

El Camino Community College

PROGRAM REVIEW 2021-22

Behavioral & Social Sciences

Department of Sociology



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Appendix A: Curriculum Equity Strategies of Sociology Faculty

SECTION 1

Program Overview

A) Provide a brief narrative description of the current program, (e.g., the program’s mission statement, a description of the students it serves) and any highlights of the program’s previous success, future vision, and related needs.

Summary Overview:

The Department of Sociology is a small, but mighty force at El Camino College. With three full time faculty, we are the third highest degree conferring department on the campus with success and retention rates above both campus and division rates. Equity-mindedness guides our curricular and pedagogical decisions, and our faculty engage in numerous areas across campus including Academic Senate leadership, professional development leadership, Honors Transfer Program leadership, the creation and facilitation of specialized professional development opportunities that take on race, racism, and inequality, and significant committee service. We are highly collaborative with our colleagues by incorporating various programs and services on the campus in our courses such as myPath (embedded librarians and embedded counseling), PASS mentors, SI Coaching, and other student services. We also collaborate with students and maintain relationships with students after they have moved on from El Camino College.¹ The department strongly needs to replace the two faculty it lost to retirement. Additionally, sociology faculty work hard to support their students to achieve and excel at the rate they do; in part due to attentiveness to students’ positionalities and lived realities with inequality and the reflective and analytical writing heavy assignments included in sociology courses. Decreased class sizes would optimize the pedagogical support and mentorship extended to our students. Future needs of the department also include adjustments to course modality offerings, informed by student needs and desires, and increased bureaucratic efficiency.

Sociology Mission & Student Demographics and Success

As its mission statement notes, “[t]he Sociology Department provides general education courses that introduce students to the discipline of sociology while preparing them to make a successful

¹ For example, one of the department’s faculty facilitated a symposium on racial microaggressions where two former students and one current student participated in a panel presentation on racial microaggressions that they encountered during their time at El Camino College. Fairly regular communication has been maintained with additional students where mentorship and advisement continue during their educational journeys at their transfer institutions.

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.” With three full-time faculty and eight part-time faculty, the Sociology Department awarded 143 AA-T degrees in the 2019-20 academic year, the third highest AA-T granting department² for the college. During the 2020-21 academic year, 38% of sociology students were enrolled full-time, 52.7% identifying as female. In terms of racial demographics, 42.9% of students identified as Hispanic, 16.7% identified as unknown, 12.7% identified as African American, 11.5% identified as Asian, and less than .4% of sociology students identified as Pacific Islander and .2% identified as American Indian/Alaskan Native. In terms of age demographics, sociology students tend to skew heavier in the 17-24 year age range (68.5%). 37.2% of sociology students were aged 20-24 and 31.3% of Sociology students were aged 17-19. 11.6% of sociology students were aged 25-29, 10.7% of sociology students were aged 30-49, 7% of sociology students were classified as ‘special admit,’ and one percent 1.6% were aged 50+.

Students enrolled in sociology courses tend to do well and they tend to succeed and complete their courses at a slightly higher rate than the institutional average. For example, in 2020-21, 77.3% of sociology students successfully passed their courses compared to a 71.6% institutional success rate and 89.3% of sociology students complete their courses compared to an 84.1% institutional course completion rate. Likewise, 76.5% of students successfully pass their Introduction to Women’s Studies sections and 88.7% of students enrolled in Introduction to Women’s Studies classes persist to the end of the course during the 2020-21 academic year³. More detailed analysis of sociology course success and retention rates follows later in this review along with examination of course success over the past four academic years, with an analysis of how this varies by race.

Most of our students transfer to four-year colleges and universities. After successful transfer and completion of their BA, and sometimes, graduate degrees, communication with former

² This status refers specifically to departmental comparisons. Sociology follows Business Administration for Transfer (287) and Psychology (188), with Sociology at 143. Broadly speaking, General Studies- Social & Behavioral Sciences confers the highest number of degrees (620), followed by General Studies- Biological and Physical Sciences (280), Transfer Studies- CSU Breadth-Achievement, General Studies – Arts & Humanities (242). This distinction is notable given the scale of the various general studies categories broadly defined that can draw on multiple departments.

³ This report also reviews the Introduction to Women’s studies course where applicable. Once the Women’s, Gender, and Sexuality Studies program develops, it will begin its own program review process.

students indicates that many of our students tend to find work in the following sectors: law enforcement, politics, law, teaching, social work, activism, and even right here at El Camino College. Both Julieta Aramburo and David Brown are ECC Sociology alumni!

Sociology Faculty and Contributions to the College

Since our 2016 program review, the Sociology Department experienced a significant shift with the retirement of Sue Dowden after 23 years of service and dedication to the college. A champion for the Sociology Department and our students, Sue contributed greatly to ECC in countless ways. Sue's contributions undoubtedly continue to leave a lasting effect. Nonetheless, in line with our 2016 program review vision and goals of expanding interdisciplinary collaboration, the Sociology Department continues to maintain a high level of involvement and activity on the campus.

The Sociology Department deepened its involvement campus wide when, in Fall 2016, Stacey Allen took on the role of Academic Senate Vice President for Faculty Development. She continues to serve in this position, and in this capacity, Stacey initiates, develops, facilitates, and oversees hundreds of professional development opportunities designed to support faculty in all their campus roles. Stacey has truly maintained a standard of excellence in her service of this position. Applause-worthy professional development days, the creation of the Informed and Inspired series, Warrior Wellness, and countless Faculty Development Committee (FDC) workshops represent just a handful of professional development opportunities Stacey Allen enriches the campus with. Stacey also joined the ranks of distinguished faculty at El Camino College when she was honored and recognized with 2019's Distinguished Faculty Award, a truly deserved token of respect and appreciation. Stacey also spearheaded the creation of a Women's, Gender, and Sexuality Studies (WGSS) major at El Camino College. An interdisciplinary program, WGSS exposes students to a broad range of feminist scholarship in the behavioral and social sciences, humanities, and fine arts. El Camino College is the first community college to offer a WGSS major, thus a pioneer in this field of study at the community college level. In Fall 2021, Stacey also began teaching myPath courses.

In 2019 and 2020 respectively, Melissa Fujiwara and Kassia Wosick earned tenure and also strive to contribute to the Sociology Department and the college. Early in her hire at El Camino College, Melissa participated in Student Equity Reenvisioned (SER) during its infancy and participated in both leadership capacities and as a learning community instructor with Student Equity and Achievement (SEA; SER now falls under the broader acronym SEA) during the timeframe of this report. Since the 2016 program review, Melissa facilitated several presentations on El Camino College equity gaps to various constituent groups (e.g. Humanities, Managers, Deans, and Vice Presidents) of the college and more recently developed a series of racial equity informed workshops during 2019-20. Additionally, Melissa served as chair of the Federation's research committee, co-chair of the college-wide IRB committee, and as a member of the COVID-19 Task Force, the President's Advisory Committee on Race and Equity, and the Academic Senate's Equity, Diversity, and Inclusion standing committee. Melissa continues to teach myPath courses. She served on a 2018-19 accreditation committee and briefly served on the Guided Pathways Advisory Committee. Along with Stacey Allen, she is a member of the design team for ECC's inaugural Equity Minded Teaching Institute, which was facilitated during Winter 2021 for faculty interested in developing equity minded pedagogy.

Similarly, Kassia Wosick serves as an instructor for both FYE and the Honors Transfer Program and mentors several students who participate in the annual Honors Conference at UCI. In Fall 2019, Kassia represented the Sociology Department in a joint effort with Angela Simon in the Psychology Department where they brought a guest speaker to the Marsee Auditorium to speak about her current research on a concept called compersion. Kassia began serving as the new co-director of the Honors Transfer Program in 2020 along with 50% course reassignment. As co-director of the HTP, Kassia coordinates all course scheduling for Fall/Spring semesters and Winter/Summer sessions, designs and implements workshops for faculty during Fall and Spring Professional Development Days, handles the HTP budget, works with UCLA on the Transfer Alliance Program to facilitate students transferring to UCLA, works with the UCI Honors to Honors Transfer Program to facilitate students transferring to UCI, attends Honors Transfer Community College Meetings monthly, created and manages two campus-wide Canvas sites (one for HTP Faculty and one for HTP Students) to centralize HTP, conducts and analyzes faculty evaluations and program evaluations, advises the Honors Transfer Club, participates in outreach and recruitment to area high schools, and organizes and manages communication,

ceremonies, and infrastructural programmatic needs. All three full time faculty members demonstrate committed service to the Sociology Department and interdisciplinary collaborations across the campus.

In addition to increased collaboration, our 2016 program review set a goal of reactivating curriculum for the department which it achieved through the reactivation of two courses: Sociology 110: Introduction to Social Work and Sociology 115: Death and Dying.

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

Future Vision and Related Needs

Primarily, the Sociology Department envisions itself as a larger department. To continue serving our students with the curricular and pedagogical mindfulness, engaged attentiveness, and heavy writing emphasis, we hope to add two new full time faculty members to our department and decrease course caps from fifty students to thirty-five students.

Now that the Sociology Department has returned a portion of its classes back to campus, we would like to empirically examine student need, desire, and success and retention outcomes based on teaching modality (preliminary information from Spring 2022 is addressed later in the report when discussing course modality and enrollment data). Prior to the pandemic, the Sociology Department offered most of its sections in online format (51%); thus, it would be beneficial to our students to assess the nature of this pre-pandemic trend to optimize course modalities. To this end, depending on what our data tell us about student need and desire, the Sociology Department also hopes to see flexibility in contractual matters such as days on campus

requirements. If increasing numbers of students demand online courses, it is logical and more efficient to reevaluate days on campus requirements.⁴

Further, the Sociology Department hopes to see enhanced bureaucratic efficiency that includes improved interface with Canvas that enables the automatic upload of student records such as SLO scores, attendance records, and final grades. Infrastructural support and efficiency of this nature would enable faculty to concentrate their time and energy on tasks that directly benefit students.

For expedient reference, here is a list of needs the Sociology Department requests consideration of:

- replacement of two faculty the department lost to retirement
- decreased class caps; reduce from a cap of 50 to a cap of 35
- administrative support in scheduling flexibility for course modality
- recognition that traditional contractual days on campus requirements may need to be reduced
- increased bureaucratic efficiency pertaining to the transfer and storage of student records (e.g. SLOs, final grades through Canvas rather than email, and attendance)
- subscription to additional online media repositories such as Kanopy (rationale addressed later in this document under ‘technology and software’)
- a departmental grant or budget of \$200 for media rentals
- projector bulbs in the new BSS classrooms that allow PowerPoint projection without turning the lights off

B) Describe the degrees and/or certificates offered by the program.

The Sociology Department is among the leading departments, not only in the Behavioral and Social Sciences Division, but among all programs at El Camino College to award degrees.

Specific analysis on degree completion, fill rates, and enrollment follows later in this report.

⁴ For example, spending three hours of commuting time just to fulfill on campus office hour requirements feel unnecessarily inefficient and illogical. We understand this a contractual matter; however, this information is helpful for both administrators and the faculty union to be apprised of.

The Sociology Department was one of the first departments at El Camino College to implement the new Associate in Arts Degree for Transfer (AA-T) in 2012-13. Along with guaranteed admission and junior standing in the CSU-system, the AA-T in Sociology provides students with a foundation in the science of sociology. Upon successful completion of the degree requirements, students will strengthen their 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 gain knowledge on the principles of research methods and data analysis. Proficiency in sociological competencies will be demonstrated through examinations and writing assignments on the major sociological theories and research techniques. The major prepares students for careers in fields such as teaching, research, social work, public relations, human resources, gerontology, demography, law, criminology, and counseling.

Courses in the Department include: Introduction to Sociology, Families and Intimate Relationships, Social Problems, Race and Ethnicity in the United States, Global Perspectives on Race and Ethnicity, Introduction to Social Work, Introduction to Criminology, Gender and Society, Sociology of Sexualities, Death and Dying as well as Introduction to Statistical Methods for the Study of Behavior. All courses offered by the Sociology Department articulate 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.

C) Explain how the program fulfills the college's mission.

The mission of El Camino College is to make a positive difference in people's lives by providing a comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

As its mission states, “El Camino College makes a positive difference in people’s lives. We provide innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities.” The Sociology Department’s goals and objectives fulfill the mission of El Camino College through its curricular offerings, instructional strengths, and steadfast commitment to diversity, inclusion, and achieving equitable outcomes.

In terms of the college’s mission of “providing comprehensive educational programs...that promote student learning,” the primary focus of the Sociology Department is to provide students with a solid grounding in introductory sociology to prepare them for subsequent courses in the sociology program and to meet general education requirements for transfer to a four-year university. Other populations, aside from sociology majors, are served by the courses offered in the Sociology Department. Specific sociology courses fulfill degree and certificate requirements in administration of justice, anthropology, child development, communication studies, ethnic studies, general studies, history, nursing, political science, psychology, as well as women’s, gender, and sexuality studies.

The definitive approach in sociology, also referred to as the ‘sociological imagination,’ introduces students to a lens of analysis that helps them observe and understand how individual lives are shaped by external forces and how individuals can shape their social worlds. This perspective can be revolutionary and transformative for many students who begin to understand their own lives, the lives of others, and the social structure in ways that empower their own sense of agency as well as their understanding of social structural conditions of power and inequality. Thus, the perspective and curricular contributions of sociology aim to improve societal conditions and individual lives, fitting squarely with ECC’s mission of making a positive difference in people’s lives.

Finally, as an institution, El Camino College recently committed to make ECC a more equitable campus for its students and employees. Sociology faculty played an integral role in leading the campus in college wide discussions, workshops, and symposiums solely focused on race and (in)equity and El Camino College. Beginning in 2016, Melissa Fujiwara, under Jason Suarez’s leadership in Student Equity Reenvisioned (SER), delivered data informed presentations on the

relationship between race and educational outcomes at ECC. In the summer of 2019, Stacey Allen and Melissa Fujiwara attended a two-day Institute on Equity Minded Teaching facilitated by USC's Center for Urban Education. As the Academic Senate Vice President for Faculty Development, Stacey Allen has either created, led, facilitated, or contributed to the development of numerous workshops focused on various equity related matters. Fall 2018 Professional Development Day's theme was Culturally Responsive Teaching & Learning and our last three Professional Development Days centered racial equity, setting the tone for other professional development opportunities that followed⁵

With the murder of George Floyd and a heightened sense of urgency to address these longstanding "opportunity gaps," or inequitable racial outcomes in success, retention, and experience at ECC, again with the support of Student Equity and Achievement, Melissa Fujiwara delivered various presentations to El Camino College. In Fall 2020, she delivered a three-part symposia series addressing race, (in)equity, and pedagogical considerations when working to close racial gaps in success and retention outcomes at ECC. In Spring 2020, she facilitated a student-centered symposium where former students described experiences with racial microaggressions in the classroom. Melissa also participated in a campus police forum where she delivered data on racial differences in student referrals to campus police and explored how implicit bias can inform our perceptions of behavior. With a SEA team, she also delivered presentations to guided pathways success teams on myPATH courses as one example of applying equity mindedness in the classroom. Thus, the Sociology Department serves as one of the leading forces on matters of racial (in)equity, diversity, and inclusion, in service of the college's mission and vision.

