



Fullerton College Program Review and Planning Self-Study for Instructional Programs Fall 2021

Statement of collaboration

The program faculty members listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the comprehensive self-study.

Participants in the self-study

Kelly Nelson-Wright, Sociology Faculty Member, Program Coordinator
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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review and Planning Committee.

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11/19/21
Date

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1-11-22
Date

1.0 Executive Summary: Sociology

The mission of the Fullerton College Sociology Department is to prepare students to use the sociological imagination in developing a critical understanding of the interaction among individuals, groups, and institutions within and between societies; to prepare students for effective and responsible participation in society; and to prepare students for additional study related to the fields of sociology and social work.

Our mission is supported by the continued development of curriculum, including new courses, certificates, and degrees. In alignment with the Fullerton College vision of “transforming lives and inspiring positive change in the world,” our program strives to be of value and benefit to our students and encourage intellectual curiosity, foster academic enrichment, and facilitate career pathways which will position our students to bring about real social change. Our progressive approach to curriculum development reflects the Fullerton College core values of growth, inclusivity, and innovation. Our department is committed to growing our program to bring innovative learning opportunities to our students.

The Sociology program has done reasonably well over the last five years relative to student enrollment. Overall, when comparing our student enrollment for the past 5 years between Summer 2016 and Spring 2021, Sociology has seen a 6.8% decrease in enrollment. By comparison, there has been a 12.1% decrease in enrollment for all other programs. The preponderance of students enrolling in sociology courses identify as female (71%), Latinx (70.7%), and low-income (87%). 82% of sociology majors earn a degree and/or transfer. Sociology Department faculty will continue to analyze and discuss enrollment trends and determine how to adjust course offerings to meet student needs most effectively. Given recent levels of declining enrollment, it may be advisable to consider increasing our SOC 101 F fully online course offerings. It may also be advisable to consider increasing our SOC 101 F dual enrollment course offerings, since doing so allows us to reach potentially under-served high school students who might not otherwise enroll in an Introduction to Sociology class.

While the Sociology Department is reasonably satisfied with student achievement in our program overall, there are specific areas of concern, and we are anxious to examine and address various measures of student equity. According to OIR data, enrollment and course completion for most groups in sociology courses is far above average when analyzed by race; however, three racial/ethnic groups have a significant gap between enrollment and course completion: Black/African American (-85 gap); Native Hawaiian/Pacific Islander (-14 gap); Unknown (-73 gap). Our department will continue to analyze and discuss these achievement gaps and devise approaches for addressing these areas of concern. We will continue to request embedded tutoring for students; we will carefully consider expanding our dual enrollment course offerings, to reach potentially under-served students before they arrive at Fullerton College; and we will increase our hybrid and online offerings of SOC 101 to diversify our methods of teaching and learning more significantly in this required course.

It is important to ensure varied teaching/learning methods and student access to the other core required courses in sociology degree programs, including SOSC 120, *Introduction to Probability and Statistics*, SOSC 125, *Introduction to Research Methods*, and SOC 102, *Social Problems*. Our

department will carefully consider increasing the number of hybrid and online sections of these courses to increase student access.

The Sociology Department acknowledges a range of differences in the classroom relative to teaching and learning and encourages inclusive and culturally sensitive pedagogies. Sociology faculty would benefit from more time and energy focused on teaching/learning, instead of administrative tasks. Members of our department feel frustrated by bureaucratic mandates which require an increasing amount of time outside of the classroom. To address larger institutional and societal level achievement and equity gaps relative to race/ethnicity/gender, faculty members must have the opportunity to focus more of their efforts on improving inclusive teaching/learning, and less on bureaucratic mandates.

The Sociology Department has revised its Program Student Learning Outcomes in consideration of Fullerton College's new Institutional Student Learning Outcomes and new design principles for Program Student Learning Outcomes. Sociology Department Program Student Learning Outcomes include: assess the power dynamics that produce stratification and inequality and be able to examine how time and space shape these processes; evaluate key sociological theories and concepts, explain the development of these theories and concepts in their specific historical contexts, and apply them in explaining past and current social phenomena; and appraise research, including assessing the theoretical ground on which it is based, interpreting the literature review, and critically evaluating the project's methodological strengths and limitations, and ethical and political implications. These Program Student Learning Outcomes are intentionally designed to reflect the Institutional Student Learning Outcome focus on critical thinking and information competency; analyzing and synthesizing data/information for the purpose of interpretation, problem-solving and decision-making; global systems awareness; and analyzing the interconnectedness of racial, cultural, political, social, economic, and environment issues.

Our program's new strategic action plan includes obtaining an additional full-time tenure-track faculty member with an FSA in Social Work. The measurable outcome anticipated for this strategic action plan is the addition of a full-time Sociology/Social Work faculty member for our expanding program. We anticipate very positive outcomes, including high rates of student enrollment in sociology classes required in our new Social Work ADT. We anticipate high numbers of Social Work ADT earners, if we are granted a new full-time faculty member with the expertise to teach the required fieldwork courses in the Social Work ADT.

Our program would also benefit from yearly funding of \$1,000 for discipline-related guest speakers for sociology classes and sociology-related campus and community events. The Sociology program strives for continued growth and discipline currency. We must compensate discipline experts who contribute their time and expertise to our students. We anticipate positive outcomes from inviting discipline-related community experts into the classroom and on to our campus, including maintaining a strong connection to the community.

2.0 Mission

Please explain briefly how your program contributes to the College's [mission, vision, core values, and goals](#). Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not then please consider discussing one with your colleagues.

The mission of the Fullerton College Sociology Department is closely aligned with the College's mission, core values, and goals. The Sociology Department provides a program of study that allows students to develop intellectually, socially, and professionally, while offering sociological tools and insights students can use to address complex issues and problems encountered in social institutions and organizational settings.

The Sociology Department is committed to educating our students about the realities of human social interaction using a global, societal-level approach, as well as a micro-level approach focusing on interpersonal interaction. We offer courses that analyze social interaction from a large scale, institutional and macro-level perspective, as well as courses that prepare students to analyze daily interpersonal interactions. Our coursework enables students to critically analyze social inequalities and oppression, and to become responsive members of society.

Mission Statement for the Department of Sociology

- ***To prepare students to use the sociological imagination in developing a critical understanding of the interaction among individuals, groups, and institutions within and between societies.***
- ***To prepare students for effective and responsible participation in society.***
- ***To prepare students for additional study related to the fields of sociology and social work.***

Fullerton College Mission Statement

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

Fullerton College Vision

Fullerton College will transform lives and inspire positive change in the world.

Fullerton College Core Values

Community – We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity – We embrace and value the diversity of our entire community.

Equity – We commit to equity for all we serve.

Excellence – We honor and build upon our tradition of excellence.

Growth – We expect everyone to continue growing and learning.

Inclusivity – We support the involvement of all in the decision-making process.

Innovation – We support innovation in teaching and learning.

Integrity – We act in accordance with personal integrity and high ethical standards.

Partnership – We work together with our educational and community partners.

Respect – We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility – We accept our responsibility for the betterment of the world around us.

Fullerton College sociology courses, certificates and degrees offer a diverse learning experience for students seeking academic enrichment, increased social awareness, educational opportunities, and a multitude of potential career pathways. Our program offers courses focusing on the complexities of society, including coursework related to the study of social problems, race/ethnicity, social inequality, gender, marriage and family, media, religion, aging, crime, and drugs. Students benefit from the knowledge gained in sociology courses which enhances their awareness of the many challenges facing members of societies today: poverty, crime, discrimination, class conflict, and struggles over resources and power. This knowledge benefits students on an individual, personal level, as well as a broader, societal level. We foster a supportive and inclusive teaching/learning environment to help our students become well-informed critical thinkers and contributing members of our culturally diverse and technologically complex society.

