



**Sociology Department**  
Program Review  
2012

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

Prepared by:  
Stacey L. Allen

## **Program Overview**

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 Sociology Department was one of the first departments on campus to implement the new Associate in Arts Degree for Transfer. This degree provides students with a foundation in the science of sociology. 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.

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.

The primary focus of the program 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. This primary focus of the program is clearly consistent with the El Camino College mission statement: El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. This report will demonstrate that the Sociology Department offers a comprehensive educational program to ensure educational success for students from our diverse community.

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.

Other populations, aside from sociology majors, are served by the courses offered in the Sociology Department. Specific sociology courses fulfill degree requirements in administration of justice, communications, ethnic studies, nursing, and psychology.

The Sociology Department is among the leading departments, not only in the Behavioral and Social Science Division, but among all programs at El Camino College to award degrees. In 2011-2012, the Sociology Department offered 56 sections and awarded 46 A.A. degrees, more than doubling the number awarded in 2007-2008 (22). The Department is comprised of three full-time and four part-time instructors. Hiring additional faculty in the Department is needed to better serve our students as well as those students majoring in administration of justice, communications, ethnic studies, nursing, and psychology.

An active Sociology Club of 20 to 30 members supports the extracurricular activities of the program. The Club celebrated its ten-year anniversary in 2010 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, such as social workers and probation officers to speak about their educational and career experiences. In October 2012, Rene Lozano, Transfer Center Coordinator, was invited to speak about transfer issues, including the new AA-T degree. The club provides a valuable service to our students who wish to transfer and pursue a career in sociology.

### Relationship to El Camino College Strategic Initiatives

The Department's goals and objectives are aligned with the following El Camino College Strategic Initiatives:

| El Camino College Strategic Initiatives   |   |
|---|---|
| <b>Strategic Initiative A</b> – Enhance teaching to support student learning using a variety of instructional methods and services.   | <p>Sociology Department faculty use a variety of instructional methods to best meet the needs of our diverse student population.</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).</p> <p>Faculty work closely with the Writing Center, the Special Resource Center, and the Learning Resource Center to assist students with special needs.</p> <p>Many faculty within the Department maintain class websites, My Team Sites, and provide online access to PowerPoint lectures and study guides to provide a variety of resources to encourage student success.</p> |
| <b>Strategic Initiative B</b> – Strengthen quality educational and support services to promote student success.   | <p>The Sociology Department collaborates with several student support services on campus to enhance student success, including the Writing Center, the Honors Transfer Program, the Special Resource Center, the Learning Resource Center, EOPS, the Transfer Center and the Articulation Office, and Counseling Services.</p>  |
| <b>Strategic Initiative C</b> – Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation. | <p>Sociology faculty meet regularly to address relevant issues to the Department, Division, and the College.</p> <p>Faculty participate in a wide variety of campus committees including Division Curriculum</p>  |

|  |  |
|--|--|
|  | Committee, Division Council, Division SLO Committee, and hiring committees. In addition, faculty serve as advisors for the Sociology Club and the Muslim Student Association.              |
| <b>Strategic Initiative D</b> – Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community. | The Department has worked closely with community organizations to create service learning and internship opportunities for students.   |
| <b>Strategic Initiative E</b> – Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.  | 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. |

#### Status of Recommendations from 2008 Sociology Program Review

| Previous Recommendation  | Status  |
|--|---|
| 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.                  | <b>In progress:</b> Due to budgetary constraints the Department has been unable to hire additional faculty. |
| 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). | <b>Pending:</b> Budgetary constraints have resulted in reducing course offerings.                           |
| Increase additional courses online. Increase the number of those already offered.  | <b>Pending:</b> Budgetary constraints have resulted in reducing online course offerings.                    |

|  |  |
|--|--|
| Convert existing classrooms to “smart” classrooms.   | <b>Completed</b>   |
| Assess the need and/or demand for a certificate in the social work field.  | <b>Completed:</b> degree/certificate programs in social work are offered only at four-year institutions.   |
| Assess effectiveness of learning methods currently being employed and make adjustments and improvements when needed.   | <p><b>In Progress:</b> Since the 2008 Program Review, the Sociology Department has developed and assessed Student Learning Outcomes (SLOs) for each sociology course as well as a program-level SLO. Because many students lack proficient writing skills faculty encourage students to utilize the resources at the Writing Center. 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.</p> <p>In addition, students complete self assessments which allow for reflection of their progress in class and encourage students to make necessary adjustments to study habits.</p> |
| 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. | <b>Completed</b>   |
| The College should take the necessary steps to ensure a clean and healthy environment for faculty and staff  | <b>In Progress:</b> Custodial staff continues to maintain a fairly clean work environment.   |

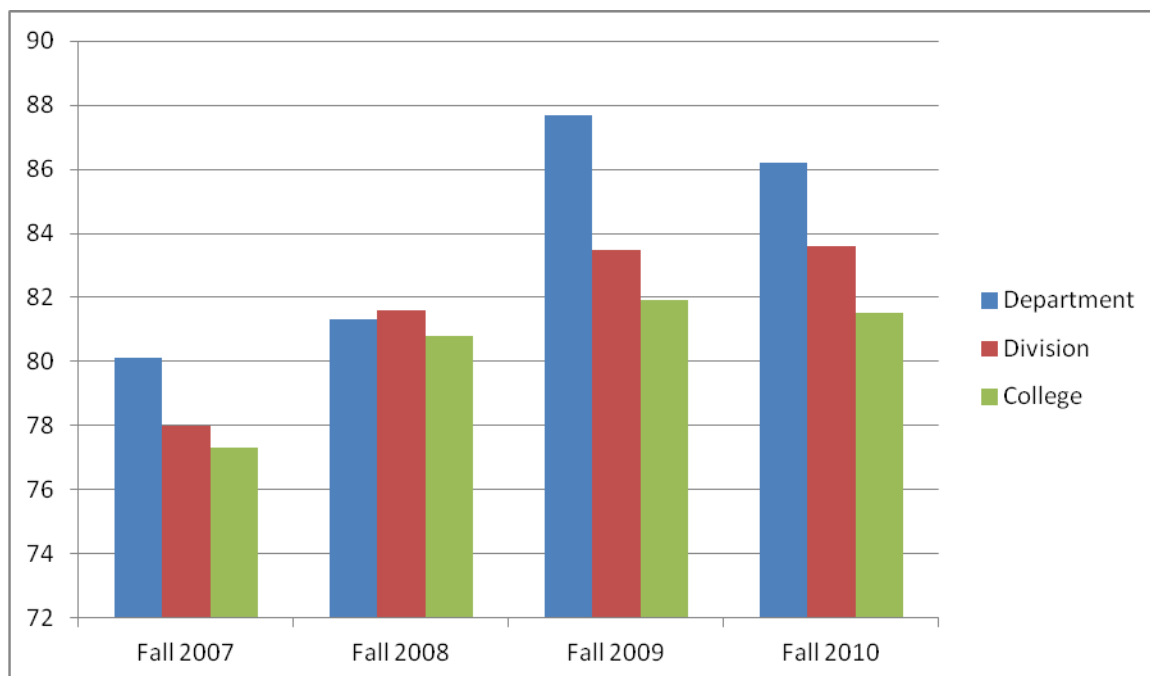
## **Research Data Analysis**

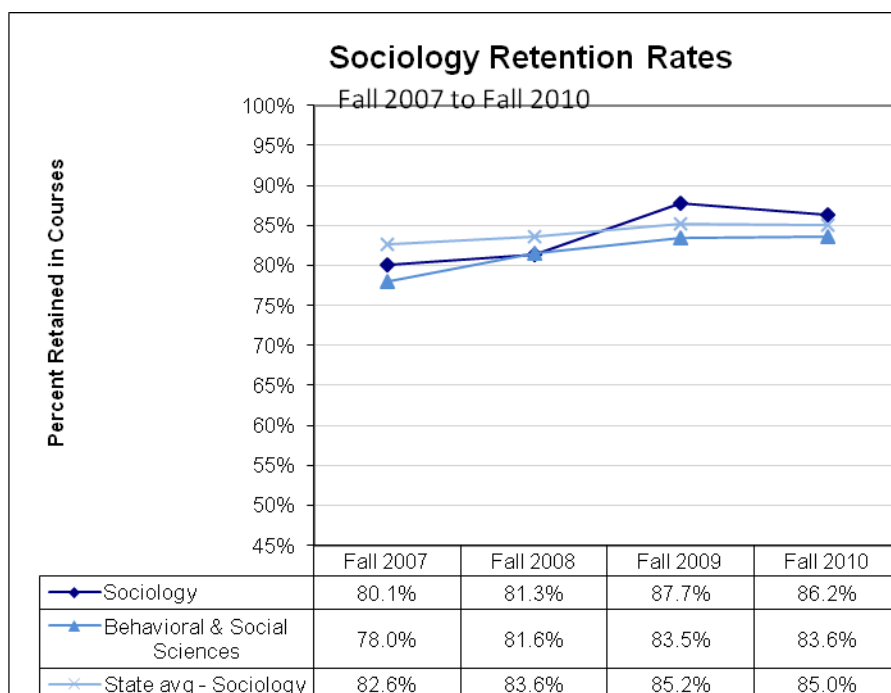
### **Retention Rates**

Data Analysis: Sociology Department retention show a significant increase overall from Fall 2007 (80.1) to Fall 2010 (86.2). Data indicates that the retention rates of the Sociology Department are consistently higher than the rates of both the Behavioral and Social Science Division and El Camino College. Faculty have made a concerted effort to improve retention rates by identifying students early on in the semester who may need additional assistance to succeed in the class. This has clearly affected success rates positively as well.

|                  | Sociology Department | BSS Division | ECC  |
|------------------|----------------------|--------------|------|
| <b>Fall 2007</b> | 80.1                 | 78.0         | 77.3 |
| <b>Fall 2008</b> | 81.3                 | 81.6         | 80.8 |
| <b>Fall 2009</b> | 87.7                 | 83.5         | 81.9 |
| <b>Fall 2010</b> | 86.2                 | 83.6         | 81.5 |

### **Sociology Department Retention Rates Fall 2007 to Fall 2010**





## Success Rates

**Data Analysis:** The Sociology Department has witnessed a positive trend concerning success rates in all courses offered in the Department. Success rates for the Department show a significant increase between Fall 2007 (66.3) and Fall 2009 (74.5), they remained fairly consistent in 2010 (74.1). Data indicates that the success rates of the Sociology Department are consistently higher than the rates of both the Behavioral and Social Science Division and El Camino College overall.

