

Academic Program Review Template - Sociology - 2024 Cycle Latest Version

Academic Program Review: (1) Overview of the program First Submission: Version by **Mendoza Ramos, Sacramento** on **09/12/2024 02:14**

Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.

The Sociology Department is expanding. After Compton College separated from El Camino College District, there were only five classes being offered (SOCI 101, SOCI 102, SOCI 104, and SOCI 107). There were three active courses that were not added to the schedule for many years (SOCI 108, SOCI 110, and SOCI 115). Currently, those courses are in the schedule each calendar year. New development of curriculum within the past two years includes SOCI 201, SOCI 207, SOCI 208A, and SOCI 208B. The expansion of curriculum is aligned with the program's mission statement that "explores the interdisciplinary connections among fields of human growth, social behavior and historical analysis. Students will develop strong analytical thinking, research, communication, and relationship-building skills. These credentials lead to various career paths in government, social work, education, business, or non-profit organizations." In addition, the California Guided Pathways is an approach that helps to increase the number of students earning a degree or gain a clear pathway to transfer to a four-year university. The set of techniques used to guide students through this program is structured in such a way that they will be prepared for the workforce as well. The guided pathways approach provides students with a clear map to simplify their college experience, and in the Social Sciences Division faculty and staff will continue to work to carry out guided pathways effectively keeping the student-center approach.

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

The program offers a Sociology (AA-T). The program provides students with a foundation in the science of sociology. The Associate of Arts for Transfer (AA-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students complete 60 semester units or 90 quarter units of degree applicable courses that are eligible for transfer to a California University. The Sociology Department is working on a new ADT for Social Work that will be sent for approval this fall 2024.

Explain how the program fulfills the College's mission and aligns with the strategic initiatives.

The college's mission states that "Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning." Each course in sociology contains a curriculum that allows students to develop critical thinking skills that are relevant for the work force. The courses are rigorous, and faculty exceed professional development requirements to keep knowledge updated for effective teaching practices. In addition, the new Social Work ADT has lab components for hands-on practice. The lead faculty is in contact with a key person who offered help to secure funding for students to get paid internships. In addition, the new Social Work ADT leads to academic achievement and lifelong learning.

Discuss the status of recommendations from your previous program review.

There are six recommendations carried out from the last two program reviews. The first two were requests for writing and research tutors. The status is that Compton College has writing tutors in person and virtual. Those are available not only to students in Sociology but other courses as well. These two recommendations are resolved. The third recommendation was to increase critical thinking skills for students in Sociology. There is exciting news about this recommendation since faculty updated curriculum and teaching strategies now are fully aligned with course outline of record. This recommendation is now resolved. The fourth recommendation was to increase reference materials for social sciences. There was a need to be more consistent and keep accurate lists of what literature is provided to the library and LRC. This is resolved as well since the library now has accurate lists of literature that are available for the Sociology Department. Lastly, the sixth recommendation was to conduct an impact assessment for changes in the Sociology Department. This assessment took place in Spring 2021. As a result, all the courses are scheduled each year, and expansion of the program occurred adding one more course to the program. In addition, the new ADT in Social Work. All the resolved recommendations have a positive impact on our students.

Academic Program Review: (2) Analysis of Research Data First Submission: Version by **Mendoza Ramos, Sacramento** on **09/12/2024 02:14**

Head Count: Identify and explain trends in enrollment. Analyze enrollment demographic variables, including gender, ethnicity, age, educational goal and full-time/part-time status.



Student Counts

Age Group	Fall '19	Fall '20	Fall '21	Spring '20	Spring '21	Spring '22
Under 18	19% (71)	30% (114)	45% (169)	23% (98)	38% (150)	15% (40)
18-19	14% (53)	11% (42)	7% (25)	19% (83)	17% (69)	19% (49)
20-21	19% (69)	14% (53)	11% (42)	15% (66)	9% (36)	10% (25)
22-24	15% (54)	11% (40)	8% (29)	13% (56)	7% (29)	9% (24)
25-29	15% (56)	13% (49)	9% (34)	13% (56)	11% (44)	16% (41)
30-34	8% (30)	7% (28)	9% (32)	8% (33)	9% (37)	10% (27)
35-39	3% (12)	7% (25)	5% (17)	3% (13)	4% (17)	10% (25)
40-49	4% (15)	5% (17)	5% (17)	4% (17)	3% (13)	7% (18)
50-64	2% (6)	2% (8)	2% (8)	2% (10)	1% (<5)	4% (10)
65 and over	0% (<5)	0% (<5)	0% (<5)			0% (<5)
Grand Total	100% (367)	100% (377)	100% (374)	100% (432)	100% (397)	100% (260)

Class Load	Fall '19	Fall '20	Fall '21	Spring '20	Spring '21	Spring '22
Full-time	41% (151)	32% (121)	26% (99)	37% (161)	24% (95)	32% (83)
Part-time	59% (216)	68% (256)	74% (275)	63% (271)	76% (302)	68% (177)
Grand Total	100% (367)	100% (377)	100% (374)	100% (432)	100% (397)	100% (260)

Education Goal	Fall '19	Fall '20	Fall '21	Spring '20	Spring '21	Spring '22
Basic Skills	0% (<5)	2% (6)	0% (<5)	1% (<5)	2% (6)	0% (<5)
Degree/Cert Only	4% (14)	2% (9)	1% (<5)	1% (6)	2% (8)	2% (5)
Enrichment	61% (225)	80% (302)	88% (330)	70% (302)	81% (323)	89% (232)
Intend to Transfer	30% (109)	14% (54)	5% (17)	21% (92)	12% (49)	5% (12)
Retrain/Recertify	1% (<5)		0% (<5)	1% (<5)		1% (<5)
Undecided/Unstated	4% (15)	2% (6)	6% (22)	6% (24)	3% (11)	3% (7)
Grand Total	100% (367)	100% (377)	100% (374)	100% (432)	100% (397)	100% (260)

Enrollments	Fall '19	Fall '20	Fall '21	Spring '20	Spring '21	Spring '22
Day Class	43% (163)	57% (223)	57% (218)	49% (224)	48% (202)	21% (57)
Evening Class	8% (32)	4% (16)		8% (36)		3% (7)
Unknown Class	49% (179)	39% (149)	43% (157)	44% (194)	52% (201)	77% (199)

Program
Sociology

Term
(Multiple values)

Gender
(All)

Ethnicity
(All)

Age Group
(All)

Class Load
(All)

Education Goal
(All)



Program Review Dashboard

Welcome to the Compton College Program Review Dashboard.

You can navigate between data sections by utilizing the tabs across the top of your screen.

Each section includes relevant filters for the data therein. Activating a filter (or multiple filters) will limit the results that are displayed. If a combination of filters yields no results, nothing will be displayed. When all filters in a section are set to (All), the results displayed represent the entire college.

Programs were defined using the Program Review Schedule 2016-2023 located here: <http://www.compton.edu/academics/program-review/Program-Review-Timelines-4-2-out>

If a program was discontinued by the college (e.g., Recreation) it was omitted from this dashboard.

All Course IDs (titles) have been normalized to the 2020-21 Compton College Course Catalog. If a course within an active program was discontinued (e.g., MATH-33) it is listed as it last appeared in the catalog.

This dashboard was built utilizing The California Community College Chancellor's Office (CCCCO) Management Information System (MIS) referential files.

Student Counts

Gender	Fall '19	Fall '20	Fall '21	Spring '20	Spring '21	Spring '22
Female	73% (267)	74% (279)	71% (267)	75% (323)	71% (280)	72% (187)
Male	27% (99)	25% (95)	25% (94)	24% (103)	28% (113)	28% (72)
Non-binary				0% (<5)		
Unknown/non-respondent	0% (<5)	1% (<5)	3% (13)	1% (5)	1% (<5)	0% (<5)
Grand Total	100% (367)	100% (377)	100% (374)	100% (432)	100% (397)	100% (260)

Ethnicity	Fall '19	Fall '20	Fall '21	Spring '20	Spring '21	Spring '22
American Indian ..		0% (<5)	0% (<5)	0% (<5)		
Asian	2% (6)	1% (5)	0% (<5)	2% (7)	1% (5)	2% (<5)
Black or African ..	24% (87)	27% (102)	25% (93)	25% (110)	18% (72)	28% (74)
Latino	63% (233)	66% (247)	67% (251)	65% (279)	76% (303)	64% (165)
Native Hawaiian..	1% (<5)	0% (<5)	1% (<5)	1% (<5)	0% (<5)	1% (<5)
Two or More Rac..	2% (7)	1% (5)	3% (10)	3% (12)	1% (<5)	2% (<5)
Unknown/Non-R..	8% (29)	3% (13)	4% (15)	4% (17)	3% (10)	2% (6)
White	1% (<5)	1% (<5)	0% (<5)	0% (<5)	1% (<5)	1% (<5)
Grand Total	100% (367)	100% (377)	100% (374)	100% (432)	100% (397)	100% (260)

Program
Sociology

Term
(Multiple values)

Gender
(All)

Ethnicity
(All)

Age Group
(All)

Class Load
(All)

Education Goal
(All)

Credit Status
(All)

Age Group

Head count data shows that dual enrollment students represent an important percentage in the Sociology Department. Enrollment is as follows: Fall 2019, 19%; Spring 2020, 23%; Fall 2020, 30%; Spring 2021, 38%; Fall 2021, 45%; and Spring 2022, 15%. There has been a decline in enrollment throughout California. Dual enrollment is helping with filling up some seats for the department. The second major group enrolled in sociology courses are students between the ages of 18 to 29. This is consistent for Fall 2019, Spring 2020, and Fall 2020. There was a 15% increase in dual enrollment numbers in Fall 21, which compensated for the decline in enrollment for students in the age groups 18-19, and 22-29. Spring 21 continued to have a decrease in enrollment for nearly all ages, except ages 25-29. Enrollment for students ages 30-34 remained the same for that semester. Spring 2022 had higher enrollment for students ages 18-19, and 25-29. Dual enrollment declined by 30% from Fall 21 to Spring 2022. There wasn't any significant increase or decrease in enrollment for the rest of the groups. Please note that there isn't any data available for the rest of the semesters covered by this program review in the Institutional Review dashboard.

Gender

Enrollment by gender remained between 71% and 75% for women. Enrollment is very low for men, 24% to 28%. This enrollment is from Fall 2019 to Spring 2022. There are various strategies on campus to do outreach for men in the community. Various campus events have the goal of exposing men to campus. Sociology faculty keeps high contact with students with efforts to retain them. In addition, faculty engages in mentorship for students, to increase their sense of belongingness on campus. There is a concern with LGBTQ+ students and non-binary. This is because there is no data showing them enrolled on campus from Fall 2019 to Spring 2022. It is possible that students did not feel safe to identify themselves as non-binary. Compton does not have a category for LGBTQ+ for students to mark. A sociology faculty is leading the LGBTQ+ group which led to increase of visibility for this group of students. In addition, the faculty member contributed greatly to the organization and realization of the first lavender graduation on campus. It was a historical event on campus that will continue to have a positive effect on enrollment and retention of students. It will also increase students' sense of belongingness on campus. There is also a new course added in LGBTQ+ studies that faculty developed. This will also impact students positively.