The Sociology Department offers a Sociology Associate in Arts degree and a Sociology Associate in Arts Degree for Transfer. The Sociology AA and ADT (AA-T) allow for flexible pathways for our students; for students seeking to earn a terminal degree, the Sociology AA degree offers a broad base of knowledge related to the discipline of sociology. For students seeking to transfer to four-year institutions of higher education, the Sociology ADT allows for transfer to four-year colleges, including CSU's, UC's and private colleges. The Sociology ADT specifically facilitates transfer to CSU, and any student who completes the Sociology ADT is granted priority admission as a sociology major to a local CSU with a similar major. The Sociology AA and Sociology ADT provide excellent general preparation for careers in sociology, social work, law, personnel and human resources, the criminal justice system, education, marketing research and counseling.

In addition to our Sociology degrees, Sociology faculty have collaborated with faculty in other disciplines to develop interdisciplinary and area studies certificates and degrees, to provide students with enriching academic opportunities and a broader array of career pathways.

1. The Research Fundamentals Skills Certificate encourages students to learn basic research skills, and/or improve their existing research skills. This certificate emphasizes the skills needed to interpret research data and conduct basic research in accordance with the procedures and methods of social/behavioral science.
2. The Volunteer Services Skills Certificate enables students to experience and understand the importance of volunteering in the community from a social/behavioral sciences perspective. This certificate offers students core courses in behavioral/social science and includes at least one course with a service-learning requirement. This certificate can enrich the service of experienced volunteers, guide those interested in volunteering for the first time and transfer students interested in teaching and social service agency work, as well as public service.

3. The Law, Public Policy and Society Associate Degree for Transfer focuses on the development of communication skills, introduces students to the legal field, and allows students to learn to analyze social science and theories, evaluate diverse viewpoints related to the human experience, and produce evidence-based arguments.
4. The Social Justice Studies: General Associate in Arts Degree for Transfer allows students to gain knowledge and experience to work with culturally diverse populations and understand how social justice issues affect various communities.
5. The Social Justice Studies: Gender and Sexuality Associate in Arts Degree for Transfer provides preparation for students interested in pursuing academic and career pathways including women's studies, social work, education, government services, human rights, immigration, child advocacy, environmental justice, criminal justice, disability rights, and health care (*degree pending state approval*).
6. The Social Work Associate in Arts Degree for Transfer gives students the opportunity to gain knowledge of human service delivery systems, develop communication skills for working with individuals, groups, and diverse populations, acquire case management techniques, and participate in hands-on field experience in one or more human service agencies. The program will also encourage students to think critically about societal conditions that contribute to the need for social services (*degree pending state approval*).
7. The Cannabis Studies Associate in Arts Degree provides a multi-disciplinary approach including sociology, biological psychology, and anthropology. Coursework focuses on both theoretical and applied perspectives surrounding cannabis and its use. It provides a unique examination of the constructions of cannabis as a product, a psychoactive substance, a behavior, and a form of deviance. It incorporates an applied approach through the lens of the business of cannabis and uses a social justice framework to analyze public policy, rhetoric, and health (*degree pending state approval*).
8. The Aging Studies Certificate focuses on the study and application of knowledge about the physical, social, and economic conditions of older people. Career paths may include placements in county councils on aging, area agencies on aging, social services agencies, housing authorities, long-term care, recreation facilities, and other public and private agencies which serve older people.

The Aging Studies Certificate is our department's first foray into "vocational" education, with support and approval for the certificate from the Los Angeles Orange County Regional Consortium (LAOCRC). LAOCRC is a two-county regional infrastructure used to convene member college stakeholders and partners in monthly standing business, collaborative, and sub-regional meetings. These meetings include facilitating and recommending new career education programs, providing professional development, convening an ecosystem of natural partner collaborations with college partner; with the goal of targeting and supporting the most disadvantaged, who often face barriers to employment, and who would benefit from this stepping-stone to economic opportunity and mobility. LAOCRC program approval required our department develop an Advisory Board for the Aging Studies Certificate program, made-up of academic discipline experts and community leaders in the field of aging. Our new Aging Studies Certificate reflects Fullerton College's vision for innovation in teaching and learning, and the entire LAOCRC approval process, including our new Advisory Board, reflects the

College's vision of inclusivity in the decision-making process, promoting a sense of community, and working together with our educational and community partners.

The *Social Work Associate in Arts Degree for Transfer* will soon become an essential part of the Fullerton College Sociology Department. Many students have requested a social work degree program, so our department has taken the opportunity to develop this new ADT to serve the best interests of students. The Sociology Department has been approved for a program name change to the department of Sociology and Social Work, and this change will be published in the Fullerton College catalog as soon as the Social Work ADT is fully state approved. This dual approach has been embraced by many Sociology Departments in California and the U.S., and we look forward to this expansion of our program.

These new programs signify significant growth for our department and reflects our serious commitment to working collaboratively with our colleagues and community partners to bring interdisciplinary curriculum opportunities to our students. In alignment with the Fullerton College vision of "transforming lives and inspiring positive change in the world," our program strives to be of value and benefit to our students and encourage intellectual curiosity, foster academic enrichment, and facilitate career pathways which will position our students to bring about real social change. Our progressive approach to curriculum development reflects the Fullerton College core values of growth, inclusivity, and innovation. Our department is committed to growing our program to bring innovative learning opportunities to our students.

3.0 Students

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

3.1 Enrollment demographics

1. Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years.

The Sociology program experienced an enrollment decrease of 6.8% from 2016/17 to 2020/21.

- The most precipitous decline occurred in 2019/20 - 2020/21, during the COVID-19 global pandemic.
- The 6.8% decline in the last five years is concerning but given the 12.1% decrease in enrollment in "all other programs" in the same timeframe, we remain cautiously optimistic about enrollment. We hope enrollment in sociology classes will increase post-pandemic.

Overall, when comparing our student enrollment for the past 5 years between Summer 2016 and Spring 2021, Sociology has seen a 6.8% decrease in enrollment. By comparison, there has been a 12.1% decrease in enrollment for all other programs.

<i>Five-year enrollment between Summer 2016-Spring 2021</i>	
Sociology	-6.8%
All Other Programs	-12.1%

When examining enrollment changes in the past year, the decline in enrollment for Sociology was slightly greater than the 5-year comparison - 8.2% versus 6.8% respectively. When comparing enrollment changes in Sociology for the past year against All Other Programs, we identify a higher decline in enrollment for Sociology – 8.2 % decline for Sociology versus a -3.4% decline for all other programs.

<i>One-year enrollment between Summer 2020-Spring 2021</i>	
Sociology	-8.2%
All Other Programs	-3.4%

- Using the data provided by the OIE, describe the student population the department serves. Do you have a way of determining which students are majors, for example through a gateway course? Please explain.

The Sociology Department can describe our student population using data provided by the OIE. The data reveals that the preponderance of students enrolling in sociology courses identify as female (71%), Latinx (70.7%), and low-income (87%).

The Sociology Department identifies FC sociology majors by obtaining a list of majors at least once a year.

- We have created a “Sociology Majors” Canvas site to facilitate regular communication with our sociology majors.
- This site is used to share information about courses, degrees and certificates, transfer requirements, club events and activities, campus resources, and pandemic-related support.
- We can also describe various attributes and achievements for our sociology majors based on OIE data, including the following:
 - 82% of sociology majors earn a degree and/or transfer.
 - 44% of sociology majors are aged 20 – 24.
 - 41% of sociology majors attempted to complete 24+ units in 2020/21.
 - 65.8% of sociology majors identify as female; 30.1% identify as male; and 4.1% as different identity.

