



Sociology Department  
Program Review  
Fall 2008

El Camino College  
Division of Behavioral and Social Sciences  
Dr. Gloria Miranda, Dean

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## I. Overview

### A. Description of Program

The sociology degree provides students with a foundation in the science of sociology. Courses in the Department include: Introduction to Sociology, Social Problems, The Family, Introduction to Social Work, Introduction to Criminology, as well as Race and Ethnicity in U.S. Society.

Upon successful completion of the program requirements, the student will acquire an understanding of major sociological concepts and theoretical perspectives on social problems and social life as they apply to the individual, group, and society. Students will also understand the principles of research methods and data analysis.

The major prepares students for careers in fields such as teaching, research, social work, public relations, criminology and counseling. Students will demonstrate their proficiency in sociological competencies through examinations and writing assignments on the major sociological theories and research techniques.

### C. Status of Previous Recommendations

The last program review was conducted during the 1998/1999 academic year. At that time the Department recommended the following:

1. Tracking of students interested in the field of sociology as a major in order to encourage continued studies in the discipline.
2. Improving student surveys.
3. Updating the elevator.
4. Improving safety on campus and communication regarding safety between administration and faculty.
5. Comparing data concerning enrollment, retention, graduation/transfer rates, and WSCH/FTE ratios of the Sociology Department at El Camino College and other departments statewide.

Current status of above recommendations:

1. In 2000 the Department formed the El Camino College Sociology Club. The purpose of the Sociology Club is to explore and promote academic and career issues related to the field of sociology, and to help those interested in the field get to know one another better outside of the classroom. The club routinely sponsors transfer workshops and panels to provide students with pertinent transfer information. Additionally, the club sponsors career related panels as a means of introducing students to career options for those who major in sociology.
2. More in-depth questions were used on the survey conducted during the Spring 2008 semester for the purpose of collecting data for this review compared to those questions used in the previous study.
3. While the problems encountered with the elevator are beyond the control of the Department, the College recently updated the elevator with modest improvements. Unfortunately, the elevator continues to experience some of the same problems.
4. Ironically, two sexual assaults have occurred on campus within the past six months. Improving safety and communication regarding these issues are still areas that need **significant** improvement.

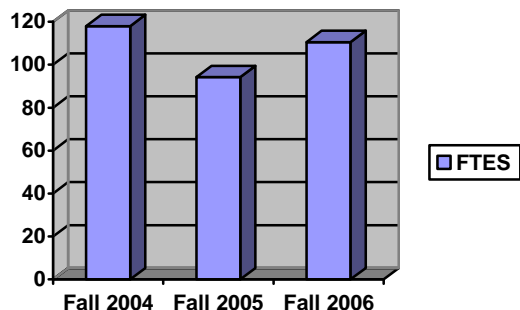
5. Data concerning enrollment, retention, graduation/transfer rates, and WSCH/FTE ratios of the Sociology Department at El Camino College and other departments statewide is now easily accessible through the California Community Colleges Chancellor's Office at <http://www.cccco.edu/> and through MyECC.

## II. Program Statistics

### A. Demand: FTES by Course/Program

Instructions: Analyze the **FTES by Course/Program** using 1<sup>st</sup> census data and answer the following questions. At a minimum, your analysis must include a 3-year cycle comparing like semesters.

Course	Fall 2004	Fall 2005	Fall 2006
	Year 1 (Term and year)	Year 2 (Term and year)	Year 3 (Term and year)
Sociology 5/101	5.15	4.60	5.52
Sociology 2/102	5.35	3.37	4.04
Sociology 4/ 104	4.39	4.23	4.54
Sociology 9/109	2.78	2.14	2.35



- Given the data, can you recognize any trends in course demand in any of the Program's courses?

Fall 2005 saw a decline in FTES due to renumbering and renaming of courses. Unfortunately, this was not indicated in the schedule of classes which created confusion for students. The problem has since been rectified and enrollment continues to increase.

Enrollment is highest in morning classes.

- What are you doing to respond to trends?

The Department is trying to offer more sections in the morning, yet we are restricted due to classroom availability.

3. Should a recommendation be written addressing the data? Yes  
(If yes, list.)

Increased classroom availability would allow the Department to better serve students.