D) Discuss the status of recommendations from your previous program review.

If more than ten recommendations were presented in the previous program review, expand the enumerated list below as needed.

⁵ Fall 2021 Professional Development theme: Engaging Equity Mindedness Across our Community

Spring 2021 Professional Development theme: Where Do We Go From Here?: Addressing Racism at El Camino College

Fall 2020 Professional Development theme: A Call to Action

1. **Recommendation:** Diversify course offerings by developing new courses (Sex and Gender/Sexualities)
Status: Completed
Notes/Comments: Sociology 113 (Gender and Society) and Sociology 118 (Sociology of Sexualities) were developed in 2017-18. Both courses have consistently had high success and completion rates, which are discussed in detail later in this report.
2. **Recommendation:** Diversify course offerings by reactivating existing courses (Death and Dying/Introduction to Social Work)
Status: Completed
Notes/Comments: Sociology 110 (Introduction to Social Work) and Sociology 115 (Sociology of Death and Dying) were reactivated in 2018.
3. **Recommendation:** Change the “recommended preparation” for Sociology 104 to “Prerequisite: Sociology 101 with a minimum of C or concurrent enrollment”
Status: Abandoned
Notes/Comments: Despite anecdotal and quantifiable evidence to suggest greater success in Sociology 104 with prior completion of Sociology 101, efforts to implement this prerequisite have been abandoned. To meet the threshold of a prerequisite, evidence must show that students are highly unlikely to succeed in the course without successful completion of the prerequisite. Currently, Sociology 101 is noted as “recommended preparation” for Sociology 104; this will remain in place for the foreseeable future.
4. **Recommendation:** Hire two full-time faculty within the next two-four years
Status: Active
Notes/Comments: The department submits a request for at least one new full-time position annually. Due to a highly competitive faculty hiring prioritization process and college-wide budget constraints, the department has been unable to fill two vacancies created by retirements. Requests will continue to be made until we are able to fill these vacancies.
5. **Recommendation:** Reduce normal class size to 35 for all Sociology classes
Status: Active
Notes/Comments: The department is currently working with colleagues in BSS to create greater uniformity in class sizes across all departments within the division. Kassia Wosick currently serves on the Division Load Committee which is preparing an application for course size reduction to be submitted this semester.
6. **Recommendation:** Hire 2 Supplemental Instruction (SI) coaches for Sociology
Status: Active
Notes/Comments: Upon expansion of funding for SI coaches, one section of Sociology 101 will include an SI Coach during the Spring 2022 semester.
7. **Recommendation:** Develop a Sociology Research Methods course to eventually replace the cross listing of Sociology 109B with Psychology 9B
Status: Active

Notes/Comments: The department has begun preliminary communication to inquire about developing its own research methods and statistics course sequence. We have begun gathering pertinent materials such as COR from other community colleges and we will continue to consider ways to include this class in the sociology degree. This continues to be a goal that the department will work on. Details follow in this report.

8. **Recommendation:** Diversify and increase online course offerings
Status: Active
Notes/Comments: While the department was actively diversifying and increasing course offerings since our last Program Review in 2016, the COVID-19 pandemic and subsequent emergency shift to remote instruction expedited this process. All course offerings have been fully online since March 2020. Beginning in Spring 2022, the department will offer courses in three modalities: fully online, hybrid, and face-to-face.
9. **Recommendation:** Develop at least one hybrid offering on a trial basis to determine whether this modality would be successful.
Status: Completed
Notes/Comments: The department will begin offering hybrid Sociology classes in Spring 2022.
10. **Recommendation:** Offer Sociology classes during the Fall/Spring 8-week sessions
Status: Completed
Notes/Comments: Sections of Sociology 101 and 104 have been offered in the 8-week sessions for several semesters with great success. This practice will continue for the foreseeable future.
11. **Recommendation:** Develop a computer lab to support research methods courses in Sociology, Psychology and Human Development; hire designated IT assistant
Status: Active
Notes/Comments: This recommendation has been consistently included in the Sociology Annual Plan due to great need for such a lab and the promise of immense cross-department utilization. However, our understanding is that the college intends to fund fewer computer labs in favor of increasing laptop loans to students which would provide them with 24/7 access to computers. This will also make it easier to schedule more sections of the statistics and research methods courses that originally prompted this request.
12. **Recommendation:** Assign a department chair to serve on a two-year rotating basis
Status: On Hold
Notes/Comments: Movement has stalled across campus to institutionalize this practice.

SECTION 2

Program Assessment

Program Contribution to Student Success and Equity

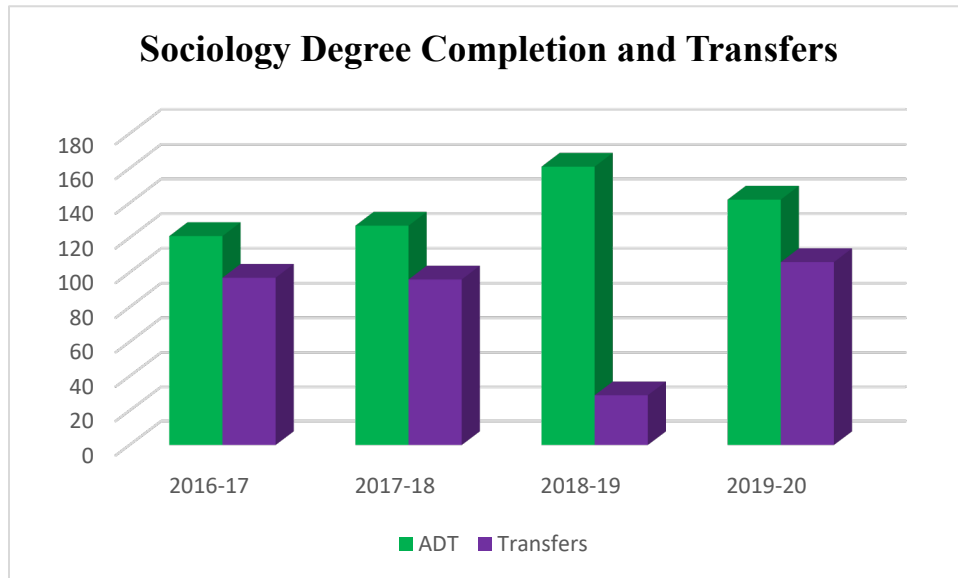
For the program under review, examine the following data for the last four years by:

- **Disaggregating by race/ethnicity, gender, and age where possible.**
- **Discussing internal and external factors contributing to constant, increasing or decreasing trends.**
- **Highlighting equity gaps found among different groups of students.**

- ❖ *If the program under review is a Career Education Program, please examine a) through k) from the list below.*
- ❖ *If students taking courses from the program under review end with a degree or certificate issued by the program, please examine a) through h) from the list below.*
- ❖ *If students taking courses from the program under review do not end with a degree or certificate issued by the program, please examine d) through g) from the list below.*

a) Degree Completion: Number/percent of students earning a program degree

A review of IR's data dashboard shows that Sociology is the third highest degree awarding department at the college, behind Business and very closely behind Psychology. The bar graph below shows that the Sociology Department experiences a steady increase in its number of degree conferrals between 2016-17 and 2018-19 academic years. In 2016-17, Sociology awarded 120 ADT degrees and 1 AA degree. In 2017-18 the number of awards increased slightly to 127 ADT conferrals and rose to 161 ADT awards in 2018-19. The number of degrees awarded slightly decreased in 2019-20, where 142 students (19 fewer than the previous academic year) received Sociology ADTs. It is suspected that the COVID-19 pandemic and the transition to emergency remote learning impacted students' completion rates. Average GPA rates for Sociology degree earners fluctuates from the mid 2.8 to high 2.9 range, with Sociology degree earning students holding a 2.99 GPA average in 2016-17, a 2.84 GPA average in 2017-18, a 2.94 GPA average in 2018-19, and a 2.99 GPA average in 2019-20. Although the Sociology Department has a fairly high rate of degree completion, it can always strive to increase its achievement. Strategies to expand degree completion are discussed below in the analysis of course success rates by race.



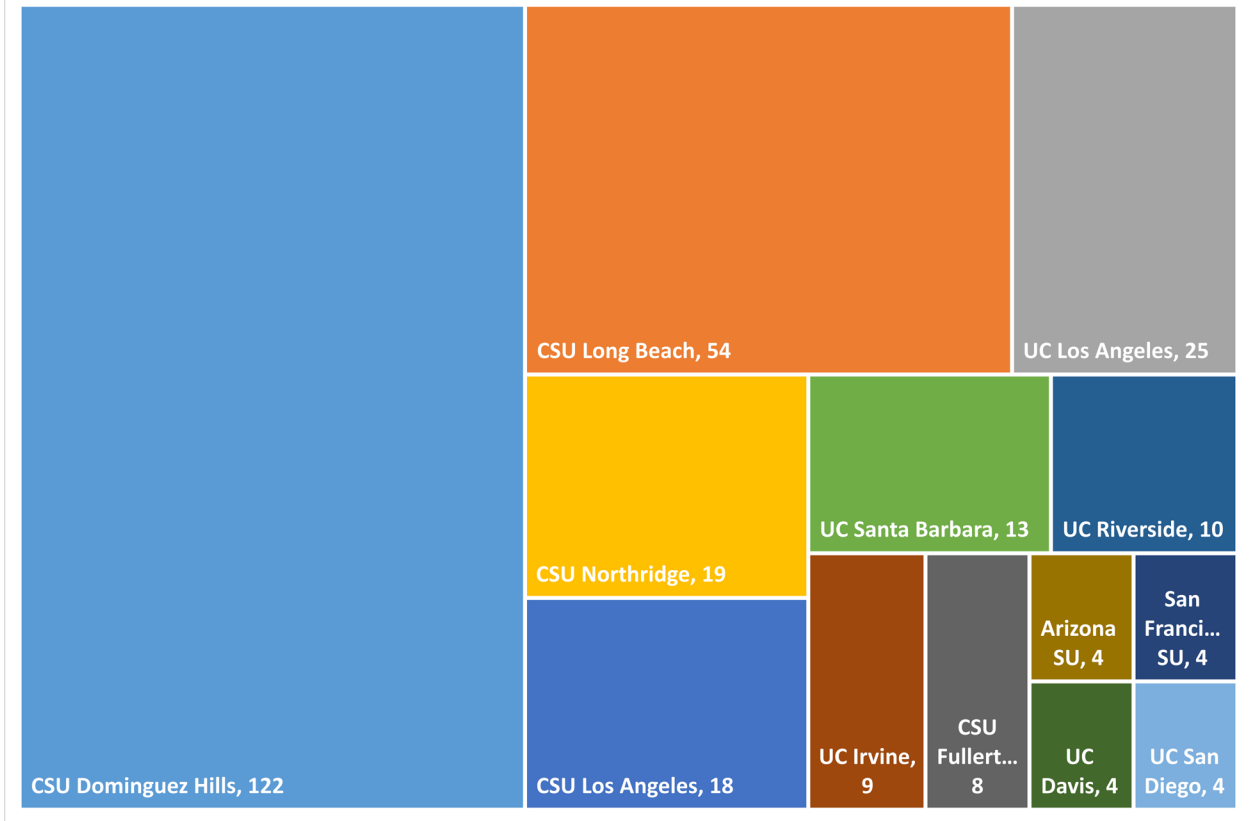
b) Certificate Completion: Number/percent of students earning a program certificate

The Sociology Department does not currently confer program certificates.

c) Transfer to a four-year institution: Number/percent of students transferring to a four-year institution

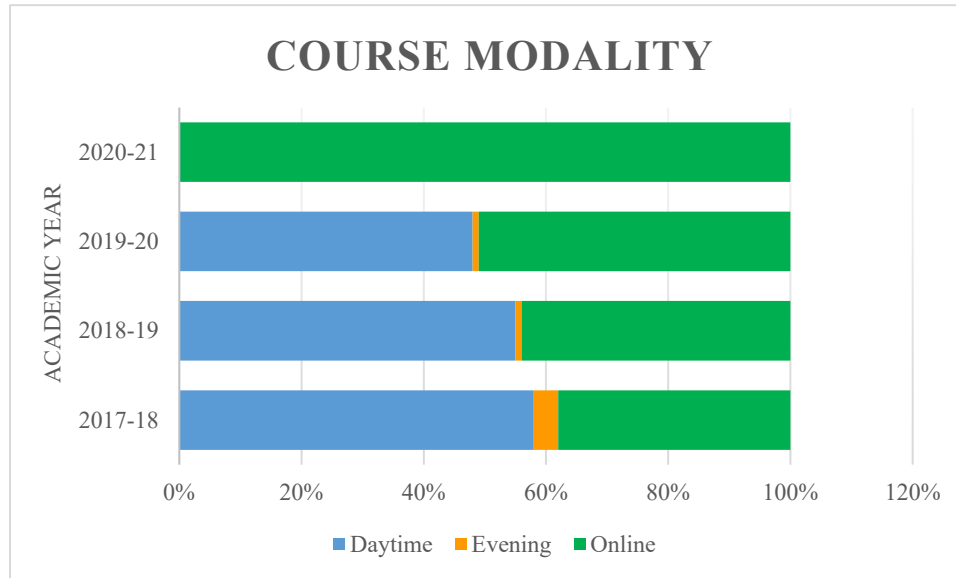
The graph above shows that most sociology students transfer to a four-year college or university. In 2016-17, 97 (80%) of sociology students transferred to a four-year institution, with the percent of transfers slightly decreasing in the following year, 2017-18, where 96 (76%) of Sociology students transfer to a four-year college or university. The rate of sociology transfers decreased significantly during the 2018-19 academic year, where only 29 (18%) of Sociology students transferred to a four-year institution, leading me to wonder if there was an error in the data collection or analysis process. The transfer rate increased substantially the following year, 2019-20, where 106 (75%) of sociology students transferred to a four-year college or university, which is notable given that these transfers occurred despite the campus transition to remote education due to the COVID-19 pandemic.

Top 10* Most Common Transfer Destinations, Sociology



Between 2017-2020, Sociology students most commonly transferred to California State University, Dominguez Hills (122 students), California State University, Long Beach (54 students), and University of California, Los Angeles (25 students). One-hundred twenty-seven (127) additional students transferred to various University of California and California State University institutions as well as private universities, HBCUs, and out of state colleges and universities.

d) Scheduling of courses: Percentage of students enrolled in day/evening courses, on campus/online/hybrid courses, days of the week



The Sociology Department has experienced a steady demand for online classes. One hundred percent of sections offered in 2020-21 were in online format due to the COVID-19 pandemic, but prior to this required shift to distance education, the department slowly began to offer an increasing percentage of online classes over the past few years. In 2017-18, 38% of sociology sections were provided in online format compared to 58% of classes that were offered on campus during the day and 4% of sections that were offered on campus during the evening. In 2018-19, online offerings grew, so 44% of sociology courses were online courses compared to 55% of classes that were delivered on campus during the day and 1% of courses that were provided on campus during the evening. Again, the sociology department experienced another increase in distance education sections the following year, where for the first time, the department offered more classes in an online format relative to on campus classes. Indeed, in 2019-20, online courses constituted 51% of sociology course offerings compared to daytime on campus course offerings (48%) and on campus evening course offerings (1%). Thus, even prior to the pandemic, students taking sociology courses expressed an increasing interest in online classes. We suspect this trend to continue as we return to campus.