The increase in success rates may be attributed to a number of factors. Because the Department has been committed to student success, adjustments and improvements in instructional methods have been made. Identifying “at risk” students early on in the semester has greatly improved retention and success rates. Students who do poorly on exams and assignments are directed to appropriate student services on campus, such as the Writing Center and Counseling Services.

SLO assessments have been particularly helpful in highlighting areas of greatest concern, particularly strengthening research and writing skills for many students. Providing clear and

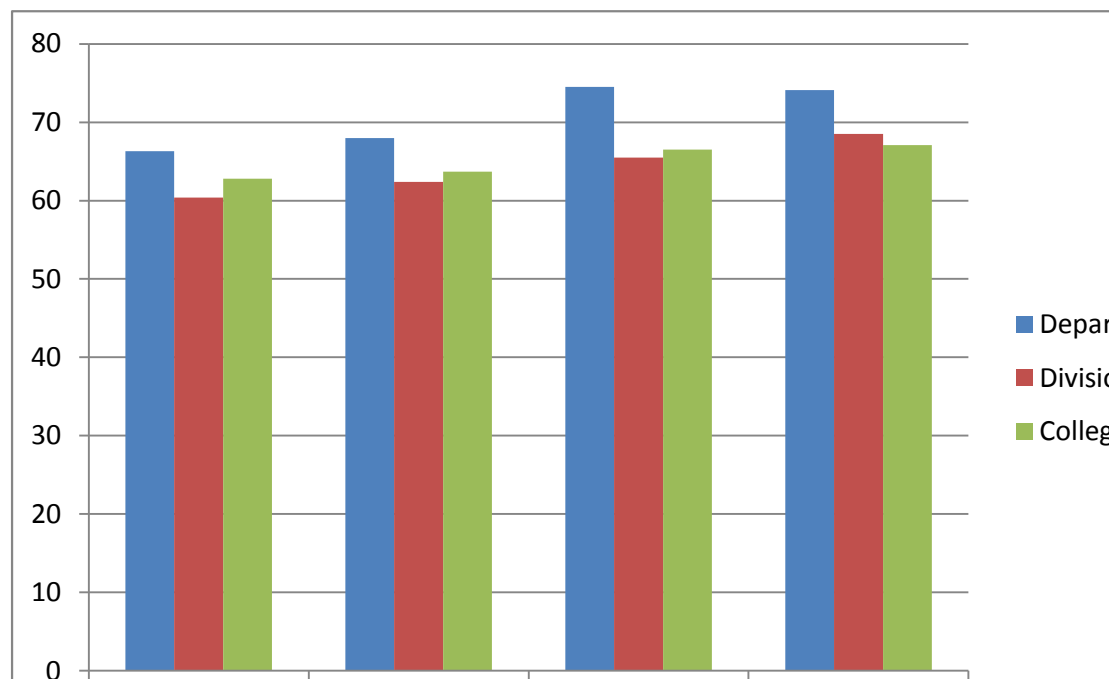


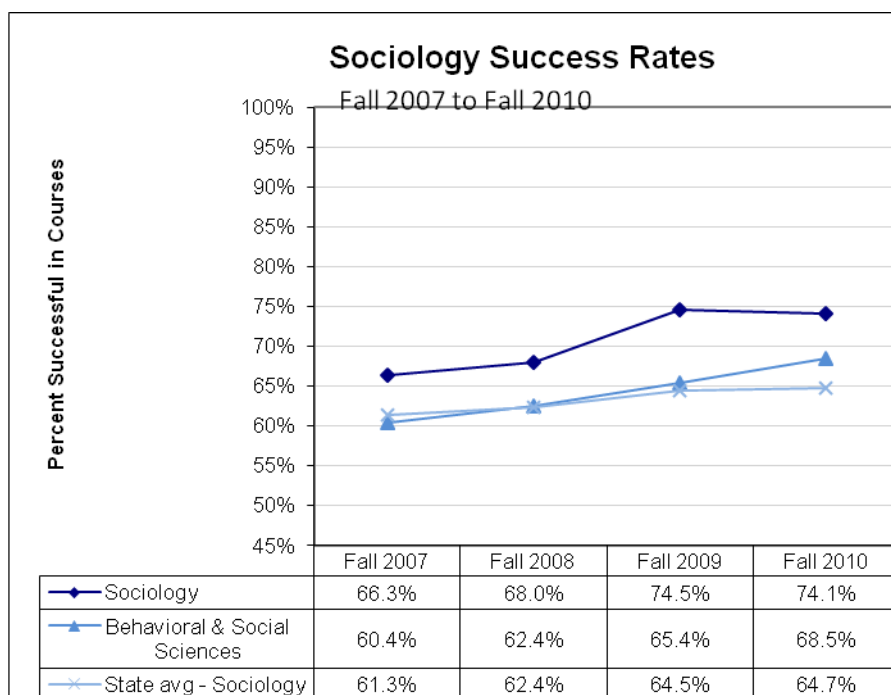
concise instructions on writing assignments and building a stronger relationship with the Writing Center has encouraged significant improvement in overall student success.

The goal of the Sociology Department is to continue to improve student success rates by continuing to identify potential barriers and implementing appropriate interventions and referrals.

|                  | <b>Sociology Department</b> | <b>BSS Division</b> | <b>ECC</b> |
|------------------|-----------------------------|---------------------|------------|
| <b>Fall 2007</b> | 66.3                        | 60.4                | 62.8       |
| <b>Fall 2008</b> | 68.0                        | 62.4                | 63.7       |
| <b>Fall 2009</b> | 74.5                        | 65.5                | 66.5       |
| <b>Fall 2010</b> | 74.1                        | 68.5                | 67.1       |

**Sociology Department Success Rates Fall 2007 to Fall 2010**





## Course Grade Distributions and Success/Retention Rates

### Fall 2007

| Course             | A      | B      | C     | P     | D     | F     | I    | NP    | DR    | W      | Total Grades | Success Rate | Retention Rate |
|--------------------|--------|--------|-------|-------|-------|-------|------|-------|-------|--------|--------------|--------------|----------------|
| SOCI-101           | 236    | 172    | 94    | 0     | 31    | 49    | 1    | 0     | 38    | 108    | 729          | 68.9%        | 80.0%          |
|                    | 32.4%  | 23.6%  | 12.9% | 0.0%  | 4.3%  | 6.7%  | 0.1% | 0.0%  | 5.2%  | 14.8%  |              |              |                |
| SOCI-102           | 3      | 18     | 11    | 0     | 10    | 4     | 0    | 0     | 1     | 5      | 52           | 61.5%        | 88.5%          |
|                    | 5.8%   | 34.6%  | 21.2% | 0.0%  | 19.2% | 7.7%  | 0.0% | 0.0%  | 1.9%  | 9.6%   |              |              |                |
| SOCI-104           | 48     | 60     | 38    | 0     | 24    | 26    | 0    | 0     | 9     | 48     | 253          | 57.7%        | 77.5%          |
|                    | 19.0%  | 23.7%  | 15.0% | 0.0%  | 9.5%  | 10.3% | 0.0% | 0.0%  | 3.6%  | 19.0%  |              |              |                |
| SOCI-107           | 6      | 4      | 1     | 0     | 1     | 0     | 1    | 0     | 0     | 1      | 14           | 78.6%        | 92.9%          |
|                    | 42.9%  | 28.6%  | 7.1%  | 0.0%  | 7.1%  | 0.0%  | 7.1% | 0.0%  | 0.0%  | 7.1%   |              |              |                |
| SOCI-109           | 0      | 0      | 2     | 0     | 0     | 1     | 0    | 0     | 0     | 0      | 3            | 66.7%        | 100.0%         |
|                    | 0.0%   | 0.0%   | 66.7% | 0.0%  | 0.0%  | 33.3% | 0.0% | 0.0%  | 0.0%  | 0.0%   |              |              |                |
| SOCI-110           | 6      | 6      | 3     | 0     | 0     | 2     | 0    | 0     | 1     | 3      | 21           | 71.4%        | 81.0%          |
|                    | 28.6%  | 28.6%  | 14.3% | 0.0%  | 0.0%  | 9.5%  | 0.0% | 0.0%  | 4.8%  | 14.3%  |              |              |                |
| SOCI-112           | 20     | 9      | 4     | 0     | 1     | 4     | 0    | 0     | 4     | 4      | 46           | 71.7%        | 82.6%          |
|                    | 43.5%  | 19.6%  | 8.7%  | 0.0%  | 2.2%  | 8.7%  | 0.0% | 0.0%  | 8.7%  | 8.7%   |              |              |                |
| Course Totals      | 319    | 269    | 153   | 0     | 67    | 86    | 2    | 0     | 53    | 169    | 1,118        | 66.3%        | 80.1%          |
|                    | 28.5%  | 24.1%  | 13.7% | 0.0%  | 6.0%  | 7.7%  | 0.2% | 0.0%  | 4.7%  | 15.1%  |              |              |                |
| Division Total/Avg | 2,809  | 2,320  | 1,814 | 0     | 587   | 1,356 | 84   | 0     | 406   | 2,122  | 11,498       | 60.4%        | 78.0%          |
|                    | 24.4%  | 20.2%  | 15.8% | 0.0%  | 5.1%  | 11.8% | 0.7% | 0.0%  | 3.5%  | 18.5%  |              |              |                |
| College Total/Avg  | 16,247 | 11,674 | 8,358 | 4,788 | 2,743 | 5,035 | 360  | 1,322 | 2,566 | 12,270 | 65,363       | 62.8%        | 77.3%          |
|                    | 24.9%  | 17.9%  | 12.8% | 7.3%  | 4.2%  | 7.7%  | 0.6% | 2.0%  | 3.9%  | 18.8%  |              |              |                |