**B. Offerings: Fill Rate\***

Instructions: Review and analyze the **fill rate data** (including the fill rate per course for both day and evening), provided by Institutional Research for this program for a three year cycle and answer the following questions:

Average fill rate of courses in program: How does this program compare to:

	Fall 2004	Fall 2005	Fall 2006
	Year 1 (Term and year)	Year 2 (Term and year)	Year 3 (Term and year)
Day classes	117.5%	99.4%	116.4%
Evening classes	101.3%	75.9%	94.1%

1. Given the data, is the program in a growth mode? Yes  
**Comment.**

As indicated earlier, courses were renumbered and renamed during the Fall 2005 semester. This had a detrimental impact on enrollment as the renumbering and renaming was not indicated in the schedule of classes. The problem has been rectified and enrollment continues to increase.

2. What adjustments are indicated?  
**Explain.**

The Department should continue to coordinate with counseling and other departments such as nursing to promote sociology courses available.

After consideration of enrollment, and survey data, faculty is considering revising name of Sociology 102 back to Marriage and Family.

3. Should a recommendation be written that addresses the data? Yes  
(If yes, list.)

The Department should continue to monitor enrollment trends and make necessary adjustments.

### D. Scheduling: Student Satisfaction with Scheduling

Instructions: Complete the chart below. Indicate the time when sections of courses in the program are currently scheduled to start. Analyze the data provided by Institutional Research on student satisfaction with scheduling in the program and answer the questions.

Number of sections for each course:

Course	During the early morning before 10 am	During the late am/early pm 10am -1:55 pm	During the late afternoon 2 pm -4:25 pm	During the evening 4:30 & later	During the summer	Via Online
Sociology 101	4	4	4	1		2
Sociology 102		1				1
Sociology 104	1	3		1		1
Sociology 107						
Sociology 109	1 (lab)	1 (lecture)				
Sociology 110				1		
Sociology 112	1			1		

1. What (if anything) is indicated by the student satisfaction with scheduling?

Student surveys indicate the following:

- Students most prefer taking classes that meet twice a week on Mondays and Wednesdays as well as Tuesdays and Thursdays, rather than three times a week.
- Students least prefer taking classes that meet on Mondays, Wednesdays, and Fridays or those on weekends.
- Students most prefer taking classes that meet during the late morning/early afternoon (10:00 am -1:55 pm) followed by early morning (before 10:00 am).
- Student surveys indicate an interest in Race and Ethnicity in U.S. Society (Sociology 107) and Introduction to Social Work (Sociology 110).

2. Are there time periods of high student demand which are not being addressed? Yes  
How could such demand be addressed?

Additional sections should be offered and more sections should be offered during peak demand time slots. This may require additional part-time faculty, the budgetary implication of which would be approximately \$3900 per section.

3. Should a recommendation be written addressing this area? Yes  
(If yes, list.)

More sections should be offered on Mondays and Wednesdays and during the late morning/early afternoon hours.

Currently there are no sections of Sociology 107 being offered. It is recommended that the Department begin offering the class again during the Fall 2009 semester.

At this time only one section of Sociology 110 is available to students. It is recommended that an additional section be added to the course offerings, particularly during a morning session.

## D. Retention and Success

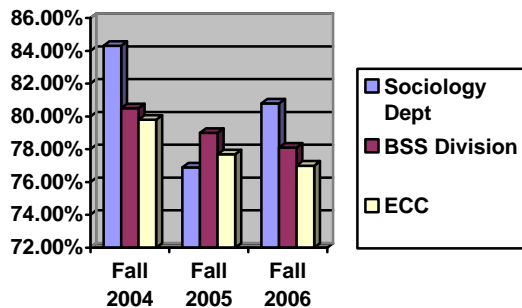
### 1. Retention

Instructions: Review and analyze the data on **retention (course completion with a grade other than W)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels.

1. Given the data, what trends are observed?  
Comment.

Retention rates:

	Sociology Dept.	BSS Division	ECC
Fall 2004	84.3%	80.5%	79.8%
Fall 2005	76.9%	79.0%	77.7%
Fall 2006	80.8%	78.1%	77.0%



The retention rates for the Sociology Department indicate a significant decline between the Fall 2004 and Fall 2005 semesters, with a modest increase between the Fall 2005 and Fall 2006 semesters. This trend is similar to that of the Behavioral and Social Science Division, as well as the college overall, in that a decline in retention rates occurred between the Fall 2004 and Fall 2005 semesters. It should be noted however that the retention rates remained unchanged for both the division (78.1%) and college (77.0%), while they increased in the Sociology Department (80.8%) during the Fall 2006 semester. By Fall 2006, the Sociology Department had returned to the earlier pattern of higher retention rates compared to the Division and Campus overall.

