kassia Wosick, who were hired to fulfill a growing demand for sociology classes. Because Elaine Cannon retired in 2016 and additional retirements are expected in the near future, the Department will need to hire at least two additional full-time faculty members within the next two to three years to fill these vacancies.

Because the Department needed to add to its pool of adjunct instructors, interviews were conducted over the summer of 2016. As a result, three new part-time faculty have been hired: Michelle Bell-Blossom, Allison Lindner, and Hernan Ramirez.

Hiring additional full and part-time faculty in the Department will be needed to better serve our students as well as those students majoring in administration of justice, anthropology, child development, communication studies, ethnic studies, general studies, history, nursing, political science, psychology, as well as women's, gender, and sexuality studies.

Recommendations:

- It is imperative that the College hire two full-time sociology instructors in the next two-four years for a number of reasons which have been identified in this report. Some of those justifications include:
 - A growing demand of sociology courses, not only from an increased popularity of the major, but a growing demand from other disciplines as well including communication studies, psychology, ethnic studies, and most significantly, nursing.
 - The implementation of the new Women's, Gender, and Sexuality Studies program will also put pressure on the College to hire additional faculty.
 - An increase in the number of degrees awarded by the Department indicates the growing popularity of the major. In 2014-2015 the Sociology Department

awarded 62 associate degrees, nearly tripling the number awarded in 2007-2008 of 22.

- Additional full-time faculty members are needed to fill vacancies due to retirement.
- Additional adjunct instructors should be hired as needed.

PART 8: FUTURE DIRECTION AND VISION

The future direction and vision of the Sociology Department will focus on the following three areas: curriculum development, hiring additional faculty, and interdisciplinary collaboration.

Curriculum Development

As previously noted in the Analysis of Student Feedback, student interest in curriculum diversity mirrors that of general higher education trends. For example, many colleges and universities are now offering courses in sexualities, expanding their offerings on gender studies, and paying close attention to applied courses that prepare students for real world applications in the social sciences. To this end, we plan to expand our course offerings in order to meet student need, interest and to better align our already robust curriculum at the terminal and transfer level-AA in Sociology.

In an effort to enhance Sociology curriculum as a result of student survey results, we are currently working on reactivating Sociology 115—Death and Dying and will begin to work toward reactivating Sociology 110—Introduction to Social Work within the year. These requests will be reviewed by the Division and College Curriculum Committees in the Fall 2016 semester with the hopes that they will be in the course schedule by Fall 2017.

Although El Camino College offers a number of courses related to women's studies, it lacks an official women's studies program. Sufficient course offerings currently exist to create an 18-unit major drawing from a variety of disciplines including anthropology, communication studies, English, history, psychology, and sociology. Additional curriculum development already underway in disciplines such as fine arts, literature, philosophy, and political science will further strengthen course offerings for the major. Introduction to Women's Studies (WSTU 1) will serve as the single required course for the major allowing students to complete the remaining 15 unit degree requirements from a diverse selection of course offerings. Although it will be an interdisciplinary major, the new Women's, Gender, and Sexuality Studies major will be housed in the Behavioral and Social Sciences Division. The Sociology Department is collaborating with faculty from across the campus to develop the new program.

To contribute to the Women's, Gender, and Sexuality Studies major, we are also currently working on developing a course on the Sociology of Sex and Gender as well as a Sexualities course.

Hiring Additional Faculty

With the retirement of Professor Sue Dowden effective July 2017 and the numerous proposed and curricular expansions in progress, we anticipate the need to hire additional full and part time faculty; furthermore, hiring additional faculty will help the Department meet its goal of increasing the number of sociology degrees awarded by ten percent each year. We have our departmental eye on growth and expansion and anticipate needed additional faculty to support prospective growth.

Interdisciplinary Collaboration

Interdisciplinary collaboration is a cornerstone of the Sociology Department which is evident in many areas. The Sociology Department continues efforts to make its presence felt in a variety of forums at El Camino College and beyond and will continue to do so by collaborating and working closely with other services on campus such as the Reading Success Center, Writing Center, Honors Transfer Program, Special Resource Center, Library and Learning Resources, Transfer Center, Articulation Office, EOPS, Counseling Services, and New Student Orientation/Welcome Week to best serve the needs of students at El Camino College. Service learning will continue to be one way in which students are encouraged to make practical use of the sociology they learn in the classroom and sociology faculty have played a central role in contributing to and coordinating service learning projects on campus. Similarly, participation in the Study Abroad Program is crucial as the Department pursues a more global sociological perspective.

