

PROGRAM REVIEW

SOCIAL SCIENCES

(Anthropology, Economics, Ethnic Studies, Sociology and Women's Studies)

2017 – 2020

Compton College

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SOCIAL SCIENCE PROGRAM REVIEW CYCLE 2020

Please consult the Program Review Template Guide and Instructions (Appendix C) for further information to help you answer the template questions.

1. Overview of the Program

The Social Sciences Division at Compton Community College provide students with the opportunity to complete courses approved by the Board of Governors of the California Community Colleges. There is a variety of courses available to students such as anthropology, economics, women studies, ethnic studies, and sociology. Each of these disciplines use theories and concepts that instructors assess to assure students gain competency for a degree or transfer to a four-year university. There is much work being done in the division to establish guided pathways for student success where the path to a degree or transfer is streamlined to assure that students take only the necessary courses following a specific timeline. Students receive help from counselors following the guided pathways with continuous contact to provide support through the students' educational experience. The mission of the Social Sciences Division "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 a number of different career paths in government, social work, education, business, or non-profit organizations." Compton Community College gained independence from El Camino College in June 2019 which allows the division to focus on the curriculum that is unique for the student population on campus.

It is important to mention that guided pathways support the mission statement 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." The California Guided Pathways is an approach that help 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 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.

The Degrees and Certificates Available

- Sociology (AAT)
- General studies AA with an emphasis in Social & Behavioral Sciences
- Ethnic Studies (AA)

College Strategy Initiatives 2024 and Division Alignment

College Strategy

The college strategies outlined below are from the [Compton College 2024- Master Plan](#). Below each strategy there is a narrative of the division alignment.

1. IMPROVE ENROLLMENT, RETENTION, AND COMPLETION RATES FOR STUDENTS.
 - **Objective 1.** Tailor degree and certificate programs to meet the needs of students
 - **Objective 2.** Educate students about pathways to graduation.
 - **Objective 3.** Enhance student preparation for academic success and completion.

Division Alignment

The division is following key action steps such as following the pathways program. Counselors are educating students about their pathway to graduation or transfer. In addition, instructors continue to enhance preparation by providing assignment that will allow the assessment of student learning outcomes.

College Strategy

2. SUPPORT THE SUCCESS OF ALL STUDENTS TO MEET THEIR EDUCATION AND CAREER GOALS.
 - **Objective 1.** Attract and retain traditional students, and focus on retaining nontraditional students
 - **Objective 2.** Minimize the equity gap for access, retention, and graduation rates.
 - **Objective 3.** Enhance student preparation for academic success and completion.

Division Alignment

The division requires faculty to participate in professional development activities that focus on instructional improvement, student-centered teaching techniques, student equity, diversity, and curriculum development. This links to objective one which emphasizes on retention of traditional and non-traditional students. In addition, there are series of training workshops that faculty in the division have participated. This allows the division to contribute to retention and graduation rates. The division department chair and faculty have participated in training that focus on student-centered strategies connected to pathways. These contribute to objective two and three, success and completion. Currently there are two faculty members in the division who are involved in the OER subcommittee to focus on bringing textbooks free of cost to students. Thinking of equity and helping students get access to learning materials that have quality content without impacting the students' budget. It is important to mention that all faculty in the division are now using Canvas LMS which helps with course management and getting students to access course materials at their own time. This aligns with the objective of focusing on traditional and non-traditional students along with attracting and retaining students.

College Strategy

3. SUPPORT STUDENT SUCCESS THROUGH THE USE OF TECHNOLOGY.

- **Objective 1.** Implement an early alert program to identify and notify students of support services and programs in a timely manner
- **Objective 2.** Provide robust distance education course and service offerings.
- **Objective 3.** Enhance technology for teaching and learning through professional development.