The diverse student population Sociology serves closely mirrors that of Fullerton College’s student diversity. Most of our student body is classified as Latinx with 62.1 % for Sociology, while “All other programs” report 57.5% for those identified as Latinx.

<i>Race/Ethnicity in Sociology compared to All Other Programs</i>		
	All Other Programs	Sociology
Amer. Indian Alaska N	0.2%	0.1%
Asian	11.3%	9.9%
Black African American	2.9%	3.0%
Filipino	2.7%	2.8%
Latinx	57.5%	62.1%
Native Hawaiian Pacific Is	0.2%	0.4
Two or more	3.5%	3.1%
Unknown	5.7%	5.2%
White	16.2%	13.4%

When examining enrollment by gender, just like in All Other Programs at Fullerton College, women make up the majority of those enrolled with a 13.4% greater difference in Sociology when compared to all other programs.

<i>Sociology Enrollment by Gender</i>		
	All Other Programs	Sociology
Female	52.4%	65.8%
Male	43.0%	30.1%
Different Ident.	4.6%	4.1%

Regarding student enrollment in our courses, the “gateway” course in the Sociology program is SOC 101 F, *Introduction to Sociology*. Every student who majors in sociology is required to take SOC 101 F and chooses two of three courses from the following required course options: SOC 102 F, *Social Problems*; SOSC 120 F, *Introduction to Probability and Statistics*; and/or SOSC 125 F, *Introduction to Research Methods*.

3. Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.

Sociology classes with the highest demand include SOC 101 F, *Introduction to Sociology*, and other required courses for the major/sociology degrees.

- In addition to being required courses in sociology degrees, all sociology courses qualify as general education, and satisfy various GE transfer requirements.
- Required courses are offered every semester, including the summer term, with varying modes of delivery, including in-person, hybrid and fully online (synchronous and asynchronous).
- Sociology courses are scheduled as in-person classes throughout the day, late afternoon, and evening.
- Required courses and restricted electives are also offered on Fridays, to support and accommodate students who prefer to be on campus one day a week.

- The OIR data indicate 20% of SOC 101 sections were offered online during the past five years, which is a lower percentage than other sociology courses; therefore, our department will consider increasing the percentage of SOC 101 sections offered online to increase student access.

As mentioned, the Sociology program delivers courses in all modalities available, and a concerted effort is made to schedule our courses at various times of the day and evening to capture as many students as possible. Of the various courses taught in our Sociology Department, *Introduction to Sociology* has the largest enrollment, being a transfer course and a requirement for Sociology majors.

Of note is the continued decrease of enrollment in evening classes, which has forced us to adapt and increase our offerings of online courses.

<i>Sociology Student Enrollment by Course and Modality</i>				
Course	Enrollments	Sections	Online	Evening
SOC 101 F	14,016	220	20%	4%
SOC 102 F	3,591	69	31%	9%
SOC 275 F	3,392	57	29%	20%
SOC 292 F	2,219	39	33%	7%
SOC 285 F	1889	23	59%	15%

Our Sociology program has offerings fall and spring semester, as well as summer term. The average number of course offerings for fall and spring semesters is similar with 45 and 47 offerings respectively. For our Summer term, the average number of offerings is 9.

<i>Five-Year Average Enrollment by Term</i>		
	Average Sections	Average Enrollments
Summer	9	639
Fall	45	2,776
Spring	47	2,428

The Sociology Department offers a robust variety of courses. The past 15 years our department has created and introduced many new courses, making for a very diverse program capturing a myriad of subjects within the discipline of Sociology.

4. Please describe how course offerings match students' preparation and goals.

Sociology course offerings are organized around facilitating student access to our classes, as well as degree and certificate completion. Currently, students who opt to do so can complete a sociology degree entirely online.

- Courses which are required in degrees/certificates are offered every semester.

- Restricted elective courses are typically offered every semester or in alternating semesters.
 - Our department will continue to ensure there are no barriers to students completing sociology degrees and certificates in a timely manner.
5. Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

The pandemic has presented enrollment and scheduling challenges.

- The sociology program has experienced an enrollment decline of 8.2% from 2019/20 – 202/21. This is particularly concerning given that “all other programs” had a significantly smaller enrollment decline of 3.4% in the same timeframe.
- The OIR data indicates a higher average student enrollment in the fall versus spring term, yet we typically offer a slightly lower average number of sections in the fall. The Sociology Department will attempt to address this issue in the scheduling process.
- Sociology Department faculty will continue to analyze and discuss enrollment trends and determine how to adjust course offerings to meet student needs most effectively. Given declining enrollment, it may be advisable to consider increasing our SOC 101 F fully online course offerings. It may also be advisable to consider increasing our SOC 101 F dual enrollment course offerings, since doing so allows us to reach potentially under-served high school students who might not otherwise enroll in an Introduction to Sociology class.

3.2 Student Achievement and Equity (and student demographic profile)

1. Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).

While the Sociology Department is reasonably satisfied with student achievement in our program overall, we are concerned about specific areas of decline in student achievement, and we are anxious to examine and address various measures of student equity.

- Course completion in sociology courses decreased from 89.5% to 85.7% (2017 to 2021).
 - When compared to all other programs, course completion for sociology courses is higher (85.7% in sociology courses compared to 80.9% in all other programs).
- Course success in sociology courses increased from 72.1% to 72.3% (2017 to 2021).
 - When compared to all other programs, course success for sociology courses is higher (72.3% in sociology courses compared to 69% in all other programs).
- Program awards earned in sociology have increased significantly.

- From 2016/17 to 2020/21, sociology program awards earned annually have increased from by 48%.
 - Significantly more students earned ADT's in this timeframe than AA's.
 - 82% of sociology degrees earned from 2016/17 to 2020/21 were SOC ADT's.
 - 18% of sociology degrees earned from 2016/17 to 2020/21 were SOC AA's.
 - The number of SOC ADT's earned increased by 32% from 2016/17 to 2020/21.
 - The number of SOC AA's earned increased by 5% from 2016/17 to 2020/21.
 - Transfer student totals from the FC sociology program to four-year schools has fluctuated over the last five years.
 - In this timeframe, the highest number of students transferring to a four-year college occurred in 2018. By 2020, the number of students who transferred to a four-year college decreased by 16%; from 198 students in 2018 to 165 in 2020. We assume this decrease is related to the COVID-19 pandemic, and the overall decrease in enrollment.
 - 73% of the total number of students who transferred in this timeframe transferred to a CSU; 11% transferred to a UC; and 16% transferred to a private college/university.
 - The most popular four-year college destination in this timeframe for FC Sociology degree earners was California State University, Fullerton.
 - Students who identify as Latinx represent the largest number of sociology transfer students (68%), with the second largest category being those who identify as White (24%), and the third largest category being those students who identify as Asian (11%).
 - Students who earned a Sociology AA or a Sociology ADT were significantly more likely to transfer than students who simply identified as "sociology majors."
2. Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

According to OIR data, enrollment and course completion for most groups in sociology courses is far above average when analyzed by RACE:

- American Indian/Alaska Native (93.8%)
- Asian (91.4%)
- Filipino (90.7%)
- Latinx (88.7%)
- Two or More (86.5%)
- White (89.5%)

However, three racial/ethnic groups have a significant gap between enrollment and course completion:

- Black/African American (-85 gap)
- Native Hawaiian/Pacific Islander (-14 gap)
- Unknown (-73 gap)

When analyzing enrollment and course completion based on GENDER, all groups are above average:

- Different Identity (86.6%)
- Female (88.1%)
- Male (87.2%)

When analyzing enrollment and course completion based on DSS STATUS, both groups are above average:

- Not DSS (87.7%)
- DSS (88.9%)

When analyzing enrollment and course completion based on FOSTER YOUTH IDENTITY, both groups are above average:

- Not Foster Youth (87.8%)
- Foster Youth (84%)

When analyzing enrollment and course completion based on LGBT IDENTITY, both groups are above average:

- Not LGBT (87.9%)
- LGBT (86%)

When analyzing enrollment and course completion based on INCOME, both groups are above average:

- Not Low Income (89.5%)
- Low Income (87.4%)

When analyzing enrollment and course completion based on MILITARY STATUS, one group shows a slight gap between enrollment and course completion:

- Not Military (-1.239 gap)

While the other group is far above average:

- Military (92.0%)

In summary, according to OIR data, four groups evidence an achievement gap in the area of course completion:

Black/African American (-85 gap)

Native Hawaiian/Pacific Islander (-14 gap)
Unknown [race/ethnicity] (-73 gap)
Not Military (-1.239 gap)

Our department will continue to analyze and discuss these achievement gaps and devise approaches for addressing these gaps. We will continue to request embedded tutoring for students; we will carefully consider expanding our dual enrollment course offerings, to reach potentially under-served and marginalized students before they arrive at Fullerton College; and we will increase our hybrid and online offerings of SOC 101 to diversify our methods of teaching and learning more significantly in this required course.

3. Does the department have regular discussions about equitable grading, attendance, late-work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.

The Sociology Department utilizes a Canvas site designated for department communications. This site allows us to engage in discussions which include all full-time faculty as well as our excellent group of adjunct faculty members. We regularly share information relative to professional conferences and professional development, campus resources, district, campus and department events, opportunities for club involvement, department scheduling, best practices relative to syllabi development and pedagogies, curriculum proposals, and new courses and programs.

Throughout the pandemic we have facilitated faculty discussions regarding the challenges of teaching and learning in an online environment, including approaching and addressing potentially controversial topics in the classroom. The Sociology Department is currently discussing the possibility of including faculty Zoom sessions to discuss equitable grading practices and other strategies to support and enhance student success.

4. Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?

EQUITY ACTION PLAN

It is important for our department to address the most significant achievement gaps evidenced in our program. According to OIR data, four groups evidence an achievement gap in the area of course completion: Black/African American (-85 gap); Native Hawaiian/Pacific Islander (-14 gap); Unknown [race/ethnicity] (-73 gap); Not Military (-1.239 gap).

Our department will continue to analyze and discuss these achievement gaps and devise approaches for addressing these gaps. Our strategies will include:

- Increase dual enrollment course offerings to reach potentially under-served and marginalized students before they arrive at Fullerton College.
 - Our current dual enrollment offerings include five sections of SOC 101, *Introduction to Sociology*, per term. We will carefully consider increasing the number of DE sections.
 - Our current dual enrollment classes include an Open Educational Resource digital e-book which is provided free to all enrolled students. All SOC 101 DE instructors use the same textbook, to make our DE classes accessible to as many high school students as possible, particularly those in the four groups most likely to evidence achievement gaps: Black/African American; Native Hawaiian/Pacific Islander; Unknown [race/ethnicity]; and non-Military.
 - Our current dual enrollment classes include embedded tutors, which we hope will be a successful strategy to support and increase student completion and success, especially for students in the four categories most likely to evidence achievement gaps.
- We will continue to diversify our methods of teaching and learning, particularly in required core courses in the Sociology AA and Sociology ADT.
 - According to OIR data, prior to the pandemic only 20% of SOC 101 sections were offered online. Our department will carefully consider increasing the number of hybrid and online sections of SOC 101 to increase student access to these required courses.
 - It is important to ensure varied teaching/learning methods and student access to the other core required courses in sociology degree programs, including SOSC 120, *Introduction to Probability and Statistics*, SOSC 125, *Introduction to Research Methods*, and SOC 102, *Social Problems*. Our department will carefully consider increasing the number of hybrid and online sections of these courses to increase student access.
 - One of the core required courses in our program, SOSC 120, *Introduction to Probability and Statistics*, is often viewed with fear and anxiety by students who struggle with math. A full-time sociology faculty member who is a former high school math teacher has devoted their entire focus on teaching this course. The instructor enlists the help of embedded tutors and the Hornets Tutoring Center to support student learning. Enrollment in SOSC 120 has steadily increased, even during the pandemic, with high rates of student completion and success. We plan to continue to diversify methods of teaching and learning in SOSC 120 by offering the class in-person and in hybrid/online formats.
 - Sociology faculty possess various specific areas of expertise in teaching/learning, and our department amplifies this expertise by providing faculty members with opportunities to teach classes which align with their respective areas of interest and experience.

- The Sociology Department acknowledges a range of differences in the classroom relative to teaching and learning and encourages inclusive and culturally sensitive pedagogies.
- Sociology faculty would benefit from more time and energy focused on teaching/learning, instead of administrative tasks.
 - Members of our department feel frustrated by bureaucratic mandates which require an increasing amount of time outside of the classroom.
 - To address larger institutional and societal level achievement and equity gaps relative to race/ethnicity/gender, faculty members must have the opportunity to focus more of their efforts on improving inclusive teaching/learning, and less on bureaucratic mandates.
- Many of the variables impacting minoritized students are external to Fullerton College, such as housing, transportation, employment, and family issues.
 - Faculty in our department will continue to make campus resources available and accessible to students.
 - Faculty in our department will continue to advocate for better campus resources for our students, particularly regarding basic human needs.
 - Faculty in our department will continue to advocate for students who are facing prejudice on our campus, including microaggressions.

3.3 Student Achievement and Pathways

1. Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)

According to OIE data, students have moved successfully through our program over the past five years.

- There are very few prerequisites in our program, and those which exist for SOSC 120 and SOSC 125 do not appear to be a barrier for students.
 - Course substitutions are permitted for SOSC 120, including alternative courses MATH 120, MATH 121, and PSY 161. Course substitutions are permitted for SOSC 125, including PSY 202. Consequently, there are no “bottleneck” courses in our program.
 - As previously mentioned, we will carefully consider increasing the number of hybrid/online sections of our “gateway” core required course, SOC 101, *Introduction to Sociology*, to ensure student access.
2. For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.

The Sociology ADT adheres strictly to the Transfer Model Curriculum. For fairness and clarity for students, we have aligned the structure and requirements of the Sociology AA with the Sociology ADT. There have been no additional steps and/or prerequisites included in the sociology degrees.

Areas of concern:

- **Our department has concerns about Fullerton College Interdisciplinary AA degrees (INDS AA's) two of which have areas of emphasis that replicate our degrees, including, *Interdisciplinary Studies: Emphasis in Social Behavior and Self-Development AA*, and *Interdisciplinary Studies: Emphasis in Social Sciences AA*.**
 - **We contend students may be better served by completing an ADT which reflects transfer model curriculum developed by discipline experts, and eases transfer for students who want to transfer to a four-year school.**
3. Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?

The Sociology ADT and Sociology AA degree have program maps completed, created in collaboration with FC counselors.

- **Students can complete courses in two to three years per the program maps we have created.**
 - **Sociology course offerings are organized around facilitating student access to our classes, as well as degree and certificate completion.**
 - **Core required courses are offered every semester.**
 - **Restricted elective courses are typically offered every semester or in alternating semesters.**
 - **Currently, students who opt to do so can complete a sociology degree entirely online.**
 - **Our department will continue to ensure students face no barriers to completing sociology degrees and certificates in a timely manner.**
 - **We have associated degrees (Cannabis Studies AA Degree, Social Justices Studies ADT, Social Work ADT) and certificates (Research Skills Certificate, Volunteer Services Skills Certificate, Aging Studies Certificate), some of which are active and some of which are pending state-approval; these programs do not yet have program maps completed.**
4. Do the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain.