Ethnicity

The percentages for enrollment are higher for LatinX students. The percentages are as follows: Fall 2019, 63%; Spring 2020, 65%; Fall 2020, 66%; Spring 2021 76%; Fall 2021, 67%; and

Spring 2022, 64%. The second group with high enrollment is for Black or African American students. Their enrollment is 24% in fall 2019; 25% for Spring 2020 and Fall 2021. There was a decrease in Spring 2021, 18%. However, there were increases in the following semesters to 28% in Spring 2022. The remainder groups have less than 5% enrollment rates from Fall 2019 to Spring 2022. The percentages by ethnicity are aligned with the population reported in the Census Data (https://data.census.gov/profile/Compton_city,_California?g=160XX00US0615044#race-and-ethnicity) for the city of Compton. The Hispanic or Latino population is at 67,791 and Black or African American is 24,873. The data also shows that only 13% of people in the city have a bachelor's degree or higher (United States Census, 2020). This indicates that there is a need to reach out more effectively to the community for college enrollment.

Educational Goal

Students report they take courses in sociology for enrichment. The percentages for this category are as follows: Fall 2019, 61%; Spring 2020, 70%; Fall 2020, 80%; Spring 2021, 81%; Fall 2021, 88%; and Spring 2022, 89%. There isn't a large percentage of students with the intent to transfer. The highest percentages were in Fall 2019 with 30%, and Spring 2020 with 21%. The remainder of the semesters through Spring 2022 are below 15%. Other categories are even lower with percentages below 7%. It was mentioned before that data for the rest of the semesters covered by this program review is not available.

Time

Day classes tend to fill up more than evening classes. Enrollment in day classes was at 43% for Fall 2019. There was an increase to 49% in Spring 2020 and to 57% in Fall 2020. Spring 2021 had a decrease in enrollment by 9%. However, enrollment picked back up to 57% in Fall 2021. Spring 2022 shows a decrease in enrollment to 21%. There is a pattern with enrollment in the time category. Fall semesters have higher enrollment than spring semesters. This means that there is an issue with persistence continuing a second semester after students enroll. The evening classes are not successful. Enrollment remained below 9% with the lowest in Fall 2020 at 4%, and Spring 2022 at 3%. There wasn't any evening classes offered in Spring and Fall 2021. There is a category in the data labeled at "unknown class." The Sociology Department has not offered any other classes outside of day and evening classes. Therefore, faculty has no knowledge or input for the data showing in that fictitious category. There isn't any data available for the remaining semesters covered by this program review.

Course Grade Distribution: Identify and explain trends in course grades. Make sure to address gaps in grade distribution if applicable.

Program Review Summer17-Spring22 by Lauren Sosenko

Counts by Study Type | Success and Retention Overall | Success and Retention Disagg | Success and Retention Chart (2) | Success by Modality

Compton College

Grade Distribution

Program: Sociology Academic Year: (Multiple values) Course ID: (All) Grade: (All)

Academic Y.	Course ID	A	B	C	D	DR	EW	F	IB	IC	ID	IF	P	RD	W	Grand Total
2019-20	SOC-101	154 (38%)	62 (16%)	74 (18%)	18 (4%)		30 (7%)	22 (5%)		6 (2%)		<5 (0%)		<5 (0%)	41 (10%)	409 (100%)
	SOC-102	84 (39%)	29 (13%)	23 (10%)	7 (4%)		23 (10%)	19 (8%)					<5 (2%)		6 (4%)	162 (100%)
	SOC-104	92 (38%)	40 (16%)	38 (16%)	11 (5%)		25 (10%)	22 (9%)					<5 (2%)		14 (6%)	244 (100%)
	SOC-107	23 (79%)		<5 (14%)			<5 (7%)									29 (100%)
	SOC-112	9 (54%)	<5 (7%)	<5 (14%)				<5 (7%)							<5 (7%)	14 (100%)
2020-21	SOC-101	94 (27%)	81 (24%)	41 (12%)	15 (4%)		<5 (2%)	51 (15%)							58 (17%)	342 (100%)
	SOC-102	57 (30%)	34 (18%)	30 (16%)	6 (3%)		<5 (2%)	15 (8%)		<5 (2%)					42 (22%)	187 (100%)
	SOC-104	30 (28%)	25 (22%)	26 (22%)	6 (5%)			7 (6%)							20 (17%)	116 (100%)
	SOC-107	6 (67%)	<5 (11%)	<5 (11%)			<5 (11%)									9 (100%)
	SOC-110	<5 (20%)	<5 (40%)	<5 (20%)	<5 (20%)										<5 (30%)	10 (100%)
	SOC-112	78 (48%)	21 (13%)	19 (12%)	19 (12%)	7 (4%)		7 (4%)	7 (4%)						<5 (2%)	161 (100%)
2021-22	SOC-101	66 (16%)	54 (16%)	51 (15%)	26 (8%)		57 (17%)					<5 (0%)			99 (29%)	345 (100%)
	SOC-102	24 (31%)	15 (19%)	13 (17%)	<5 (2%)			8 (10%)							17 (22%)	78 (100%)
	SOC-104	14 (14%)	26 (26%)	21 (21%)	6 (6%)			6 (6%)						7 (7%)	20 (20%)	100 (100%)
	SOC-108	<5 (30%)	<5 (20%)					<5 (30%)							<5 (30%)	10 (100%)
	SOC-110		7 (28%)	5 (20%)	<5 (8%)			<5 (8%)							9 (36%)	25 (100%)
	SOC-112	26 (24%)	18 (17%)	12 (11%)	18 (17%)			10 (9%)							23 (21%)	107 (100%)

Course Grade Distribution

The Introduction to Sociology Course has the highest number of classes offered each academic year. Most students scored a passing grade. The percentage for D grades is below 10% from Fall 2019 to Spring 2022. Data shows that F grades were the highest in academic year 2021-22 at 17%. The lowest percentage was in the academic year 2019-20 at 5%. It is important to consider COVID19 because students were able to petition for emergency withdrawals which are reflected in the grade distribution. Regular withdrawals were the highest for the school year 2021-22 at 29%. The lowest withdrawals were in the year 2019-20 at 10%. The percentage of W grades in the year 2020-21 was 17%. Incomplete grades were less than 2% for the years 2019-20 and 2021-22. There weren't any incomplete grades in the year 2020-21. The sociology faculty has been in meetings to discuss success rates that lead to a higher percentage of students passing the class.

The family course (SOCI 102) shows that at least 30% of students received an A letter grade for academic years 2019/20, 20/21, and 21/22. Data shows that 18% of students received a B letter grade in the academic years 2019-20 and 20-21. That success increased by 1% in the academic year 2021-22. The letter C distribution was 14% for 2019,20; 16% in 2020-21; and 17% in 2021-22. The distribution for D grades was low for this course at 4% in 2019-20; 3% in 2020-21; and 1% in 2021-22. There are more F letter grades than D grades. In the academic year 2019-20 the percentage was 12% decreasing to 8% in 2020-21. However, the percentage increased to 10% in 2021-22. There weren't any incomplete grades. This course shows that most students received a passing grade for academic years 2019-2020 through 2021-22.

The grade distribution data for Sociology 104 shows most students receiving a passing grade for academic years 2019-20 through 2021-22. In the year 2019-20, 38% of students received an A, and 16% received a B or a C. Only 5% of students received a D. The percentage for F grades was at 9%. During the academic year 2020-2021, 28% of students received an A, 22% received a B, and 22% received a C. The percentage for F grades decreased to 6%. Less students received a letter A in academic year 2021-22 (14%). The percentage for D grades increased by 1% in this academic year. However, the percentage for F grades remained at 6%. There weren't any incomplete grades for this course.

There is an issue with the grade distribution for the Sociology 107 course for the year 2019-20. The data shows that 79% of students received an A letter grade. Zero percent received a B or D letter grade. 14% of students received a C grade. It is very unusual for a grade distribution to have zero percentages. This means that there was something in the course design and curriculum that needed work. This will be discussed with faculty in the Sociology Department. Data shows that there is low enrollment for this course consistently throughout the years covered by this program review. The grade distribution for the year 2020-21 shows that 67% of students received an A. The rest of the students (11%) received either a B, C, or F. Classes for this course were canceled due to low enrollment for the year 2021-22. There was a recent discussion with the administration regarding the low enrollment issue. Faculty requested that the course be offered online as a 2nd week class each spring.

Sociology 108 and 110 were not offered at Compton College for many years due to the department not having full-time faculty who could teach them. In 2019, new faculty were hired and

one of them had experience with curriculum in that area. Since then, Sociology 108 is offered each spring since academic year 2021-22. The course had low enrollment with 30% of students receiving an A, 10% receiving a B, and 30% receiving an F. There was a concern with the high percentage of students receiving an F. However, it is possible that because this is a more advanced course students struggled more. There was discussion about having a prerequisite for the class. However, a decision has not been made about it. The Sociology 110 course was offered for the first time in the year 2020-21. The course had low enrollment. However, 60% of students received a passing grade. The percentage for D grades for this course was 10%. For the academic year 2021-22, enrollment remained low with 28% of students receiving a B, 20% receiving a C, 8% with a D, and 8% received an F. The instructor for that course revised assignments and incorporated new material that will have more details on the topics covered. This is because zero percent of students received an A. The assignments are broken down now to allow students to practice before they complete larger assignments.

Sociology 112 shows that 64% of students received an A letter grade for the year 2019-20. The grade distribution shows that 48% of students received a B, 14% received a C, and 7% received an F. The percentage for A grades decreased for the year 2020-21 but increased for B grades to 13%. The percentage for C grades decreased by 2% for this year but increased to 12% for D grades. There was a decrease in F letter grades to 4%. This year had a 4% of students petitioning for an incomplete grade (IB). Data shows that in the year 2021-22 24% of students received an A, 17% received a B, 11% with a C, 17% with a D, and 9% received an F. This course has low enrollment as well. The sociology Department has seen an increase in demand for online courses after the pandemic. There are also many classes on demand for the 2nd sessions as many students register late. Overall, the grade distribution shows a decrease in enrollment and struggle for students to complete the courses. Faculty in the Sociology Department is in constant communication about new teaching methods to help students fill in the gaps in learning left by the pandemic lockdowns.

Please note that there is no course grade distribution data available for the remaining semesters covered by this program review. The only tab available is for data corresponding to success-retention (Demographic disaggregation, by modality, courses with both modalities, and faculty rates).

Success Rates: Identify and explain trends in success rates. Make sure to address equity gaps in success rates if applicable.