### Fall 2008

| Course             | A      | B      | C     | P     | D     | F     | I    | NP    | DR    | W      | Total Grades | Success Rate | Retention Rate |
|--------------------|--------|--------|-------|-------|-------|-------|------|-------|-------|--------|--------------|--------------|----------------|
| SOCI-101           | 269    | 193    | 88    | 0     | 30    | 45    | 2    | 0     | 24    | 90     | 741          | 74.2%        | 84.6%          |
|                    | 36.3%  | 26.0%  | 11.9% | 0.0%  | 4.0%  | 6.1%  | 0.3% | 0.0%  | 3.2%  | 12.1%  |              |              |                |
| SOCI-102           | 16     | 18     | 15    | 0     | 12    | 5     | 2    | 0     | 7     | 25     | 100          | 49.0%        | 68.0%          |
|                    | 16.0%  | 18.0%  | 15.0% | 0.0%  | 12.0% | 5.0%  | 2.0% | 0.0%  | 7.0%  | 25.0%  |              |              |                |
| SOCI-104           | 37     | 61     | 32    | 0     | 8     | 33    | 0    | 0     | 12    | 50     | 233          | 55.8%        | 73.4%          |
|                    | 15.9%  | 26.2%  | 13.7% | 0.0%  | 3.4%  | 14.2% | 0.0% | 0.0%  | 5.2%  | 21.5%  |              |              |                |
| SOCI-109           | 0      | 1      | 6     | 0     | 0     | 0     | 0    | 0     | 0     | 0      | 7            | 100.0%       | 100.0%         |
|                    | 0.0%   | 14.3%  | 85.7% | 0.0%  | 0.0%  | 0.0%  | 0.0% | 0.0%  | 0.0%  | 0.0%   |              |              |                |
| SOCI-110           | 8      | 9      | 2     | 0     | 4     | 5     | 0    | 0     | 2     | 2      | 32           | 59.4%        | 87.5%          |
|                    | 25.0%  | 28.1%  | 6.3%  | 0.0%  | 12.5% | 15.6% | 0.0% | 0.0%  | 6.3%  | 6.3%   |              |              |                |
| SOCI-112           | 20     | 8      | 2     | 0     | 5     | 3     | 0    | 0     | 0     | 4      | 42           | 71.4%        | 90.5%          |
|                    | 47.6%  | 19.0%  | 4.8%  | 0.0%  | 11.9% | 7.1%  | 0.0% | 0.0%  | 0.0%  | 9.5%   |              |              |                |
| Course Totals      | 350    | 290    | 145   | 0     | 59    | 91    | 4    | 0     | 45    | 171    | 1,155        | 68.0%        | 81.3%          |
|                    | 30.3%  | 25.1%  | 12.6% | 0.0%  | 5.1%  | 7.9%  | 0.3% | 0.0%  | 3.9%  | 14.8%  |              |              |                |
| Division Total/Avg | 3,180  | 2,566  | 1,977 | 0     | 672   | 1,565 | 128  | 0     | 483   | 1,797  | 12,368       | 62.4%        | 81.6%          |
|                    | 25.7%  | 20.7%  | 16.0% | 0.0%  | 5.4%  | 12.7% | 1.0% | 0.0%  | 3.9%  | 14.5%  |              |              |                |
| College Total/Avg  | 17,999 | 12,636 | 9,270 | 5,700 | 3,168 | 6,825 | 456  | 1,814 | 3,058 | 10,672 | 71,598       | 63.7%        | 80.8%          |
|                    | 25.1%  | 17.6%  | 12.9% | 8.0%  | 4.4%  | 9.5%  | 0.6% | 2.5%  | 4.3%  | 14.9%  |              |              |                |

## Fall 2009

| Course             | A      | B      | C     | P     | D     | F     | I    | NP    | DR    | W     | Total Grades | Success Rate | Retention Rate |
|--------------------|--------|--------|-------|-------|-------|-------|------|-------|-------|-------|--------------|--------------|----------------|
| SOCI-101           | 236    | 173    | 103   | 0     | 30    | 37    | 1    | 0     | 34    | 55    | 669          |              |                |
|                    | 35.3%  | 25.9%  | 15.4% | 0.0%  | 4.5%  | 5.5%  | 0.1% | 0.0%  | 5.1%  | 8.2%  |              | 76.5%        | 86.7%          |
| SOCI-102           | 22     | 24     | 20    | 0     | 6     | 17    | 1    | 0     | 1     | 4     | 95           |              |                |
|                    | 23.2%  | 25.3%  | 21.1% | 0.0%  | 6.3%  | 17.9% | 1.1% | 0.0%  | 1.1%  | 4.2%  |              | 69.5%        | 94.7%          |
| SOCI-104           | 64     | 67     | 41    | 0     | 15    | 29    | 0    | 0     | 6     | 25    | 247          |              |                |
|                    | 25.9%  | 27.1%  | 16.6% | 0.0%  | 6.1%  | 11.7% | 0.0% | 0.0%  | 2.4%  | 10.1% |              | 69.6%        | 87.4%          |
| SOCI-107           | 12     | 20     | 8     | 0     | 0     | 2     | 0    | 0     | 4     | 5     | 51           |              |                |
|                    | 23.5%  | 39.2%  | 15.7% | 0.0%  | 0.0%  | 3.9%  | 0.0% | 0.0%  | 7.8%  | 9.8%  |              | 78.4%        | 82.4%          |
| SOCI-109           | 0      | 0      | 4     | 0     | 0     | 4     | 0    | 0     | 0     | 3     | 11           |              |                |
|                    | 0.0%   | 0.0%   | 36.4% | 0.0%  | 0.0%  | 36.4% | 0.0% | 0.0%  | 0.0%  | 27.3% |              | 36.4%        | 72.7%          |
| SOCI-112           | 27     | 18     | 3     | 0     | 1     | 6     | 0    | 0     | 0     | 2     | 57           |              |                |
|                    | 47.4%  | 31.6%  | 5.3%  | 0.0%  | 1.8%  | 10.5% | 0.0% | 0.0%  | 0.0%  | 3.5%  |              | 84.2%        | 96.5%          |
| Course Totals      | 361    | 302    | 179   | 0     | 52    | 95    | 2    | 0     | 45    | 94    | 1,130        |              |                |
|                    | 31.9%  | 26.7%  | 15.8% | 0.0%  | 4.6%  | 8.4%  | 0.2% | 0.0%  | 4.0%  | 8.3%  |              | 74.5%        | 87.7%          |
| Division Total/Avg | 3,060  | 2,575  | 2,054 | 0     | 624   | 1,395 | 102  | 0     | 504   | 1,439 | 11,753       |              |                |
|                    | 26.0%  | 21.9%  | 17.5% | 0.0%  | 5.3%  | 11.9% | 0.9% | 0.0%  | 4.3%  | 12.2% |              | 65.4%        | 83.5%          |
| College Total/Avg  | 18,868 | 13,261 | 9,888 | 5,559 | 3,193 | 5,916 | 368  | 1,548 | 3,044 | 9,939 | 71,584       |              |                |
|                    | 26.4%  | 18.5%  | 13.8% | 7.8%  | 4.5%  | 8.3%  | 0.5% | 2.2%  | 4.3%  | 13.9% |              | 66.5%        | 81.9%          |

## Fall 2010

| Course             | A      | B      | C     | P     | D     | F     | I    | NP    | DR    | W     | Total Grades | Success Rate | Retention Rate |
|--------------------|--------|--------|-------|-------|-------|-------|------|-------|-------|-------|--------------|--------------|----------------|
| SOCI-101           | 232    | 192    | 116   | 0     | 36    | 44    | 0    | 0     | 29    | 67    | 716          |              |                |
|                    | 32.4%  | 26.8%  | 16.2% | 0.0%  | 5.0%  | 6.1%  | 0.0% | 0.0%  | 4.1%  | 9.4%  |              | 75.4%        | 86.6%          |
| SOCI-102           | 16     | 14     | 11    | 0     | 2     | 1     | 0    | 0     | 0     | 8     | 52           |              |                |
|                    | 30.8%  | 26.9%  | 21.2% | 0.0%  | 3.8%  | 1.9%  | 0.0% | 0.0%  | 0.0%  | 15.4% |              | 78.8%        | 84.6%          |
| SOCI-104           | 46     | 58     | 42    | 0     | 14    | 16    | 0    | 0     | 5     | 18    | 199          |              |                |
|                    | 23.1%  | 29.1%  | 21.1% | 0.0%  | 7.0%  | 8.0%  | 0.0% | 0.0%  | 2.5%  | 9.0%  |              | 73.4%        | 88.4%          |
| SOCI-107           | 5      | 10     | 8     | 0     | 4     | 5     | 0    | 0     | 0     | 15    | 47           |              |                |
|                    | 10.6%  | 21.3%  | 17.0% | 0.0%  | 8.5%  | 10.6% | 0.0% | 0.0%  | 0.0%  | 31.9% |              | 48.9%        | 68.1%          |
| SOCI-109           | 0      | 1      | 1     | 0     | 1     | 3     | 0    | 0     | 0     | 5     | 11           |              |                |
|                    | 0.0%   | 9.1%   | 9.1%  | 0.0%  | 9.1%  | 27.3% | 0.0% | 0.0%  | 0.0%  | 45.5% |              | 18.2%        | 54.5%          |
| SOCI-112           | 25     | 14     | 6     | 0     | 2     | 3     | 0    | 0     | 1     | 0     | 51           |              |                |
|                    | 49.0%  | 27.5%  | 11.8% | 0.0%  | 3.9%  | 5.9%  | 0.0% | 0.0%  | 2.0%  | 0.0%  |              | 88.2%        | 98.0%          |
| Course Totals      | 324    | 289    | 184   | 0     | 59    | 72    | 0    | 0     | 35    | 113   | 1,076        |              |                |
|                    | 30.1%  | 26.9%  | 17.1% | 0.0%  | 5.5%  | 6.7%  | 0.0% | 0.0%  | 3.3%  | 10.5% |              | 74.1%        | 86.2%          |
| Division Total/Avg | 2,361  | 2,071  | 1,595 | 0     | 477   | 791   | 65   | 0     | 279   | 1,165 | 8,804        |              |                |
|                    | 26.8%  | 23.5%  | 18.1% | 0.0%  | 5.4%  | 9.0%  | 0.7% | 0.0%  | 3.2%  | 13.2% |              | 68.5%        | 83.6%          |
| College Total/Avg  | 15,859 | 12,145 | 8,816 | 4,464 | 2,772 | 4,452 | 427  | 1,232 | 2,375 | 9,029 | 61,571       |              |                |
|                    | 25.8%  | 19.7%  | 14.3% | 7.3%  | 4.5%  | 7.2%  | 0.7% | 2.0%  | 3.9%  | 14.7% |              | 67.1%        | 81.5%          |