Each of our full time faculty are embarking on exciting and innovative collaborations with other programs as well. Through team teaching, curriculum collaborations to enhance pedagogical practices, interdisciplinary campus presentations, and course collaboration through the SER initiative, sociology faculty are working to connect the department to other programs and initiatives on campus. These cross disciplinary collaborations contribute a vital aspect of department, division, and college wide efforts to bolster enrollment and push growth of curriculum. For example, team-teaching and other collaborative efforts have led to our future goals of reviving formerly inactivated classes, the development of new courses, and it is strengthening the department's ties and connections to other key institutional domains. Similarly, we anticipate the creation and development of the new Women's, Gender, and Sexuality Studies major will deepen the department's relationships in important and innovative ways in the years to come. Indeed, the Sociology Department will be a primary contributor to the major in terms of curriculum and faculty support.

Sociology Club

The Sociology Club is one of the most active and successful clubs on campus and supports vital extracurricular activities of the Sociology Department. It was founded by Stacey Allen in 2000 and consistently has between 20 and 30 active members, including seven officers. Stacey Allen

and Julieta Ortiz (RISE Center Coordinator and El Camino College alum) currently serve as the co-advisers. Weekly meetings provide students with valuable career and transfer information.

Each fall semester an academic counselor from the El Camino College Career and Transfer Center is invited to speak to the club about important transfer requirements and each spring the club hosts The Real Deal panel where El Camino College alumni return to share personal insight and guidance on the transfer experience. The Real Deal remains one of the most popular events for the club year after year. In addition, the Sociology Club routinely invites guest speakers who are working in careers related to sociology, such as social workers and probation officers.

The club not only provides a valuable service to our students who wish to transfer and pursue a career in sociology but is also committed to social activism. For instance, the Sociology Club has raised and contributed more than \$1700 for micro-loans through KIVA, an international micro financing non-profit organization. In addition, the club participates in the annual Social Justice Fair on campus.

The Sociology Club will continue to offer enriching activities, workshops and presentations to prepare students for transfer and inform them of careers in the field of sociology.

PART 9: PRIORITIZED RECOMMENDATIONS

Priority	Recommendation	Cost Estimate	Strategic Initiative
1	Diversify course offerings by developing new courses (Sex and Gender/Sexualities)		A, B, E
2	Diversify course offerings by reactivating existing courses (Death and Dying/Introduction to Social Work)		A, B, E
3	Change the “recommended preparation” for Sociology 104 to “Prerequisite: Sociology 101 with a minimum of C or concurrent enrollment”		A, B, E
4	Hire two full-time faculty within the next two-four years	\$200,000	A, B, C, E
5	Reduce normal class size to 45 for all Sociology classes		A, B, E, F
6	Hire 2 Supplemental Instruction (SI) coaches for Sociology	\$200 per semester	A, B, E
7	Develop a Sociology Research Methods course to eventually replace the cross listing of Sociology 109B with Psychology 9B		A, B, E
8	Diversify and increase online course offerings		A, B, E, F
9	Develop at least one hybrid offering on a trial basis to determine whether these type of offerings would be successful.		A, B, E, F
10	Offer Sociology classes during the Fall/Spring 8-week sessions		A, B, E
11	Develop a computer lab to support research methods courses in Sociology, Psychology and Human Development; hire designated IT assistant	\$100,000 + \$50,00 for tech support	A, B, C, E, F
12	Assign a department chair to serve on a two-year rotating basis	40% Reassign time	C, E

ECC STRATEGIC INITIATIVES for 2015-2020

A	STUDENT LEARNING	Support student learning using a variety of effective instructional methods, educational technologies, and college resources.
B	STUDENT SUCCESS & SUPPORT	Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.
C	COLLABORATION	Advance an effective process of collaboration and collegial consultation conducted with integrity and respect.
D	COMMUNITY RESPONSIVENESS	Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.
E	INSTITUTIONAL EFFECTIVENESS	Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.
F	MODERNIZATION	Modernize infrastructure and technological resources to facilitate a positive learning and working environment.