Information on Spring 2022 enrollment patterns was gathered to identify current trends. Students demonstrated a strong preference for online courses. 22 (71%) of our courses are currently offered online. 6 (19%) of our classes are hybrid, 1 (3%) is a traditional lecture day class, 1 (3%) is a traditional lecture evening class, and 1 (3%) is a dual enrollment class. We attempted to offer another traditional lecture day class but moved it online right before the semester began due to very low enrollment while the same course was building an online

waitlist.

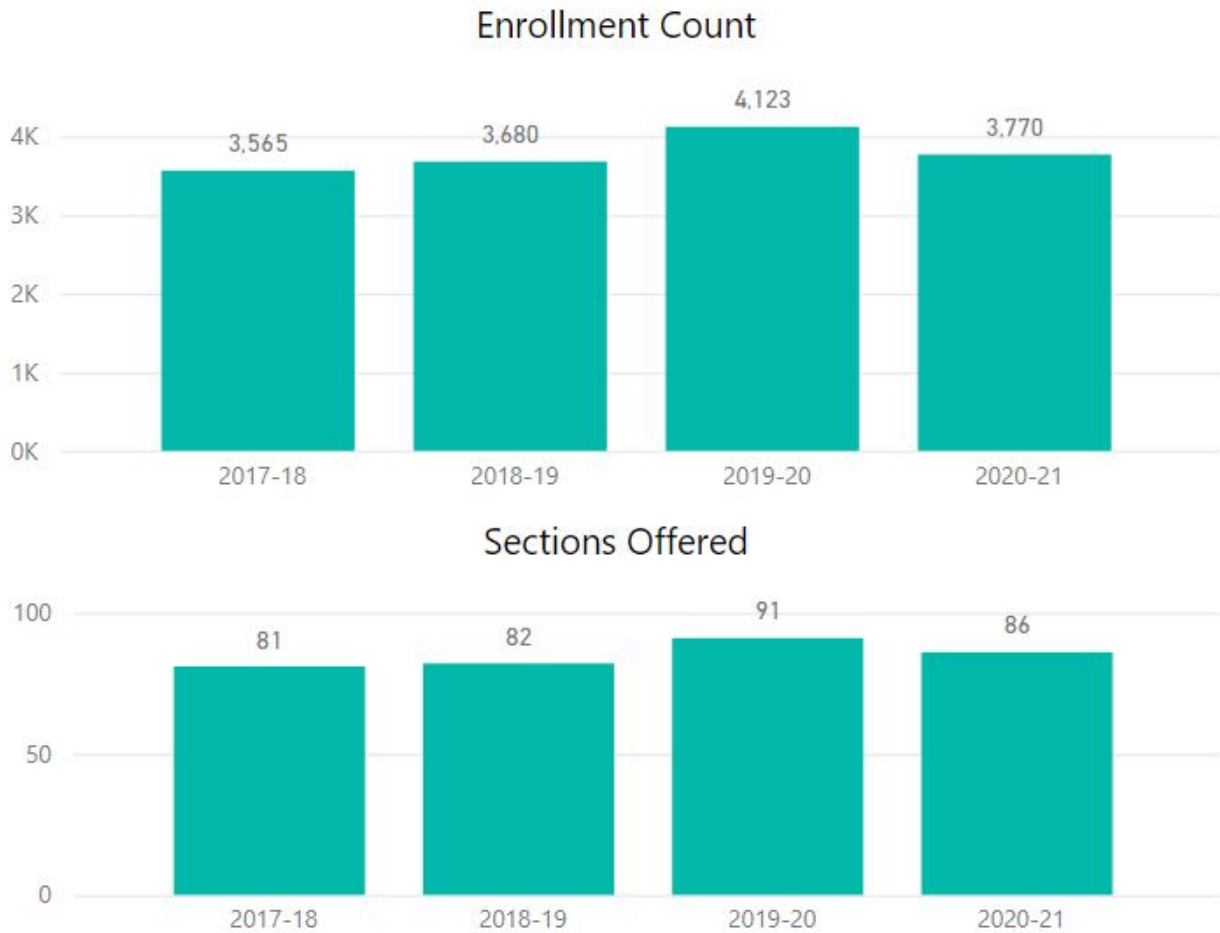
As of May 20, 2022, we also see much higher enrollment in online courses, which possibly suggests greater persistence and retention in online classes. Traditional online courses have the highest enrollment of all classes with an 81.4% rate of enrollment at the end of the semester. Two other online classes which both have lower class caps- our stats class and our online dual enrollment classes have 44% and 46.7% rates of enrollment respectively at the end of the semester. Our hybrid classes show a 31.5% rate of enrollment at the end of the semester. Our traditional day class has a 26% rate of enrollment, and our traditional night class has a 52% rate of enrollment. After our online courses, the courses that show the strongest enrollment at the end of the semester are our hybrid FYE courses with a 71.6% rate of enrollment.

There seems to be a default practice of offering more classes on campus than are likely to be filled. Considering Spring 2022 enrollment patterns as well as summer enrollment patterns that required all on campus classes to be transitioned to online modality, the Sociology Department recommends continuing to offer our classes primarily in online modality in order to meet students where they are right now.

Moreover, the department advocates for proactive and expeditious movement of classes with sluggish enrollment to online. For example, prior to the Spring 2022 semester, a faculty request to move a poorly enrolled on campus class to online format was denied. About two weeks prior to the beginning of the semester, the course had to be moved online due to such low enrollment (and a growing waitlist in the online modality). The class nearly immediately filled in those two weeks but loading a class in the two weeks before the semester begins introduces selection effects that can be deleterious to student success and retention.

Transitioning classes exceedingly close to the start of the semester also introduces significant strain on the students and faculty. If faculty are strained, that only detracts from what they can give to their students. While we hope that enrollment demand will increase for on campus classes, we hope that the college will proactively respond to the current shifts in student modality preference by reducing the seemingly arbitrary on campus modality requirement and by responding swiftly when classes show sluggish enrollment in one modality and robust enrollment in another modality.

e) Fill rate: Percentage of actual students enrolled in a term in relation to total seats offered

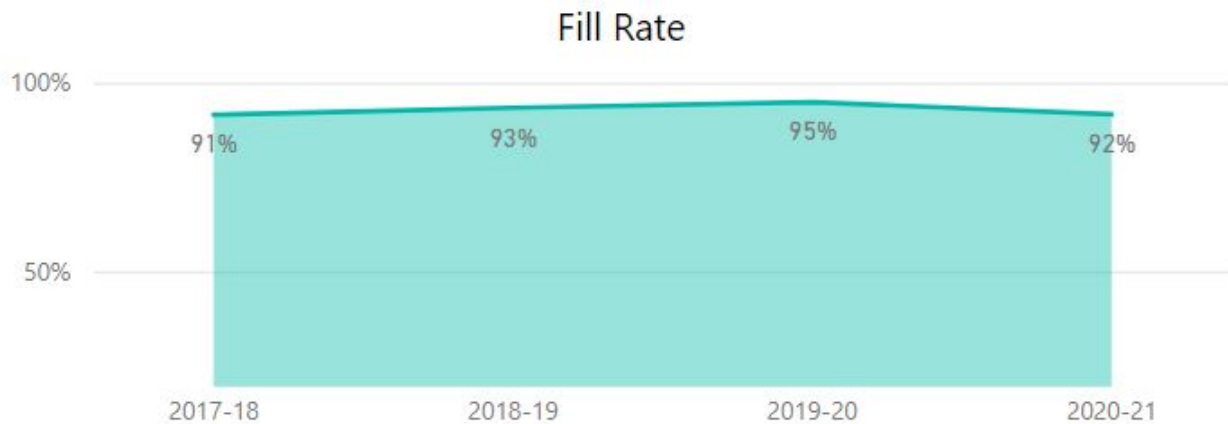


Using charts provided on the Institutional Review dashboard, enrollment data show that the Sociology Department has experienced an overall increase in enrollment since our previous program review. Three-thousand five-hundred and sixty-five (3,565) students enrolled in sociology courses, with a total of 81 section offered in 2017-18, which grew to 3,680 students enrolled in our courses, a total of 82 sections taught in 2018-19, with another increase to 4,123 students enrolled across 91 sections in 2019-20. The department experienced a dip in enrollment during the 2020-21 academic year where 3,770 students enrolled in 86 sections. Enrollment data from 2020-21 shows an overall increase in students from four years ago; thus, we speculate that the dip in enrollment during the 2020-21 academic year is largely attributable to the hardships and uncertainties created by the COVID-19 pandemic as most colleges in the California Community College system experienced a drop in enrollment.

Although the Sociology Department generally enrolls well, it always strives to do even better. To this end, the department reiterates its recommendation to schedule courses in the

modalities our students express preference for as discussed above. Additionally, adding FYE sections may be another strategy to strengthen enrollment considering the stronger enrollment in FYE hybrid courses at the end of Spring 2022.

Moving registration dates earlier may also improve enrollment. When summer registration had not yet even begun for students at ECC, a couple of faculty members who also teach at Santa Monica College already had closed and fully registered summer **and** fall classes.



Again, drawing on the line graph provided by Institutional Review, in terms of fill rate, enrollment data shows that the Sociology Department consistently maintained a 91%-95% fill rate between 2017-18 and 2020-21. This is slightly higher than the institutional average fill rate of 86%-89% during these same years. The fill rate rose to 93% in 2018-19 from a 91% fill rate in 2017-18. Mirroring other trends in the 2020-21 academic year, the fill rate decreased to 92%, slightly down from the 95% fill rate for sociology courses during 2019-20.

f) *Grade Distribution:* Percentage of students in a course receiving each of the possible grades that can be awarded

Sociology 101																				
Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Success Rate	Comp. Rate								
2017/FA	On Campus	320	47%	170	25%	82	12%	22	3%	40	6%	0	0%	0	0%	53	8%	687	83%	92%
2017/FA	Online	72	37%	44	23%	27	14%	18	9%	22	11%	0	0%	0	0%	11	6%	194	74%	94%
2018/SP	On Campus	311	58%	110	21%	31	6%	13	2%	38	7%	0	0%	0	0%	33	6%	536	84%	94%
2018/SP	Online	104	42%	65	26%	32	13%	12	5%	20	8%	0	0%	0	0%	14	6%	247	81%	94%
2018/FA	On Campus	267	49%	128	24%	73	14%	7	1%	35	6%	0	0%	0	0%	30	6%	540	87%	94%
2018/FA	Online	114	42%	61	23%	38	14%	11	4%	29	11%	0	0%	0	0%	16	6%	269	79%	94%
2019/SP	On Campus	232	46%	108	22%	62	12%	27	5%	30	6%	0	0%	0	0%	41	8%	500	80%	92%
2019/SP	Online	73	37%	62	31%	29	15%	8	4%	14	7%	0	0%	0	0%	12	6%	198	83%	94%
2019/FA	On Campus	218	43%	125	25%	59	12%	11	2%	38	7%	0	0%	0	0%	56	11%	507	79%	89%
2019/FA	Online	100	31%	66	20%	49	15%	25	8%	39	12%	0	0%	0	0%	44	14%	323	67%	86%
2020/SP	On Campus	220	58%	68	18%	31	8%	10	3%	48	13%	0	0%	0	0%	2	1%	379	84%	99%
2020/SP	Online	173	51%	66	19%	44	13%	18	5%	36	11%	1	0%	0	0%	4	1%	342	83%	99%
2020/FA	Online	371	43%	143	17%	84	10%	40	5%	100	12%	2	0%	0	0%	117	14%	857	70%	86%
2021/SP	Online	316	46%	111	16%	84	12%	22	3%	57	8%	0	0%	0	0%	98	14%	688	74%	86%
TOTALS	On Campus	1568	50%	709	23%	338	11%	90	3%	229	7%	0	0%	0	0%	215	7%	3149	83%	93%
	Online	1323	42%	618	20%	387	12%	154	5%	317	10%	3	0%	0	0%	316	10%	3118	75%	90%

Sociology 1 (Introduction to Sociology) enrolls our largest number of students, and they tend to do very well in the course. Over half of students earned an A or B grade in each semester and in both instructional delivery method in the report years. On campus courses averaged 83% rate of success, and online courses averaged a 75% rate of success for the report period. However, students tended to do better in the online format relative to their performance in online classes after the pandemic; but until the COVID pandemic shutdown, online enrollment was a completely self-selected trait. We saw a significant downward movement in success rates and completion rates in fall 2019 (pre-COVID) that seems independent of the college or department, possibly as a result of student-specific factors that changed as the CCC system saw declines in enrollment. Our department saw a decline of 63 students from fall 2018 to fall 2019. Completion rates for Sociology 101 have remained high, with the lowest rate occurring in online sections in fall 2019, fall 2020, and spring 2021.

Sociology 101 Honors																				
Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Success Rate	Comp. Rate								
2018/FA	On Campus	30	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	30	100%	100%	100%	
2020/SP	On Campus	29	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	29	100%	100%	100%	
2020/FA	Online	28	93%	0	0%	0	0%	1	3%	0	0%	0	0%	0	0%	1	3%	30	93%	97%
2021/SP	Online	59	94%	2	3%	2	3%	0	0%	0	0%	0	0%	0	0%	0	0%	63	100%	100%

Success and completion rates for Sociology 101 Honors were all 100 percent with the exception of fall 2020, and nearly all students since fall 2018 have earned an A grade for the course.