2. Should a recommendation be written addressing the data? Yes

Continue to track retention rates and take necessary steps to continue the upward trend witnessed between 2005 and 2006.

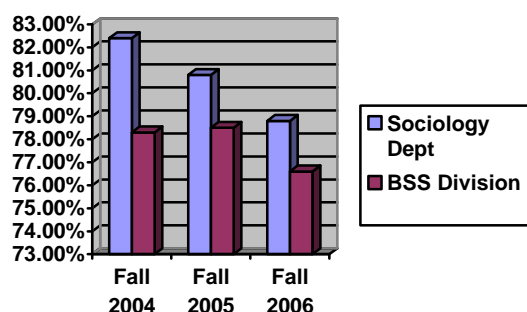
## 2. Success Rate

Instructions: Review and analyze the data on **success rate (students who earned a grade of A,B,C, or Credit)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels and answer the following questions:

1. What trends are observed?

Success rates:

	<b>Sociology Dept.</b>	<b>BSS Division</b>
<b>Fall 2004</b>	82.4%	73.3%
<b>Fall 2005</b>	80.8%	78.5%
<b>Fall 2006</b>	78.8%	76.6%



The Department has seen a downward trend concerning success rates, as has the Division overall. While this is troubling, it should be noted that the Department's success rates continue to be higher than that of the overall Division.

2. Should a recommendation be written addressing the data? Yes  
(If yes, list.)

Student surveys indicate that our students are primarily visual and hands-on learners. Faculty should make necessary adjustments to their teaching methods to better meet the needs of our students and to increase success rates. Faculty will be encouraged to participate in faculty development and training to acquire new and innovative teaching methods.

As the K-12 system has noted successful completion of academic work depends on basic skills (reading, writing, etc.) as well as classroom instruction. The increasing numbers of students coming to community colleges lacking or deficient in these skills will continue to impact quantitative measures of success. This Department recognizes the obstacles for students whom English is a second language and/or whose early academic preparation is below average; the Department continues to coordinate with resources on campus to help these students meet their challenges.

### **III. Curriculum**

#### **A. Course and Content**

#### **1. Courses Not Offered**

Instructions: Indicate the total number of courses in the program and list all courses in the program which are in the catalog but have not been offered in the last three years. Refer to this list to answer the following questions:

The program currently includes a total of 8 courses:

Sociology 101 – Introduction to Sociology  
Sociology 102 – The Family  
Sociology 104 – Social Problems  
Sociology 107 – Race and Ethnicity in U.S. Society  
Sociology 109 – Statistical Methods  
Sociology 110 – Introduction to Social Work  
Sociology 112 – Introduction to Criminology  
Sociology 115 – Death and Dying

Of the 8 courses, Sociology 115 – Death and Dying has not been offered for several years.

1. Given the data, are there courses that should be inactivated? Yes  
**Comment.**

Sociology 115 – Death and Dying should be inactivated

2. If there are courses not offered in the last three years that you do not wish to inactivate, what reasons are there to keep them active?

3. Should a recommendation be written addressing the data? No

## 2. Course Revisions and Additions

1. Are there course outlines that should be revised? No  
(If yes, list.)
2. Are there courses inconsistent with current practice in the field? No  
Explain.
3. Should new courses to be added to the program? No  
Explain.

Not at this time. Three new courses have been recently introduced: Race and Ethnicity, Introduction to Social Work and Introduction to Criminology. Once these courses are firmly established new courses can be introduced.

A possible new course for Fall 2009 is Sociology 108 – Global Perspectives on Race and Ethnicity which will be cross-listed with Global Studies 103.

4. Are adjustments necessary to the conditions of enrollment (Prerequisite, Corequisite, Recommended Preparation, and Enrollment Limitations) for a specific course to increase student success? No
5. If the program offers a degree and/or certificate, list them and indicate when the requirements were last reviewed? (If not applicable, skip to Question 7.)

Associate of Arts, last reviewed Fall 2002

Course requirements will be revised Fall 2008 to reflect new courses added to the Sociology curriculum.

6. Are these degree and/or certificate requirements inconsistent with current practice? No  
Explain.
7. Is there a need to create or delete a degree and/or certificate? Yes  
Explain.

The Department is considering developing a degree and/or certificate in social work.

8. Should any recommendations be written that address the above responses? Yes  
(If yes, list.)

Research is needed to assess the need and/or demand for such a certificate in the social work field.