There is a significant difference in the number of students who complete the Sociology ADT versus the Sociology AA degree.

- 82% of sociology degrees earned from 2016/17 to 2020/21 were SOC ADT's.
- 18% of sociology degrees earned from 2016/17 to 2020/21 were SOC AA's.
- Students who earned a Sociology AA or a Sociology ADT were more likely to transfer than students who simply identified as "sociology majors."
- We do not yet have sufficient data to report on other associated degrees and/or certificate programs.

3.4 Faculty

1. Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or "adjunct" faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)

Over the past five years, sociology faculty have taught a total of 502 sections, with only 3% of sections cancelled in the same timeframe.

- The average fill rate for sociology sections over the past five years was 88%, with an even higher fill rate of 92.6% evidenced in 2020/21.
 - WSCH per FTEF (weekly student contact hours) averaged 659 per semester, with some of the highest number of student contact hours occurring during the pandemic.
 - PTF (part-time/adjunct faculty) taught on average 60% of sociology sections per semester, while FTF (full-time faculty) taught on average 40% of sociology sections.
 - The number of PTF averaged 17 per semester, while the number of FTF averaged 5 per semester over the last five years.
 - The number of FTEF (full-time equivalent faculty) averaged 26 per semester over the last five years.
2. If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.

The Sociology Department is one of Fullerton College's most popular academic programs, with degree completion rates exceeding most other programs. Our FTF to PTF ratio and large number of sections offered is evidenced by the number of full-time equivalent faculty per semester (on average, 26).

- Our overall student enrollment and on-going programmatic needs clearly justify hiring another full-time faculty member.
- In addition to these current realities, the Sociology Department has been approved for a program name change, to the department of Sociology and Social Work. Our department is awaiting final state approval of the *Social Work ADT* before our new program title will be published in the Fullerton College catalog.

- The development of a *Social Work Associate Degree for Transfer* and the inclusion of this new degree in our program meets the needs of students by offering both sociology and social work degrees.
- It also creates the need for a full-time faculty member with the education and training necessary to teach social work courses, including fieldwork courses.
- While some of the courses in the Social Work ADT can be taught by sociology faculty, we do not currently have any full-time faculty with the educational background or training to teach social work advanced fieldwork courses, which are required by the Social Work ADT/TMC.
- To best serve Fullerton College students, our program requires enough full-time faculty to fully support curriculum related to both sociology and social work.

3.5 Covid-19

Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?

The Sociology Department adapted very quickly to the pandemic-related remote teaching and learning environment. Enrollment in sociology courses decreased at a lesser rate than overall enrollment decreases on our campus, and student success and completion rates have remained reasonably high.

- Sociology faculty who heretofore had not taught online pivoted immediately and effectively to meet the needs of students.
- Sociology classes which had not been taught fully online pre-pandemic have been successfully transitioned to an online mode of delivery, and faculty are anxious to explore hybrid/online options post-pandemic.
- Sociology faculty with extensive experience teaching online have provided support and guidance during the pandemic in a collegial effort to help colleagues and students alike.
- Zoom, TechConnectZoom, and other communication tools have been used to maintain contact between administrators and faculty, between and amongst faculty groups, and especially between faculty and students. Sociology faculty intend to continue to use these tools post-pandemic to facilitate frequent and effective contact with students.

3.6 What has not been asked?

Please tell us about other ways your department has been successful, ways that the previous questions might have missed.

One of the most unique features of the Fullerton College Sociology Department is the connection we create between the classroom and the “real world.”

- The Sociology Department sponsors and supports a variety of campus events and endeavors, from forums on climate change to humanitarian efforts in support of the unhoused.
- The Sociology Club and the S.O.B.E.R. Club provide students with opportunities to fully engage with sociological principles and perspectives and apply these in their individual lives.
- Many sociology classes incorporate service learning, guest speakers, and field trips to further enhance the connection between the classroom and real-world experiences for students.
 - An area of concern is the lack of funding for guest speakers for campus events and class visits. Guest speakers are a crucial part of social experience and perspectives to our students, and we continue to respectfully request funding for this purpose.
 - As we expand the scope of our program to include fields closely related to Sociology, such as Social Justice Studies and Social Work, it is becoming increasingly important to invite experts in these disciplines into our classrooms and on to our campus, as visiting presenters, keynote speakers, and as potential full-time and adjunct faculty members.

4.0 Outcomes

4.1 Program Student Learning Outcomes (PSLOs)

Since the last self-studies, the College adopted new Institutional Student Learning Outcomes ([ISLOs](#)) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans.

The Sociology Department has carefully considered Fullerton College Institutional Student Learning Outcomes in connection with our Sociology Program Student Learning Outcomes.

Fullerton College Institutional Student Learning Outcomes

- *Communicate clearly and appropriately for a variety of purposes and audiences.*
- *Analyze and synthesize data/information in a variety of forms (numerical, textual, graphic) for the purpose of interpretation, problem-solving, and decision-making.*
- *Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.*
- *Interpret, appreciate, and create artistic forms of knowledge and expression.*
- *Articulate personal values and goals as well as explain the skills, mindsets, and behaviors necessary to achieve well-being and professional success.*

The Sociology Department has revised its Program Student Learning Outcomes in consideration of Fullerton College's new Institutional Student Learning Outcomes and new design principles for Program Student Learning Outcomes.

Fullerton College Sociology Department Program Student Learning Outcomes

- Assess the power dynamics that produce stratification and inequality and be able to examine how time and space shape these processes.

- Evaluate key sociological theories and concepts, explain the development of these theories and concepts in their specific historical contexts, and apply them in explaining past and current social phenomena.
- Appraise research, including assessing the theoretical ground on which it is based, interpreting the literature review, and critically evaluating the project's methodological strengths and limitations, and ethical and political implications.

These Program Student Learning Outcomes are intentionally designed to reflect the Institutional Student Learning Outcome focus on critical thinking and information competency; analyzing and synthesizing data/information for the purpose of interpretation, problem-solving and decision-making; global systems awareness; and analyzing the interconnectedness of racial, cultural, political, social, economic, and environment issues.

4.2 PSLO Assessment

The new PSLO [design principles](#) encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.

The process for assessing our newly revised Program Student Learning Outcomes is currently being discussed by members of the Sociology Department.

4.3 CSLO Assessment

Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.

The Sociology Department conducts course Student Learning Outcome assessments every three years. Full-time and adjunct faculty collaboratively analyze course SLO assessment results and discuss areas of potential concern. Course level Student Learning Outcomes are revised on a regular basis, to accurately reflect updates in curriculum and currency in the discipline. Since Student Learning Outcomes articulate what a student should know or can do after completing a course or program, our department emphasizes the assessment of Student Learning Outcomes to provide information that puts student learning at the forefront of our academic planning processes.

4.4 SLO Equity Analysis

1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

When analyzing the Sociology course-level Student Learning Outcome data, it is apparent that some of the categories differentiated by race/ethnicity include a very small number of students; consequently, it is difficult to generalize based on this aspect of the data. For example, American Indian/Alaskan Natives number only 10, and Pacific Islanders number only 35. In comparison, those who identify as Hispanic number 2,596 students.