Sociology 102																				
Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Success Rate	Comp. Rate								
2017/FA	On Campus	36	39%	14	15%	25	27%	8	9%	4	4%	0	0%	0	0%	6	6%	93	81%	94%
2017/FA	Online	17	40%	9	21%	4	10%	0	0%	4	10%	0	0%	0	0%	8	19%	42	71%	81%
2018/SP	On Campus	16	16%	43	43%	13	13%	7	7%	4	4%	0	0%	0	0%	18	18%	101	71%	82%
2018/SP	Online	42	51%	17	20%	3	4%	1	1%	9	11%	0	0%	0	0%	11	13%	83	75%	87%
2018/FA	On Campus	46	46%	29	29%	5	5%	3	3%	10	10%	0	0%	0	0%	8	8%	101	79%	92%
2018/FA	Online	17	40%	9	21%	8	19%	1	2%	3	7%	0	0%	0	0%	4	10%	42	81%	90%
2019/SP	On Campus	22	22%	32	33%	21	21%	3	3%	10	10%	0	0%	0	0%	10	10%	98	77%	90%
2019/SP	Online	40	49%	14	17%	6	7%	2	2%	14	17%	0	0%	0	0%	5	6%	81	74%	94%
2019/FA	On Campus	73	72%	8	8%	4	4%	2	2%	14	14%	0	0%	0	0%	1	1%	102	83%	99%
2019/FA	Online	29	33%	26	30%	13	15%	4	5%	12	14%	0	0%	0	0%	4	5%	88	77%	95%
2020/SP	On Campus	67	74%	12	13%	2	2%	0	0%	9	10%	0	0%	0	0%	0	0%	90	90%	100%
2020/SP	Online	34	45%	17	23%	9	12%	6	8%	6	8%	2	3%	0	0%	1	1%	75	83%	99%
2020/FA	Online	77	43%	38	21%	22	12%	4	2%	22	12%	1	1%	0	0%	14	8%	178	78%	92%
2021/SP	Online	59	42%	36	25%	16	11%	6	4%	18	13%	0	0%	0	0%	7	5%	142	78%	95%
TOTALS	On Campus	260	44%	138	24%	70	12%	23	4%	51	9%	0	0%	0	0%	43	7%	585	80%	93%
	Online	315	43%	166	23%	81	11%	24	3%	88	12%	3	0%	0	0%	54	7%	731	77%	93%

Students in Sociology 102 (Families and Intimate Relationships) tend to also do well, with over 65 percent earning an A or B grade during the report period. The rate of A or B grades varied little from on campus versus online delivery, and the completion rate was the same for both, at 93 percent. Success rates were slightly higher in on campus Sociology 102 courses, at 80 percent compared to 77 percent for online.

Sociology 104																				
Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Success Rate	Comp. Rate								
2017/FA	On Campus	18	22%	25	31%	15	19%	5	6%	9	11%	0	0%	0	0%	9	11%	81	72%	89%
2017/FA	Online	38	37%	24	23%	10	10%	1	1%	17	17%	0	0%	0	0%	13	13%	103	70%	87%
2018/SP	On Campus	54	53%	28	27%	6	6%	1	1%	7	7%	0	0%	0	0%	6	6%	102	86%	94%
2018/SP	Online	38	42%	17	19%	12	13%	3	3%	12	13%	0	0%	0	0%	9	10%	91	74%	90%
2018/FA	On Campus	20	25%	19	24%	16	20%	4	5%	7	9%	0	0%	0	0%	13	16%	79	70%	84%
2018/FA	Online	36	41%	20	23%	5	6%	4	5%	14	16%	0	0%	0	0%	8	9%	87	70%	91%
2019/SP	On Campus	44	44%	25	25%	7	7%	3	3%	14	14%	0	0%	0	0%	8	8%	101	75%	92%
2019/SP	Online	39	44%	16	18%	9	10%	1	1%	17	19%	0	0%	0	0%	6	7%	88	73%	93%
2019/FA	On Campus	40	42%	28	29%	5	5%	3	3%	8	8%	0	0%	0	0%	11	12%	95	77%	88%
2019/FA	Online	39	46%	14	17%	5	6%	5	6%	8	10%	0	0%	0	0%	13	15%	84	69%	85%
2020/SP	On Campus	67	75%	7	8%	6	7%	0	0%	8	9%	0	0%	0	0%	1	1%	89	90%	99%
2020/SP	Online	63	69%	11	12%	5	5%	0	0%	9	10%	0	0%	1	1%	2	2%	91	87%	98%
2020/FA	Online	50	38%	22	17%	17	13%	4	3%	21	16%	0	0%	0	0%	18	14%	132	67%	86%
2021/SP	Online	90	52%	20	12%	15	9%	5	3%	22	13%	0	0%	1	1%	19	11%	172	73%	89%
TOTALS	On Campus	243	44%	132	24%	55	10%	16	3%	53	10%	0	0%	0	0%	48	9%	547	79%	91%
	Online	393	46%	144	17%	78	9%	23	3%	120	14%	0	0%	2	0%	88	10%	848	73%	90%

Sociology 104 (Social Problems) shows a similar pattern, with over 65 percent of students earning an A or B grade. Completion rates for online and on campus courses were 90 percent and 91%, respectively. Success rates for the course were slightly higher for on campus courses again, at 79% compared to 73% for online sections.

Sociology 107																				
Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Success Rate	Comp. Rate								
2017/FA	On Campus	48	62%	17	22%	5	6%	0	0%	2	3%	0	0%	0	0%	5	6%	77	91%	94%
2018/SP	Online	24	44%	11	20%	5	9%	3	5%	5	9%	0	0%	0	0%	7	13%	55	73%	87%
2018/FA	Online	23	48%	12	25%	5	10%	2	4%	2	4%	0	0%	0	0%	4	8%	48	83%	92%
2019/SP	On Campus	36	72%	8	16%	2	4%	2	4%	0	0%	0	0%	0	0%	2	4%	50	92%	96%
2019/SP	Online	26	49%	18	34%	4	8%	1	2%	1	2%	0	0%	0	0%	3	6%	53	91%	94%
2019/FA	On Campus	41	82%	5	10%	1	2%	0	0%	3	6%	0	0%	0	0%	0	0%	50	94%	100%
2019/FA	Online	36	77%	5	11%	3	6%	0	0%	3	6%	0	0%	0	0%	0	0%	47	94%	100%
2020/SP	On Campus	43	86%	3	6%	0	0%	0	0%	3	6%	0	0%	0	0%	1	2%	50	92%	98%
2020/SP	Online	37	76%	5	10%	1	2%	2	4%	4	8%	0	0%	0	0%	0	0%	49	88%	100%
2020/FA	Online	64	68%	11	12%	7	7%	1	1%	5	5%	0	0%	0	0%	6	6%	94	87%	94%
2021/SP	Online	54	58%	19	20%	8	9%	1	1%	6	6%	0	0%	0	0%	5	5%	93	87%	95%
TOTALS	On Campus	168	74%	33	15%	8	4%	2	1%	8	4%	0	0%	0	0%	8	4%	227	92%	96%
	Online	264	60%	81	18%	33	8%	10	2%	26	6%	0	0%	0	0%	25	6%	439	86%	94%

In Sociology 107, 89% of on campus students and 78% of online students earned an A or B grade during this report period. Success rates were over 85% for online and on campus sections over the entirety of the reporting period. Sociology 107 has a high completion rate, averaging 96% on campus and 94% online.

Sociology 108																				
Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Success Rate	Comp. Rate								
2018/SP	Online	18	34%	16	30%	7	13%	3	6%	1	2%	0	0%	0	0%	8	15%	53	77%	85%
2019/SP	Online	13	25%	12	23%	12	23%	2	4%	4	8%	0	0%	0	0%	10	19%	53	70%	81%
2020/SP	Online	25	51%	14	29%	6	12%	3	6%	1	2%	0	0%	0	0%	0	0%	49	92%	100%
2021/SP	Online	18	36%	20	40%	7	14%	0	0%	1	2%	0	0%	0	0%	4	8%	50	90%	92%
	TOTALS	74	36%	62	30%	32	16%	8	4%	7	3%	0	0%	0	0%	22	11%	205	82%	89%

Sociology 108 (Global Perspectives on Race and Ethnicity) is currently only offered as an online class. Over 50% of Sociology 108 students earned an A or B grade during this reporting period. Success rates improved from spring 2018 (77%) and 2019 (70%) to spring 2020 (92%) and 2021 (90%), and we also saw an increase in completion rates during these same semesters.

Sociology 109																				
Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Success Rate	Comp. Rate								
2017/FA	On Campus	1	8%	4	31%	4	31%	2	15%	0	0%	0	0%	0	0%	2	15%	13	69%	85%
2018/SP	On Campus	2	14%	4	29%	0	0%	1	7%	2	14%	0	0%	0	0%	5	36%	14	43%	64%
2018/FA	On Campus	0	0%	2	20%	1	10%	2	20%	1	10%	0	0%	0	0%	4	40%	10	30%	60%
2019/SP	On Campus	5	36%	5	36%	0	0%	0	0%	0	0%	0	0%	0	0%	4	29%	14	71%	71%
2019/FA	On Campus	1	8%	2	17%	1	8%	1	8%	2	17%	0	0%	0	0%	5	42%	12	33%	58%
2020/SP	On Campus	2	20%	1	10%	6	60%	0	0%	1	10%	0	0%	0	0%	0	0%	10	90%	100%
2020/FA	Online	1	8%	4	33%	1	8%	0	0%	1	8%	0	0%	0	0%	5	42%	12	50%	58%
2021/SP	Online	6	24%	7	28%	4	16%	0	0%	1	4%	0	0%	0	0%	7	28%	25	68%	72%
	TOTALS	18	16%	29	26%	17	15%	6	5%	8	7%	0	0%	0	0%	32	29%	110	58%	71%

Sociology 109 is a cross-listed methodology course and has been staffed through psychology until recently. This is the only course we offer that has a serious mathematics component, and we see that the success and retention rates are much lower than other sociology courses, with an average of 41% of students earning an A or B grade. The overall success rate was 58% and completion rate was 71%. In the future, the department intends to explore the possibility of developing and implement its own sociology methods and statistics course sequence. Adding an SI Coach or teaching this class as a myPath course will be explored.

Sociology 110																				
Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Success Rate	Comp. Rate								
2018/SP	On Campus	17	59%	9	31%	0	0%	0	0%	1	3%	0	0%	0	0%	2	7%	29	90%	93%
2020/SP	On Campus	2	8%	9	35%	7	27%	4	15%	3	12%	0	0%	1	4%	0	0%	26	69%	100%
2021/SP	Online	11	23%	18	38%	10	21%	1	2%	3	6%	0	0%	0	0%	4	9%	47	83%	91%
	TOTALS	30	29%	36	35%	17	17%	5	5%	7	7%	0	0%	1	1%	6	6%	102	81%	94%

Recently reactivated, Sociology 110 (Introduction to Social Work) has only been offered three times since the last program review. It averages an 81% rate of success and a 94% retention rate.

Sociology 112																				
Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Success Rate	Comp. Rate								
2017/FA	On Campus	9	19%	14	30%	11	23%	6	13%	1	2%	0	0%	0	0%	6	13%	47	72%	87%
2017/FA	Online	15	29%	17	33%	6	12%	3	6%	3	6%	0	0%	0	0%	7	14%	51	75%	86%
2018/SP	On Campus	19	37%	17	33%	10	20%	2	4%	1	2%	0	0%	0	0%	2	4%	51	90%	96%
2018/SP	Online	20	43%	11	23%	5	11%	1	2%	3	6%	0	0%	0	0%	7	15%	47	77%	85%
2018/FA	On Campus	13	27%	12	24%	15	31%	3	6%	2	4%	0	0%	0	0%	4	8%	49	82%	92%
2018/FA	Online	18	37%	9	18%	6	12%	1	2%	1	2%	0	0%	0	0%	14	29%	49	67%	71%
2019/SP	On Campus	9	18%	20	40%	14	28%	1	2%	6	12%	0	0%	0	0%	0	0%	50	86%	100%
2019/SP	Online	18	35%	6	12%	8	16%	3	6%	6	12%	0	0%	0	0%	10	20%	51	63%	80%
2019/FA	On Campus	10	20%	15	31%	11	22%	2	4%	6	12%	0	0%	0	0%	5	10%	49	73%	90%
2019/FA	Online	28	35%	15	19%	8	10%	2	3%	9	11%	0	0%	0	0%	18	23%	80	64%	78%
2020/SP	On Campus	28	56%	10	20%	8	16%	1	2%	3	6%	0	0%	0	0%	0	0%	50	92%	100%
2020/SP	Online	20	47%	11	26%	6	14%	0	0%	6	14%	0	0%	0	0%	0	0%	43	86%	100%
2020/FA	Online	56	41%	22	16%	12	9%	4	3%	17	12%	0	0%	0	0%	27	20%	138	65%	80%
2021/SP	Online	54	63%	8	9%	1	1%	3	3%	8	9%	0	0%	0	0%	12	14%	86	73%	86%
	TOTALS	88	30%	88	30%	69	23%	15	5%	19	6%	0	0%	0	0	17	6%	296	83%	94%
	Online	229	42%	99	18%	52	10%	17	3%	53	10%	0	0%	0	0	95	17%	545	70%	83%

Success rates for Sociology 112 (Introduction to Criminology) averaged 83% and 70% for on campus and online modalities, respectively. Over half of students earned an A or B grade in every semester, in both online and on campus classes. The course has high completion rates, averaging 94% for on campus and 83% for online courses.

Sociology 113																				
Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Success Rate	Comp. Rate								
2018/FA	On Campus	14	50%	6	21%	1	4%	0	0%	0	0%	0	0%	7	25%	28	75%	75%		
2020/SP	On Campus	29	69%	2	5%	1	2%	2	5%	8	19%	0	0%	0	0%	42	76%	100%		
2021/SP	Online	21	47%	7	16%	5	11%	2	4%	9	20%	0	0%	0	0%	45	73%	98%		
	TOTALS	64	56%	15	13%	7	6%	4	3%	17	15%	0	0%	0	0%	8	7%	115	75%	93%

Somewhat new, Sociology 113 (Sociology of Gender) has been offered for three semesters with a 75% average rate of success and a 93% average completion rate. The second semester of this class was taught during the semester the college moved to emergency distanced education and its third semester offering occurred when the division and most of the college remained online due to the COVID-19 pandemic. With more time, the success rate should improve as this course grows and develops.

Sociology 115																				
Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Success Rate	Comp. Rate								
2018/SP	On Campus	20	65%	5	16%	1	3%	1	3%	4	13%	0	0%	0	0%	31	84%	100%		
2019/SP	On Campus	29	59%	7	14%	2	4%	0	0%	5	10%	0	0%	0	0%	49	78%	88%		
2020/SP	On Campus	36	82%	0	0%	3	7%	0	0%	5	11%	0	0%	0	0%	44	89%	100%		
	TOTALS	85	69%	12	10%	6	5%	1	1%	14	11%	0	0%	0	0%	6	5%	124	83%	95%

Also a relatively new course, Sociology 115 (Death and Dying) has also been offered three times. With an 83% average rate of success and a 95% average rate of completions, rates dipped a bit during the emergency movement to distance education; but generally, success and completion rates for this course remain high.