## Improvement Rates

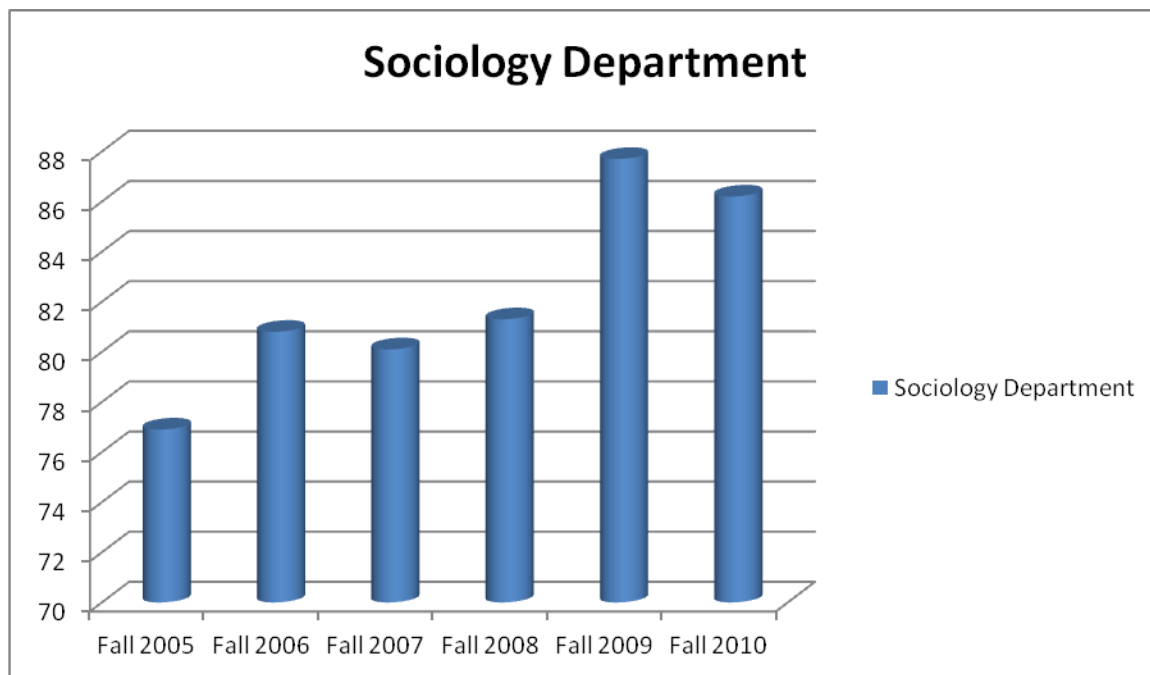
Data Analysis: As discussed earlier, the Sociology Department has witnessed a significant positive trend concerning retention rates since the previous Program Review in 2008.

Statistically, the positive trend began Fall 2005; retention rates consistently improved between Fall 2005 (76.9) and Fall 2010 (86.2).

Retention Rates: Fall 2005 – Fall 2010

|           | Sociology Department |
|-----------|----------------------|
| Fall 2005 | 76.9                 |
| Fall 2006 | 80.8                 |
| Fall 2007 | 80.1                 |
| Fall 2008 | 81.3                 |
| Fall 2009 | 87.7                 |
| Fall 2010 | 86.2                 |

Retention Rates: Fall 2005 – Fall 2010

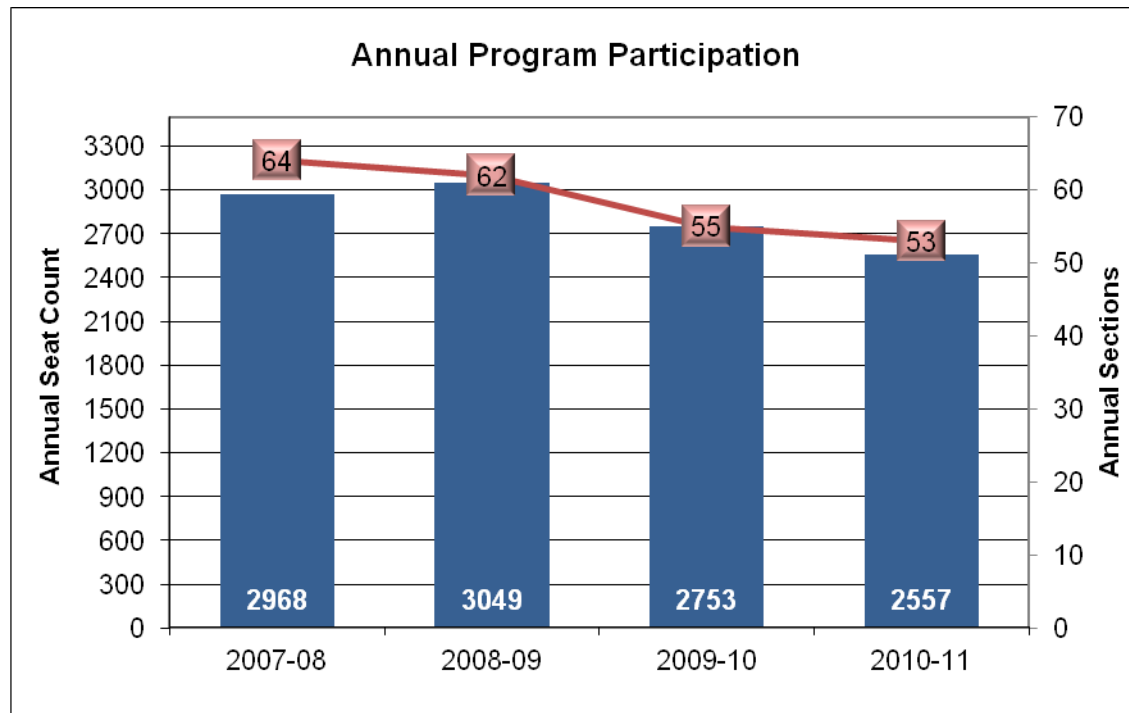


### Total Annual Program Participation (4-year Trend)

Years: 2007-08 to 2010-11

The Department has complied with College requests to limit section offerings and maintain a strict seat count due to current budget constraints.

|                   | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 4 Yr<br>Average |
|-------------------|---------|---------|---------|---------|-----------------|
| Annual Seat Count | 2968    | 3049    | 2753    | 2557    | 2831.75         |



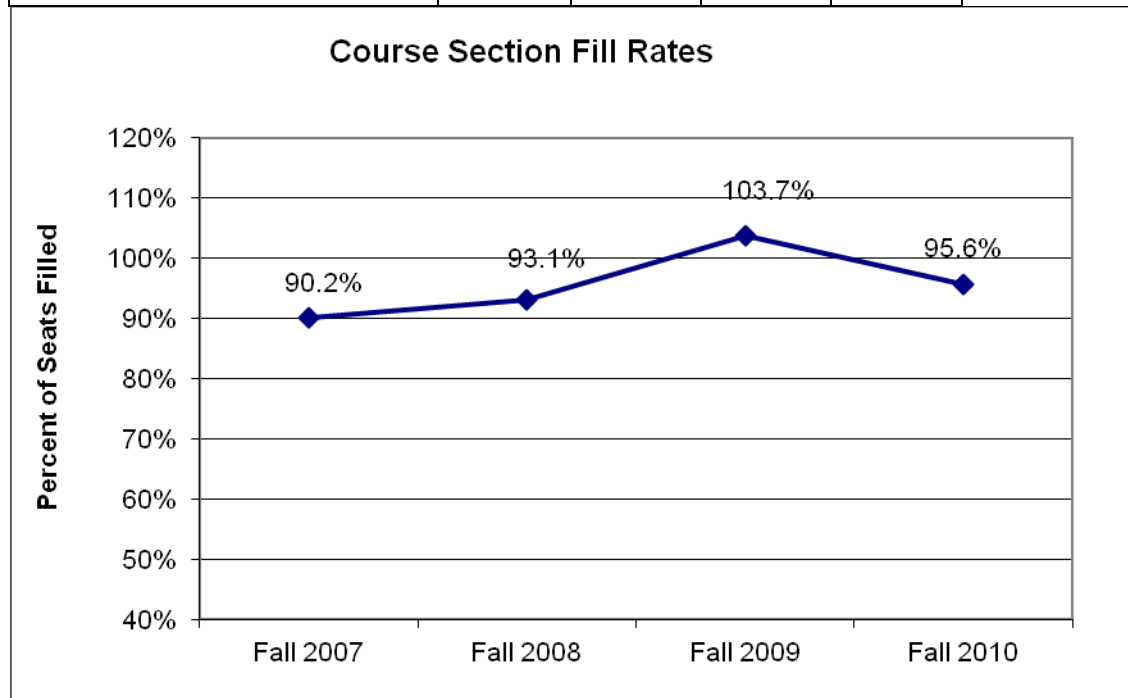
### Course, Section, Seat Counts

Years: 2007-08 to 2010-11

|                | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|----------------|---------|---------|---------|---------|
| Sections       | 64      | 62      | 55      | 53      |
| Seats          | 2968    | 3049    | 2753    | 2557    |
| Students       | 2667    | 2775    | 2503    | 2370    |
| Seats/Students | 1.1     | 1.1     | 1.1     | 1.1     |