## B. Articulation

Instructions: Articulation is the process by which courses taken at ECC can be used to satisfy subject matter requirements at another college or university. This is important in the transfer process for students. To help you in this area, you can review articulation agreements at [www.assist.org](http://www.assist.org), the California Articulation Number Guide or meet with the Articulation Officer, Lori Suekawa (ext. 3517).

1. Are there any courses in your curriculum which are part of a lower division preparation for the major that are not articulated with our major transfer institutions? No
2. What problems, if any, are there in articulating these courses?
3. Should a recommendation be written addressing above responses? No  
(If yes, list.)

## C. Instruction and Assessment

### 1. Learning Methods

1. What learning methods are incorporated inside and outside the classroom in the program to promote student success? Explain.

Sociology faculty employ a variety of activities and assignments both inside and outside the classroom to promote student learning and success, some of these include group presentations, collaborative learning activities, critical thinking activities and assignments, research assignments, as well as service learning.

In addition, faculty utilize PowerPoint lectures, personal response devices (clickers), and videos to engage students in the learning process.

Some faculty members have created their own personal websites that offer students additional resources to promote success.

2. Should a recommendation be written addressing above response? Yes  
(If yes, list.)

Faculty should continue to assess the effectiveness of the above learning methods and make adjustments and improvements when needed. One way to achieve this goal is through the development and implementation of student learning outcomes (SLOs).

## 2. Assessment

1. How do you evaluate the extent to which the learning objectives, skills, and competencies are being met?

Traditionally, the Sociology faculty employed conventional methods of assessment such as class presentations, writing/research assignments, quizzes, and exams. Most recently, the Department has begun developing student learning outcomes (SLOs) which will better assess the extent to which the learning objectives, skills, and competencies for both individual courses, as well as the program overall, are being met.

2. How do you use the results of the above evaluation to improve student learning and the quality of the program?

Necessary adjustments are made to course content and/or teaching methods when assessment indicates improvements are needed. Faculty routinely communicate with one another about the progress and challenges encountered in the classroom and devise strategies to improve student learning and the quality of the program.

To encourage consistency among courses taught by various faculty within the Department, a memo was distributed during the Fall 2004 semester requesting all Sociology faculty list the course objectives for each class from the official course outline on their syllabi. This has now become a college-wide policy effective Fall 2008.

3. Should a recommendation be written addressing this area? Yes

(If yes, list.)

Communication among faculty should continue regarding challenges and progress made in the classroom, as well as suggestions and recommendations for improved instruction.

The Department will continue to develop and assess student learning outcomes (SLOs) for individual courses and for the program overall.

**IV. Program Requirements**  
**A. Instructional Support**

1. Identify key instructional support areas used by the program.

**Libraries & Programs:**

X	Library	X	Special Resource Center		Basic Skills Study Center	X	Library Orientation
	Music Library		Puente Program	X	Honors Transfer Program	X	Other (Please list.)
X	Learning Resource Center Media Materials Collection	X	Assessment/Testing Office	X	Counseling	X	GETT Program
X	EOP&S/CalWORKS	X	Transfer Center		First Year Experience		
	Learning Communities		Project Success	X	Honors Transfer Program		

**Computer Labs & Tutoring:**

X	LMTC Computer Commons		SRC High Technology Center		Other Computer Lab: Please list.	X	Writing Center
	CAI MAC Lab		Writing Lab			X	LRC Tutorial Program
	CAI Windows Lab		Math & Science Lab				Math Tutoring
X	TOP Lab	X	Keyboarding Center				SRC Tutorial Program
	Hawthorne BTC						EOP&S Tutoring
	Inglewood Center						

**Faculty Support Services:**

	Graphic Arts	X	Copy Center	X	Distance Education	X	Other (Please list.)
	Media Services AV Production	X	Tech Services Help Desk		Teleconferences	X	Web cam connections to other countries
X	Media Services AV Equipment Distribution	X	Support Staff	X	Webconferences		
	ECC Vehicles	X	ECC hosted Websites	X	Staff Development		
X	ECC E-mail						

2. Do you have some instructional support needs that are not being met? Yes

**Comment.**

3. Should a recommendation be written to address your needs? Yes

(If yes, list.)

Faculty should have access to a copy machine in the faculty lounge or workroom at a one-time cost of approximately \$5,000 for the machine and \$900 per/year for maintenance. In addition, it is recommended that the Copy Center reinstitute the “while you wait” service.