Overall Success and Retention

Success Rate by Course

Course ID	2019-20	2020-21	2021-22
SOCI-101	72%(409)	63%(342)	47%(345)
SOCI-102	66%(162)	66%(187)	67%(78)
SOCI-104	70%(244)	72%(116)	61%(100)
SOCI-107	93%(29)	89%(9)	
SOCI-108			40%(10)
SOCI-110		60%(10)	48%(25)
SOCI-112	86%(14)	78%(161)	52%(107)
Grand Total	72%(858)	68%(825)	52%(665)

Unique Students

Academic Year	
2019-20	740
2020-21	668
2021-22	587
Grand Total	1822

Overall Success Rate

Academic Year	
2019-20	72% (858)
2020-21	68% (825)
2021-22	52% (665)
Grand Total	64% (2348)

Overall Retention Rate

Academic Year	
2019-20	83% (858)
2020-21	84% (825)
2021-22	74% (665)
Grand Total	81% (2348)



Success Rates

Gender	Fall '19	Fall '20	Fall '21	Spring '20	Spring '21	Spring '22
Female	70%(285)	67%(298)	50%(279)	77%(351)	68%(300)	51%(202)
Male	63%(104)	72%(100)	59%(96)	65%(110)	69%(119)	53%(73)
Non-binary				100%(<5)		
Unknown/non-res..	100%(<5)	67%(<5)	31%(13)	83%(6)	40%(5)	100%(<5)

Ethnicity	Fall '19	Fall '20	Fall '21	Spring '20	Spring '21	Spring '22
American Indian o..		0%(<5)	0%(<5)	0%(<5)		
Asian	100%(7)	60%(5)	100%(<5)	86%(7)	80%(5)	75%(<5)
Black or African A..	63%(92)	55%(110)	43%(101)	62%(124)	60%(75)	42%(79)
Latinx	72%(245)	75%(259)	57%(257)	79%(296)	72%(323)	56%(176)
Native Hawaiian o..	100%(<5)	0%(<5)	50%(<5)	100%(<5)	0%(<5)	67%(<5)
Two or More Races	100%(7)	75%(8)	50%(10)	77%(13)	14%(7)	50%(6)
Unknown/Non-Re..	44%(32)	50%(14)	27%(15)	76%(21)	55%(11)	33%(6)
White	60%(5)	100%(<5)	0%(<5)	50%(<5)	50%(<5)	100%(<5)

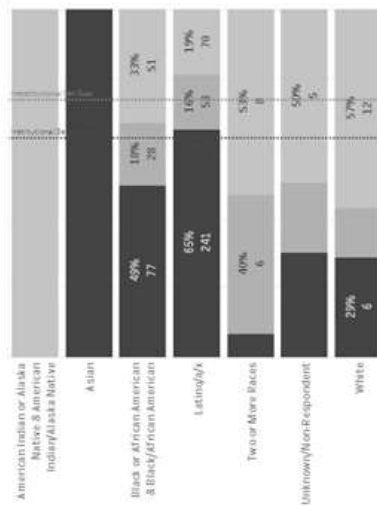
Age Group	Fall '19	Fall '20	Fall '21	Spring '20	Spring '21	Spring '22
18-19	58%(57)	55%(42)	42%(26)	74%(85)	72%(75)	55%(53)
20-21	76%(72)	64%(61)	54%(46)	71%(77)	58%(40)	50%(28)
22-24	66%(56)	60%(42)	45%(29)	74%(65)	52%(33)	44%(25)
25-29	69%(62)	71%(49)	53%(36)	75%(63)	73%(49)	67%(43)
30-34	58%(36)	78%(37)	55%(33)	66%(38)	63%(40)	60%(30)
35-39	100%(13)	74%(27)	48%(21)	69%(13)	67%(18)	54%(28)
40-49	73%(15)	61%(18)	65%(17)	68%(19)	69%(13)	42%(19)
50-64	86%(7)	67%(9)	56%(9)	70%(10)	50%(<5)	40%(10)
65 and over	100%(<5)	100%(<5)	0%(<5)			0%(<5)
Under 18	66%(71)	73%(115)	52%(170)	82%(98)	72%(154)	43%(40)

Class Load	Fall '19	Fall '20	Fall '21	Spring '20	Spring '21	Spring '22
Full-time	64%(165)	70%(135)	52%(108)	74%(186)	67%(107)	66%(98)
Part-time	72%(225)	67%(266)	52%(280)	74%(282)	68%(317)	45%(179)

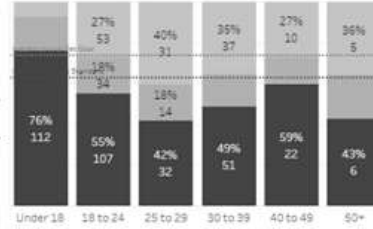


Demographic Disaggregations

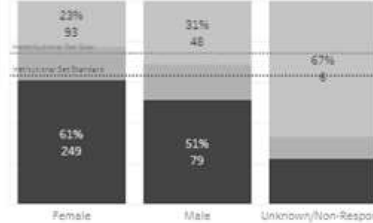
Disaggregated by Race



Disaggregated by Age



Disaggregated by Gender



Filters:

- ☐ (All)
- ☐ Summer 2018
- ☐ Fall 2018
- ☐ Winter 2019
- ☐ Spring 2019
- ☐ Summer 2019
- ☐ Fall 2019
- ☐ Winter 2020
- ☐ Spring 2020
- ☐ Summer 2020
- ☐ Fall 2020
- ☐ Winter 2021
- ☐ Spring 2021
- ☐ Summer 2021
- ☐ Fall 2021
- ☐ Winter 2022
- ☐ Spring 2022
- ☐ Summer 2022
- ☒ Fall 2022
- ☐ Winter 2023
- ☒ Spring 2023

(Multiple values)

Success and Retention

- Withdraw
- Retention
- Success

View on Tableau Public

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Details

583

Success and Retention Combined Dashboard

Published: Nov 29, 2023 Updated: Dec 4, 2023



Success Rates

Education Goal	Fall '19	Fall '20	Fall '21	Spring '20	Spring '21	Spring '22
Basic Skills	100%(<5)	83%(6)	100%(<5)	50%(<5)	50%(6)	100%(<5)
Degree/Cert Only	86%(14)	73%(11)	67%(<5)	67%(6)	78%(9)	86%(7)
Enrichment	62%(239)	66%(316)	51%(342)	71%(323)	67%(336)	52%(245)
Intend to Transfer	77%(118)	79%(62)	47%(17)	84%(105)	72%(60)	46%(13)
Retrain/Recertify	67%(<5)	0%(<5)	100%(<5)	100%(<5)	50%(<5)	50%(<5)
Undecided/Unstated	80%(15)	50%(6)	71%(24)	80%(25)	85%(13)	29%(7)

Program: Sociology

Term: (Multiple values)

Gender: (All)

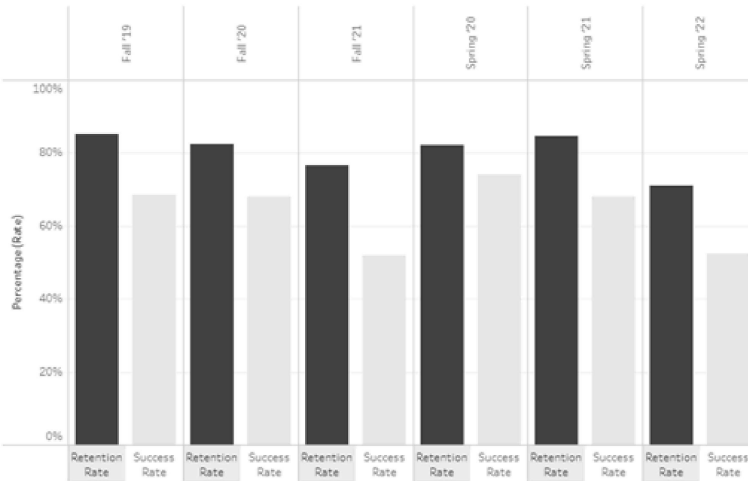
Ethnicity: (All)

Age Group: (All)

Class Load: (All)

Education Goal: (All)

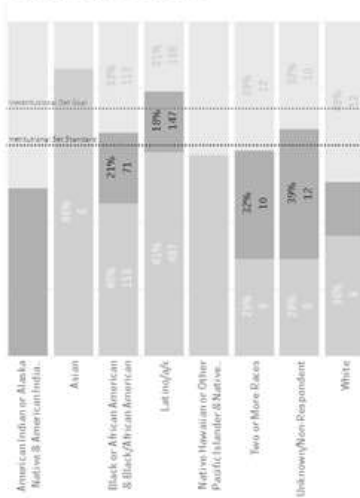
Color Legend: Retention Rate (Dark Gray), Success Rate (Light Gray)



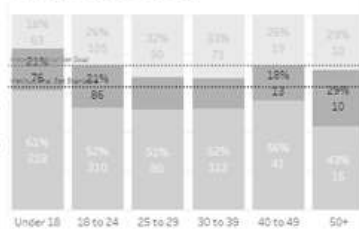


Demographic Disaggregations

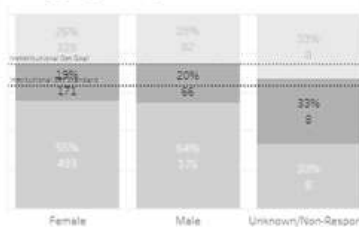
Disaggregated by Race



Disaggregated by Age



Disaggregated by Gender



☐ (All)
☐ Summer 2018
☐ Fall 2018
☐ Winter 2019
☐ Spring 2019
☐ Summer 2019
☒ Fall 2019
☐ Winter 2020
☒ Spring 2020
☐ Summer 2020
☒ Fall 2020
☐ Winter 2021
☒ Spring 2021
☐ Summer 2021
☒ Fall 2021
☐ Winter 2022
☒ Spring 2022
☐ Summer 2022
☒ Fall 2022
☐ Winter 2023
☒ Spring 2023

(Multiple values)

Success and Retention
☐ Withdraw
☒ Retention
☐ Success

Success Rates

There was a total of 1822 students enrolled in Sociology courses from academic years 2019-20- 2021-22. The overall success was 72% for 2019-20, 68% for 2020-21, and 52% in 2021-22. There was a decrease in success through those years which can be explained by the pandemic. There was a combination of synchronous courses which were hard for students. The lockdown and illness lead to deaths and mental health issues. During discussions with faculty in the department it was found that many students were sharing their struggles as they tried to cope with lockdowns and loss of family members to COVID-19. In addition, K-12 schools had many strategies in place for students on which many graduated with a larger learning gap. Faculty have seen a bigger struggle with students handling class material and decreased skills in reading and comprehension post-pandemic. The Introduction to Sociology course, being the one that students need the most, had the higher success rates at 72% in the year 2019-20. The percentage decreased to 63% in 2020-21 and decreased by 16% for the year 2021-22.

Sociology 102 had a 66% for years 2019-20 and 2020-21. The success increased by 1% in 2021-22. SOCI 108 had a success rate of 40% in 2021-22, and SOCI 110 had 60% success in 2020-21. The success rate decreased to 48% in 2021-22. Sociology 112 had 86% success in 2019-20 but this decreased to 78% in 2020-21. There was a decrease in 2021-22 to 52%. There isn't any overall data available for the remaining of the years covered by this program review.

There is data available on success rates from fall 2019- spring 2023. The rest of the data is missing. However, the data gives information about students in the Sociology Program. Data by gender shows that success rates were higher for female students at 70% in fall 2019. The success rate for men that semester was 63%. There was a 100% success rate for non-binary students in Spring 2020 77% for female, and 65% for males. Fall 2020 has a higher success rate for men at 72%. This semester, success for women students decreased to 67%. Spring 2021 shows 68% success rates for female students and 69% for male students. No data was registered for non-binary students who show data only in spring 2020. Female students have a 50% success rate in Fall 2021, and males have 59% success rate. For school year 2022-23, there is higher success for female students at 61% while the success among male students is recorded at 51%. It is important to mention that Compton College enroll more female students than male. There has been discussion in the Sociology Department about increasing participation in males of color initiatives to help increase enrollment and success in this category.