### Course Fill Rates

|  | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 |
|--|-----------|-----------|-----------|-----------|
|  | 90.2%     | 93.1%     | 103.7%    | 95.6%     |



### Scheduling of Courses

The overwhelming majority of sociology courses are scheduled during the day as is consistent with the College schedule overall; however, the Department continuously strives to best meet the needs of our diverse student population. Classes are scheduled during various times throughout the day, including midday and evening, as well as online.

|                 | Category | Fall 2007 |       | Fall 2008 |       | Fall 2009 |       | Fall 2010 |       | ECC    |       |
|-----------------|----------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|--------|-------|
|                 |          | n         | %     | n         | %     | n         | %     | n         | %     | n      | %     |
| Time of Classes | Daytime  | 965       | 88.8% | 986       | 87.4% | 1,004     | 91.6% | 983       | 94.2% | 19,023 | 76.8% |
|                 | Evening  | 122       | 11.2% | 142       | 12.6% | 46        | 4.2%  | 42        | 4.0%  | 4,485  | 18.1% |
|                 | Unknown  | 0         | 0.0%  | 0         | 0.0%  | 46        | 4.2%  | 19        | 1.8%  | 1,267  | 5.1%  |

The Sociology Department has had to limit course offerings. In 2007-2008 the Department offered 64 sections; however, in 2010-2011 the Department had reduced offerings to just 53 sections. As a result of course offering reductions, some courses are now on a fall/spring rotation schedule. For instance, the Department has recently begun to offer Issues of Race and

Ethnicity in the United States (Sociology 107) in the fall and Global Perspectives on Race and Ethnicity (Sociology 108) in the spring. This rotation schedule will remain in place until the budget allows for increasing section offerings.

Due to budget constraints, the majority of current course offerings are Sociology 101. It is imperative that cuts to sociology course offerings are limited as a number of sociology courses fulfill degree requirements not only for sociology majors, but in other disciplines as well, namely nursing, psychology, ethnic studies, and communications. In addition, a new administration of justice certificate is currently being developed that may require both Introduction to Sociology (Sociology 101) and Social Problems (Sociology 104).

A significant number of students who enroll in Sociology 101 are nursing majors. Statistics indicate a growing popularity in the nursing major and on-going need to offer enough sections of Sociology 101 to accommodate these changes. In 2010-2011 there were 59 A.S. degrees awarded to nursing majors at El Camino College and in 2011-2012, 63 degrees were awarded. In 2010-2011, 16% of students who enrolled in Sociology 101 were nursing students; in 2011-2012, 20 % of those enrolled in Sociology 101 were nursing students.

In January 2012, the Office of Institutional Research at El Camino College reported that the College significantly increased the number of degrees awarded from 2006-2007 to 2010-2011. The majority of degrees during that time were awarded to students majoring in business management, nursing, childhood education, and sociology. The Behavioral and Social Science Division increased the number of degrees awarded between 2006-2007 and 2010-2011 by 18%. The Sociology Department consistently awards between 25 to 30 % of the degrees within the Division. Notably, the Sociology Department has also increased the number of degrees granted over the past several years, awarding 46 Associate of Arts degrees in 2011-2012, more than doubling the number awarded in 2007-2008 (22).

| Associate of Arts (A.A.) degree | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|---------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Sociology                       | 27        | 22        | 26        | 28        | 34        | 46        |

Source: CCC Chancellor's Office



Hiring additional faculty in the Department and increasing course offerings will certainly help to meet the needs of not only the growing number of sociology majors, but students who are majoring in other areas at El Camino College as well.

## Enrollment Statistics

Enrollment statistics continue to show that the majority of students enrolling in sociology courses are female, Latino, traditional college age (19-21), full-time students who intend to transfer to a four-year university which is consistent with enrollment trends at El Camino College overall.

| Characteristic       | Category              | Fall 2007 |        | Fall 2008 |        | Fall 2009 |        | Fall 2010 |        | ECC    |        | ECC District |       |
|----------------------|-----------------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|--------|--------|--------------|-------|
|                      |                       | n         | %      | n         | %      | n         | %      | n         | %      | n      | %      | n            | %     |
| <b>Students</b>      | Total                 | 1,087     | 100.0% | 1,128     | 100.0% | 1,096     | 100.0% | 1,044     | 100.0% | 24,775 | 100.0% | 563,522      |       |
| <b>Gender</b>        | Female                | 675       | 62.1%  | 708       | 62.8%  | 659       | 60.1%  | 630       | 60.3%  | 12,776 | 51.6%  | 287,661      | 51.0% |
|                      | Male                  | 412       | 37.9%  | 420       | 37.2%  | 437       | 39.9%  | 414       | 39.7%  | 11,980 | 48.4%  | 275,861      | 49.0% |
|                      | Unknown               | 0         | 0.0%   | 0         | 0.0%   | 0         | 0.0%   | 0         | 0.0%   | 19     | 0.1%   | 0            | 0.0%  |
| <b>Ethnicity</b>     | African-American      | 201       | 18.5%  | 192       | 17.0%  | 187       | 17.1%  | 165       | 15.8%  | 4,241  | 17.1%  | 86,551       | 15.4% |
|                      | Amer. Ind. or Alaskan | 7         | 0.6%   | 1         | 0.1%   | 3         | 0.3%   | 5         | 0.5%   | 82     | 0.3%   | 1,152        | 0.2%  |
|                      | Asian                 | 207       | 19.0%  | 208       | 18.4%  | 211       | 19.3%  | 189       | 18.1%  | 4,235  | 17.1%  | 76,611       | 13.6% |
|                      | Latino                | 320       | 29.4%  | 354       | 31.4%  | 356       | 32.5%  | 390       | 37.4%  | 9,279  | 37.5%  | 193,092      | 34.3% |
|                      | Pacific Islander      | 22        | 2.0%   | 14        | 1.2%   | 12        | 1.1%   | 11        | 1.1%   | 177    | 0.7%   | 2,724        | 0.5%  |
|                      | White                 | 207       | 19.0%  | 228       | 20.2%  | 191       | 17.4%  | 189       | 18.1%  | 4,641  | 18.7%  | 185,138      | 32.9% |
|                      | Unknown or Decline    | 123       | 11.3%  | 131       | 11.6%  | 120       | 10.9%  | 63        | 6.0%   | 1,432  | 5.8%   | 2,017        | 0.4%  |
| <b>Age/Age Group</b> | Under 17              | 1         | 0.1%   | 5         | 0.4%   | 3         | 0.3%   | 1         | 0.1%   | 186    | 0.8%   | 136,146      | 24.2% |
|                      | 17                    | 14        | 1.3%   | 22        | 2.0%   | 18        | 1.6%   | 14        | 1.3%   | 553    | 2.2%   |              |       |
|                      | 18                    | 136       | 12.5%  | 140       | 12.4%  | 135       | 12.3%  | 101       | 9.7%   | 2,923  | 11.8%  |              |       |
|                      | 19                    | 272       | 25.0%  | 215       | 19.1%  | 274       | 25.0%  | 274       | 26.2%  | 3,532  | 14.3%  |              |       |
|                      | 20                    | 199       | 18.3%  | 220       | 19.5%  | 189       | 17.2%  | 220       | 21.1%  | 2,982  | 12.0%  | 6,745        | 1.2%  |
|                      | 21                    | 116       | 10.7%  | 131       | 11.6%  | 147       | 13.4%  | 114       | 10.9%  | 2,129  | 8.6%   |              |       |
|                      | 22                    | 79        | 7.3%   | 69        | 6.1%   | 78        | 7.1%   | 76        | 7.3%   | 1,649  | 6.7%   | 22,175       | 3.9%  |
|                      | 23                    | 50        | 4.6%   | 61        | 5.4%   | 55        | 5.0%   | 51        | 4.9%   | 1,291  | 5.2%   |              |       |
|                      | 24                    | 41        | 3.8%   | 39        | 3.5%   | 32        | 2.9%   | 28        | 2.7%   | 1,023  | 4.1%   |              |       |
|                      | 25-29                 | 93        | 8.6%   | 121       | 10.7%  | 77        | 7.0%   | 86        | 8.2%   | 3,121  | 12.6%  |              |       |
|                      | 30-39                 | 59        | 5.4%   | 62        | 5.5%   | 64        | 5.8%   | 44        | 4.2%   | 2,592  | 10.5%  | 83,949       | 14.9% |
|                      | 40-49                 | 15        | 1.4%   | 33        | 2.9%   | 13        | 1.2%   | 25        | 2.4%   | 1,509  | 6.1%   |              |       |
|                      | 50-64                 | 11        | 1.0%   | 8         | 0.7%   | 11        | 1.0%   | 8         | 0.8%   | 1,080  | 4.4%   |              |       |
|                      | 65+                   | 1         | 0.1%   | 2         | 0.2%   | 0         | 0.0%   | 2         | 0.2%   | 204    | 0.8%   |              |       |

## Results of Validation Studies

### Study #1:

Success rates in Sociology 101 (Introduction to Sociology) were calculated for students who completed English 1A (Reading and Composition) and those who did not complete the course.