Regular training for users (faculty and staff) as classrooms are updated with new equipment.

## B. Facilities and Equipment

1. Does the program make effective use of its facilities and equipment? Yes
2. Are adequate facilities, equipment and supplies available for the program? No  
Explain.

As previously stated, faculty require more convenient access to copy machines.

The Department would benefit greatly if existing classrooms were converted to “smart” classrooms at a one-time cost of approximately \$18,000. In addition, maintenance of existing smart classrooms is needed.

3. Are the facilities and equipment adequately maintained? No  
Explain.

The classrooms and faculty restrooms are often unsanitary.

4. Should a recommendation be written addressing the data? Yes  
(If yes, list.)

The College should take the necessary steps to insure a clean and healthy environment for faculty, staff, and students.

## C. Staffing

Instructions: Analyze the data on **FTEF, adjunct FTEF, and the FT/PT ratio** for the most recent fall (2007) semester and answer the following questions:

**FTEF (full-time equivalent faculty):** 5.375

**Number of full-time FTEF:** 3

**Number of adjunct FTEF:** 4

**FT/PT load ratio:** 67%/33%

1. How do the program numbers compare to a like semester (Fall to Fall) three years ago or the previous program review?

Fall 2004:

FTEF = 4.5

Ratio 3 full-time; 3 part-time

Load ratio: 78%/22%

2. What do the program data indicate? Comment on any trends or unusual data.

There has been an increase in offerings as the program has added new curriculum.

The Department is offering several courses which are best taught by practitioners (i.e., social work and criminology) who are often employed full time in these fields. Because of this, the Department would hire part time instructors for these courses.

3. How does the FT/PT ratio benefit or harm the program?

Part time faculty add support in specialized areas such as criminology and social work, as well as traditional areas. These faculty are not always available on a full time basis.

Currently, the Department is under the FT/PT load ratio state goal of 75%/25%. Hiring additional full-time faculty would allow the Department to achieve this goal, the budgetary implication of which would be approximately \$95, 000 per year (\$65,000 for salary; \$30,000 for benefits).

4. Do you have a faculty mentoring program? No

5. How do faculty maintain currency in their field?

Members of the Department belong to various professional associations such as the American Sociological Association, the Pacific Sociological Association, and the California Sociological Association. In addition they conduct research, attend, and present at professional conferences.

Faculty have recently traveled to other countries, including England, China, and Mexico, to participate in conferences, present papers, and research grants.

6. Fill in the faculty status data below and answer the questions that follow.

Name	Load	Reassigned time (how much in %)	Retired in last 2 years (check)	FT hired last 3 years (check)	Anticipated to retire in next 3 years (check)
<b>Full-time:</b>					
Allen, Stacey	120%				
Cannon, Elaine	120%				
Dowden, Sue	100%				
<b>Part-time:</b>					
Adesina, Catherine	40%				
Butler, Marie	40%				
Mascolo, Richard *	17.5%				
Osterman, Robert	40%				
Stone, Kell	60%				

\* Fulfills part of Mascolo’s Psychology overload

6a. How does this data impact the program?

The program has grown significantly since Fall 1999 with the addition of three new full-time faculty and now has a healthy number of part-time assignments.

6b. Will this data affect the program in the future?

The potential for greater growth exists as new courses are scheduled to be added to the discipline, such as Global Studies which will be cross-listed with Sociology.

7. From this information, can you identify present and future staffing needs? Yes

**Explain.**

The Department could offer more sections to meet student demand with the addition of at least one full-time faculty member and several part-time instructors.

The budgetary implication for hiring part-time instructors is approximately \$3900 per section taught and \$95,000 per year for hiring one full-time instructor.

8. What is the department doing to address any future staffing needs?

Interviews will be conducted during the summer of 2008 to expand the part-time pool of instructors.

9. Should a recommendation be written addressing the data? Yes

(If yes, list.)

At least one new full-time faculty member should be hired within the next two years to encourage growth of the program in more applied areas such as criminology and social work.

#### **D. Planning**

1. Do the program faculty and other personnel have a clear idea of what is happening in the program, where it is headed, what external changes are affecting it, and what changes need to be made in order to enable the program to adapt and continue to be successful? **Explain.**

Yes. Regularly scheduled department meetings with Dr. Miranda keep faculty informed of the status and future of the program. In addition, informal discussions among faculty allow for the sharing of such information.