Sociology 118																				
Term	Instructional Method	A	B	C	D	F	Pass	No Pass	W	Total	Success Rate	Comp. Rate								
2018/FA	On Campus	29	71%	6	15%	0	0%	0	0%	3	7%	0	0%	0	0%	3	7%	41	85%	93%
2019/FA	On Campus	21	46%	6	13%	7	15%	0	0%	6	13%	0	0%	0	0%	6	13%	46	74%	87%
2020/FA	Online	25	54%	3	7%	2	4%	2	4%	6	13%	0	0%	0	0%	8	17%	46	65%	83%
	TOTALS	75	56%	15	11%	9	7%	2	2%	15	11%	0	0%	0	0%	17	13%	133	74%	87%

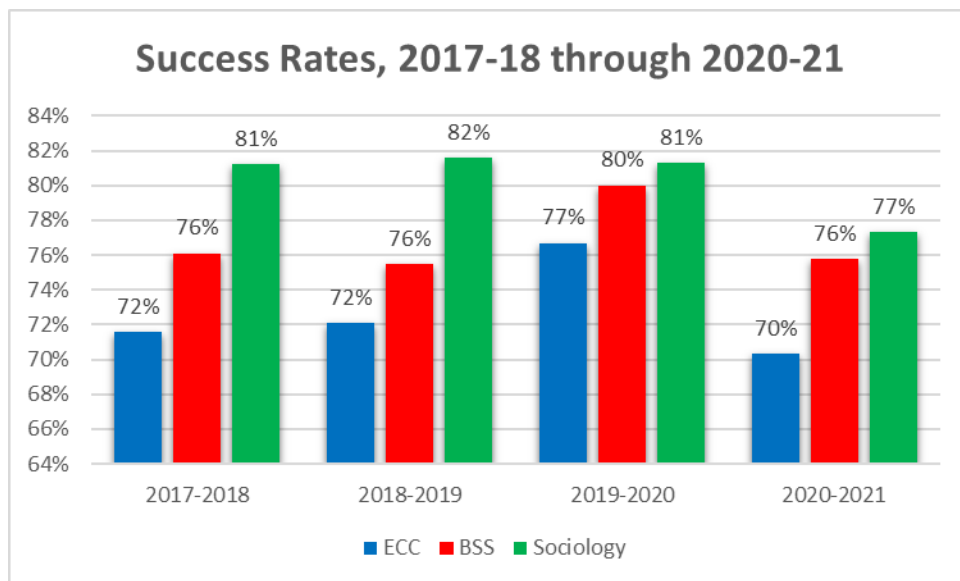
Sociology 118 (Sociology of Sexualities) is also a fairly new class, appearing in the course schedule for three semesters. Success rates for Sociology 118 averaged 74%, and completion rates have averaged 87%.

Sociology courses have relatively high success and completion rates, and more than half of our students earn A and B grades. Success and completion rates tend to be slightly higher in on campus courses compared to online courses; however, even prior to the pandemic demand for online courses increased. As the demand for alternative class modalities (e.g. hybrid and online) evolves, we will want to pay close attention to any differences in success and completion and gather additional data as necessary so that we can adjust pedagogy to meet student needs.

It is worth noting that success and completion rates in almost all of our classes were higher, and sometimes significantly higher during Spring 2020, the semester the campus moved to emergency distance education. It would be interesting to see if this pattern extends to the college at large. If so, a conversation about balancing instructional accommodations and adjustments while maintaining academic rigor may yield fruitful considerations and strategies that can lead to widescale movement in institutional success and retention rates.

Course Success: Percentage of students enrolled at census who complete the course with a grade of A, B, C, or P

In looking at the graph below, department, division, and college success data indicates that ECC students generally experience higher degrees of success in sociology courses compared to division and institutional success rates. Prior to the COVID-19 pandemic, 71.6% of ECC students successfully passed their class in 2017-18. However, a slightly higher percentage of Behavioral and Social Science students, 76.1% of students passed their courses successfully, and an even higher percent of students in sociology courses, 81.2%, successfully matriculated through their courses in that same academic year. This represents almost a 10% higher rate of success in sociology sections relative to the college at large and almost a 5% higher rate of success in sociology classes relative to the discipline’s BSS division. Similar patterns repeated in the 2018-19 academic year where 72.1% of all ECC students, 75.5% of all students in BSS courses, and 81.6% of students in sociology classes successfully completed their courses.

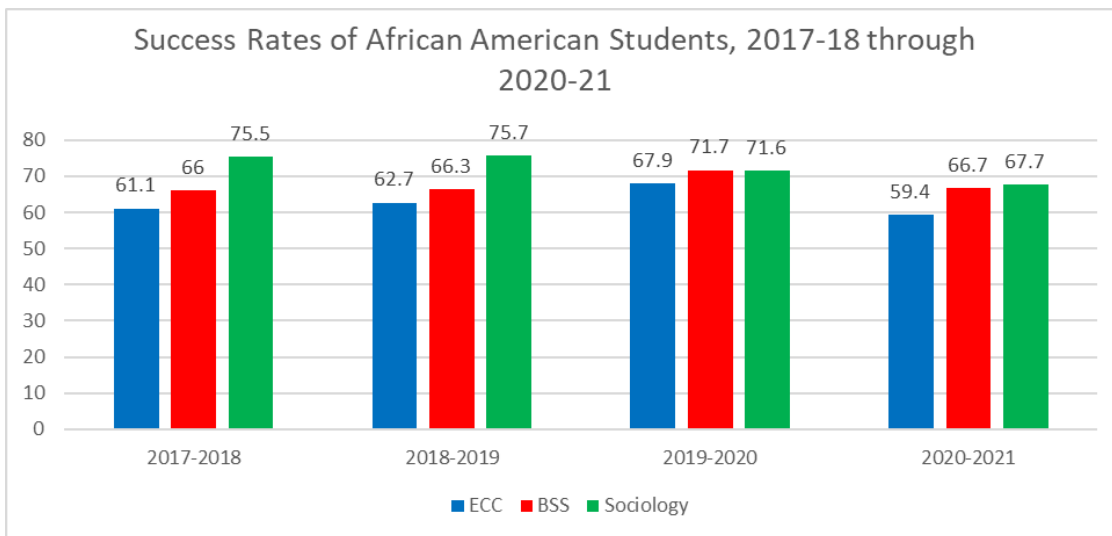


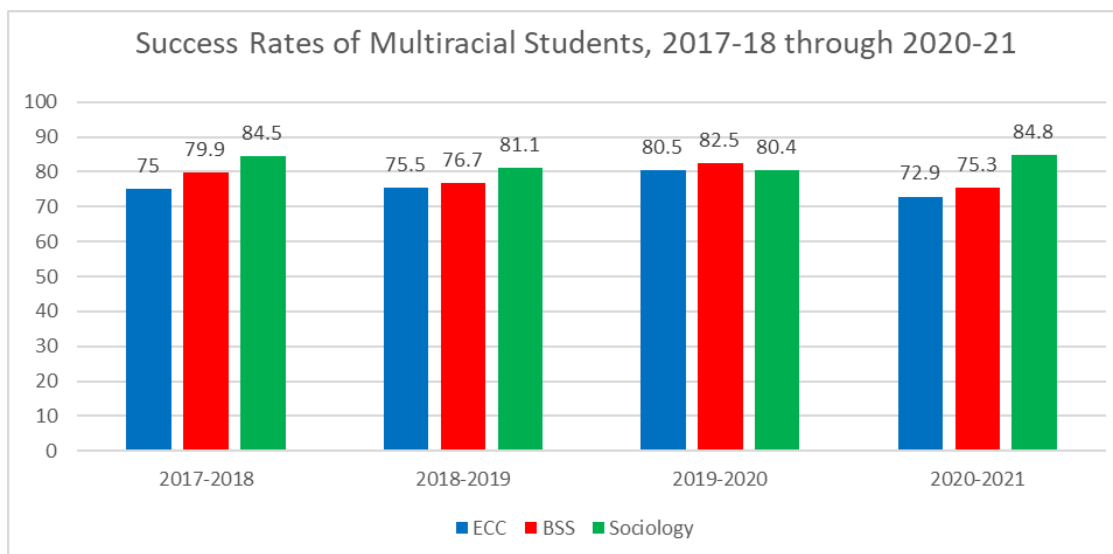
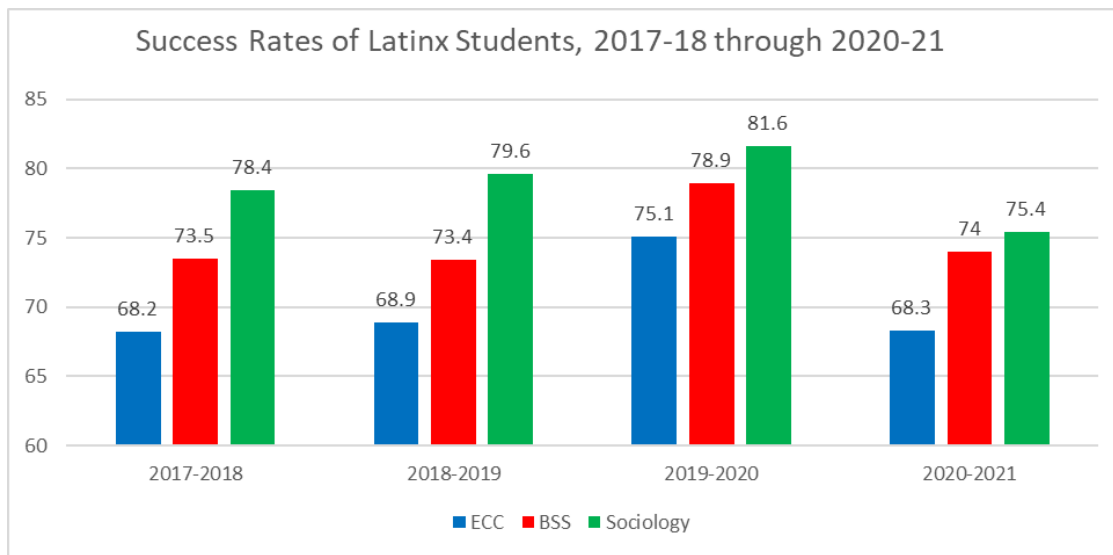
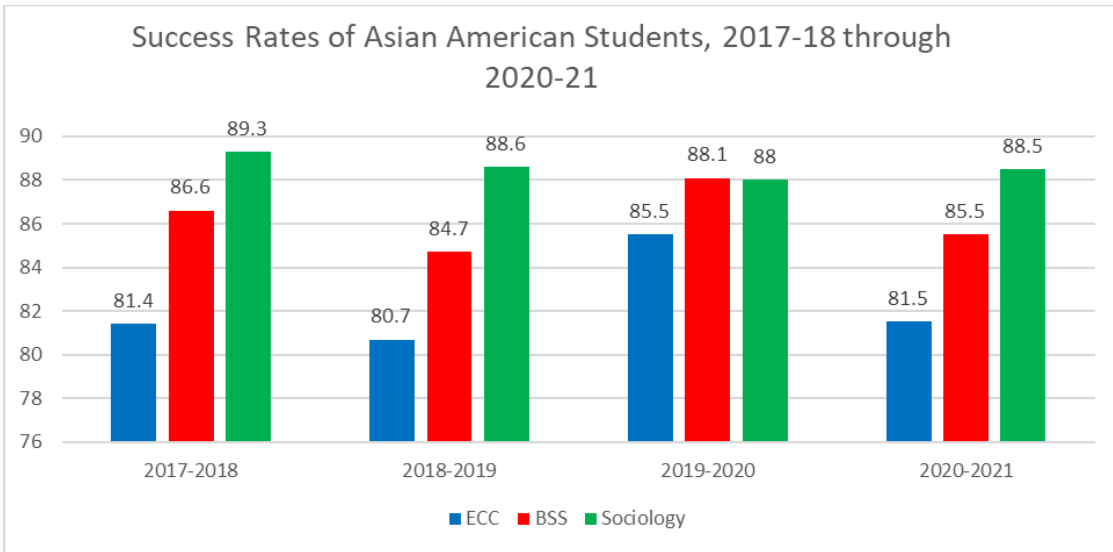
Further examination of the graph above shows that the academic year affected by the COVID-19 emergency transition to distance learning demonstrates what appears to be an unusual pattern of noteworthy success. In 2019-20, the academic year where institutional, county, and state lockdown measures occurred, the college and the BSS division experienced higher increases in rates of success relative to prior rates of

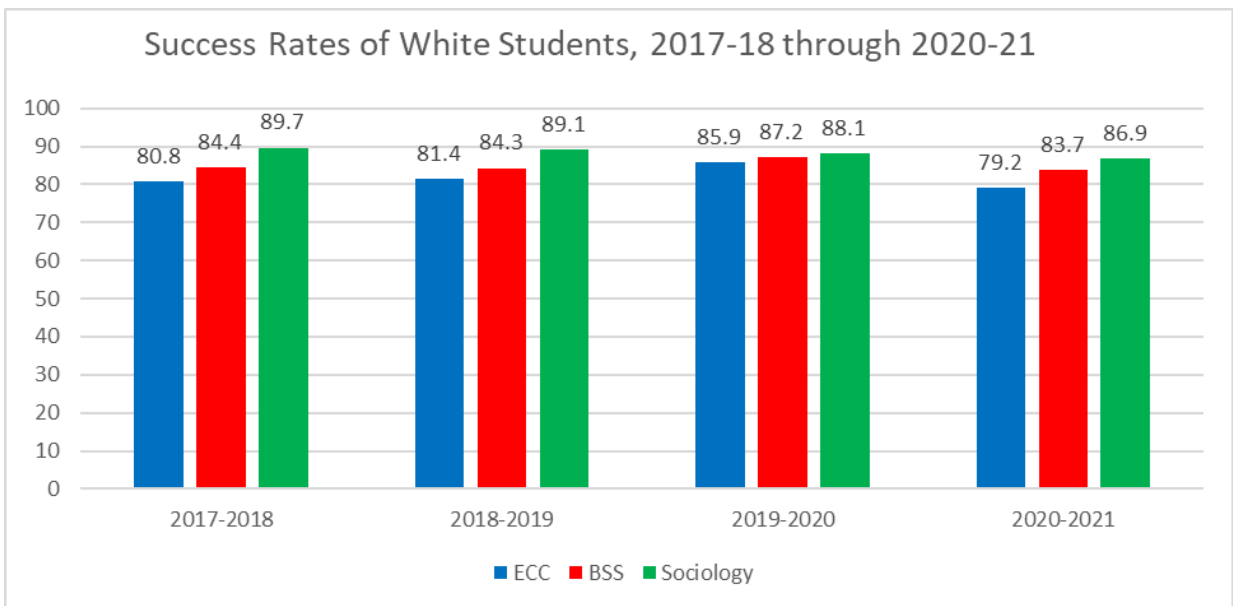
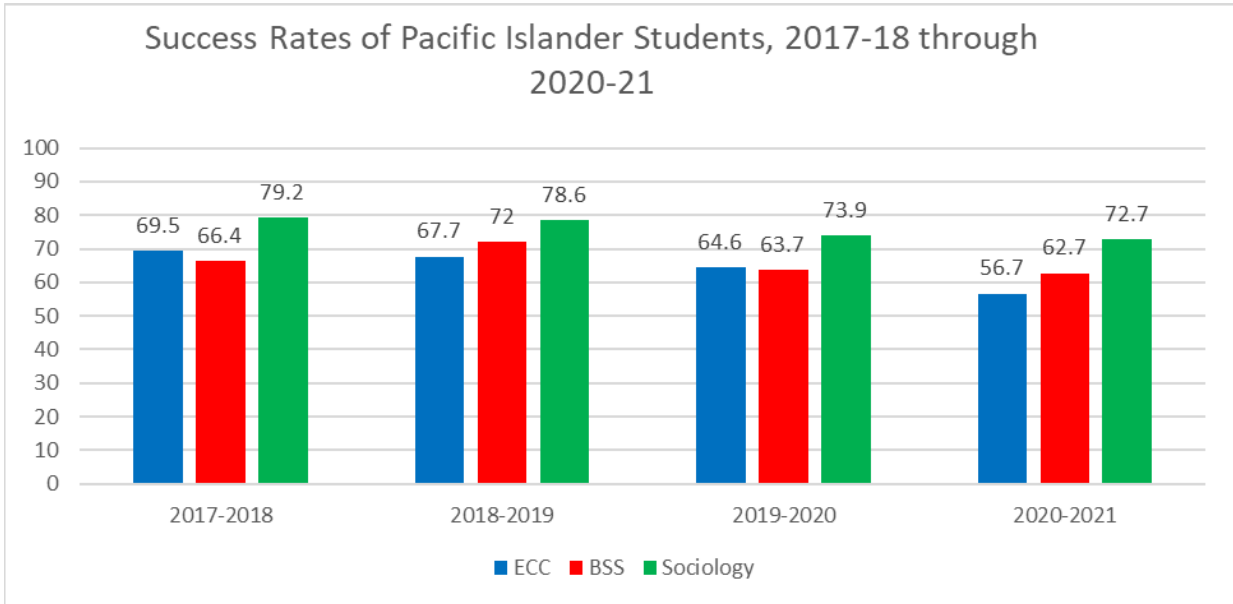
increase (which tend to be smaller incremental increases). For example, institutional (76.7%) and BSS division (80%) success rates increased by slightly more than 4% relative to the prior academic year's rate of success. Again, sociology rates of success were still higher than rates of success at the college and BSS division level. Interestingly, though students enrolled in sociology courses during 2019-20 (81.3%) experienced a marginally lower rate of success in their classes relative to the previous pre-pandemic academic year (81.6%). Students in each of these levels, institutional (70.3%) , BSS Division (75.8%), Sociology Department (77.3%), experienced a decrease in success during 2020-21, our solely online year due to the COVID-19 pandemic. Across each of these academic years, sociology students experienced greater success in their courses compared to success rates in all courses at the college as well as in comparison to success averages in all BSS courses. Work remains, however, for the college, the BSS Division, and the Sociology Department as we aspire and strive to support our students in their goals of achieving the levels of success obtained prior to the pandemic.