Disaggregated data by ethnicity shows higher success rates for Asian, Native Hawaiian, and students and those who identify within the two or more races category. The success rate for those 3 groups is 100% in fall 2019. LatinX students follow with 72% success rate in that semester. Black or African American students show 63% success rate. White students have lower success rates at 60%. The lowest success is in the category of unknown at 44%. Spring 2020 shows the highest success rate for Native Hawaiian at 100%. LatinX follows with 79% success rate, and two or more races at 77%. In the unknown category there is a 76% success rate. Black or African American have 60% success rate. The lowest success rate is for White students at 50%. Fall 2020 shows Zero percent success rate for American Indian students as well as Native Hawaiian students. The highest success is for students in the LatinX and two or more races' categories at 75%. Black or African American experienced a decrease in success to 55%. Students in the unknowns category show a 50% success rate. There was an increase of success this semester for White students at 100%.

Spring 2021 has Asian students with the highest success rate at 80%. This is followed by LatinX students with 72% success. Black or African American show 60% success rate. The success rate decreased for students in the White category to 50% but increased for students in the two or more races to 14%. Success decreased for Native Hawaiian students to 0%. Fall 2021 has 0% success rate for American Indian and White students. Asian students show 100% success rates. LatinX students show 57% success rate, and Black or African American decreased in success to 43%. The success rates increased for Native Hawaiian and two or more races to 50%. The unknown category has a 27% success rate for that semester.

Spring 2022 shows the highest success rate for White students at 100% and the lowest for the unknown category to 33%. The second highest success is for Asian students at 75%. The success is followed by Native Hawaiian who experienced an increased this semester. LatinX success was recorded at 56% while Black of African American students show 42% success rates. Two or more races have 50% success rates. School year 2022-23 shows that Asian students achieved success of 100%. However, the enrollment for this group was less than five. The next group with higher success is for LatinX students at 65% with Black of African American at 49%. The lowest success is among White students at 29%. Some of the things that stand out with this set of data is that in majority of students at Compton College are LatinX or Black-African American. This means that enrolment for those two groups is by the hundredths versus less than 10 for the other categories. This means that it seems like the success rate is very concerning for some groups in the less populated categories. However, that is not the case. There are some concerns with Black or African American students with the decrease of success throughout the semesters. Faculty in the sociology department has experience greater struggle for students in this population. Some of the issues students report is single parenthood among female students, lack of access to transportation, and outside responsibilities that prevents them from dedicating the time they need for their studies. Some of the strategies used by faculty in Sociology to help all students include posting links to resources in the E-Syllabi as well as Canvas Modules. In addition, faculty approaches students one-on-one to ask about resources needed. Contacting other departments of campus has become critical since helping students requires a team.

The success rate data by age group shows the highest success rate for students in age group 35-39 and 65+ (100% for fall 2019). This is followed by students aged 20-21 at 76%. The third group with the higher success rate is at 86% for students ages 50-64. The fourth group shows a 73% success rate- ages 40-49. The lowest success rates are for students in the age group 30-34 at 58%. The rest of the students have a success rate between 66 and 69%. Spring 2020 does not show a great difference in success rates as ages 30-49 stayed between 66 and 68%, while the remaining age groups have above 70% but not greater than 82%.

The following semester (fall 2020) shows that students 65+ experienced an increase in success to 100%. It is important to note that enrollment in this category was less than five students. Fall 2020 success is below 70% for students ages 18-24, and 40-64. The highest success rate was for students ages 30-34 at 78%. This is followed by students ages 35-39 at 74%, and ages 25-29 at 71%. Spring 2021 has the lowest success rate for students ages 50-64 and the higher to ages 25-29. Students in ages 20-24 and 34-49 had a success rate below 70% while ages 18-19 stayed at 72%. Fall 21 had a decrease in all age groups except ages 50-54. This group had a successful increase of 17%. Success for all other ages was below 70% with the lowest success for students 65+ at zero percent. Spring 2022 continued to have success below 70%. The highest success was for ages 25-29 at 67% and the lowest for ages 65+ at zero percent. The second group with the lowest success was for the ages 50-64 at 40%. For the school year 2022-23 the highest success is among students ages 40-49 at 59%, and 18-24 at 55%. Students ages 25-39, and 50+ have a success rate below 50%.

It was mentioned before that dual enrollment has the highest numbers in the sociology department. The success rate for this group of students looks different than for adults. For instance, in fall 2019 there was a success rate of 66%. Spring 2020 shows an increase in success to 82%. School year 2020-21 shows that success remained between 72% and 73%. However, there was a decrease to 52% in fall 2021. The success increases to 72% in spring 22, and for the school year 2022-23 the success increased by 3%. The Sociology Department has discussed the issues with dual enrollment teaching that includes poor work conditions for faculty. There is a disconnect between the people who coordinate these classes and the administrators at high schools. There are many students enrolled in this program who are not able to handle college courses. That coupled with teacher shortages demonstrates that there is a need to investigate how Compton College faculty are being used to fill in those gaps. In turn, there are many students enrolled in dual enrollment because the high school does not have anywhere else to put them. That is the experience that sociology faculty had. Those issues impact success rates. Faculty will continue to communicate with dual enrollment coordinators to discuss the issues to fix them.

Retention Rates: Identify and explain trends in retention rates. Make sure to address equity gaps in retention rates if applicable.

Retention Rates

The Sociology Department had a decrease in enrollment. The overall retention rate for academic year 2019-20 is 83%. This is for a total enrollment of 858 students that year. Retention increased by 1% the next school year, 2021-22. The total number of students enrolled that year was 825. The academic year 2021-22 shows a decrease in retention to 52%. The number of students enrolled decreased as well to 665. The academic year 2022-23 shows a total enrollment of 473 with an average retention rate of 78%.

Disaggregated data by race shows that students under the unknown category have the highest drop rate (39%), followed by two or more races at 32%. The next group with high drop rates is under the category of Black-African American at 21%. LatinX students have a drop rate of 18%. The data does not show any drop percentage for the category White, American Indian/Alaska Native/American Indian, or Asian students. Data by gender shows the highest drop rate under the unknown category at 33%. Drop rates for males is at 20% and females at 19%. There isn't much difference between the drop rate by gender.

Retention rate by age shows that there is a 29% drop rate for students over 50, 21% for students under 18 and 18-24. The drop rate for students ages 40-49 is 18%. There isn't any percentage in the data for students ages 25-39. Faculty in the department discussed the issues with drop rates and analyzing SLOs with objectives to start the process of revision for courses 101, 107, and 104. In addition, faculty has added more flexibility for students to submit work late. Furthermore, giving students the opportunity to submit drafts of work and re-write to recover.

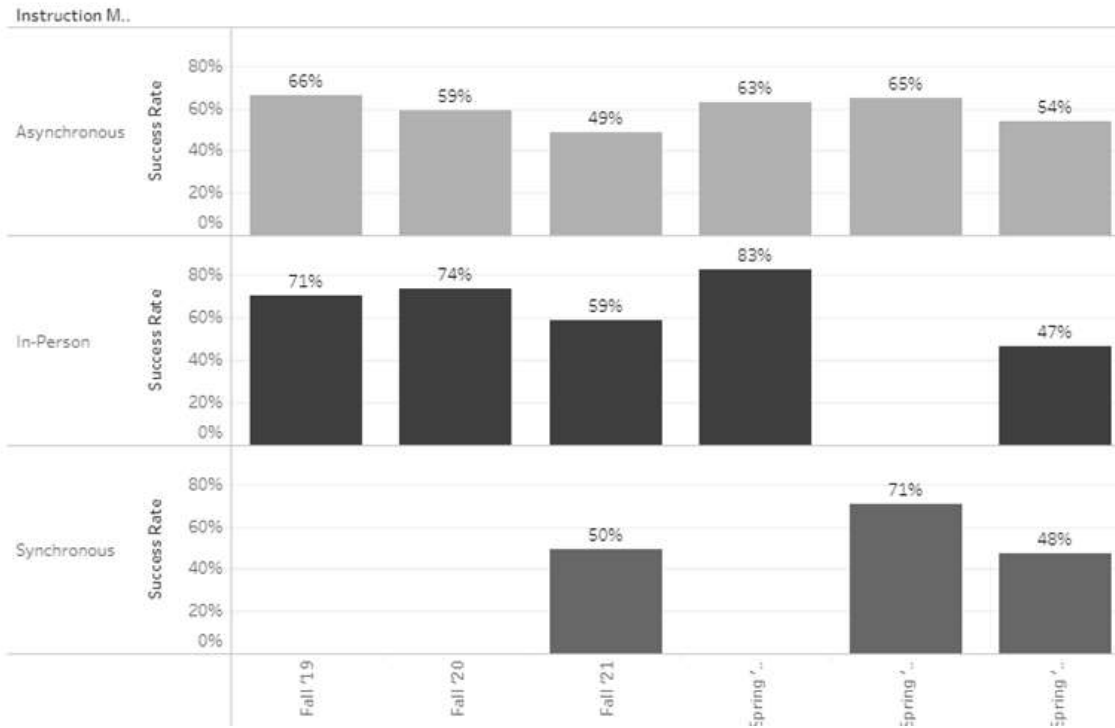
Retention has been difficult in the Sociology Department since the separation from El Camino College District. This is because many students were still confused and didn't know that Compton College became its own district. Another factor to consider is the increase in bot enrollment during and post-pandemic. These are fake students that are put in place to do financial fraud (<https://calmatters.org/education/higher-education/2024/04/financial-aid-fraud/>), or to mine data (<https://www.prnewswire.com/news-releases/fraudulent-bot-driven-college-enrollment-up-50-new-study-finds-301545326.html>) from learning management systems for AI. This can explain the high drop rates under the "unknown" categories. There is a great attempt to ensure that only legitimate students are enrolled. Currently, retention rates are not accurate due to bot enrollment.