Division Alignment

Most faculty in the division are participating in the early alert program. This helps staff to help identify and support services in a timely manner for students. Services include pantry services, access to technology, community referrals, and access to other valuable resources that many times create barriers for student success. The division is working with the distance education department to provide opportunities for professional development. For instance, in the division majority of full-time faculty went through the process of obtaining certifications to teach online. This helps with course offering and enhancement of student learning experiences. Faculty are better equipped to design online courses that students can manage and complete with a passing grade. There are series of workshops available for faculty that allow the division to have enough courses for students. Many faculty use techniques learned through their certification program and workshops in face-to-face courses as well. The division is maximizing enhancement of technology for teaching since there are some issues campus-wide with access to Wi-Fi. The division expects this issue to be resolved within the next year.

College Strategy

4. OFFER EXCELLENT PROGRAMS THAT LEAD TO DEGREES AND CERTIFICATES IN ALLIED HEALTH AND TECHNICAL FIELDS.

- **Objective 1.** Increase the number of degrees and certificates awarded in the health and technical fields.
- **Objective 2.** Implement a plan to target outreach of working professionals in healthcare and advanced manufacturing
- **Objective 3.** Create collaborative partnerships with industry leaders in the allied health and technical fields

Division Alignment

There are many students who are working in the health field. Many are required to take introductory courses offered in the Social Sciences Division such as sociology and psychology. It was mentioned before that there is an increase of use of technology to enhance student learning. The early alert requests also allow opportunity in retention increasing graduation rates. The division is currently receiving updates yearly from the college president about collaborative partnerships with industry leaders in the community. The Social Sciences Division works along with other divisions to support the goals of targeting outreach of working professionals. These actions support college strategy four with its objectives.

College Strategy

5. ESTABLISH PARTNERSHIPS IN THE COMMUNITY, AND WITH OUR K-12 SCHOOLS.

- **Objective 1.** Establish faculty-to-faculty partnerships with K-12 and Adult Education feeder schools to better align curriculum between the two segments, and to improve student preparation
- **Objective 2.** Continue to develop more Career and Technical Education (CTE) programs that meet the needs of the community
- **Objective 3.** Strengthen our focus on the broader needs of the community served by Compton Community College District.

Division Alignment

The division is fully participating in the dual enrollment program. Several courses such as psychology and sociology are taught on campus and at local high schools. Some of the challenges encountered to support strategy five is the communication between high school administrators and Compton College liaisons. This delays effectiveness in student success because faculty do not get the correct information about student status and achievement. Some instances a large group of students are underperforming in their regular high school courses. The college course is harder for them which impacts student learning outcomes. Another challenge is faculty training for dual enrollment courses. There is training needed to improve student preparation specific to this population. However, faculty have been able to successfully get majority of students to meet the student learning outcomes supporting strategy five with its objectives.

Status and Recommendations from The Previous Program Review.

There were six recommendations in the program review and one that was not listed as such but that it is explained at the end of this section.

1. Hire and assign designated social science program writing and research tutors and Teaching assistants to assist students enrolled in the Social Sciences Program courses. 6 In conjunction with this establish a minimum skills and proficiency level for tutors and develop an instrument for determining such.

Status: there was funding requested fall 2019 to increase research tutors for students enrolled in the Social Sciences Program courses. The funding was approved, and this recommendation is in progress. There isn't any data available yet, but the division will be discussing the effective use of funds for student success.

2. Link tutors to specific full-time faculty member to ensure that they are aware of material being covered at any given time and to enhance the referral process.

Status: this recommendation has not been implemented fully. There are instances where full-time faculty members refer students to the tutors available on campus. However, a process has not been established to link tutors to faculty. Faculty usually initiate the referral. This program review gives faculty the opportunity to discuss strategies to effectively use tutoring available with the new funding.

3. In consultation with the Torrance campus faculty establish a course: Critical Thinking in the Social Sciences

Status: The division has not established a critical thinking course. Compton College is no longer withing El Camino College which means this recommendation needs to be re-evaluated by faculty with administrators.

4. Increase and update discipline specific reference materials, general social science and social issues literature for the library and LRC.

Status: faculty have been increasing reference materials for social sciences. There is a need to be more consistent and keep accurate lists of what literature is provided to the library and LRC.