In looking at success rates by race, notable patterns emerge at institutional, divisional, and department levels. Using data from the ECC Program Review dashboard, it is clear that racial disparities in success outcomes persist at all levels of the institution. This analysis will focus on two important stories that emerge from the data: 1) students of all racial groups demonstrate higher rates of success in their sociology classes than observed in average ECC course success rates 2) gaps in success outcomes by race also persist within sociology courses.

To address the first significant story contained in our data, the bar graphs below show that in all four years observed (2017-18, 2018-19, 2019-20, 2020-21), the rate of success for students of all racial groups measured (African American, Asian, Latinx, International, Multiracial, Pacific Islander, White students and students who declare unknown racial category), is higher in sociology courses than other BSS courses on average as well as the college at large on average. This means that African American students achieve greater success in their sociology courses than African American students in the average BSS or El Camino College courses. This pattern holds true for Asian, Latinx, International, Multiracial, Pacific Islander, White students, and students who declare unknown racial categories.

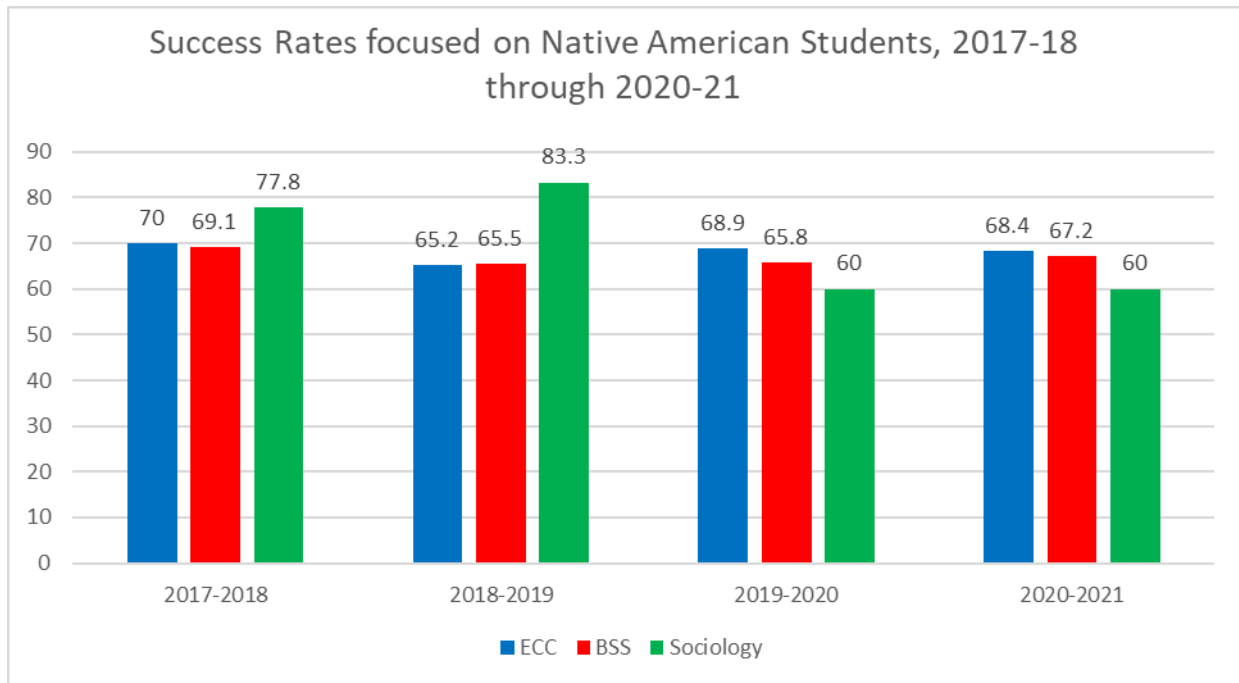






To reiterate, compared to average BSS and ECC institutional success rates, African American, Asian, Latinx, International, Multiracial, Pacific Islander, White students, and students who declare unknown racial categories in courses during academic years between 2017-2021 achieved greater success in their sociology courses. However, noteworthy patterns for Sociology faculty to explore and discuss emerged in the data on Native American students. Prior to the pandemic (2017-18 and 2018-19), Native American students experienced similar patterns to the other racial groups measured, where Native American students achieved greater success in their sociology courses compared to average success rates for Native American students in BSS classes and Native American students enrolled in college courses at large. However, after the pandemic, Native American students in sociology courses had lower rates of success (60% in 2019-20 and 2020-21) compared to success rates of Native American students enrolled in other BSS courses (65.8% in

2019-20 and 67.2% in 2019-20) and college courses at large (68.9% in 2019-20 and 68.4% in 2020-21). To adequately understand this pattern the department will need to gather additional information such as how many students are included in this count of Native American students.



To address the second significant story gleaned from this data, it is also important to parse out racial disparities in success outcomes within sociology courses. The tables below show clear racial patterns of success, even in sociology classes. For example, Asian, International, and White students show higher than average success in sociology courses in all four years observed.

Success Rates in Sociology Courses by Race

Racial Group	2017-18	2018-19	2019-20	2020-21
Asian	89.30%	88.60%	88.0%	88.50%
International	90.50%	92.60%	95.30%	84.60%
White	89.70%	89.10%	88.10%	86.90%
All Sociology	81.20%	81.60%	81.30%	77.30%

The pattern noted above in sociology is similar, with some difference in the Introduction to Women's

Studies sections. As the table below shows, only Asian and White students experience above average success in their WSTU1 classes.

Success Rates in Introduction to Women's Studies by Race

Racial Group	2017-18	2018-19	2019-20	2020-21
Asian	83.00%	86.40%	97.0%	85.70%
White	95.80%	87.20%	93.50%	82.60%
All WSTU	78.90%	76.80%	81.00%	76.50%

The success pattern within sociology courses varies for Latinx, Multiracial, Native American, and students with unknown racial categories, whereby for some years these groups experience higher than average rates of success and for some years some of these groups experience lower than average rates of success. For example, Multiracial students and students with unknown racial designation also experienced variability in their rates of success relative to the average rate of success in sociology courses depending on the year. The table below shows that both multiracial students and students of unknown racial background achieved lower than average rates of success from 2018-2020; however, this same group of students succeeded at higher rates in 2017-18 and 2020-21, our solely remote learning year due to the COVID-19 pandemic.

Success Rates in Sociology Courses by Race

Racial Group	2017-18	2018-19	2019-20	2020-21
Multiracial	84.50%	81.10%	80.4%	84.80%
Unknown	88.90%	78.60%	80.7%	78.20%
All Sociology	81.20%	81.60%	81.30%	77.30%

Similarly, Latinx students and Native American students also experienced variable rates of success within the past four academic years, but were more likely to experience lower than average success in their sociology classes. For example, other than in 2019-20, Latinx students experienced lower than averages rates of success in sociology courses. Likewise, in 2018-19, Native American students achieved higher than average rates of success, but in 2017-18, 2019-20, and 2020-21, Native American students experienced lower than average success in their sociology courses. As mentioned previously, 2019-20 and 2020-20 pose particular concern for the department to investigate further because according to the data on BSS and ECC success rates, Native American students struggled more in their sociology courses.

Success Rates in Sociology Courses by Race

Racial Group	2017-18	2018-19	2019-20	2020-21
Latinx	78.40%	79.60%	81.6%	75.40%
Native American	77.80%	83.30%	60.0%	60.00%
All Sociology	81.20%	81.60%	81.30%	77.30%

In WSTU1, International, Latinx, Multiracial, Native American and students with unknown background show similar patterns of variability where higher rates of success are experienced in some academic years while lower than average success is experienced in other academic years. These data deviate from sociology outcomes in that Pacific Islanders show greater success in their WSTU1 courses over the years compared to their sociology courses, but International students experienced greater success in their sociology courses over the years relative to their WSTU1 classes.

Success Rates in Introduction to Women's Studies by Race

Racial Group	2017-18	2018-19	2019-20	2020-21
International	100.00%	100.00%	84.20%	73.3%
Latinx	79.20%	76.90%	80.70%	78.50%
Multiracial	87.50%	73.90%	86.40%	42.9%
Native American	100.00%	--	50.0%	--
Pacific Islander	100.00%	100.00%	100.00%	0.00%
Unknown	--	80.00%	65.5%	78.60%
All WSTU	78.90%	76.80%	81.00%	76.50%

Finally, while African American and Pacific Islander students have higher rates of success in their sociology courses than their rates of success in the BSS Division and the college at large, disparities do exist for these two racial groups within the Department of Sociology across all four years observed. For example, African American students and Pacific Islander students experience lower than average rates of success in sociology courses in all of the years observed for this report.

Success Rates in Sociology Courses by Race

Racial Group	2017-18	2018-19	2019-20	2020-21
African American	75.50%	75.70%	71.6%	67.70%
Pacific Islander	79.20%	78.60%	73.90%	72.70%
All Sociology Average	81.20%	81.60%	81.30%	77.30%

Similar to sociology classes, African American students, but not Pacific Islander students, experienced lower than average success in all four academic years observed.

Success Rates in Introduction to Women's Studies by Race

Racial Group	2017-18	2018-19	2019-20	2020-21
African American	62.20%	62.20%	72.1%	67.40%
All WSTU	78.90%	76.80%	81.00%	76.50%

In all, the four tables presented above reveal findings for the Sociology Department to reflect on. The encouraging story shows that relative to institutional success rates and BSS success rates (except for Native American students), sociology students fare better. This is important and promising data that may contain important information to draw on and move forward with in our work as a department, division, and college to narrow longstanding and persistent racial gaps in academic success. Yet, as the above tables demonstrate, African American and Pacific Islander students consistently experience less success than other racial groups in our sociology courses. Latinx and Native American students also tend to experience less success in their sociology courses than Asian, International, Multiracial, and White students as well as students of unknow racial background. Future goals and departmental priorities need to focus on narrowing success gaps among these groups, which will require further distillation, analysis, and discussion of this data.

In addition to deep data analysis, to expand degree completion, sociology faculty will continue to examine and evaluate curriculum and pedagogy in an effort to make material more relatable, racially aware, culturally responsive, student centered, active, and engaging- all strategies the literature identifies as effective pedagogical practices. Moreover, improving degree completion requires a racially focused analysis because increasing success and retention rates overall requires that we help historically racially minoritized and marginalized students catch up.

g) Unit Accumulation: Number of units accumulated by students working towards a program degree/certificate. Discuss whether students who take units beyond the requirements for their educational goals serve educational purposes or not. Focus on general trends, not on particular courses within the program.

Average Units Earned Among Sociology
Transfer Students

2016-17	2017-18	2018-19	2019-20
66	72	70	67

As the table above shows, the average number of units Sociology ADTs accumulated fluctuated between the years observed for this report. In 2016-17 transfer students accumulated an average of 66 units, only six more than the 60 units required for transfer. This number climbed a bit to an average of 72 units accumulated for transfer students in 2019-18 and then began to decline each subsequent year to an average of 70 units in 2018-19 and an average of 67 units in 2019-20. Whether these excess units fulfill education purposes is somewhat of a subjective interpretation. Moreover, without the rationale that motivated course choice, we cannot confirm the educational purpose behind their course selections. However, some leeway should be afforded to students, especially at the community college level, that provides room and extra unit accumulation, to explore courses in a variety of academic disciplines and certificate programs as they discover their passions and future career interests and goals. Some amount of extra unit of accumulation would still fall within parameters of education purpose.

h) Annual earnings: Median annual income of alumni who attended the program under review (or the closest related sector)

Institutional Research indicates that ECC only has data wages for those who earned a Sociology ADT, which it collects from a labor market company called EMSI. For Sociology, IR submitted 289 degree earners and received wage information for 71 of those degree earners.

Employment Status	Resides in Region*	Resides out of Region	Estimated Annual Wage**	Grand Total
Employed in Field	17	1	\$58,316.88	18
Employed out of Field	32	3	\$32,926.44	35
Not Available	17	1	N/A	18
Grand Total	66	5		71

Source: EMSI

* Region is Los Angeles County and Orange County

**Estimated Annual Wage: Average of the median wage in the county that best describes the profile's location, adjusted for the individual's age and highest level of education completed at your institution.

i) *Living Wage Attainment:* Percent of alumni who attended the program under review (or the closest related sector) and earn living wage

N/A

k) *Job in Field of Study:* Percent of alumni who pursued a career education path with a job related to their field of study.