Statistical analysis was conducted in order to determine if having completed college level English would increase student success in Sociology 101. 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.

### **Sociology 101 – Introduction to Sociology**

Success rates were calculated for students who enrolled in Sociology 101 in Fall 2009 and Spring 2010. Terms were combined for this analysis in order to obtain sufficient enrollment counts.

Eighty-two percent of students who enrolled in Sociology 101 in Fall 2009 and Spring 2010 completed English 1A prior to taking the course. The students who completed English 1A had an 83% success rate compared to a 61% success rate for students who did not complete the course. A chi-square test was performed to examine the relation between students who completed English 1A and those who did not. A statistically significant difference was found between the Sociology 101 success rates of the two groups. Also, the success rate of students who did not complete English 1A (61%) is lower than 80% of the rate of students who completed English 1A requirement (67%-as shown in table footnote).

### **Sociology 101 – Fall 2009 & Spring 2010**

|                           | Completed Engl 1A |       | Engl 1A Not Completed |       | Total |
|---------------------------|-------------------|-------|-----------------------|-------|-------|
|                           | N                 | %     | N                     | %     | N     |
| Successful in Soc 101     | 927               | 83.3% | 154                   | 61.1% | 1,081 |
| Not Successful in Soc 101 | 186               | 16.7% | 98                    | 38.9% | 284   |
| Total                     | 1,113             | 81.5% | 252                   | 18.5% | 1,365 |

*80% of Success in Soc 101 Success Rate 66.6%*

*Chi-Square = 61.3, df = 1, p = .000 (significant at p <.05)*

For Fall 2010 and Spring 2011 Sociology 101 students, 82% completed English 1A prior to taking the course. There was an 81% success rate for students who completed English 1A while there was a 59% success rate for students who did not complete the course. There was a statistically significant difference found between Sociology 101 success rates of the two groups. Also, the success rate of students who did not complete English 1A (59%) is less than 80% of the rate of students who completed the course (65% - as shown in table footnote).

**Sociology 101 – Fall 2010 & Spring 2011**

|                                  | Completed English 1A |       | English 1A Not Completed |       | Total |
|----------------------------------|----------------------|-------|--------------------------|-------|-------|
|                                  | N                    | %     | N                        | %     | N     |
| <b>Successful in Soc 101</b>     | 916                  | 80.9% | 151                      | 59.0% | 1,067 |
| <b>Not Successful in Soc 101</b> | 216                  | 19.1% | 105                      | 41.0% | 321   |
| <b>Total</b>                     | 1,132                | 81.6% | 256                      | 18.4% | 1,388 |

*80% of Success in Soc 101 Success Rate 64.7%*  
*Chi-Square = 56.5, df = 1, p = .00 (significant at p < .05)*

Eighty-percent of Fall 2011 and Spring 2012 Sociology 101 students completed English 1A before enrolling in the course. Student who completed English 1A had a success rate of 83% while those who did not complete the course had a 63% success rate. There was a statistically significant difference found between the Sociology 101 success rates of the two groups. Also, the success rate of students who did not complete English 1A (63%) is lower than 80% of the rate of students who completed Sociology 101 requirement (66%-as shown in table footnote).

**Sociology 101 – Fall 2011 & Spring 2012**

|                                  | Completed English 1A |       | English 1A Not Completed |       | Total |
|----------------------------------|----------------------|-------|--------------------------|-------|-------|
|                                  | N                    | %     | N                        | %     | N     |
| <b>Successful in Soc 101</b>     | 1,099                | 82.8% | 206                      | 63.2% | 1,305 |
| <b>Not Successful in Soc 101</b> | 228                  | 17.2% | 120                      | 36.8% | 348   |
| <b>Total</b>                     | 1,327                | 80.3% | 326                      | 19.7% | 1,653 |

*80% of Success in Soc 101 Success Rate 66.3%*  
*Chi-Square = 60.7, df = 1, p = .000 (significant at p < .05)*

## **Conclusion**

Over 80% of students who enrolled in Sociology 101 in the last three years completed English 1A before enrolling in the course. The results of success rate analysis for Sociology 101 suggest that completing English 1A is associated with success in the course.

### Study #2:

For a number of years the Department has consistently expressed concern for students enrolling in sociology courses without having first completed Introduction to Sociology (Sociology 101). Sociology 101 is a “recommended preparation” for all courses in the Department, but is not a prerequisite. It is believed that students who do not complete Sociology 101 prior to taking other sociology courses lack the theoretical and conceptual foundation required for success. Because of this, the Department is currently conducting research to show that Sociology 101 should become a prerequisite to other courses, namely Sociology 104.

Statistical analysis was conducted by ECC Institutional Research in order to determine if having completed Introduction to Sociology would increase student success in other sociology courses.

ECC Institutional Research calculated success rates of The Family (Sociology 102) and Social Problems (Sociology 104) for students who completed Introduction to Sociology (Sociology 101) and those who did not complete the course.

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.

### **Sociology 102 – The Family**

Success rates were calculated for students who enrolled in Sociology 102 in Fall 2009 and Spring 2010 in addition to Fall 2010 and Spring 2011. Terms were combined for this analysis in order to obtain sufficient enrollment counts.

Sociology 102 students in Fall 2009 and Spring 2010 who completed Sociology 101 had an 88% success rate compared to 56% success rate for students who did not complete the course. A chi-square test was performed to examine the relation between students who completed Sociology 101 and those who did not. A statistically significant difference was found between the Sociology 102 success rates of the two groups. Also, the success rate of students who did not complete Sociology 101 (56%) is lower than 80% of the rate of students who completed Sociology 101 requirement (71%-as shown in table footnote).

#### Sociology 102 – Fall 2009 & Spring 2010

|                                  | Completed Soc 101 |       | Soc 101 Not Completed |       | Total |
|----------------------------------|-------------------|-------|-----------------------|-------|-------|
|                                  | N                 | %     | N                     | %     | N     |
| <b>Successful in Soc 102</b>     | 75                | 88.2% | 35                    | 56.5% | 110   |
| <b>Not Successful in Soc 102</b> | 10                | 11.8% | 27                    | 43.5% | 37    |
| <b>Total</b>                     | 85                | 57.8% | 62                    | 42.2% | 147   |

*80% of Success in Soc 102 Success Rate 70.6%*

*Chi-Square = 19.2, df = 1, p = .000 (significant at p <.05)*

For Fall 2010 and Spring 2011 Sociology 102 students, there was a 87% success rate for students who completed Sociology 101 while there was a 79% success rate for students who did not complete the requirement. There was no statistically significant difference found between Sociology 102 success rates of the two groups. Also, the success rate of students who did not complete Sociology 101 (79%) is better than 80% of the rate of students who completed the course (70%).

#### Sociology 102 – Fall 2010 & Spring 2011

|                                  | Completed Soc 101 |       | Soc 101 Not Completed |       | Total |
|----------------------------------|-------------------|-------|-----------------------|-------|-------|
|                                  | N                 | %     | N                     | %     | N     |
| <b>Successful in Soc 102</b>     | 63                | 87.5% | 26                    | 78.8% | 89    |
| <b>Not Successful in Soc 102</b> | 9                 | 12.5% | 7                     | 21.2% | 16    |
| <b>Total</b>                     | 72                | 68.6% | 33                    | 31.4% | 105   |

*80% of Success in Soc 102 Success Rate 70.0%*

*Chi-Square = 1.3, df = 1, p = .261 (not significant at p <.05)*

### Sociology 104 – Social Problems

Fall 2009 and Spring 2010 Sociology 104 students who had previously completed Sociology 101 had a success rate of 89% while those who had not completed Sociology 101 had a 59% success rate. There was a statistically significant difference found between the Sociology 104 success rates of the two groups. Also, the success rate of students who had not completed Sociology 101 (59%) is lower than 80% of the rate of students who completed Sociology 101 requirement (71%-as shown in table footnote).

#### Sociology 104 – Fall 2009 & Spring 2010

|                           | Completed Soc 101 |       | Soc 101 Not Completed |       | Total |
|---------------------------|-------------------|-------|-----------------------|-------|-------|
|                           | N                 | %     | N                     | %     | N     |
| Successful in Soc 104     | 162               | 89.0% | 97                    | 58.8% | 259   |
| Not Successful in Soc 104 | 20                | 11.0% | 68                    | 41.2% | 88    |
| Total                     | 182               | 52.4% | 165                   | 47.6% | 347   |

*80% of Success in Soc 104 Success Rate 71.2%*

*Chi-Square = 41.8, df = 1, p = .000 (significant at p <.05)*

Success rates were also calculated for students who took Sociology 104 in Fall 2010 and Spring 2011. There was a 83% success rate for students who completed Sociology 101 while there was a 63% success rate for students who did not complete the requirement. There was a statistically significant difference between the two groups. And the success rate of students without the requirement (63%) is lower than 80% of the rate of students who met completed Sociology 104 (66%-as shown in table footnote).

#### Sociology 104 – Fall 2010 & Spring 2011

|                           | Completed Soc 101 |       | Soc 101 Not Completed |       | Total |
|---------------------------|-------------------|-------|-----------------------|-------|-------|
|                           | N                 | %     | N                     | %     | N     |
| Successful in Soc 104     | 154               | 82.8% | 102                   | 63.4% | 256   |
| Not Successful in Soc 104 | 32                | 17.2% | 59                    | 36.6% | 91    |
| Total                     | 186               | 53.6% | 161                   | 46.4% | 347   |

*80% of Success in Soc 104 Success Rate*

*66.2%*

*Chi-Square = 16.9 df = 1, p = .000 (significant at p <.05)*

## **Conclusion**

According to statistical analysis by ECC Institutional Research, the results for Sociology 104 suggest that completing Sociology 101 is associated with success in the course. The results for Sociology 102 are inconclusive: there is no clear association with completing Sociology 101 with success in this course. Possible confounding effects such as method of instruction (online vs. on-campus) and instructor effect (having different instructors teaching the course) were not present for Sociology 102.