5. In consultation with LRC establish a comprehensive Media Resource Materials bank of relevant DVDs and Multi-media materials for use by instructors and students. An effective approach that will be suggested is to have two faculty members take the lead to meet with LRC staff to take inventory what is available and what is needed.

Status: there isn't any consultation with LRC to establish a comprehensive media resource material bank with relevant DVDs and multimedia material for faculty and students. There is a need to have a team to evaluate current media available and to outline what needs to be updated or acquired. This will be discussed with administrators.

6. Conduct an impact assessment Fall 2015. The assessment data will reflect any changes in the social science program resulting from the implementation of the recommendations from program review, planning and the allocation of resources

Status: the impact assessment was not conducted. There is much opportunity now that Compton Community College is no longer part of El Camino College. Faculty and staff in the division can more accurately outline recommendations that reflect current needs.

It is important to state that the previous program review identified the need to hire a full-time faculty instructor for sociology. Two sociology faculty members were hired in fall 2019. There is also coordination to hire an ethnic studies instructor to meet the state's diversity requirement. Even though hiring sociology faculty was not outlined as recommendation # 7, it was clearly stated as a recommendation in the program review. The division marks this recommendation as completed.

2. Analysis of Research Data (include data provided by Institutional Research)

Provide and analyze the following statistics/data.

Fall Terms 2014-2018

The research data is categorized by total term count, gender, ethnicity, age, case load, and educational goal. The total term count shows two decreases and increases in enrollment. There were 387 students in 2014, 420 in 2015, 370 in 2016, 378 in 2017, and 401 in 2018. There was a 5.73% increase from 2017 to 2019. These data show the struggle with enrollment through the year.

The gender data set shows more female students enrolled than males for the years 2014-2018. There were 259 female students in 2014 and 128 males. The enrollment increased for female students by 8.15% in 2015, and 7.25% for males. However, there was a decrease for both groups in 2016. Data shows 256 female students and 114 males. Female student enrollment decreased in 2017 by 1.17% but increased by 9% for males. There was also an increase in enrollment for both groups in 2018. The data shows 272 female students and 129 males. These increases were positive, but it is important to mention that the department is concerned with low enrollment for males. The difference between male and female enrollment in 2018 was 52.57%. The chancellor's office has reported an increase of female students over the years which reflects Compton College's enrollment data. However, Compton College has engaged in partnerships such as dual enrollment to address low enrollment.

The next data set shows ethnicity head count. There were mostly decreases on enrollment for Asian students. There were 22 Asian students in 2014, 24 in 2015, 16 in 2016, 14 in 2017, and 13 in 2018. Black students show only decreases from 2014 to 2018. There were 128 students in 2014, 124 in 2015, 102 in 2016, 95 in 2017, and 87 in 2018. Latinx student enrollment has both increases and decreases. There were 216 students in 2014, 244 in 2015, 224 in 2016, 248 in 2017, and 280 in 2018. The total increase on enrollment for Latinx students from 2017 to 2018 was 11.43%. It is important to mention that students moved from Compton College to El Camino College to take classes which impacted each semester's enrollment.

There data for Alaskan/American Indian and Pacific Islander shows less than 5 students enrolled from 2014 to 2018. This reflects the population in the service area for Compton College. The predominant ethnic groups are Black, and Latinx. Students who categorize themselves as having two or more ethnic heritages have a decrease from 10 to 5 students in the years 2014-2015. However, the number of students in this group increased to 13 for the years 2016-2018. Data shows that in 2014, there were 8 White students. The number increased to 16 in 2015. There was a 43.75% decrease in 2016, and 22.22% in 2017. There were 5 students enrolled in 2018. The total decrease from 2015 to 2018 is 68.75%. Once again, the decrease reflects the population in the service area for Compton College. Lastly, there were less than 5 students enrolled who marked that unknown or decline category. Data remained the same from 2014 to 2018 for that category.