Not Applicable

Curriculum and Outcomes Assessment

a) Examine the program curriculum using an equity lens by responding to the following questions: To what extent does the curriculum:

- **Prepare students to actively engage in a diverse society?**

The academic discipline of sociology was born out of major economic, technological, and cultural shifts that introduced all sorts of systemic strains that touched upon individual lives in significant ways. The field of sociology emerged as a way to theorize and methodically observe and respond to these societal shifts and changes with the goal of improving individual lives. These origins continue to shape contemporary sociological research and classroom lessons. U.S. Sociology traces its roots back to the Chicago School of Sociology where patterns in immigration (rural to urban and assimilation of non-White groups) and urban sociology constituted a central focus of the development of the field in the U.S. With a central focus on the ways in which social forces shape our individual lives, and vice-versa, race, social class, gender, and sexuality represent four analytical pillars that exist in all sociology curriculum. Thus, blending the foundational aspirations of the discipline-to make life better for people enduring profound social change- and a lens of analysis that always strives to understand how social forces such as race, social class, gender, sexuality, age, etc. shape our lived experiences, program curriculum aims to prepare students to engage in a diverse society. At its core, sociology explicitly encourages, supports, and provides theoretical, methodological, and practical opportunities to analyze, observe, understand, and process the importance, challenges, legacies, and future possibilities of being part of a diverse society. Likewise, the curriculum of Introduction to Women's Studies emerges from a tradition that strives to highlight, examine, explore, and analyze the multiplicity and diversity of gender and sexuality. In this course, students unpack hegemonic norms of gender and sexuality and uncover the diverse ways that gender and sexuality get socially constructed cross culturally. Additionally, this course supports students in their discovery of a social world of multiple genders and sexualities that result in diverse productions, meanings, and experiences of these constructs.

- **Include multicultural content?**

To elaborate on the above explanation, every sociology course draws on theoretical and empirical content that investigates and interrogates society using multiple standpoints and

positionalities. For example, the course outline of record for our gateway course, Sociology 101- Introduction to Sociology as well as Sociology 104- Social Problems, includes a unit that focuses solely on race and ethnicity. Much of the analysis, examples, discussions, and reading material includes multicultural perspectives in weeks where race and ethnicity are not explicitly examined.

In Sociology 102- Families and Intimate Relationships, emphasis is placed on examining diverse family structures and relationships as well as how family experiences are shaped by social class, race, ethnicity, gender, and sexual orientation.

Sociology 110- Introduction to Social Work also centers diverse racial and ethnic experiences as the goal of this class focuses on introducing students the field of social work, where primary values of the field center around cultural competence and deep understanding of diversity and oppression and how this shapes clients' lives.

Sociology 107- Race and Ethnicity in the U.S. and Sociology 108- Global Perspectives on Race and Ethnicity principally draw on and integrate multiple racial and ethnic standpoints, perspectives, and experiences in the entirety of the courses, including all curricular materials and assignments.

In examining the course outline of record for Sociology 112- Introduction to Criminology, a sample assignment that needs revision was discovered. The assignment asks students to discuss the influence of rap music on criminal behavior. Given the specific racial history, influence, and significance of rap music, this type of assignment has the potential to be perceived as invalidating, invisibilizing, and culturally ignorant to our students- all of the types of experiences we are trying to eliminate in our effort to be more equity minded in our pedagogy.

Sociology 113 (Gender & Society) and Sociology 118 (Sociology of Sexualities) draw on cross cultural research as well as intersectional literature and approaches that include multiple standpoints, identities, and positionalities. Indeed, the foundations of these classes are built around the notion of multiplicity and fluidity.

Sociology 115 (Death & Dying) similarly draws on sociological traditions that explore the social constructions of death and dying in various cultural contexts.

For more examples of specific strategies and pedagogical tools instructors use to include multicultural content, please see the table below in Appendix A.

- **Respond to diverse students' learning needs? Use multiple evaluation techniques sensitive to the diverse ways students can demonstrate understanding?**

Note: These questions appeared separately, but the response to these two questions overlap, so I combined these questions for the sake of brevity.

Sociology curriculum lends itself well to a range of applications to suit the variety of learning needs and strengths found in one class. Sociology faculty utilize various strategies to accommodate our students' needs including: use of OER and/or low cost textbooks and other educational resources, interactive lectures, PowerPoint, small group discussions and activities, in class worksheets, role playing, group presentations, personal response systems (e.g. Poll Everywhere and Plickers), Canvas, discussion boards, low-stakes assignments, essay questions, multiple choice, questions, and media. In sum, sociology faculty draw on a variety of curricular resources to reach and support diverse learning strengths. Prior to the COVID-19 pandemic, the Sociology Department expanded online course offering to meet student demand.

- **Use critical/equity-oriented pedagogy? Encourage instructors and students to investigate their own views, biases and values and discuss multiple perspectives different from their own? Ensure creating an empowering classroom environment?**

Note: Again, the three questions above were combined to avoid repetition in the responses. There is much overlap in the answers to these questions.

As mentioned previously, the disciplinary ethos of Sociology encourages scholars of the field to critically examine social structures, group characteristics, and individual experiences in their research, teaching, and learning. Indeed, the very origins of the discipline spring from discursive and methodological traditions of critical scholarly exploration and examination of the social world and its impact on the human condition. This process necessitates the constant examination and reflection of one's own positionality, how that shapes one's perspectives, and how that lends itself to different perspectives, assumptions, and experiences than those with different positionalities. It is not uncommon to hear sociology students finish a class by saying, "[i]t was eye opening to learn different perspectives. I am looking at everything differently and understand our society better."

Additionally, the study of historical and contemporary social inequalities, whether the concentration focuses on families, relationships, education, labor, politics, media, sports, remains one of the primary areas of study. These analyses typically examine inequalities informed and shaped by race, ethnicity, social class, gender, sexuality, and age. To this end, sociology curriculum utilizes a critically informed and equity minded pedagogical approach to better understand complicated relationships, histories, and intersections.

Further, the sociological perspective helps to make the invisible, visible. Oftentimes, students feel that the concepts and empirical contributions of sociology help them to understand their lives, experiences, and the lives and experiences of others in a brand-new light. This learning process can feel very empowering, especially to those traditionally situated in marginalized spaces and identities. The heavy integration of race, social class, gender, and sexuality in all sociology courses provides numerous opportunities for one to find and see themselves in the curriculum which lends itself to

the creation of an empowering classroom environment where students can find their voices and agentic power.

Each of these questions were posed under the context of curriculum. The responses above pertain to sociology curriculum, but some of the questions lend better to a discussion about teaching practice, so a table is included in Appendix A which describes the ways specific sociology faculty implement the above practices in their classrooms.

b) Summarize SLO and PLO assessment results over the past four years for key/gateway courses. Gateway courses are determined by your department & division – contact your Dean.

The Sociology Department and Women’s Studies continue to assess student learning through SLO and PLO data. Faculty routinely consult one another to ensure assessment strategies are effective measures of meeting targets for success and alignment goals. Further, we have successfully reported all SLO and PLO data, as well as followed up on all action plans each semester. We currently have no outstanding reports or action plans.

Several years ago, the department streamlined SLO and PLO structures to reflect consistency and standardization across all courses in the department. The outcomes focus on sociological concepts and theoretical perspectives. This has proven to be a successful strategy for both faculty, assessors, and reporting data. We also devised a routine for full time and part time faculty to keep track of SLO data to ensure we meet internal deadlines and complete all requisite reports. Since many of our courses are taught only by part time faculty, this is especially important to ensure that our data is reported consistently.

We have identified Sociology 101 as the key/gateway course for our department. The Sociology Department and Women’s Studies “target for success” for each SLO and PLO assessment in Sociology 101 is a minimum of 70%. Certain instructors maintain their targets for success at 75% and some at 80%. Analysis indicates not only do we meet this target for success in our courses, but we far exceed it semester by semester. Data confirm that a majority of students comprehend and are able to apply key sociological concepts and theories effectively in the Sociology 101 courses.

Between Spring 2017 and Fall 2020, most faculty used some sort of exam/test/quiz to assess SLO #1 (Sociological Concepts) or SLO #2 (Sociological Theories). Some used essays/written assignments, and one used a presentation. All standards were met at either the 70%, 75%, or 80% target for success.

c) Discuss programmatic factors contributing to constant, increasing or decreasing trends in the results for SLO and PLO assessment within the previously examined courses.

We attribute much of our SLO and PLO success to several factors. First, Sociology 101 instructors have continued to emphasize writing in their courses. This has been an improvement since the last Program Review in 2016. We worked heavily with the Writing Center, strengthened faculty expectations for writing and increased support for students through myPath resources. Certain assessment methods (like written papers, essay exam questions, etc.) allow faculty to monitor how students are processing key concepts and applying sociological theories.

Second, the department has increased online course offerings in recent years. Most use a range of writing-based assignments, discussion posts/replies, and weekly activities that require students to engage academic writing skills. Canvas also allows for clear, concrete, immediate feedback on student work. This has helped to deliver key information, hold students accountable for their learning, and diversified the ways we assess our students in terms of SLOs and PLOs.

Third, we have hired several new instructors who are well-versed in the discipline. Since they also provide instruction for Sociology 101, we have worked together to ensure their assessments are standardized and strategic. Reporting is also consistent and streamlined.

Fourth, we have creative instructors who are pedagogically curious and innovative. Students continue to benefit from faculty who develop assignments that truly reinforce key sociological concepts and emphasize sociological theories. Our department continues to fine tune pedagogical strategies and approaches to foster student learning in a myriad of ways. This directly impacts SLO and PLO success rates.

Finally, we offer one section of Sociology 101 as an honors course through the Honors Transfer Program. Kassia Wosick structured the entire course to heavily emphasize sociological theories and requires several writing assignments. She also stresses research design/data analysis and expects students to give oral conference-like presentations. Data from her course indicate the SLO/PLO targets for success are well-exceeded.

SLO and PLO data assessment trends for Sociology 101 are encouraging. We have consistently met our “target for success” and will continue to capitalize on our successful strategies in Sociology 101 offerings. We also predict that, given the increased focus on social justice issues over the past couple of years, we will continue to see high enrollments in our Sociology 101 courses.

d) Highlight equity gaps found in SLO and PLO assessment results among different groups of students.

We did not collect any data over the past four years that could speak to equity gaps found in any SLO or PLO assessment for our Sociology 101 courses. However, this is something that we will be changing for the next program review cycle.

We wish to note that in December 2021, ECC’s BSS Meta Major Success Team worked with the Institutional Research and Planning Office to examine four terms (SP 18, FA 18, SP 19, FA 19) to calculate average equity gaps for Black/African American and Latinx students. The team

identified Kassia Wosick's and Melissa Fujiwara's courses as having "smaller racial equity gaps" in the courses taught during those semesters and requested they participate in a study assessing evidence-based best teaching-learning practices that may facilitate smaller equity gaps. As part of their participation in the study, pedagogical data on active learning strategies were provided.

Additionally, Stacey Allen and Melissa Fujiwara participated on the inaugural design team for the Winter 2022 Equity Minded Teaching Institute (EMTI). As design team members, Stacey and Melissa (along with six other design team members) curated, facilitated, and delivered equity minded pedagogical tools and materials through a Canvas course and six synchronous Zoom sessions. The goal of EMTI is to support campus colleagues striving to develop their equity minded teaching repertoire toward the larger campus goal of narrowing racial equity gaps in success and retention rates.

SECTION 3

Program Vision and Future Planning

Program Vision

A) Describe the vision of the program for the next four years considering the assessment reported in the previous section, student groups that are underrepresented in the program's field, and any relevant changes within the program field/industry. A vision statement describes the desired future state of the program.

This report began with a description of the Sociology Department as a small, but mighty force at El Camino College. As colleagues, we are a very active and student-centered department that flourishes with collaborations inside the department as well as with colleagues in other departments and programs on the campus. As instructors, we value the importance of mentorship and student support. Indeed, as a department of three full-time faculty and ten part-time faculty, we awarded 551 ADTs over the years of this report and sent 328 students on the next leg of their educational journeys as they transferred to their next institutions of higher education.

In forecasting our future as a department, we envision our development in a way that is highly attuned to and responsive to our students' needs. Relative to the college as a whole, our students already demonstrate relatively high rates of success and retention. Yet, as a highly student-centered department, we would like to refine and enhance our support of students as they develop their identities as sociologists. Additionally, we would like to join the college in its call to develop or enhance anti-racist and equityminded practices in the structure of our program and in our teaching.

Thus, in reflecting on the data and analyses of this report, as well as the current juncture of our campus, a few important themes emerge that we, as a department, would like to focus on in the coming years to strengthen and enhance our service to students: 1) growth 2) clarifying

and supporting sociology pathways 3) encourage equity mindedness and applied learning experiences in course outlines of record (COR).

Growth

The Sociology Department lost two full time faculty members (2016, 2017) that were never replaced. As mentioned at the beginning of the report, Sociology is the third highest degree conferring department for the college; yet, we remain a department supported by three full time faculty members. Furthermore, all three full time faculty members are extraordinarily involved on the college campus. Stacey Allen is on 50% course release for her role as Vice President of Academic Senate for Faculty Development and Kassia Wosick is on 50% course release for her role as co-director of the Honor's Transfer Program. As part of her role, Stacey Allen sits on 10-15 committees. Additionally, Melissa Fujiwara generally serves on 7-11 committees without course release (she had one semester of course release while she developed equity training symposia with SEA's support). Thus, the full-time faculty members in the Sociology Department are spread far too thin, especially given how robust and productive the department is in terms of students success, student retention, and transfer rates. Hiring additional full-time faculty in the department will be needed to better serve our sociology students as well as those students majoring in other disciplines. The Sociology Department desperately needs to replace its lost faculty members and particularly, in line with the college's commitment to closing equity gaps, the department needs to emphasize equity mindedness in its next hire.

Clarifying and Supporting Sociology Pathways

When thinking about questions that students most frequently bring to us, questions about employment and salary often top the list. Indeed, students often see themselves very clearly in the discipline and often just want to know more about how they can build a professional future as a sociologist. Additionally, students who have transferred to four-year colleges and universities often get back in touch with their sociology professors at ECC and share information that would increase current ECC sociology students' chances for success upon their transfer. To this end, we envision building a canvas module designed to clarify the discipline as well as the educational and career pathways of sociology informed by current student inquiry and former student insight. We would also like to incorporate some of this information on the Sociology webpage.

Additionally, a research methods course, along with a statistics course, is recommended for students who plan to transfer to a UC school. As such, we would like to develop a sociology research sequence that provides both research methods and statistics for our students. Such a sequence will provide an additional elective options for sociology majors, it will provide another opportunity to apply sociology to the real world, and it will provide a strong foundation for our sociology transfer students who will be expected to demonstrate knowledge of the theoretical and empirical traditions of our discipline in their upper division courses. We would like to strengthen our Sociology 109A (statistics) course, especially in light of its lower success and retention rates. This may require removing the cross-listing designation as we explore similar courses at other community colleges and ways to add the course to the sociology degree.