Because data suggests that completing Sociology 101 is associated with success in Sociology 104, the Sociology Department will file the appropriate documents requesting curriculum approval to make Sociology 101 a prerequisite for Sociology 104.

## **Curriculum**

The curriculum has expanded over the past four years to provide more breadth in offerings for students majoring in sociology. Courses in applied fields have been developed and an emphasis is now on incorporating globalization themes in appropriate course offerings and integrating internships and service learning where appropriate.

Expanding curriculum offerings continues to be a goal of the Department. Sue Dowden has been instrumental in developing the global studies program on campus and has created Introduction to Globalization which will be cross-listed as a sociology course. In addition, a course on popular culture is currently being developed by Elaine Cannon. Future plans for the Department include developing a course on international crime.

Sociology faculty routinely collaborate with faculty from other disciplines on campus to share pedagogical strategies and creative assignments. Stacey Allen is currently working with Juli Soden and Kristie Daniel-DiGregorio, both professors of Human Development, to develop a flex workshop for faculty interested in assigning effective group presentations using a variety of media.

The Sociology Department was one of the first departments on campus to implement the new Associate in Arts Degree for Transfer. The Sociology Department worked closely with the Articulation Office to implement the Associate in Arts for Transfer (AA-T) in sociology as required by SB 1440 that will expedite completion of lower division requirements.

Beginning Fall 2012, students can earn the Associate in Arts for Transfer (AA-T) in sociology which is intended for students who plan to complete a bachelor's degree in sociology at a CSU campus. Students who complete the AA-Transfer degree requirements are guaranteed admission to the CSU system.

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

**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**



To supplement classroom instruction and enrich course curriculum, faculty often invite guest speakers to their classes and routinely encourage students to participate in on campus extracurricular activities including the Sociology Club and presentations honoring Black History Month and Women's History Month, as well as presentations sponsored by the Schaurman Library.

The Department is committed to reviewing and updating courses as scheduled:

|  Six-Year Course Review Cycle Worksheet |                      |  |       |        |       |                        |       |        |       |                 |       |   |       |
|--|----------------------|--|-------|--------|-------|------------------------|-------|--------|-------|-----------------|-------|---|-------|
| Division: Behavioral and Social Sciences   |                      | Department: Sociology  |       |        |       | Faculty: Elaine Cannon |       |        |       | Date: 10/3/2011 |       | Semester/year of next Program Review: 2012-2013 |       |
| Total # of Courses: 10   |                      | Courses Requiring CCC Blanket Approval: (Special Topics, CWEE, and Independent |       |        |       |                        |       |        |       | 3               |       |   |       |
| Course   | Last Course Review   | YEAR 1   |       | YEAR 2 |       | YEAR 3                 |       | YEAR 4 |       | YEAR 5          |       | YEAR 6  |       |
|  |                      | FA 10  | SP 11 | FA 11  | SP 12 | FA 12                  | SP 13 | FA 13  | SP 14 | FA 14           | SP 15 | FA 15   | SP 16 |
| SOCI-101   | 2004-2005            | X  |       |        |       | X                      |       |        |       |                 |       |   |       |
| SOCI-102   | 2006-2007            |  |       |        |       |                        |       |        |       |                 |       |   |       |
| SOCI-104   | 2004-2005            | X  |       |        |       |                        |       |        |       |                 |       |   |       |
| SOCI-107   | 2005-2006            | X  |       |        |       |                        |       |        |       |                 |       |   |       |
| SOCI-108   | 2008-2009            |  |       |        |       |                        |       |        |       | X               |       |   |       |
| SOCI-109   | 2007-2008            |  |       |        |       | X                      |       | X      |       |                 |       |   |       |
| <del>SOCI-110</del>  | <del>2005-2006</del> | inactivated  |       | X      |       |                        |       |        |       |                 |       |   |       |
| SOCI-112   | 2006-2007            |  |       |        |       |                        |       |        |       |                 |       |   |       |
| SOCI-50  | 2008-2009            |  |       |        |       |                        |       |        |       |                 |       | X/BA  |       |
| SOCI-96abcd  | 2008-2009            |  |       |        |       |                        |       |        |       |                 |       | X/BA  |       |
| SOCI-99abc   | 2009-2010            |  |       |        |       |                        |       |        |       |                 |       | X/BA  |       |

Introduction to Social Work (Sociology 110) has been inactivated; research of CSUs and UCs indicate that the course is traditionally taught at the upper division level at four year universities and colleges.

### Six-Year Sociology Course Review Cycle

|          |             | Yr 1     |      | Yr 2 |      | Yr 3 |      | Yr 4 |      | Yr 5 |      | Yr 6 |      |
|----------|-------------|----------|------|------|------|------|------|------|------|------|------|------|------|
|          | Last Review | F10      | Sp11 | F11  | Sp12 | F12  | Sp13 | F13  | Sp14 | F14  | Sp15 | F15  | Sp16 |
| SOCI 101 | 2004-2005   | X        |      |      |      |      |      |      |      |      |      |      |      |
| SOCI 102 | 2006-2007   |          |      |      |      | X    |      |      |      |      |      |      |      |
| SOCI 104 | 2004-2005   | X        |      |      |      |      |      |      |      |      |      |      |      |
| SOCI 107 | 2005-2006   | X        |      |      |      |      |      |      |      |      |      |      |      |
| SOCI 108 | 2008-2009   |          |      |      |      |      |      |      |      | X    |      |      |      |
| SOCI 109 | 2007-2008   |          |      |      |      |      |      | X    |      |      |      |      |      |
| SOCI 110 | 2005-2006   | Inactive |      | X    |      |      |      |      |      |      |      |      |      |
| SOCI 112 | 2006-2007   |          |      |      |      |      | X    |      |      |      |      |      |      |
| SOCI 50  | 2008-2009   |          |      |      |      |      |      |      |      |      | X    |      |      |
| SOCI 96  | 2008-2009   |          |      |      |      |      |      |      |      |      | X    |      |      |
| SOCI 99  | 2009-2010   |          |      |      |      |      |      |      |      |      |      | X    |      |

## **Sociology Department Student Learning Outcomes**

### **Course-Level SLOs**

**Sociology 101 – Introduction to Sociology** Given a set of multiple choice examination questions, students will apply sociological theoretical perspectives to specific scenarios and demonstrate an understanding of the purpose of sociological theoretical perspectives.

**Sociology 102 – The Family #1 Parenting:** Given a family scenario, students will objectively analyze parenting styles and assess techniques for improving parenting strategies in a written assignment.

**Sociology 102 – The Family #2 Gender:** Using secondary source research, students will objectively analyze the effects that agents of socialization have on gender socialization in a written assignment.

**Sociology 104 – Social Problems** Given a social problem students will use secondary source research to objectively describe the social problem as it exists in contemporary society and delineate and assess strategies for addressing social problems in an oral or written research assignment.

**Sociology 107 – Race and Ethnicity in U.S. Society** Given a set of multiple choice questions, students will apply sociological theoretical perspectives to concepts surrounding race and ethnicity to demonstrate an understanding of theory and the theoretical underpinnings that provide explanations of these relations in the U.S. society.

**Sociology 108 – Global Perspectives on Race and Ethnicity** Using secondary source research, students will objectively compare and contrast minority groups in two selected countries using sociological theoretical perspectives.

**Sociology 109 (Psych 9a)** Students who successfully complete the course and its requirements will be able to calculate and interpret basic statistical operations utilized in psychological research. Students assessed by essay exams, oral presentations, research-based papers, or group projects.

**Sociology 110 – Introduction to Social Work** Course has been inactivated.

**Sociology 112 – Introduction to Criminology** In a research paper that demonstrates critical thinking and research skills, students will describe and apply a selected sociological theory to analyze and explain the occurrence of a particular example of criminal behavior.

Program Level SLO – The Influence of Society on the Individual

Given a social scenario students will use primary and/or secondary sources to objectively analyze the influence of society on the individual.

**Assessments of Student Learning Outcomes (SLOs)**

Student Learning Outcomes have been developed and assessed for each sociology course. The program-level SLO was assessed during the Spring 2010 semester. The Department will begin reassessing all course-level SLOs and the program-level SLO beginning Spring 2013. Data compiled by faculty is analyzed and findings are used to revise and refine assignments, to promote and improve student learning, and to improve the overall quality of the program.

The most compelling SLO assessment results have been the confirmation that the majority of students comprehend and are able to apply sociological concepts and theories proficiently. Meanwhile, assessments have 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.

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.

These changes have been very productive. Student learning has significantly improved in sociology classes, as is evident in an ongoing increase in success and retention rates.

Reassessment of the Sociology 101 SLO confirmed that assessments are more successful when the assessment is conducted during the first four weeks of the semester when theories are first introduced and discussed thoroughly. The Department will develop a new SLO for Sociology 101 during the spring of 2013 that will assess students' ability to define and apply sociological concepts.

While the SLO process is facilitated by one faculty member, Stacey Allen, who serves as the Department Representative to the Division SLO Committee, the most rewarding aspect of the SLO process has been the broad-based participation of sociology faculty. Faculty have collaborated on SLO development and assessment and look forward to developing additional SLOs for particular courses where needed.