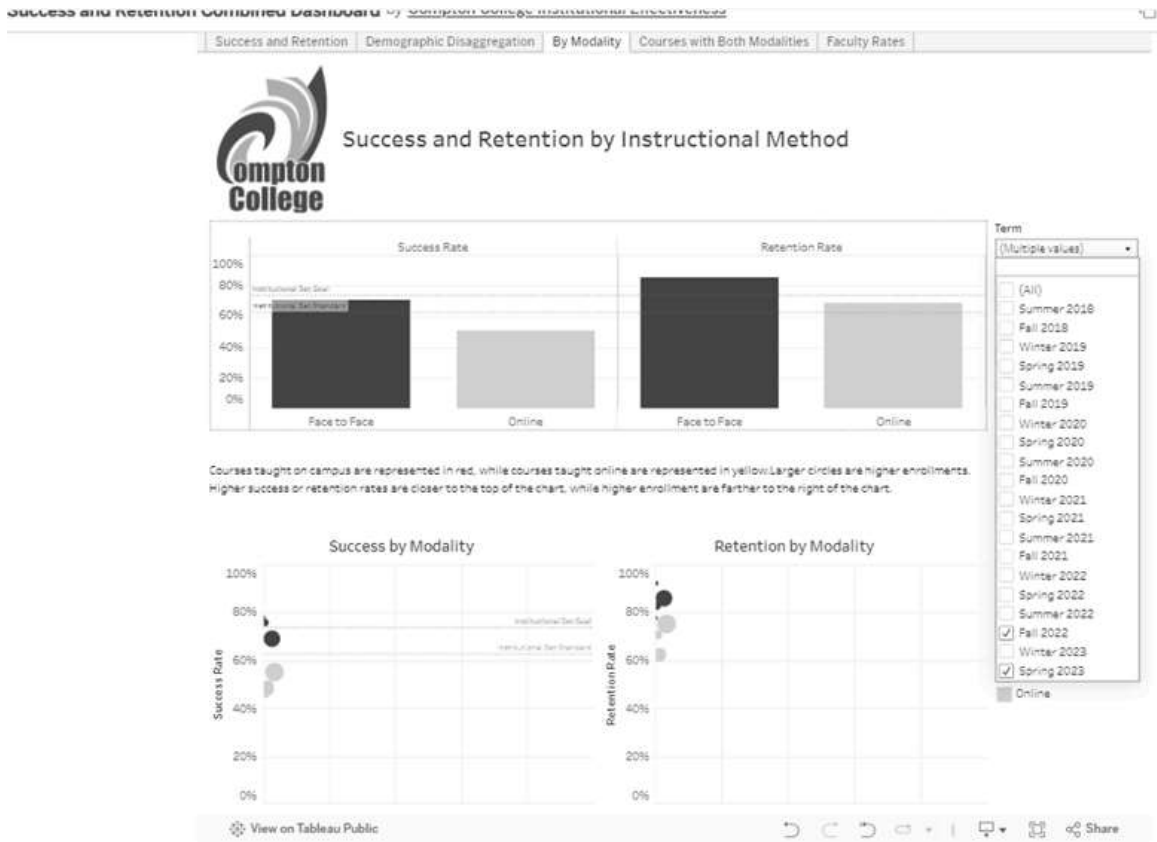
Distance Education: Compare and contrast success and retention rates between in-person and distance education courses.



Success by Modality

Instruction Method	Fall '19	Fall '20	Fall '21	Spring '20	Spring '21	Spring '22
Asynchronous	66%(192)	59%(157)	49%(168)	63%(204)	65%(222)	54%(213)
In-Person	71%(198)	74%(244)	59%(105)	83%(264)		47%(43)
Synchronous			50%(115)		71%(202)	48%(21)





Details

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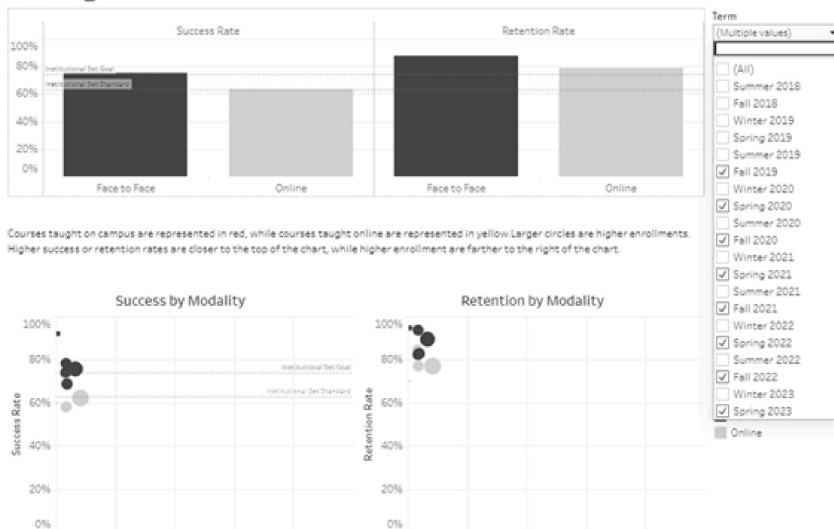
Success and Retention Combined Dashboard

Published: Nov 29, 2023 Updated: Dec 4, 2023

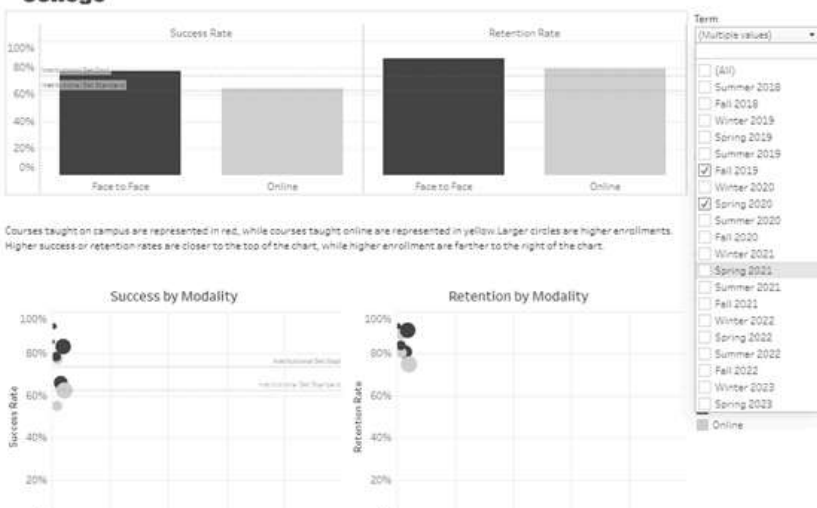




Success and Retention by Instructional Method

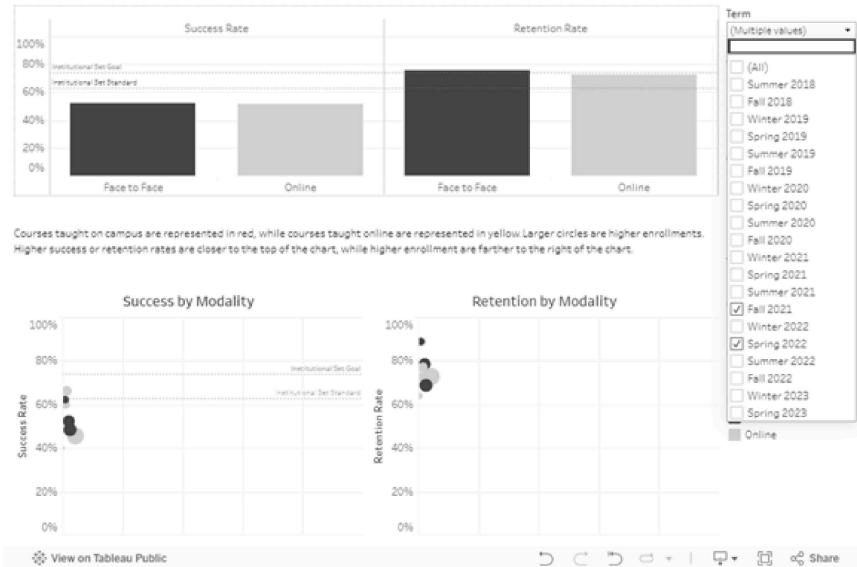


Success and Retention by Instructional Method

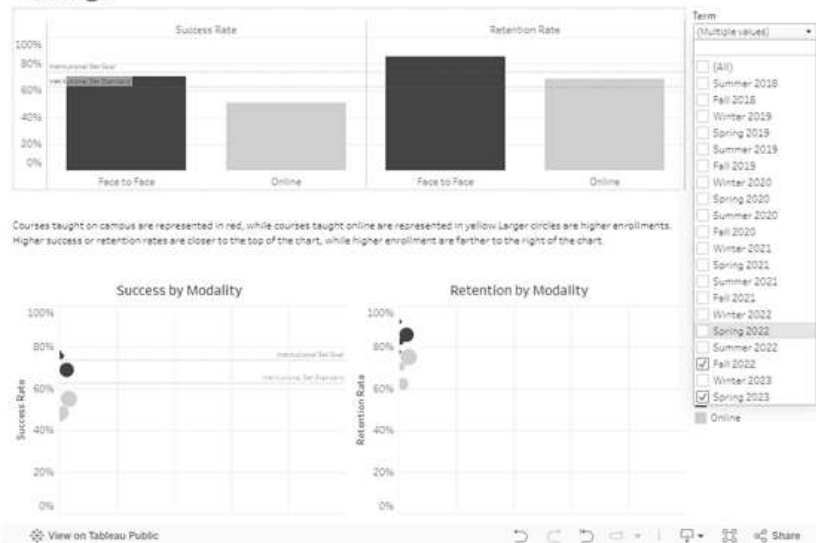




Success and Retention by Instructional Method



Success and Retention by Instructional Method



Success and Retention by Modality

There has been a higher success rate for in-person courses. In fall 2019 there was a 66% success rate for asynchronous courses and 71% for in-person courses. Spring 2020 shows 83% success for in-person courses, and 63% for asynchronous courses. Fall 2020 has a 59% success rate for asynchronous courses, and 74% for in-person courses. Spring 2021 has a new category added to the modalities due to lockdowns during the pandemic. Synchronous courses took place live but virtually. The success rate was 65% for asynchronous courses, and 71% for synchronous courses.

Fall 2021 had a slow transition to in-person courses post-pandemic. However, synchronous courses were still being offered. The success rate was 49% for asynchronous, 59% for in-person, and 50% for synchronous courses. Spring 2022 is the only semester with the highest success rates for asynchronous courses at 54%. In-person courses for this year had 47% success, and synchronous 48%. The year 2022-23 shows a higher success rate for face-to-face courses at 71% and asynchronous at 51%. In-person or synchronous courses had consistently higher success rates. The faculty is looking into new ways to teach that includes more interactive modules. In addition, exploring AI tools to enhance student learning.

It was mentioned before that retention rates have been impacted by the enrollment of fake students for fraud purposes. This impacts asynchronous courses the most because there is no way to verify if a student is real or not. There is use of AI to bypass systems in place allowing scammers to even do assignments past census dates. What is there to say about retention is that it is higher for in-person courses than online. Academic year 2019-2020 shows success of 87% for in-person courses, and 80% for asynchronous. Academic year 2020-21 has 89% retention for in-person courses, and 78% for asynchronous. There is a decrease in retention the next academic year for both modalities. The retention rate for 2021-2022 was 76% for in-person courses and 73% for asynchronous. The academic year 2022-23 has a success rate higher for in-person courses at 86%, and 69% for asynchronous courses. We don't have data of fake students and how those numbers factor in retention rates for the Sociology Department.

Fill Rates: Discuss course sections offered and fill rates. Analyze any applicable trends.