Faculty have served and currently serve on various division and campus committees, including Faculty Senate, Campus and Division Curriculum committees, and Division and Campus Planning and Accreditation committees among others. Information from these committees is routinely shared between department members.

2. What data, not currently provided, would be needed in order to improve planning for the development of the program? **Explain.**

Research should be conducted to assess the need for a social work program or certificate.

3. What major external changes or trends do you expect to be of particular relevance to your discipline in the next five years?

The growth of distance learning and the increased student demand for such courses will be of particular relevance to sociology.

Continued immigration affects all community college programs as these students present challenges in academic preparedness. Sociology courses are usually in demand as these students and their families assimilate to American society.

Changes in the economy may increase the need for more career-oriented or applied sociology courses (such as certificates or AA degrees in social work, criminology, and research).

Continued globalization in economic, social and cultural areas indicates a need to incorporate a global perspective into existing sociology courses and the introduction of global topics. These could be expanded into certificate programs (for community businesses interested in understanding the global economy and other cultures) and/or an area of specialization within sociology.

4. What will the implications of these changes or trends be for the program and how will the program need to respond?

Additional training for existing faculty and the hiring of additional faculty to meet these demands will be necessary as will writing curriculum for new courses or revising existing courses to include global topics.

5. Based upon the information above, how would you like the program to evolve within the next five years?

At least one full-time faculty, perhaps with expertise in applied sociology is needed to meet growing needs within the Department. In addition, the Department will need to increase the number of sections offered each semester. The Department expects enrollment to reach 1500 within the next five years.

6. Should a recommendation be written addressing the data? Yes  
(If yes, list.)

Research is needed to assess the need and/or demand for a certificate in social work and/or criminology.

Hire at least one new full-time faculty member.

Outreach to business community to assess need for topics related to globalization.

## V. Conclusion

### 1. Prioritized Recommendations

- At least one new full-time faculty member should be hired within the next two years to encourage growth of the program in more applied areas such as criminology and social work, the budgetary implication of which would be approximately \$95,000 per year (\$65,000 for salary; \$30,000 for benefits).
- Increase sections of course offerings, including Race and Ethnicity in U.S. Society (Sociology 107), Introduction to Social Work (Sociology 110), and Introduction to Criminology (Sociology 112), the budgetary implication of which would be approximately \$3900 per section.
- Increase additional courses online. Increase the number of those already offered.
- More sections should be offered during peak demand time slots, including Mondays and Wednesdays and during the late morning/early afternoon hours.
- Convert existing classrooms to “smart” classrooms at a one-time cost of approximately \$18,000.
- Purchase a copy machine at a one-time cost of approximately \$5,000 and \$900 per/year for maintenance, to be located in the faculty lounge or workroom. Additionally, it is recommended that the Copy Center reinstitute the “while you wait” service.
- Appoint a full-time faculty member to act as Department Chair to take care of Department business.
- Assess the need and/or demand for a certificate in the social work field.
- Assess effectiveness of learning methods currently being employed and make adjustments and improvements when needed.
- To better meet the needs of those with disabilities and faculty/staff that rely on the elevator in the Art & Behavioral Science building, the elevator should be upgraded and improved.
- The College should take the necessary steps to ensure a clean and healthy environment for faculty, staff, and students.

### 2. Major Needs

- Increased classroom availability and additional full-time faculty would allow the Department to better serve students.
- Additional smart classrooms.
- Increased access to copy machines.
- Release time for faculty to act as Department Chair.
- Resources necessary to conduct needs assessment for social work program.

### 3. Strategies

- Set up a Department or Division mentor program to assist part-time or other Department faculty to prepare online courses, or using teaching aids such as “clickers” or service learning, or to explore newer teaching strategies.
- Offer additional sections of sociology courses.
- Review and assess possibilities for new courses to supplement and coordinate with existing ones. For example, if the Introduction to Criminology or Social Work courses are successful the Department may consider developing practicum or field studies courses and/or develop a certificate in these programs.
- The Department will continue to coordinate with counseling and other departments such as nursing to promote available sociology courses.
- The Department will continue to monitor enrollment trends and make necessary adjustments.
- Communication among faculty will continue regarding challenges and progress made in the classroom, as well as suggestions and recommendations for improved instruction.
- The Department will continue to develop and assess student learning outcomes (SLOs) for individual courses and for the program overall.
- Interview candidates for part-time faculty positions during the summer session of 2008.
- Begin hiring process of additional faculty upon College approval.