ACCJC Rubric on SLOs and Assessments:

Development and assessment of sociology SLOs has allowed the program to accomplish three “Levels of Implementation” set forth by the Accrediting Commission for Community and Junior Colleges: Awareness, Development, Proficiency, and Sustainable Continuous Quality Improvement. The program currently demonstrates “Proficiency” as defined in the ACCJC rubric:

- Student learning outcomes and authentic assessment are in place for all sociology courses and at the program level.
- Results of assessments are being used for improvement and further alignment of institution-wide practices.
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.
- College Core Competencies are aligned with appropriate course-level and program-level Student Learning Outcomes.
- Comprehensive assessment reports exist and are completed and updated on a regular basis.
- Course-level student learning outcomes are aligned with the program-level student learning outcome.
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

**Behavioral and Social Sciences**  
**Course and Program SLO Assessment Timeline: Four-Year Cycle**  
*Updated: 11/1/11*

| <b>Sociology</b>              |                        | <b>Program Review Date:</b><br><b>Spring/Fall 2012</b>  | <b>Number of Courses</b><br>8 Sociology<br>1 Women's Studies |
|-------------------------------|------------------------|---|--|
| <b>Year</b>                   | <b>Semester</b>        | <b>Course-Level SLOs Assessed</b>   | <b>Program-Level SLOs</b>                                    |
| Year 1<br>of 4-Year SLO Cycle | Spring<br>2011         | Sociology 102 The Family<br>Sociology 104 Social Problems   | Program SLO  |
|                               | Fall<br>2011           | Sociology 109 Intro to Elem Stat Methods for the Study of Behavior  |  |
| Year 2<br>of 4-Year SLO Cycle | <b>Spring<br/>2012</b> | (Program Review – no SLO assessments)   |  |
|                               | <b>Fall<br/>2012</b>   |   |  |
| Year 3<br>of 4-Year SLO Cycle | Spring<br>2013         | Sociology 101 Introduction to Sociology<br>Sociology 102 (SLO #1) The Family<br>Sociology 102 (SLO #2) The Family |  |
|                               | Fall<br>2013           |   | Program SLO  |
| Year 4<br>of 4-Year SLO Cycle | Spring<br>2014         | Sociology 104 Social Problems   |  |
|                               | Fall<br>2014           | Sociology 107 Issues of Race and Ethnicity in the United States   |  |
| Year 1<br>of 4-year SLO Cycle | Spring<br>2015         | Sociology 108 Global Perspectives on Race and Ethnicity   |  |
|                               | Fall<br>2015           | Sociology 112 Introduction to Criminology   |  |

## El Camino College Core Competencies

Students completing a course of study at El Camino College will achieve the following core competencies:

**Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.

**Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.

**Communication and Comprehension:** Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.

**Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.

**Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.

**Information and Technology Literacy:** Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

Sociology Student Learning Outcomes are aligned with the following El Camino College Core Competencies:

| Student Learning Outcome Course, Program and Core Competency Alignment  |                      |   |                                      |                                      |                                |   |    |     |    |   |    |
|---|----------------------|---|--------------------------------------|--------------------------------------|--------------------------------|---|----|-----|----|---|----|
| Program: Sociology  |                      |   |                                      | Date: 11/8/11                        |                                | Submitted by: Stacey Allen                          |    |     |    |   |    |
| Program Level SLO   |                      |   |                                      |                                      |                                |   |    |     |    |   |    |
| 1. Given a social scenario students will use primary and/or secondary sources to objectively analyze the influence of society on the individual.  |                      |   |                                      |                                      |                                |   |    |     |    |   |    |
| Core Competencies   | I. Content Knowledge | II. Critical, Creative, and Analytical Thinking | III. Communication and Comprehension | IV. Professional and Personal Growth | V. Community and Collaboration | VI. Information and Technology Literacy             |    |     |    |   |    |
| Course Level SLOs   |                      |   |                                      |                                      | Program Level SLOs             | Core Competencies<br>Mark Rankings of 3 or 4 in red |    |     |    |   |    |
|   |                      |   |                                      |                                      | P1                             | I   | II | III | IV | V | VI |
| Sociology 101 – Introduction to Sociology Given a set of multiple choice examination questions, students will apply sociological theoretical perspectives to specific scenarios and demonstrate an understanding of the purpose of sociological theoretical perspectives.   |                      |   |                                      |                                      | X                              | 4   | 3  | 3   | 2  | 2 | 3  |
| Sociology 102 #1 The Family Parenting: Given a social scenario students will use primary and/or secondary sources to objectively analyze the influence of society on the individual and the influence of the individual on society.   |                      |   |                                      |                                      | X                              | 4   | 3  | 3   | 2  | 2 | 3  |
| Sociology 102 #2– The Family Gender: 2Given a social scenario students will use primary and/or secondary sources to objectively analyze the influence of society on the individual and the influence of the individual on society   |                      |   |                                      |                                      | X                              | 4   | 3  | 3   | 2  | 2 | 3  |
| Sociology 104 – Social Problems Given a social scenario students will use primary and/or secondary sources to objectively analyze the influence of society on the individual and the influence of the individual on society.  |                      |   |                                      |                                      | X                              | 4   | 3  | 3   | 2  | 2 | 3  |
| Sociology 107 – Race and Ethnicity in U.S. Society Given a set of multiple choice questions, students will apply sociological theoretical perspectives to concepts surrounding race and ethnicity to demonstrate an understanding of theory and the theoretical underpinnings that provide explanations of these relations in the U.S. society. |                      |   |                                      |                                      | X                              | 4   | 3  | 3   | 2  | 2 | 3  |
| Sociology 108 – Global Perspectives on Race and Ethnicity Using secondary source research, students will objectively compare and contrast minority groups in two selected countries using sociological theoretical perspectives.  |                      |   |                                      |                                      | X                              | 4   | 3  | 3   | 2  | 2 | 3  |
| Sociology 109 (Psych 9A) Students who successfully complete this course and its requirements will be able to calculate and interpret basic statistical operations utilized in psychological research. Students will be assessed by essay exams, oral presentations, research-based papers, or group projects.                                   |                      |   |                                      |                                      |                                | 4   | 3  | 3   | 2  | 2 | 3  |
| Sociology 110 – Introduction to Social Work<br>Department is not currently offering this course. SLO has not been assessed.   |                      |   |                                      |                                      |                                | 4   | 3  | 3   | 2  | 2 | 3  |
| Sociology 112 – Introduction to Criminology In a research paper that demonstrates critical thinking and research skills, students will describe and apply a selected sociological theory to analyze and explain the occurrence of a particular example of criminal behavior.  |                      |   |                                      |                                      | X                              | 4   | 3  | 3   | 2  | 2 | 3  |



### **Facilities and Equipment**

The Sociology Department has 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.

Custodial staff continues to maintain a fairly clean work environment.

### **Technology and Software**

The Sociology Department has adequate access to Smart Classrooms. Faculty utilize all electronic equipment available in these classrooms in addition to personal response systems (clickers).

Future needs entail updating and maintaining equipment, such as LCD projectors and DVD players, and software as needed.

### **Staffing**

The Sociology Department currently consists of three full-time faculty and four part-time faculty. Part-time faculty are assigned between one and three classes each semester, depending on department need. During the 2011-2012 academic year, the Department offered 56 sections with a FT/PT ratio of 72/18.

Due to budget constraints, hiring of additional full-time faculty in the foreseeable future is unlikely; however, the Department is always looking to expand the current pool of adjunct faculty to staff available courses and is currently accepting applications. Interviews will be conducted January 2013. When the College budget allows, the Department will hire at least one additional full-time instructor.

It is imperative that the College hire a full-time sociology instructor for a number of reasons which have been identified in this report. There is 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 communications, psychology, ethnic studies, and most significantly, nursing. The number of sociology majors more than doubled from 2007-2008 (22 majors) to 46 majors in

2011-2012. Due to the significant benefits offered by the new AA-T, it is anticipated that this will also encourage more students to major in sociology. In addition, it is expected that the Department will lose at least one full-time professor due to retirement within the next few years.

Research suggests that many of these new sociology majors intend to pursue careers in sociology related to criminal justice, social work, and global issues. Because of this, it is recommended by the Department that the College hire at least full-time sociology instructor within the next two years who specializes in any of these areas.

### **Direction and Vision**

All sociology course syllabi and classroom instruction are closely aligned with course outlines of record and student learning outcomes. While student success and retention rates consistently exceed Division and College averages, sociology faculty are fully aware of the research and writing skill challenges students face in sociology courses. In an effort to better address these challenges, the Sociology Department continues to emphasize critical research and writing across its curriculum.

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 programs and services on campus such as the Learning Resource Center, Special Resource Center, Writing Center, Honors Transfer Program, the Study Abroad Program, Distance Education, Counseling Services, EOPS and the Transfer Center 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. Similarly, participation in the Study Abroad Program is crucial as the Department pursues a more global sociological perspective.

The Sociology Department is committed to meeting the needs of El Camino College students. In order to do this the Department is committed to the 3-5 Year Strategic Directions set forth in the 2012-2013 Annual Program Plan. The strategic directions include:

1. Develop curriculum to facilitate transfer and expand course offerings (both global perspectives, online and hybrid offerings).
2. Enhance teaching with current technological and media tools.
3. Assess student learning and program/course desired outcomes by continued development and assessment of course and program SLOs.

As budget constraints ease, the Department will increase course offerings and hire at least one full-time instructor as well as part-time instructors to fill available courses.

### Sociology Club

The Sociology Club was founded by Stacey Allen in 2000 and consistently has between 20 and 30 active members, including seven officers. Stacey Allen and Julieta Ortiz (Student Services Specialist 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 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 discuss their transfer experiences. 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 provides a valuable service to our students who wish to transfer and pursue a career in sociology.

The 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.

### **Prioritized Recommendations**

1. Compile necessary data to support recommendation of Sociology 101 prerequisite for Sociology 104. Present recommendation to College Curriculum Committee.
2. 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.
3. Hire additional part-time faculty as needed. Cost: \$4,000 per class
4. Hire one additional full-time faculty when budget allows. Cost: \$90,000
5. The Department recommends that the College place greater emphasis on global education with support of the global studies program and the Study Abroad Program.