Fill Rates

Course Id	Fall '19	Fall '20	Fall '21	Spring '20	Spring '21	Spring '22
SOCI-101	54% (269)	45% (138)	52% (258)	57% (268)	67% (146)	62% (100)
SOCI-102	53% (48)	47% (99)	77% (23)	52% (85)	57% (52)	34% (42)
SOCI-104	60% (102)	33% (30)	46% (10)	62% (103)	56% (70)	60% (24)
SOCI-107				68% (27)	23% (9)	
SOCI-108						27% (8)
SOCI-110			33% (10)		16% (7)	20% (6)
SOCI-112	29% (13)	49% (41)	80% (48)		48% (95)	34% (36)

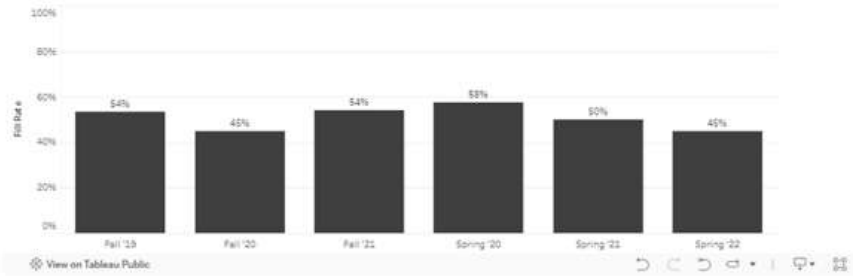
Prog
 Sociology

Term
 (All semesters)

Course Id
 (All)

Instructor Name
 (All)

GPD
 (All)



Fill Rates

There was a mention before about the decline in enrollment in sociology courses during and post-pandemic. The Introduction to Sociology course had fill rates below 62% in academic year 2019-2020. The academic year 2020-2021 has a 45% fill rate in fall, and 57% in spring. The next academic year has 52% fill rate in fall, with an increase in spring 2022 to 61%. SOCI 102 has a fill rate of 53% in fall 2019; 52% in spring 2020; 47% in fall 2020; 57% in spring 2021; 77% in fall 2021; and 34% in spring 2022. SOCI 104 has a fill rate of 60% in fall 2019. There is an increase in fill rates of 2% for spring 2020 but a decrease of 5% in fall 2020. Spring 2021 shows a fill rate of 56% and fall 2021 has a decrease to 45%. There is an increase of 35% in spring 2022.

The fill rates for SOCI 107 have been low. Most semesters the class has been canceled due to low enrollment. There are only two semesters showing fill rates. The first one is in spring 2020 with a 68% fill rate. The second one in spring 2021 with 23% fill rate. Recently, this course is being offered in dual enrollment. However, there is discussion about students being able to handle the content of a more advanced course. SOCI 108 was not offered for years. There is only data for spring 2022 with 27% fill rate. The faculty suggested adding this course as a second week asynchronous course to increase fill rates.

There is data for three semesters for course SOCI 110. This is another course that was not offered for many years at Compton College. Fall 2021 shows a 33% fill rate, spring 2021 is at 16%, and spring 2022 is at 20%. Faculty suggested keeping the course at a second week asynchronous each spring semester to improve fill rates. SOCI 112 has experienced low fill rates on campus. This course is offered mostly in the evening. Often, no more than 15 students enroll in the course. This is the case for fall 2019 which had a 29% fill rate with only 13 students enrolled. In spring 2021, the course was added to dual enrollment. Together, the fill rates are higher.

Fall 2020 shows a fill rate of 49%. There is a decrease of 1% in spring 2021. However, the fill rates increase to 80% in fall 2021. Spring 2022 has a decrease to 34%. There is a need to put the courses in a different schedule as asynchronous courses increase in demand. The culture on campus is that many students register late. Because of this, there is demand for classes that start in the second session. Please note that there was a transition in administration for the Institutional Effectiveness Department. Because of that, there is some data missing. This includes data for the rest of the years this program review covers.

Course Scheduling: Discuss the days and times offered for courses. Why were these choices made? Should changes be made for future scheduling?

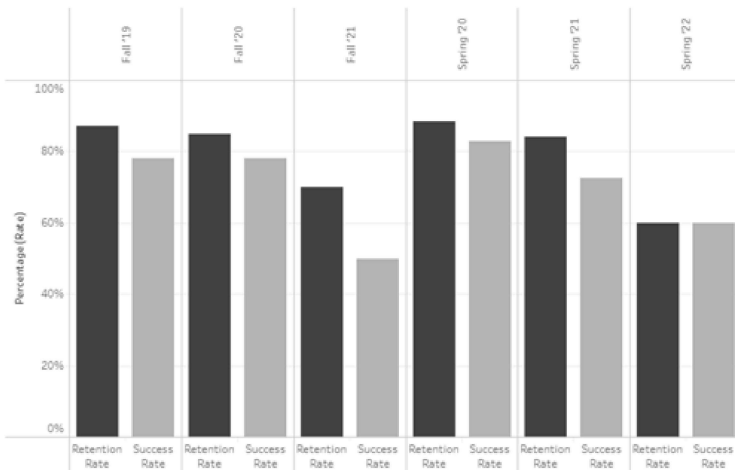
The times and frequency of courses drives demand from mid-morning to noon. There is higher demand for asynchronous courses post-pandemic. Faculty has suggested to increase second week course availability asynchronously, to help with fill rates and prevent students from attending other colleges. This will also help to accommodate students who register late. For in-person classes faculty suggested to increase the number of classes for the 11:10am because we have many single parent students who need to tend to their family early morning. Faculty also suggested to avoid evening courses since there isn't demand for it now. In addition, the suggestion of weekend hybrid courses for students who work.

Degree and Transfer: What number of students earn degrees or certificates? What number of students transfer?



Success Rates

Education Goal	Fall '19	Fall '20	Fall '21	Spring '20	Spring '21	Spring '22
Degree/Cert Only	86%(14)	73%(11)	67%(<5)	67%(6)	78%(9)	86%(7)
Intend to Transfer	77%(118)	79%(62)	47%(17)	84%(105)	72%(60)	46%(13)



Program:

Term:

Gender:

Ethnicity:

Age Group:

Class Load:

Education Goal:

Color Legend:
■ Retention Rate
■ Success Rate

Degree and Transfer

Data shows that in the academic year 2019-2020, twenty students received a degree. There are 20 students who received a degree in the academic year 2020-2021. The academic year 2021-22 has less than five getting a degree in fall, and 13 in spring. The number for students who intend to transfer is higher. Data shows 118 in fall 2019; 105 in spring 2020; 62 in fall 2021; and 13 in spring 2022. There isn't any data available in the dashboard for the rest of the data covered by this program review. The chancellor's office has degree data from the college. However, specifics about sociology were not found. It is important to mention again that most students who enrolled in the sociology program do it for enrichment. This means that degree and transfer numbers are low.

List any related recommendations

There are three recommendations for this section. First, that faculty draft a schedule for in-person and asynchronous courses based on data available for fill rates. This will improve fill rates and offer courses at times and dates that are effective for our student population. Second, that faculty have two department meetings a semester to evaluate student retention and success. These meetings will allow discussion about areas that need work, and ways faculty can adjust for student success. Third, that the college pays part-time faculty for attending department meetings to ensure that everyone has an input in improving teaching practices.

Academic Program Review: (3) Curriculum First Submission: Version by Mendoza Ramos, Sacramento on 09/12/2024 02:14

Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.

- **SOCI 101: Introduction to Sociology** (Last Review: 05/18/2021: Next Review Due: 05/18/2027)
- **SOCI 101: Honors Introduction to Sociology** (Last Review: 05/18/2021: Next Review Due: 05/18/2027)
- **SOCI 102: The Family** (Last Review: 05/18/2021: Next Review Due: 05/18/2027)
- **SOCI 104: Social Problems** (Last Review: 05/18/2021: Next Review Due: 05/18/2027)
- **SOCI 107: Issues of Race and Ethnicity in the U.S.** (Last Review: 10/20/2020: Next Review Due: 10/20/2026)
- **SOCI 108: Global Perspectives on Race and Ethnicity** (Last Review: 05/18/2021: Next Review Due: 05/18/2027)
- **SOCI 110: Introduction to Social Work** (Last Review: 03/16/2021: Next Review Due: 03/16/2027)
- **SOCI 112: Introduction to Criminology** (Last Review: 12/08/2020: Next Review Due: 12/08/2026)
- **SOCI 115: Introduction to Death and Dying** (Last Review: 06/15/2021: Next Review Due: 06/15/2027)
- **SOCI 201: Introduction to LGBTQ+ Studies** (Last Review: 12/12/2022: Next Review Due: 12/12/2028)
- **SOCI 207: Introduction to Human Services and Social Work** (Last Review: 12/12/2023: Next Review Due: 12/12/2029)
- **SOCI 208A: Social Work and Human Services Seminar** (Last Review: 06/20/2023: Next Review Due: 06/20/2029)
- **SOCI 208B: Fieldwork in Social Work and Human Services** (Last Review: 06/20/2023: Next Review Due: 06/20/2029)

The sociology department will be reviewing and updating **SOCI 107: Issues of Race and Ethnicity** and **SOCI 112: Introduction to Criminology** during this academic year to have them up to date for the next program review cycle.

Explain any course additions to current course offerings.

The sociology department is proud to announce that we are offering **SOCI 201: Introduction to LGBTQ+ Studies** for the very first time this fall 2024 semester. Currently, one section in a distance education modality (online asynchronous) with 12 students enrolled is being offered. The sociology department would like to offer 1-2 sections of this course every fall and spring semester in any modality. Furthermore, we have also added the following courses to our curriculum this past academic year:

- **SOCI 207: Introduction to Human Services and Social Work**
- **SOCI 208A: Social Work and Human Services Seminar**

- **SOCI 208B: Fieldwork in Social Work and Human Services**

The sociology department is waiting for guidance from academic affairs to determine how and when these courses will be offered to students. Although the courses are housed in the sociology department, any faculty member with the minimum qualifications in counseling, psychology, and social work can teach these courses. Furthermore, we highly recommend that a social work and human services center is created on campus to offer a physical space that fosters partnerships with community centers and local clinics streamlining the ability for students to obtain hands-on opportunities (internships, trainings, part-time jobs, etc.) to conduct the necessary fieldwork.

Explain any course deletions and inactivations from current course offerings.

- **SOCI 120: Introduction to Statistics and Data Analysis for the Behavioral Sciences**

Currently, this course is being offered in the psychology department as it was cross listed with sociology in the past. However, academic affairs determined the course objectives and methods were more closely aligned with psychology. Furthermore, the sociology department faculty does not have the mathematical expertise to confidently teach this course to students. Accordingly, this course is now inactive in the sociology department.

- **SOCI 122: Research Methods in the Behavioral Sciences**

This course was inactivated because academic affairs determined there is not enough student interest to fill any available sections as we continue to struggle with enrollment in the post-pandemic world. Furthermore, this course would be optional within the guided pathways in AD-T in Sociology. It should be noted that the sociology department faculty expressed an interest in offering this course to students as the full-time faculty are qualitative researchers. However, our offer to update and improve the course was declined by academic affairs.

Describe the courses and number of sections offered in distance education. (Distance education includes hybrid classes.)

The sociology department has the capability to offer every course in all modalities throughout the academic year. Currently, all full-time faculty and most of our adjunct faculty are approved to teach in distance education (online/hybrid). During this review period, the following courses were offered via distance education:

- SOCI 101: Introduction to Sociology (7-8 sections every semester)
- SOCI 101H: Honors Introduction to Sociology (0 sections offered)
- SOCI 102: The Family (2-3 sections every semester)
- SOCI 104: Social Problems (2-3 sections every semester)
- SOCI 107: Issues of Race and Ethnicity in the U.S. (1-2 sections offered every academic year)
- SOCI 108: Global Perspectives on Race and Ethnicity (1 section every academic year)
- SOCI 110: Introduction to Social Work (1 section offered every semester)
- SOCI 112: Introduction to Criminology (0 sections offered)
- SOCI 115: Introduction to Death and Dying (1 section every academic year)

The following courses will be offered in the next program review cycle:

- SOCI 201: Introduction to LGBTQ+ Studies*
- SOCI 207: Introduction to Human Services and Social Work
- SOCI 208A: Social Work and Human Services Seminar
- SOCI 208B: Fieldwork in Social Work and Human Services

*SOCI 201: Introduction to LGBTQ+ Studies was offered for the first time as an online asynchronous class during fall 2024 semester.

Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.

Compton College offers students an **Associate Degree in Sociology with Transfer (AD-T)**. The Sociology Associates in Arts for Transfer degree is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing the AA-T are given priority consideration for admission to the CSU system, but not to a particular campus or major. To earn the AA-T degree, students must complete:

- 60 semester units or 90 quarter units of degree-applicable courses that are eligible for transfer to the California State University.
- Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education —Breadth Requirements (CSU GE-Breadth).
- A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
- A minimum overall grade point average of 2.0
- Minimum grade of "C" (or "P") or better in all courses required for the major or area of emphasis.

Typically, students who declare a major in sociology will become prepared for transfer to a four-year college and/or university as part of their larger preparation for careers in sociology or related fields such as teaching, research, social work, public relations, community and social services, case management, public safety, healthcare, and counseling.

Currently, we use the following Program Learning Outcomes to alignment with our Student Learning Outcomes:

1. **Analysis of Written or Oral Thesis:** Upon completion of a course of study in the social sciences programs' students will be able to analyze in a written or oral thesis the theoretical and conceptual social science constructs applied to contemporary issues relative to the specific disciplines of Anthropology, Ethnic Studies, Economics, Sociology and Women's Studies
2. **Critical Thinking Methodology:** Upon completion of a course of study in the social sciences programs, students will be able to apply critical thinking methodology that is consistent within the specific discipline of the program
3. **Formulate Research:** Upon completion of a course of study within the Social Sciences Program, students will be able to formulate research that is designed to examine social issues in a specific discipline of the program

Degree Requirements:

Sociology AAT Requirements Required Core: 10 units

Credit Hours: (10 Required)

SOCI101 or Introduction to Sociology

SOCI101H	Honors Introduction to Sociology	3
SOCI104	Social Problems	3
MATH150 or	Elementary Statistics with Probability	4
MATH150H or	Honors Elementary Statistics with Probability	4
PSYC120	Introduction to Statistics and Data Analysis for the Behavioral Sciences	4

List A: 6 units

Credit Hours: (6 Required)

SOCI102	The Family	3
SOCI108	Global Perspectives on Race and Ethnicity	3
SOCI112	Introduction to Criminology	3
PSYC108	Social Psychology	3
SOCI107	Issues of Race and Ethnicity in the United States	3

List B: 3 units

Credit Hours: (3 Required)

SOCI115	Sociology of Death and Dying	3
PSYC101 or	General Psychology	3
PSYC101H or	Honors General Psychology	3
ANTH102	Introduction to Cultural Anthropology	3
POLI101 or	Governments of the United States and California	3
POLI101H	Honors Governments of the United States and California	3
ESTU101 or	Introduction to Ethnic Studies	3
WSTU101	Introduction to Women's Studies	3

Total: 19

Current course offerings provide students with a strong foundation in Sociology. Students enrolled in our courses will be introduced to the field and master critical thinking, analytical abilities, research methods and communication skills preparing them for a competitive job market. Students who are non-sociology majors, typically enroll in Introduction to Sociology (SOCI 101), The Family (SOCI 102) and Social Problems (SOCI 104) to fulfill an educational requirement for another program or certificate offered and/or for their own personal intellectual growth. Notably, only declared sociology majors or those students' pursuing careers that require a strong educational background in social sciences typically enroll in SOCI 107, 108, 110, 112, 115 and 201. These courses explore these social issues such as race and ethnicity, gender, social class, crime, education, healthcare, LGBTQ+ issues, in more depth and require a solid understanding of the purpose of sociological theoretical perspectives and foundational concepts to foster a sophisticated exploration of such social issues promoting critical thinking and analytical abilities.

The sociology department has received some feedback that our courses are not offering students the practical application of sociological knowledge and career readiness for the workforce. To rectify this, we have embraced a social work and human services component to our discipline. Thus, the sociology department created the following courses:

- SOCI 207: Introduction to Human Services and Social Work
- SOCI 208A: Social Work and Human Services Seminar
- SOCI 208B: Fieldwork in Social Work and Human Services

Compton College is in the process of developing an **Associate's Degree of Social Work with Transfer (AD-T)**. The sociology department is looking forward to collaborating with community centers, non-profit organizations, and local clinics to provide a wide variety of hands-on opportunities for students who are interested in internships and volunteering to meet their fieldwork obligations. The sociology department is excited to offer students a more practical and applied approach to the discipline and will provide a more in-depth report on the status of this degree and our course offerings in the next program review cycle.

How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.

Between the 2019-2022 academic years, students have earned 58 Associates Degree of Arts in Sociology (see exact breakdown in section two). Notably, we have more students declaring a sociology major and their intention to transfer to a 4-year college or university. The sociology is pleased to see that approximately 318 students between 2019-2022 declared an interest in transferring with a sociology degree. As we enter the post-pandemic world and expanding our sociology department course offerings, we anticipate to increase our AD-T Sociology degrees by having at least 50 students earn them every academic year. Furthermore, we would like to have between 100-150 students declare a sociology major and intent to transfer every academic year, as well.

Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

N/A – There are no licensure/certification exams required for program completion or career entry. However, once we begin to offer **SOCI 208B: Fieldwork in Social Work and Human Services**, students must complete a pre-determined amount hours in an internship setting to obtain a workplace certification. Once the social work program is fully established on campus, we can provide more details in the next program review cycle.

List any related recommendations.

- Social Work and Human Services Center to promote partnerships with community centers, local clinics, and non-profit organizations providing internships and employment opportunities for students seeking careers in social work and human services
- Reactivation of SOCI 112: Research Methods for Behavioral Sciences. The sociology department is committed to promoting scholarly and rigorous learning opportunities such exploring research methods and promoting analytical thinking.
- Offer more courses in hybrid and weekend modalities.
- Ensure course offerings are provided on a cycle for students to earn degrees and transfer on a timely basis
- Offer more courses with a computer lab available to promote technological proficiency and writing skills

- Offer an Associates Degree of Arts in Social Work and Human Services
- Offer a Certificate in Achievement in Social Work and Human Services
- Offer a Certificate in Achievement in Applied Public Sociology

Academic Program Review: (4) Assessment of Student Learning Outcomes (SLO's) First Submission: Version by Mendoza Ramos, Sacramento on 09/12/2024 02:14

Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.
Not required at this time.

Provide a timeline for your course and program level SLO assessments.
Not required at this time.

State the percent of course and program SLO statements that have been assessed.
Not required at this time.

Summarize the SLO and PLO assessment results over the past four years and describe how an analysis of those results led to improved student learning. Analyze and describe those changes. Provide specific examples.
Not required at this time.

Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.
Not required at this time.

List any related recommendations.
Not required at this time.

Academic Program Review: (5) Analysis of Student Feedback First Submission: Version by Mendoza Ramos, Sacramento on 09/12/2024 02:15

Describe the results of the student survey in the area of student support.

The sociology program review student survey was conducted in spring 2024 and had a 8.2% response rate. It should be noted that not many students completed the survey; therefore, the results may not be representative of the thoughts and experiences of all students.

Have you ever been enrolled in a SOCI class this semester? (Students only see this question when responding to the email distribution from the IE office)

17 Responses

Yes No

100%

Students in the survey indicated that “the courses have helped me reach my academic goals”, “Instructors have helped me achieve my academic goals”, “Instructors provide opportunities to actively participate in my classes” and “ I have felt a sense of community within this program” with a combined “strongly agree” and “agree” categories of over 95%. It should be noted that not a single survey responded answer “disagree” or “strongly disagree” to a single statement.

Describe the results of the student survey in the area of curriculum.

In the survey, 74% of students indicated that they prefer to take morning (8:00am-11:00am) and mid-day courses (11:01am-2:00pm) as opposed to afternoon and evening courses. Hence, students prefer online, and hybrid courses as opposed to on campus (100% in-person) courses. The sociology department finds this interesting because current campus wide trends are encouraging students to return to campus for face-to-face courses but are offering them during afternoon or evening hours. Particularly, specialized courses such as SOCI 112: Introduction to Criminology and SOCI 104: Social Problems.

Furthermore, students in the survey expressed a strong preference for an online or hybrid teaching method at a 79%. I think this demonstrates that students in the post-pandemic world became accustomed to the flexibility of online teaching given their multiple responsibilities. Accordingly, students in the survey report at a 45% rate that the reason they enrolled in an online course was because “my schedule does not allow me to attend on-campus classes” and at a 27% mention “did not want to come to campus”.

Lastly, students expressed that they are satisfied with the course offerings in sociology with 100% of the respondents agreeing and strongly agreeing with “I’ve been able to register for the classes I need within this program” and 94% of respondents said, “there is an appropriate range of courses offered in this program”. Currently, we are offering a robust number of sections and course offerings in sociology with core course available in all modalities and more specialized courses in an online format.

Describe the results of the student survey in the area of facilities, equipment and technology.

Students in the survey rate the program’s facilities, equipment, and technology in an excellent and satisfactory level. Notably, students indicated that in all survey categories (classroom facilities, equipment, and technology) above a 90% level and with a “poor” category in single digits. It should be noted that a few students made comments that say, “clean please” and “computers and hard cover books”.

Describe the results of the student survey in the area of program objectives.

Students in the survey unanimously “strongly agree” and “agree” with the following statement (1) “I am aware of the course outcomes-what I should be able to learn and what skills I should possess after completing courses in the program”. Furthermore, students also “strongly agree” and “agree” with the following statement “After taking this program’s courses, I am much more knowledgeable about the subject than before”. Students strongly agreed at a 65% level and agreed at a 35% level.

Discuss the implications of the survey results for the program.

The sociology department concludes that students overall experience with taking sociology courses is an overwhelmingly positive one. Students are satisfied with the courses offerings, facilities and technologies made available. However, it should be noted that the students' course modality requests in the survey are not being met by the district. The department recommends that more hybrid courses are offered to students. Particularly, core courses such as SOCI 101: Introduction to Sociology, SOCI 102: The Family and SOCI 104: Social Problems. A wide variety in modalities will allow students to continue to take advantage of online courses offerings but still offering a rotating hybrid option for the face-to-face learner.

Discuss the results of other relevant surveys (if applicable).

The Office of Institutional Effectiveness also conducted a general student survey with over 700 student responses that also indicated a strong desire for more hybrid sections (33%). This finding aligns with our targeted sociology survey that indicated 37% of students prefer hybrid sections. Furthermore, students indicated that their main challenge they face in successfully completing their studies continues to be basic needs. Students are still struggling with food insecurity, homelessness, clothing, etc. I think that having a more social justice orientated mission that provides not only free meals but also more free or reduced cost clothing options, rental assistance, housing opportunities, etc. to meet those basic needs and eliminate barriers would ensure student success.