Nonetheless, specific differences revealed in the data require further analysis and discussion, with the most significant issue amongst those who identify as African American. Among African American students, the overall Sociology Student Learning Outcome attainment percentage is 69.33%. In comparison, the level of SLO attainments among Filipino students is 89.66%, almost 20 percentage points higher than African American students. The differential based on gender category identification is far less significant, with the three categories reporting within 7 percentage points in performance.

<i>Sociology SLO Performance Report by Demographic Category: Ethnicity</i>	
	Meets Expectations
African American	69.33%
American Indian/Alaskan Native	83.33%
Asian	87.02%
Filipino	89.66%
Hispanic	81.51%
Pacific Islander	77.78%
Unknown	53.49%
Unspecified	85.71%
White Non-Hispanic	85.96%

<i>Sociology SLO Performance Report by Demographic Category: Gender</i>	
	Meets Expectations
F	83.33%
M	80.29%
N	76.79%
X	0%

- Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don't exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding

up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]

According to OIR data, four groups evidence an achievement gap in the area of course completion within our program.

<i>Achievement Gap</i>	
Black/African American	(-85 gap)
Native Hawaiian/Pacific Islander	(-14 gap)
Unknown [race/ethnicity]	(-73 gap)
Not Military	(-1.239 gap)

Similarly, the groups with the lowest SLO performance by ethnicity within our program include “Unknown,” “African American,” and “Pacific Islander.”

<i>Sociology SLO Performance Report by Demographic Category: Ethnicity</i>	
	Meets Expectations
African American	69.33%
American Indian/Alaskan Native	83.33%
Asian	87.02%
Filipino	89.66%
Hispanic	81.51%
Pacific Islander	77.78%
Unknown	53.49%
Unspecified	85.71%
White Non-Hispanic	85.96%

Our department will continue to analyze and discuss these achievement gaps and devise approaches for addressing these gaps. Our strategies will include:

- Increasing dual enrollment course offerings to reach under-served students.
- Increasing the number of dual enrollment and other sections of SOC 101 which utilize Open Educational Resource digital e-books.
- Increasing the number of sociology classes which offer embedded tutors to improve success and retention rates, particularly in the four categories most likely to evidence achievement gaps.
- Continue to diversify our methods of teaching and learning, particularly in required core courses like SOC 101, SOC 102, SOSC 120 and SOSC 125, by offering more online and hybrid sections.
- Continue to support a range of differences in the classroom relative to teaching/learning approaches and encourage inclusive and culturally sensitive pedagogies.

- Continue to make campus resources available and accessible to students, particularly relative to basic human needs.
- Continue to advocate for students who are facing prejudice on our campus, including microaggressions.

5.0 Other Areas of Program Effectiveness

5.1 Your Department and General Education

1. Using the data provided by the OIE, please look at students who take your courses for GE credit.
2. What role does your department play in helping students complete the GE pathway?
3. Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?
4. Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.

In addition to being required courses in sociology degrees, all sociology courses qualify as general education, and satisfy various GE transfer requirements. These courses are offered every semester, including the summer term, with varying modes of delivery, including in-person, hybrid and fully online (synchronous and asynchronous). These courses are scheduled as in-person classes throughout the day, late afternoon, and evening. Required courses and restricted electives are also offered on Fridays, to support and accommodate students who prefer to be on campus one day a week.

The Sociology program delivers courses in all modalities available, and a concerted effort is made to schedule our courses at various times of the day and evening to capture as many students as possible. The continued decrease of enrollment in evening classes has forced us to adapt and increase our offerings of online courses, and the department recognizes it is advisable to expand offerings of core required courses to include more hybrid and fully online opportunities for students.

5.2 Outside Influences on Your Department

1. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.
2. Make sure you are including all degree and certificate programs, including the College's GE program.
3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.
4. If AB 705 applies to the program then how are you meeting its mandates?

The Sociology Department was one of the first on our campus to develop an Associate Degree for Transfer, due to CA legislation SB 1440, which was implemented in 2010. We continue to explore curriculum opportunities which serve students, including combining traditional academic and vocational approaches in degrees such as our “Cannabis Studies” AA Degree and our “Aging Studies” Certificate.

We carefully consider the value of any prerequisite courses to avoid unnecessary barriers for students attempting to earn one of our certificates and/or degrees. AB 705, which was implemented in 2018, ensures that students are not placed into remedial courses that may delay or deter their educational process. The only course in our program which includes a pertinent prerequisite is SOSC 120 F, *Introduction to Probability and Statistics*, and multiple measures are used to determine student eligibility for this course. This approach prevents students from being blocked from enrolling in SOSC 120. Moreover, as previously mentioned, this course has among the highest rates of success and retention in our program. Our department also supports appropriate course substitutions for SOSC 120, including MATH 120, MATH 121, and PSY 161. We do so because these courses are considered generally equivalent, and to ensure there are absolutely no barriers which may delay or deter students from earning a degree in our program.

While our department fully supports students earning a diversity of certificates and degrees at Fullerton College, we have some concerns about students being awarded multiple degrees in similar areas; specifically, we assert students should not be awarded both the Sociology AA degree and the Sociology ADT. Similarly, we contend that the Fullerton College *Interdisciplinary Studies AA Degrees* reflect considerable content overlap with the Sociology AA/ADT, and we question if it is in the best interests of students to be awarded degrees in such similar areas. Our department has concerns about Fullerton College INDS AA degrees with areas of emphasis which replicate our degrees; specifically, *Interdisciplinary Studies: Emphasis in Social Behavior and Self-Development AA*; and *Interdisciplinary Studies: Emphasis in Social Sciences AA*. We contend students may be better served by completing a Sociology ADT which reflects transfer model curriculum developed by discipline experts, and eases transfer for students who want to transfer to a four-year school.

5.3 Your Program’s Active and Applied Learning and High-Impact Practices

1. The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.

Sociology faculty intentionally and consistently create opportunities for our students to apply the knowledge and skills they acquire in the classroom. Sociology courses and programs

provide students with the ability to develop essential critical thinking skills to effectively analyze real world issues and create positive social change.

- **CREATING CONNECTIONS: curriculum, the classroom, and real-world applications.**
 - An example of creating connections is the application of curriculum to “real-world” career paths, including:
 - Our “Drugs and Society” course, our S.O.B.E.R. Club, and our new “Cannabis Studies” AA degree.
 - Our “Sociology of Aging” and “Dying and Death” courses and our new “Aging Studies” certificate program.
 - We create connections between our curriculum and campus efforts to become actively anti-racist/anti-sexist, including:
 - Our “Sociology of Gender” and “Sociology of Race and Ethnicity” courses, which provide students with a foundation on which to develop an anti-racist, anti-sexist perspective.
 - We create connections between our curriculum and campus efforts to manifest a more equitable and just society.
 - Our “Social Problems” course allows students to better grasp issues of power, privilege and authority, and our new course, “Social Inequality,” will help ensure students understand the hierarchy of social advantage and status in society.
 - Our new “Social Work” ADT and our “Social Justice Studies” ADT provide students with the opportunity to apply the knowledge and cultural awareness they acquire in the classroom to creating a more fair and just society.
- **CREATING CONNECTIONS: Sociology programs and the Sociology Club.**
 - Perhaps the most “applied” aspect of the FC Sociology program is the Sociology Club, which sponsors and promotes many campus and community events.
 - The Sociology Club gives students an opportunity to connect with other sociology majors, while students also expand their knowledge and awareness of disadvantaged and under-served populations, including the unhoused.
 - Sociology Club campus events focus on suicide prevention and sexual assault awareness.
 - Sociology Club humanitarian and philanthropic efforts support prison library collections and meeting basic needs for the unhoused.

2. Are there institutional barriers hindering your department's ability to offer or enhance these learning experiences for students? Please explain.