Works Cited

Benton, Stephen, and William Pallett. "Class Size Matters" Inside Higher Ed. January 29, 2013. <https://www.insidehighered.com/views/2013/01/29/essay-importance-class-size-higher-education>

Harrell II, Ivan. "Increasing the Success of Online Students," *Inquiry* 13: 36-44. ND. <http://files.eric.ed.gov/fulltext/EJ833911.pdf>

Wetstein, Matt, and Francisco Mora. "The Impact of Class Size on Student Success: The Importance of Controlling for Instructor and Course Characteristics," 41st Annual Conference of the Research and Planning Group, Track 1 – Student Learning Outcomes and Success, Santa Barbara, CA. April 30-May 2, 2003. <https://www.deltacollege.edu/div/planning/POLSCREPORT.pdf>

APPENDIX

Sociology Student Surveys

N= 525

Spring 2016

2. If you answered "No" to Question 1, please indicate the area of your major:

Response	Frequency	Percent	
Athletics	5	0.95	
Behavioral & Social Sciences	69	13.14	
Business	38	7.24	
Fine Arts	14	2.67	
Health Sciences	82	15.62	
Humanities	17	3.24	
Industry & Technology	8	1.52	
Mathematical Sciences	22	4.19	
Natural Sciences	15	2.86	
Other- please specify:	108	20.57	
Missing	147	28.00	

1. Is Sociology your major?

Response	Frequency	Percent	
Yes	129	24.57	
No	394	75.05	
Missing	2	0.38	

3. Which of the following Sociology class(es) would you consider taking at ECC in the future? (Mark all that apply)

Response	Frequency	Percent	
Soci 101 - Introduction to Sociology	76	14.48	
Soci 102 - The Family	159	30.29	
Soci 104 - Social Problems	164	31.24	
Soci 107 - Race & Ethnicity in U.S. Society	174	33.14	
Soci 108 - Global Perspectives on Race and Ethnicity	132	25.14	
Soci 109A - Introduction to Statistical Methods	49	9.33	
Soci 112 - Introduction to Criminology	226	43.05	
None	93	17.71	
Missing	3	0.57	

4. Which of the following Sociology class(es) would you consider taking if they were offered at ECC? (Mark all that apply)

Response	Frequency	Percent	
Death and Dying	291	55.43	
Introduction to Global Studies	106	20.19	
Introduction to Social Welfare	126	24.00	
Introduction to Research Methods	74	14.10	
Introduction to Gerontology	76	14.48	
Sociology of Sex and Gender	263	50.10	
Sociology of Sexualities	232	44.19	
None	53	10.10	
Missing	3	0.57	

6. Sociology classes are scheduled on days and times that are convenient to me.

Response	Frequency	Percent	
Strongly Agree	119	22.67	
Agree	289	55.05	
Neither Agree nor Disagree	85	16.19	
Disagree	19	3.62	
Strongly Disagree	6	1.14	
Missing	7	1.33	

MW (Question #7)

Response	Frequency	Percent	
1	27	5.14	
2	68	12.95	
3	188	35.81	
4	197	37.52	
Missing	45	8.57	

7:45am-10:55am (Question #8)

Response	Frequency	Percent	
1	199	37.90	
2	75	14.29	
3	57	10.86	
4	106	20.19	
Missing	88	16.76	

11:15am-2:10pm (Question #8)

Response	Frequency	Percent	
1	47	8.95	
2	52	9.90	
3	154	29.33	
4	172	32.76	
Missing	100	19.05	

2:00pm-3:25pm (Question #8)

Response	Frequency	Percent	
1	119	22.67	
2	99	18.86	
3	95	18.10	
4	108	20.57	
Missing	104	19.81	

5. The Sociology Department should expand the variety of Sociology courses offered in order to better prepare Sociology majors to transfer:

Response	Frequency	Percent	
Strongly Agree	229	43.62	
Agree	192	36.57	
Neither Agree nor Disagree	88	16.76	
Disagree	4	0.76	
Strongly Disagree	6	1.14	
Missing	6	1.14	