Encourage Equity Mindedness and Applied Learning Experiences In Sociology CORs

Research demonstrates that reflection and reflexivity are critical to equity mindedness. The course outline of record (COR) provides a blueprint for all of our classes, thus offers a standard point of intervention when trying to encourage reflexivity in our courses. Likewise, the department wishes to strengthen the applied learning experience opportunities in our courses. Research also demonstrates that experientially connecting material learned in readings and classroom learning activities to the real world, increases students' comprehension. Thus, to encourage all sociology faculty to incorporate these strategies and opportunities in their future courses, the department plans to review their CORs. CORs will be examined with an equity-minded lens and with the intention of incorporating applied learning experiences in our courses.

Future Planning

A) Based on the assessment reported in the previous section, develop program goals to be completed during the next four years in relation to:

- **Adjusting the curriculum for coherence and alignment with students' workforce needs**
- **Advancing towards a more equitable program to close equity gaps among groups of students**
- **Clarifying students' paths to completion, further education and employment**
- **Helping students explore options and build foundation skills**
- **Helping students stay on the path**
- **Integrating applied learning experiences**

Goals

Growth:

The sociology department aims to replace two faculty members who retired in 2016 and 2017.

Clarifying and supporting Sociology pathways:

A) To maximize their educational background in Sociology, the department would like to develop and implement a sociological research methods sequence (research methods and statistics).

B) As students share their curiosity and questions about careers and occupational options in sociology, we will curate materials for students to directly investigate and explore their options as sociology majors, that will support their transfer goals, provide a vision for future graduate school endeavors, and reinforce their knowledge of the profession of sociology. These materials will be provided in a Canvas module.

Encouraging Equity Mindedness and Applied Learning Experience in Sociology CORs:

A) We plan to review our course outlines of record using an equity lens. We would also like to include suggested assignments and teaching methods that integrate applied learning along with removing prerequisites that may exist in some of our courses.

B) What projects will the program complete to achieve the desired goals? Please specify at least two for each goal.

Projects

Growth:

- 1) Sociology faculty will review and revise the job description and hiring materials to include student-centered and equity minded pedagogical strategies in the qualifications
- 2) Sociology will prioritize hiring an applicant who describes and demonstrates student-centered, teaching-centered and equity-mindedness on their application and during their interview

Clarifying and supporting Sociology pathways:

[Research methods and statistics course sequence]

- A1) Research methods sequence courses- The department will review COR's from other community colleges with research methods and statistics courses
- A2) The department will either revise the current Soc 109A (statistics) course that is cross-listed with Psychology, or, develop its own statistics course.
- A3) The department will develop a research methods course.
- A4) The department will staff these courses.

[Sociology Pathways Module]

- B1) Department faculty will gather materials and resources that will provide students with information on: the sociology program mapper, transfer, grad school, career, and professional organizations to provide sociology students with foundational information related to their future educational and career options with a sociology degree.
- B2) Material and resources will be curated in a Canvas module.
- B3) All full-time faculty members will load the Sociology Pathways module in their Sociology 101 Canvas courses and part-time faculty members will be strongly encouraged to do so.

Encouraging Equity Mindedness and Applied Learning Experience in Sociology CORs:

- A1) Sociology faculty will review CORs using an equity lens by examining language, course descriptions and objectives, topics, and sample assignments to ensure all components encourage equity mindedness. Revisions will be made as necessary.
- A2) Sociology faculty will research and gather information and best practice examples of applied learning opportunities.
- A3) Sociology faculty will integrate applied learning experiences to CORs where applicable to encourage faculty to include these opportunities in their classes.
- A4) Sociology faculty will remove prerequisites listed in their courses to clarify student course options and to help them stay on their path.

C) When the next program review is due, how will the program determine if the goals have been met? Please specify at least one quantitative target or qualitative accomplishment for each goal.

Goal evaluation will be measured in the following ways:

Growth:

A) The hire of two replacement faculty members.

Clarifying and Supporting Sociology Pathways:

[Research methods and statistics course sequence]

A1) We will review CORs for statistics and research methods sociology courses of 3-5 other community colleges.

A2) Our goal of developing our sociology research methods sequence courses will be measured by completion of a revised Sociology 109A course *or* the development of a new statistics course specifically geared toward Sociology majors.

A3) The department will write the curriculum and submit the proposed course to the division curriculum committee by the end of the 2024-25 academic year.

A4) The course will appear in the course schedule by the 2025-26 academic year.

[Sociology Pathways Module]

B1 and B2) The department will request a sociology shell that is accessible to all Sociology faculty and where all materials and resources on transferring, grad school, career and professional organizations will be curated by the end of the 2023-24 academic year.

B3) The Sociology Pathways Canvas module will be incorporated into the Canvas shells for all full-time faculty instructors' Sociology 101 courses by the beginning of the 2024-25 academic year. Part time faculty will also have access to and be encouraged to incorporate the Sociology Pathways Canvas module in their Sociology 101 courses.

Encouraging Equity Mindedness and Applied Learning Experience in Sociology CORs:

A1) We will review and update all courses up for review with an equity minded lens. We will review language, course descriptions and objectives, topics, and sample assignments.

A2) We will gather materials on best practice examples of applied learning opportunities in the shared departmental Canvas module.

A3) We will incorporate examples of applied learning opportunities in applicable CORs that are up for review.

Program Resources

In the following areas, what are the resources needed by the program to meet the goals for the next four years?

- **List resources in order of priority. You might want to prioritize them within each category and/or develop an overall prioritized list of resources.**

- **Explain how these resources contribute to the College's equity goals.**

a) Staffing

One of the Sociology Department's primary goals is to hire two additional equity-minded and student-centered, full-time instructors. Achieving this goal would contribute to ECC's local vision goals of completion, transfer, and decreasing racial achievement gaps.

b) Facilities and Equipment

The Sociology Department will soon move to its new building with the rest of the BSS Division. Some classrooms currently require classroom lights to be turned out for PowerPoint presentations to be viewed. This tends to decrease student engagement; thus, the department would like to request that projectors with powerful enough bulbs are installed to prevent the need to turn classroom lights off during lectures.

c) Technology/Software

Similar to the above request, a statistical package (e.g. SPSS or similar) is an extremely valuable teaching and learning tool when learning social statistics. For example, SPSS is a statistical software package which comes pre-programmed with many statistical analysis tools for the purpose of data analysis. Typically, students will use this statistical package when they transfer to four-year colleges and universities in their social science methods courses.

Additionally, although the library currently has a subscription to Films on Demand, the material on there often feels dated and somewhat limited. The Sociology Department would like to request additional subscriptions to other online media repositories such as Kanopy. Additionally, occasionally some instructive documentaries are available to rent through Amazon and other vendors. The department would like to request a small grant or budget of \$200 to allow each faculty member to rent up to approximately \$15.00 of classroom media.

d) Contracts/Services

No requests.

Faculty Name	How does your classroom curriculum prepare students to actively engage in a diverse society?	Can you provide examples of multicultural content in your classes?	How do you respond to diverse students' learning needs?	How do you (yourself), and how do you encourage your students to, investigate one's own views, biases and values and discuss multiple perspectives from one's own?	How do you use critical/equity-oriented pedagogy?	How do you create an empowering classroom environment?	How do you use multiple evaluation techniques sensitive to the diverse ways students can demonstrate understanding?	Have you noticed equity gaps found in SLO results among different groups of students?
J. Rodriguez	My curriculum is student centered and centers the experiences of marginalized groups. Historically, higher education curriculum centered the experiences of upper class white men and women. I ensure that the students learn about diverse experiences including those of people with disabilities (which is often left out "diversity" conversations.)	For example, under the topic of culture I provide examples that reflect our diverse student body. I include examples from Latinx, Indigenous, and other cultures that our students identify with. I also ask students to share their own cultural practices. Another example would be under "Social Movements" I make sure to include a section on the Disability Rights Movement and have guest lectures of disability rights activists currently doing work to ensure access and equity for students with disabilities.	I try to include various assessment tools that students with different learning styles can be successful in. I ensure that my grading scales is reflective of the diverse academic levels of the students on our campus. I try my best to meet the students where they are at (as much as possible). Another example would be not putting a time limit on quizzes. Timed tests add an undue stressor that for many students can affect their scores.	I encourage self reflection throughout the semester (as reflected on discussion posts and assignments) and I ask students to analyze situation using various lenses (some they do not agree with). I make sure they know that while they don't have to agree with a theory or perspective they have to be able to apply it to social scenarios.	As a social justice scholar/activist, my teaching philosophy is rooted in equity and creating an environment where students can learn critical thinking skills. Especially in Sociology we are able to foster a learning environment where students are encouraged to apply a critical lens to social issues. Critical thinking and intersectionality are at the core of my teaching objectives.	I begin each semester by asking students what they expect from me, what I should expect from them, and what they expect from their peers. This starts off each course by making students active participants in their education. I also lead by example. I am authentic and transparent and they feel comfortable being the same. I am honest when I make a mistake and encourage students to communicate any struggles they are having. I am understand their struggles and create an environment where they know I am working for them and not against them. Unfortunately, many students are used to teachers/instructors being strict and not flexible. While that approach may work for some, research shows that students from marginalized groups in particular, learn better when instructors adopt a "caring" approach to teaching (Angela Valenzuela, 1999)	My grading scale includes various assessment tools that include formative and summative exams, discussion posts, and other exercises. For most assignments I allow students to choose from different options (this way they can choose the one they are comfortable with) to show their learning.	N/A

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P. A. Aguilera	I encourage my students to apply sociological debunking in their daily lives. That they should use scientific research instead of social media headlines when examining their social world.	Whenever possible in classroom examples, I try to use different names found in different global cultures. We also look at research that incorporates how various racial and ethnic groups experience social processes.	I provide a variety of assignments designed to appeal to different learning styles. These include multiple choice quizzes, short answer paragraphs, videos with critical thinking questions, papers applying what students have learned, and a visual sociology photo project.	I encourage students to keep an open mind regarding the curriculum. I tell them that they do not have to agree with every point, but they are responsible for completing assignments with support from course material. As far as my own biases, I try not to immediately react if a student has a contentious reaction to class material. I try to wait and come back to it later so I can try to see it from their perspective.	In my classes, we consistently look at how our social variables combine to form a unique experience and recognize that we all have different backgrounds that shape how we view social life.	I try to create a welcoming learning environment and am much more mindful of the wording I use than in the past. Some changes have been simple, such as actually including a welcoming sentence in my syllabus, to more comprehensive such as updating assigned readings and even my classroom policies.	Every written assignments has a grading rubric that students can access from the first day of class. Rubrics are designed so that each student is graded fairly.	No, but I seem to have less African American males in my classes than in the past.

Faculty Name	How does your classroom curriculum prepare students to actively engage in a diverse society?	Can you provide examples of multicultural content in your classes?	How do you respond to diverse students' learning needs?	How do you (yourself), and how do you encourage your students to, investigate one's own views, biases and values and discuss multiple perspectives from one's own?	How do you use critical/equity-oriented pedagogy?	How do you create an empowering classroom environment?	How do you use multiple evaluation techniques sensitive to the diverse ways students can demonstrate understanding?	Have you noticed equity gaps found in SLO results among different groups of students?
K. Stone	One of the benefits of teaching sociology is that what is learned has tremendous applicability and relevance to everyone's lives—in the present, in the future, and as a framework for insightful reflecting on that past. I choose textbooks which are written with a consistent, inclusive voice of diversity, instead of it being a "side dish."	Intersectionality	Modality of communication and assignments. Written, video, audio, graphics, sound.	In my online classes, which is predominantly what my schedule entails, I use announcements consistently to galvanize the course content in real time.	Pedagogy versus Andragogy: I find it interesting that "pedagogy" is used at the community college level, because most, if not all of my students are adults who come with life experience, professional experience and previous education (many have returned to school). I employ many androgocial approaches that offer "adult students" a means to learn new information and integrate it into their existing ways of thinking. Various modalities, closed captioning on the video messages; a variety of discussion post prompts at various "levels." Explicit, repetitive assignment instructions and structural framework.	Motivational messages that inspire students to improve their writing, their critical thinking, and cultivating the expansiveness of their self-reflection are all part of the "empower but not enable" approach I use. Some may call it "tough love," which is basically caring enough about the student's and their educational paths to let them know when they are not putting in enough time and effort into the course.	Written narrative, video blogs, and the creation of memes are the methods that I regularly use that offer students different modalities to explore. One who can write well can use that skill to develop their speaking skills, and vice versa.	Most notably: the issue of maturity is one hurdle that continues to emerge as a real obstacle to student success. Not just the inability to grasp complex topics, but also the degree of responsibility to get work done, following instructions that have been communicated numerous times through multiple means, and doing it within the structured timeline that is part of the course schedule

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M. Fujiwara	<p>Course materials for each of my classes honors and focuses on diversity. Multiplicity, intersectionality, and fluidity frame the approach and pedagogical strategies I implement in my classes. Students learn that there are multiple standpoints and perspectives largely shaped by our locations in various social hierarchies. I hope this informs their own understanding of and value for diversity.</p>	<p>I try to include content from scholars and figures from a diverse range of backgrounds in terms of race, sex, gender, sexuality, and age. I do this through deliberate choices in reading materials, examples, music, daily quotes, and images.</p>	<p>I want to continue finding new strategies that will help me utilize a range of assignments and assessment, but I do make a concerted effort to offer a variety of learning opportunities that play to a variety of strengths. For example, I usually provide a blend of assignments that allow those with writing strengths to excel, and those with verbal skills to excel (e.g. oral presentation). I try to use lots of images to accommodate visual learners. I will sometimes ask students to draw concepts or even act examples out to give those with creative skills to excel. I incorporate music to help students connect with concepts and I give students the opportunity to engage with each other so that they can process and peer teach.</p>	<p>As a discipline, Sociology lends itself well to invoking a variety of perspectives and standpoints on a variety of social issues. I constantly think of my positionality in relation to my students' and how that shapes their learning experiences. I always push myself to see the classroom, the material, and myself through my students' eyes, particularly, in relation to their own social locations.</p>	<p>Everything I do in my classroom is informed by equity minded pedagogy. I may not always do everything "right," but every decision I make is with the intention to level educational playing fields. To this end, choices about due dates, due date extensions, late policies, language I use, facilitation of discussions, curricular decisions, questions I ask, etc. always occur in the context of equity mindedness.</p>	<p>I do my best to create a very open, safe and empowering classroom environment. To do this, I am very open, honest, straightforward, and very transparent in my communication and actions. I encourage students to share authentically when they want to and feel safe to do so and I am very non-judgmental in response to students' expressions, even if they differ from my own perspective. I try to create an environment where everyone feels seen and integral and where they feel they belong.</p>	<p>I try to offer assignments and assessment that utilize a wide range of evaluation techniques including: multiple choice, essay questions, discussion, oral presentations, low stake worksheets, and group activities, with the option to work alone for those who are extremely averse to working with others.</p>	<p>This data has not yet been collected.</p>