Members of the Sociology Department have actively participated in the internship program at California State University, Fullerton, wherein CSUF sociology graduate students serve as interns for Fullerton College sociology classes. This program provides FC students with an opportunity to interact with graduate students, and to learn from their academic pathways and experiences.

- Unfortunately, the Fullerton College/NOCCCD approval process related to FC faculty participation in the CSUF internship program has become a morass of bureaucratic rules and regulations, with nine signatures required to approve an intern.
- Institutional barriers have led to sociology faculty no longer participating in the CSUF sociology internship program, which is disadvantageous to FC students, since students benefit from the mentorship provided by graduate interns.
- We hope institutional barriers are removed and this program is allowed to thrive at FC.

6.0 Planning

6.1 Progress on Previous Strategic Action Plans

1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.
2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

Our 2017/18 Sociology Program Review included the strategic action plans (SAPs) detailed and summarized below.

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan: (formerly called short-term goal)	The Sociology Department seeks to support program goals with the addition of at least one full-time faculty member.
List College goal/objective the plan meets:	College Goal 1: Fullerton College will promote student success. Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificates awarded. Objective 4: Increase the number of transfers.

Describe the SAP: (Include persons responsible and timeframe.)	<p>The Sociology Department has well-qualified adjunct faculty; however, another full-time faculty member is needed for a variety of reasons.</p> <p>Full-time faculty are on campus a minimum of 25 hours per week, and should be accessible to students outside of regularly scheduled class time to discuss our discipline, the benefits of majoring in Sociology, answering questions regarding academic and career paths. Full-time faculty should also commit to professional service beyond teaching, including assisting with tasks required of Departments and Division, as well as service on campus-wide committees. An additional full-time faculty member in our department would provide more opportunity for program development and growth, thereby allowing us to continue to attract students to our discipline. From 2013 to 2017 we experienced a 56% increase in the number of students at Fullerton College who chose Sociology as their major; it is essential to have full-time faculty committed to serving the academic needs of these students and the Sociology program.</p>	
What <i>Measurable Outcome</i> is anticipated for this SAP?	<p>The measurable outcome anticipated for this strategic action plan is the addition of a full-time Sociology faculty member to our department. We anticipate additional associated positive outcomes, including an improvement in student retention and success rates, an increase in the number of Sociology degrees awarded, and an increase in the number of students who successfully transfer to four-year schools as Sociology majors.</p>	
What specific aspects of this SAP can be accomplished without additional financial resources?	<p>The hiring of a full-time faculty member will require additional financial resources.</p>	
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	Information to come from Human Resources	
Facilities		
Equipment		
Supplies		
Computer Hardware		

Computer Software		
Training		
Other		
Total Requested Amount	Information to come from Human Resources	

STRATEGIC ACTION PLAN # 2		
Describe Strategic Action Plan: (formerly called short-term goal)	The Sociology Department seeks to improve student success rates, particularly for African-American students.	
List College goal/objective the plan meets:	College Goal 2: Fullerton College will reduce the achievement gap. Objective 3: Increase success rate of Hispanic and African-American students by at least 2%.	
Describe the SAP: (Include persons responsible and timeframe.)	Sociology faculty will focus on improving success rates among lower achieving groups, with a goal of 2% improvement by 2021 (or the next program review cycle). This goal will be accomplished by practicing early intervention for any student struggling academically, and seeking increased support for those students via campus resources like Supplemental Instruction, the Tutoring Center, the Writing Center, and the Health Center.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Success rates in sociology courses for African-American students will increase by 2% by 2021 (or the next program review cycle).	
What specific aspects of this SAP can be accomplished without additional financial resources?	It is likely early intervention approaches to support student success can be accomplished without additional financial resources.	
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		

Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		
STRATEGIC ACTION PLAN # 3		
Describe Strategic Action Plan: (formerly called short-term goal)	The Sociology program strives for continued growth in our program through a variety of approaches, some of which require financial resources, including the creation and distribution of a sociology faculty/student/alumni newsletter; conducting an annual “Sociology Day”; continued development and distribution of brochures, pamphlets and other information for students interesting in majoring in sociology; and stipends for discipline-related guest speakers for sociology classes and sociology campus and community events.	
List College goal/objective the plan meets:	<p>College Goal 1: Fullerton College will increase student success. Objective 1: Address the needs of under-prepared students. Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificates awarded. Objective 4: Increase the number of transfers. Objective 6: Increase the persistence rate of students.</p> <p>College Goal 2: Fullerton College will reduce the achievement gap. Objective 2: Increase retention rate of Hispanic and African-American students by at least 2%. Objective 3: Increase success rate of Hispanic and African-American students by at least 2%. Objective 4: Increase persistence rate of Hispanic and African-American students by at least 2%.</p> <p>College Goal 3: Fullerton College will strengthen connections with the community. Objective 1: Strengthen our contacts with Alumni. Objective 2: Strengthen partnerships with local feeder high schools and universities. Objective 3: Strengthen partnerships with local business and industry. Objective 4: Increase funding capabilities of the college.</p>	

	Objective 5. Increase engagement of the college with the community through college events, community service, and other partnerships.	
Describe the SAP: (Include persons responsible and timeframe.)	Sociology faculty will utilize existing resources and seek additional resources to create and distribute a sociology faculty/student/alumni newsletter; conduct an annual "Sociology Day"; continue development and distribution of brochures, pamphlets and other information for students interesting in majoring in sociology; and provide stipends for discipline-related guest speakers for sociology classes and sociology campus and community events.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	An increase in enrollment and an increase in the number of sociology majors, increased connections with alumni, better communication with majors, alumni and campus and community groups.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None. All aforementioned aspects of enhancing connections and communications with individuals and groups on our campus and in the community at large will require financial resources.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$2,500 honorariums for professional speakers	
Facilities		
Equipment		
Supplies	\$1,500 for program brochures and related materials	
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 4	
Describe Strategic Action Plan: (formerly called short-term goal)	Social Sciences Faculty Support Staff
List College goal/objective the plan meets:	<p>College Goal 1: Fullerton College will increase student success. Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificates awarded. Objective 4: Increase the number of transfers. Objective 6: Increase the persistence rate of students.</p> <p>Goal 2: Fullerton College will reduce the achievement gap. Objective 2: Increase retention rate of Hispanic and African-American students by at least 2%. Objective 3: Increase success rate of Hispanic and African-American students by at least 2%. Objective 4: Increase persistence rate of Hispanic and African-American students by at least 2%.</p> <p>Goal 3: Fullerton College will strengthen connections with the community. Objective 1: Strengthen our contacts with Alumni. Objective 2: Strengthen partnerships with local feeder high schools and universities. Objective 3: Strengthen partnerships with local business and industry. Objective 4: Increase funding capabilities of the college. Objective 5: Increase engagement of the college with the community through college events, community service, and other partnerships.</p>
Describe the SAP: (Include persons responsible and timeframe.)	<p>Hire a part-time administrative assistant to support faculty administrative needs including:</p> <ol style="list-style-type: none"> 1. Assisting faculty with Six-Year Review of curriculum: checking commas, author names, textbook edition updates, and other clerical updates. 2. Saving all active Social Science courses/programs from CurricUnet and uploading to our Division "I" drive yearly, as a failsafe.