TTh (Question #7)

Response	Frequency	Percent	
1	27	5.14	
2	73	13.90	
3	184	35.05	
4	194	36.95	
Missing	47	8.95	

9:30am-12:40pm (Question #8)

Response	Frequency	Percent	
1	28	5.33	
2	76	14.48	
3	112	21.33	
4	248	47.24	
Missing	61	11.62	

1:00pm-2:25pm (Question #8)

Response	Frequency	Percent	
1	70	13.33	
2	78	14.86	
3	153	29.14	
4	127	24.19	
Missing	97	18.48	

7:45am-9:10am (Question #10)

Response	Frequency	Percent	
1	128	24.38	
2	26	4.95	
3	27	5.14	
4	73	13.90	
Missing	271	51.62	

9:30am-12:40pm (Question #10)

Response	Frequency	Percent	
1	31	5.90	
2	31	5.90	
3	58	11.05	
4	155	29.52	
Missing	250	47.62	

1:00pm-4:10pm (Question #10)

Response	Frequency	Percent	
1	66	12.57	
2	67	12.76	
3	68	12.95	
4	38	7.24	
Missing	286	54.48	

6:00pm-9:10pm (Question #10)

Response	Frequency	Percent	
1	139	26.48	
2	41	7.81	
3	28	5.33	
4	38	7.24	
Missing	279	53.14	

17. The SOCS and ARTB buildings and classrooms are well-maintained and clean.

Response	Frequency	Percent	
Strongly Agree	149	28.38	
Agree	249	47.43	
Neither Agree nor Disagree	71	13.52	
Disagree	33	6.29	
Strongly Disagree	8	1.52	
Missing	15	2.86	

13. Would you consider taking a 5-week Sociology class during the winter session?

Response	Frequency	Percent	
Yes	375	71.43	
No	141	26.86	
Missing	9	1.71	

11:15am-2:10pm (Question #10)

Response	Frequency	Percent	
1	40	7.62	
2	31	5.90	
3	82	15.62	
4	98	18.67	
Missing	274	52.19	

2:00pm-5:10pm (Question #10)

Response	Frequency	Percent	
1	94	17.90	
2	69	13.14	
3	46	8.76	
4	40	7.62	
Missing	276	52.57	

9. Would you consider taking a Sociology class that meets one day per week for 3 hours?

Response	Frequency	Percent	
Yes	283	53.90	
No	224	42.67	
Missing	18	3.43	

12. Would you consider taking an 8-week Sociology class during the Fall or Spring semester?

Response	Frequency	Percent	
Yes	429	81.71	
No	79	15.05	
Missing	17	3.24	

Monday (Question #11)

Response	Frequency	Percent	
1	44	8.38	
2	40	7.62	
3	61	11.62	
4	115	21.90	
Missing	265	50.48	

Tuesday (Question #11)

Response	Frequency	Percent	
1	25	4.76	
2	31	5.90	
3	80	15.24	
4	131	24.95	
Missing	258	49.14	

Wednesday (Question #11)

Response	Frequency	Percent	
1	17	3.24	
2	33	6.29	
3	79	15.05	
4	128	24.38	
Missing	268	51.05	

Thursday (Question #11)

Response	Frequency	Percent	
1	39	7.43	
2	33	6.29	
3	79	15.05	
4	105	20.00	
Missing	269	51.24	

Friday (Question #11)

Response	Frequency	Percent	
1	148	28.19	
2	23	4.38	
3	34	6.48	
4	50	9.52	
Missing	270	51.43	

14. Would you consider taking a 6-week Sociology class during the summer?

Response	Frequency	Percent	
Yes	389	74.10	
No	125	23.81	
Missing	11	2.10	

15. Would you consider taking an online Sociology class?

Response	Frequency	Percent	
Yes	280	53.33	
No	237	45.14	
Missing	8	1.52	

16. Would you consider taking an online Sociology class which also requires periodic in-person, on-campus class instruction?

Response	Frequency	Percent	
Yes	243	46.29	
No	277	52.76	
Missing	5	0.95	