List any related recommendations

The sociology department strongly recommends more face-to-face campus courses in the morning and mid-afternoons. Particularly, sections that begin at 9:45am, 11:10am and 12:45pm. Also, we recommend that more hybrid courses are offered for core sections such as SOCI 101, SOCI 102, and SOCI 104. Lastly, we recommend that online asynchronous courses in both a 16-week and 8-week modality are offered for SOCI 107, SOCI 108, SOCI 110, SOCI 112, SOCI 115 and SOCI 201.

The sociology department also recommend more community partnerships with thrift stores, food banks and other community centers to meet a high demand for basic needs assistance. Based on the results of the survey, students continue to struggle with economic hardship and basic needs assistance. I would encourage the district to find long-term solutions that deal with the roots of poverty and social inequalities directly instead of their continued reliance on only providing temporary relief (\$20 vouchers, free daily meal, etc.). Of course, the district is not going to resolve a deeply rooted and persistent social problem with the larger community but should apply a more direct and tailored commitment to ending student poverty and homelessness on campus.

Academic Program Review: (6) Facilities and Equipment

First Submission: Version by **Mendoza Ramos, Sacramento** on **09/12/2024**
02:15

Describe and assess the existing program facilities and equipment.

During this review period, most of the sociology courses were conducted in Instructional Building #1 and Instructional Building #2. Each classroom is equipped with a computer station and a projector that have direct access to the campus network and high-speed internet for students and staff. These facilities are currently adequate for hybrid, dual enrollment, and face-to-face courses. Instructors need reliable access to the internet to show videos; notably, the audio-visual technologies in the classroom are working proficiently.

Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Since all sociology courses are being taught in both Instructional Building #1 and Instructional Building #2 (the newest buildings on campus) there are no immediate needs for equipment.

Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

There are no long-term needs for facilities and equipment.

List any related recommendations.

Lastly, we would like to recommend the district consider a recording studio or multi-media center for our distance education courses. Currently, faculty do not have a space where they can record their lectures and provide some assistance with LMS software practices. The sociology department recommends that the distance education department consider hiring a staff member or student worker that can review lecture recordings and make sure they meet accessibility standards. \$15,000/year

Furthermore, we desperately need an "IT Department" where we can create repair "tickets" and dispatch a staff member within a business day or two to the instructor's classroom location to troubleshoot technical difficulties as they arise. Furthermore, we need another faculty-only copy room or restrict access to the two copy rooms in Instructional Building #1 as students misuse the copier machine and quickly deplete them of supplies (paper, ink, etc.)

Academic Program Review: (7) Technology and Software

First Submission: Version by **Mendoza Ramos, Sacramento** on **09/12/2024**
02:15

Describe and assess the adequacy and currency of the technology and software used by the program.

The sociology department currently uses the technologies available in the classrooms in both Instructional Building #1 and Instructional Building #2. The classrooms are equipped with a computer monitor, projector with audio-visual capabilities to ensure a smooth application of technologies into the curriculum and the instructor's pedagogy. Furthermore, the buildings have computer labs available (with pre-approval from the administration) that can be used to facilitate a more immediate and "hands on" approach with technology usage to their instruction.

Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Currently, we do not have any immediate needs for technology and software. However, I would recommend that we hire more IT Department professionals that can be dispatched to classrooms within a business day or two to troubleshoot technological issues. Faculty members often must rely on each other to troubleshoot issues and find solutions to technological problems as they arise.

Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

In the next few years, we expected the rapid rise of Artificial Intelligence platforms to be widely available for student usage in every discipline. Artificial Intelligence can be implemented to teach students how to synthesize information, conduct research and write reports. Although faculty members are concerned about "cheating" and other academic integrity issues with the usage of AI platforms, some may encourage the ethical usage as they prepare for a career in the social sciences. Therefore, we are requesting more information on how we can leverage these technologies within our classrooms (both instructional and laboratories) as an added software feature to prepare for the future. Currently, AI platforms are available free of charge if the user can log in using an email address but that can change in the future. Therefore, the cost estimate is unknown.

List any related recommendations.

- Artificial Intelligence Software Training
- IT Department Personnel

Academic Program Review: (8) Staffing First Submission: Version by **Mendoza Ramos, Sacramento** on **09/12/2024 02:15**

Describe the program's current staffing, including faculty, administration, and classified staff.

The Sociology Department is a small but rapidly growing department on a small campus. Two full-time faculty members and 4-6 adjunct faculty teach the 18-20 courses offered each fall and spring semester. To ensure our best instructors are providing a high-quality education to our students, current faculty need to be regularly evaluated. The Sociology Department needs equity-minded faculty with a proven record of teaching excellence that are deeply committed to delivering our curriculum with current knowledge in anti-racist and intersectional pedagogies that proudly serve our wide student diversity.

In 2022, we hired a second full-time faculty member. He became the Compton College LGBTQ+ work group co-chair and plans to expand our sociology department by promoting our new course offerings, LGBTQ+ programming and social justice projects with the larger campus community. The new full-time faculty member is a sociologist who is DE certified and can teach our entire sociology curriculum in every modality (on campus, hybrid, dual enrollment, online) Currently, we have one temporary student worker social sciences tutor in the library. Many students struggle with reading and writing in our courses, we would like to hire a full-time sociology tutor that can help students with specific discipline needs throughout the entire academic year.

Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

Short-Term Recommendations:

1. Hire a sociology tutor to support students who are having difficulties with reading/writing, understanding sociological assignments/assessments, test taking abilities, and college 101 best practices. \$60,000/year
2. Continue to evaluate current faculty to ensure competency and teaching excellence. \$0

Long-Term Recommendations:

1. Hire an adjunct instructor of social work/human services to teach the new social work courses \$15,000/year
2. Hire a "program coordinator" for the social work and human services center on campus to foster community partnerships with non-profits organizations, local clinics, and community centers \$40,000/year or 40% release time

List any related recommendations.

Lastly, we would like to hire 1-2 adjunct instructors that have a strong background in social work and human services. As we transition into offering our new social work courses, we need qualified instructors with strong backgrounds in social work and human services that can teach the curriculum and offer technical and practical guidance to our students as they explore careers in social work and human services. Furthermore, we would like to create a "program coordinator" position in the forthcoming social work program that offers at least 40% release time for a faculty member. The selected faculty member/program coordinator will facilitate a strong partnership and efficient collaboration between the college and community organizations providing students with plenty of internship/volunteer opportunities that fulfill their social work fieldwork certifications.

Academic Program Review: (9) Direction and Vision First Submission: Version by **Mendoza Ramos, Sacramento** on **09/12/2024 02:15**

Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

Currently, we do not anticipate any major changes in the academic field and industry in sociology. As a discipline, we are still trying to prepare students with the critical thinking skills, analytical abilities, research methods, and communication skills for the competitive job market in the social sciences. Furthermore, we are stimulating intellectual growth in students by exploring in depth issues related to social class, race/ethnicity, gender/sex/sexuality, healthcare, LGBTQ+ issues, among others. As the social world is constantly evolving, and a higher demand for a diverse, equitable, inclusive and accessible world, applying sociological perspective and levels of analysis that aim to resolve social problems and help disaffected social groups find long-term solutions to their every day challenges is critical to student's personal growth and workplace preparation in our global interconnected society.

Explain the direction and vision of the program and how you plan to achieve it.

As we enter the post-pandemic world, issues related to an unstable economy, a larger awareness for mental health and substance abuse issues, continued struggle with homelessness and unmitigated record level inflation, we expect a surge in need for practitioners who will work directly with the community to mitigate and resolve these negative conditions and social issues. Therefore, the field of Sociology is currently in a rapid growth mode. As such, employment in social services, case management, social work, healthcare, education, and counseling are expected to significantly increase in the next 5-10 years.

Furthermore, ongoing international conflicts in Europe, Africa and the Middle East will destabilize those regions with a potential of increasing immigration waves into the United States and the Los Angeles region. Therefore, we must explore opportunities for us to offer sociological curriculum in a bilingual and bicultural modality for our ESL and international students.

In addition to offering more hybrid and online classes to meet students demands and promote technological competency, we need to identify educational pathways to demonstrate student achievement and mastery of course content providing plenty of learning opportunities that stimulate critical thinking, promote emotional intelligence, enhance analytical abilities, and encourage strong communication skills and problem-solving in an applied and practical manner.

Therefore, we recommend the following credential:

- Certificate of Achievement in Social Work and Human Services
- Certificate of Achievement in Applied Public Sociology

These credentials will make students more employable in the competitive job market and allow them to seek careers in these rapidly changing fields. Students will obtain a hands-on approach to resolving these social problems and become trained by social work and public sociology practitioners in the field to promote employability and career readiness. Students who do not desire to transfer to a four-year university will enter the workforce sooner and obtain part-time and full-time employment in the high demand fields.

List any related recommendations.

Short-term Recommendations:

- Fully incorporate and begin offering the Associate Degree of Arts in Social Work and Human Services with Transfer (AD-T) degree
- Begin offering SOCI 207, SOCI 208A, SOCI 208B in multiple modalities

Long-term Recommendations:

- Create a social work and human services center to foster community partnerships and provide students with career readiness.
- Offer bilingual and bicultural courses for SOCI 101, SOCI 102, SOCI 104 and SOCI 107
- Create Certificate of Completion Programs with a focus on Social Work and Human Services and Applied Public Sociology

Academic Program Review: (10) Prioritized Recommendations First Submission: Version by **Mendoza Ramos, Sacramento** on **09/12/2024 02:15**

Provide a single, prioritized list of recommendations and needs for your program/department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation.

1. Hire 1-2 adjunct social work and human services instructors with a strong industry background in working in social work, counseling and human services fields. \$15,000/year (Strategic Initiative: Improve recruitment, enrollment, retention, and completion rates for our students)
2. Create a social work and human services center to promote community partnerships and fieldwork social work opportunities for students. \$100,000/year (Strategic Initiative: Establish partnerships in the community and with the K-12 schools)
3. Hire a program coordinator that can foster and maintain these community partnerships with community centers, non-profit organizations and local medical clinics offering a robust amount of internship, volunteer and part-time work opportunities - \$50,000/year or 40% release time (Strategic Initiative: Offer excellent programs that lead to degrees and certificates in Allied Health and Technical Fields)
4. Fully incorporate and begin offering the Associate Degree of Arts in Social Work and Human Services with Transfer (AD-T) degree - \$60,000 (Strategic Initiative: Support the success of all students to meet their education, and career goals)
5. Offer more face-to-face courses in the mornings, mid-morning and early afternoons in a hybrid modality - \$15,000/year (Strategic Initiative: Support the success of students through the use of technology)
6. Implement more timely interventions (early alerts, middle alerts, late alerts) to promote retention and success early on for struggling students - \$20,000/year (Strategic Initiative: Improve recruitment, enrollment, retention, and completion rates for our students)
7. Hire a sociology tutor to support students who are having difficulties with reading/writing, understanding sociological assignments/assessments, test taking abilities, and college 101 best practices. \$60,000/year (Strategic Initiative: Support the success of all students to meet their education, and career goals)
8. Hire more IT personnel that can be dispatched within a day or two to classroom locations to troubleshoot technological issues as they arise- \$50,000/year (Strategic Initiative: Support the success of students through the use of technology)