	<ol style="list-style-type: none"> 3. Assisting faculty with with eLumen data entry for Student Learning Outcome Assessment. 4. Helping with Program Review data collection: a lot of the data is from the same sources so it would be more efficient to have one person providing this research. 5. Reviewing Assist.org for articulation verifying our articulation agreements are current. 6. Creating faculty web pages and upgrading/improving department web sites. 7. Lists of discipline majors with email addresses (we cannot currently email large groups of students), so we can contact students majoring in our respective disciplines. 8. Creating brochures and posters for the Social Science Division and individual departments. Our classrooms should exhibit support for, and information about, our respective programs. 9. Creating posters and flyers for division events and promoting campus events. 10. Shop online for instructional equipment, gather the ordering information that goes on the forms. 	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Providing designated faculty support services with the increased administrative workload would allow faculty to concentrate on the rest of their workload that impacts our students and campus.	
What specific aspects of this SAP can be accomplished without additional financial resources?	The district is currently paying faculty much more money to do these administrative tasks that it would cost to hire clerical support. That frees up faculty time for campus service, student club advising, and improving the classroom experience for our students. A dedicated administrative assistant would also provide consistency and professional support for small departments where the administrative workload falls on just 1-2 professors.	
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		

Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 5	
Describe Strategic Action Plan: (formerly called short-term goal)	Seek an SPSS licensing agreement to allow increased access by faculty and students.
List College goal/objective the plan meets:	<p>College Goal 1: Fullerton College will increase student success. Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificates awarded. Objective 4: Increase the number of transfers. Objective 6: Increase the persistence rate of students.</p> <p>Goal 2: Fullerton College will reduce the achievement gap. Objective 2: Increase retention rate of Hispanic and African-American students by at least 2%. Objective 3: Increase success rate of Hispanic and African-American students by at least 2%. Objective 4: Increase persistence rate of Hispanic and African-American students by at least 2%.</p>
Describe the SAP: (Include persons responsible and timeframe.)	Fullerton College will obtain an expanded SPSS licensing agreement to allow faculty and students to access this essential software program from home. This is common practice at other campuses, and will significantly improve the academic experience in core courses such as <i>Introduction to Probability and Statistics</i> and <i>Introduction to Research Methods</i> .
What <i>Measurable Outcome</i> is anticipated for this SAP?	An improvement in student performance and achievement in SOSC 120 and SOSC 125.
What specific aspects of this SAP can be accomplished	None. An expanded licensing agreement for SPSS will incur some expense.

without additional financial resources?		
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software	Amount to be determined by Academic Computing	
Training		
Other		
Total Requested Amount		

- **2017/18 SAP #1.** The Sociology Department seeks to support program goals with the addition of at least one full-time faculty member.
 - **STATUS OF THIS SAP:**
 - The Sociology Department has made multiple requests for an additional full-time tenure-track position but has been granted only one new hire since 2000.
- **2017/18 SAP #2.** The Sociology Department seeks to improve student success rates, particularly for African American students.
 - **STATUS OF THIS SAP:**
 - In 2017/18, the course success rate for African American students in sociology classes was 46.0%.
 - By 2020/21, the course success rate for African American students in sociology classes increased to 49.6%.
 - This increase in course success rate, while positive, is not enough. We are committed to determining how to address and reduce this achievement gap most effectively.
- **2017/18 SAP #3.** The Sociology program strives for continued growth in our program through a variety of approaches, some of which require financial resources, including the creation and distribution of a sociology faculty/student/alumni newsletter; conducting an annual “Sociology Day”; continued development and distribution of brochures, pamphlets and other information for students interesting in majoring in sociology; and stipends for discipline-related guest speakers for sociology classes and sociology campus and community events.

- **STATUS OF THIS SAP:**
 - In consideration of environmental impacts, the Sociology Department now supports paperless communication whenever possible, through the utilization of social media and digital documents for advertising our program.
 - Our department is still in need of funding for discipline-related guest speakers for sociology classes and sociology-related campus and community events.
- **2017/18 SAP #4. Seek additional Social Sciences Faculty support staff.**
 - **STATUS OF THIS SAP:**
 - Additional Social Science Division Office staff are still needed to assist faculty with Six-Year Review of curriculum; assist faculty with eLumen data entry for Student Learning Outcome Assessment; and assist faculty with department/faculty web pages.
 - Social Science Division Office staff currently assist with Social Science curriculum by saving all active Social Science courses/programs from CurricUnet and uploading to the Social Science Division "I" drive yearly, as a failsafe measure.
- **2017/18 SAP #5. Seek an SPSS licensing agreement to allow increased access by faculty and students.**
 - **STATUS OF THIS SAP:**
 - The Social Science Division Dean and Office staff have assisted faculty/students in obtaining appropriate SPSS campus licensing agreements.
 - Faculty and students now have access to essential statistical software.

6.2 New Strategic Action Plans

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information. Please keep in mind that the Committee's endorsement does not guarantee additional funding. The President's Advisory Council and Faculty Allocation Committee play major roles in allocating funds and prioritizing new faculty hires.

Please number each of your plans. This will help keep track of them. Also, make sure that each funding request includes the following elements:

1. It is supported by the data and analysis in previous sections of this self-study.
2. It fulfills a part of the [College mission, vision, goals, or objectives](#).
3. It explains how the request helps the College attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.

6. Please give a dollar amount, or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so: Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.

NEW STRATEGIC ACTION PLANS

1. **PERSONNEL. One additional full-time tenure-track faculty member with an FSA in Social Work.**
 - a. The measurable outcome anticipated for this strategic action plan is the addition of a full-time Sociology/Social Work faculty member for our expanding program.
 - b. We anticipate very positive outcomes, including high rates of student enrollment in sociology classes included in our new Social Work ADT.
 - c. We anticipate high numbers of Social Work ADT earners, if we are granted a new full-time faculty member with the expertise to teach the required fieldwork courses in the Social Work ADT.
2. **OTHER. Yearly funding of \$1,000 for discipline-related guest speakers for sociology classes and sociology-related campus and community events.**
 - a. The Sociology program strives for continued growth and discipline-currency. We must compensate discipline experts who contribute their time and expertise to our students.
 - b. We anticipate positive outcomes from inviting discipline-related community experts into the classroom and on to our campus, including maintaining a strong connection to the community.

6.3 Optional: Long-Term Plans

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

As mentioned above, the Sociology Department seeks a full-time tenure-track faculty member with an FSA in Social Work to support our long-term plan to expand our program to include Social Work, which is in great demand by FC students.

7.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

(please see Executive Summary at front of report)

8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPherson, Director of Campus Communications at lmcphe@fullcoll.edu.
2. If you find an inaccurate publication, please explain how you will make corrections.
3. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District's social media guidelines](#)?
4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

Please note:

- All program publications and websites adhere to the college's graphic standards and social medial guidelines.
- Media sites are monitored by the department Program Coordinator and/or department faculty and are used as communication tools to provide information regarding courses, degree opportunities, club activities, campus events, and student resources.

Sociology Department

EMAIL: Sociology@fullcoll.edu

INSTAGRAM: @fcsociology

CANVAS: <https://fullcoll.instructure.com/courses/16015>

Sociology Majors

CANVAS: <https://fullcoll.instructure.com/courses/19632>

Sociology Club

FACEBOOK: <https://www.facebook.com/Fullerton-College-Sociology-Club-343903312913694>

INSTAGRAM: fcsociologyclub

CANVAS: <https://fullcoll.instructure.com/enroll/44PK93>

S.O.B.E.R. Club

FACEBOOK: <https://www.facebook.com/FCsoberclub>

INSTAGRAM: fc_sober_club

CANVAS: <https://fullcoll.instructure.com/enroll/6CPFN7>

Format notes

Cover Page: standardize for each self-study, with signatures

Executive Summary: on a separate page, all by itself, for ease of processing.

Main body of the report

Appendix A: Key Performance Indicator (KPI) data

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college's service area.

Appendix B: SLO data

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate's SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

Appendix C: Other data

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.