The next data set is for head count by age/age group. The data starts with students under 17. There were 6 students enrolled in 2014 with an increase to 16 in 2015. There were 10 students in 2017 with an increase to 31 in 2017. There was a 44.64% increase from 2017 to 2018. Data for 17-year-old students show 15 students in 2014 and 25 in 2015. There were two decreases for the next two years from 21 in 2016 to 20 in 2017. However, that number increased to 67 in 2018. That increase indicates success on dual enrollment programs.

There wasn't significant increase or decrease for the 18-year-old group. Enrollment remained between 15 to 21 from 2014 to 2018. The 19-year-old group enrollment was between 20 and 30, and the 20-year-old group remained between 38 to 50. The 21-year-old group had 50 students in 2014 which decreased to 47 in 2015. There were more decreases for the remainder of the years from 46 in 2016 to 27 in 2018. The total decrease from 2014 to 2018 is 46%. The data for 22-year-old students went from 38 in 2014 to 23 in 2015. The remainder of the years show a decrease in head count by 47.05% - years 2016-2018. Enrollment for the 23-year-old group remained from 22 to 29, and the 24-year-old group between 17-28.

The next data set is organized by age group. Students with ages 25-29 had enrollment of 69 in 2014. That increased to 89 in 2015. There were decreases on enrollment for this group from 65 to 45. The total decrease from 2015 to 2018 is 49.43%. The next category shows students with ages 30-39. There were 55 students in 2014 with decreases in the next two years from 39 to 26. There were 47 students in 2017 with a decrease to 43 in 2018. There isn't significant change in enrollment for the age group 40-49. The enrollment remained between 8 and 22 for the years 2014 and 2016. The major decrease was from 2017 to 2018 where enrollment decreased by 60%. Enrollment for students ages 50-64 was 9 in 2014, and 11 in 2015. That enrollment dropped to less than 5 for years 2016 and 2017. The head count went back to 11 in 2018. The age group 65 and over has less than 5 students enrolled from 2014 to 2018. All the data within the age/age group category reflect the changes students did from one semester to the next. Students could be enrolled in El Camino and Compton College. Therefore, the enrollment was influenced by students treating Compton College as a satellite of El Camino.

The next data set is class load. There were 74 full-time faculty and 313 part-time in 2014. Both class loads increased to 80 for full-time, and 340 to part-time the next year. The full-time class load decreased to 78 in 2016 to 71 in 2017. The year 2018 has another decrease to 53. The total decrease in class load from 2015 to 2018 is 33.75%. Meanwhile, the class load decreased to 292 for part-time faculty in 2016. However, from 2017 to 2018 there was a class load increase of 11.78%. It is important to mention that part-time faculty have carried most of the class loads from 2014 to 2018. There were discussions about hiring full-time faculty to alleviate the problem and help students get more access to faculty who is full-time on-campus. The issue was the funding under El Camino College. However, the discussions still allowed planning for hiring full-time faculty in the future.

The final data set for years 2014-2018 is organized by educational goal. The basic skill category remained at less than 5 from 2014-2018. That increased to 11 in 2018. There were 25 students in 2014 seeking a degree or certificate only. That decreased to 20 in 2015. There was another decrease to 8 in 2016. However, the next two years had increases. The total increase from 2017 to 2018 was 19.04%. Enrichment had less than 5 students in 2014, 10 in 2015, 6 in 2016, and 9 in 2017. There was an increase of 80.86% for the year 2018. There were 158 students who marked the intent to

transfer in 2014. That increase to 190 in 2015 with a decrease to 173 in 2016. The category shows 160 students in 2017 with an increase to 185 in 2018. There were less than 5 students under the retrain/recertify category for the years 2014-2018. Lastly, students who marked the undecided/unstated major category have decreases for the same years. There were 200 in 2014, 197 in 2015, 179 in 2016, 191 in 2017, and 132 in 2018. These decreases reflect both the decrease in enrollment for those years, and the work of counselors with students helping them choose a major.

Spring Terms 2015-2019

The first data set shows a total of 1,992 students enrolled between 2015 and 2019. It is important to mention that Compton College was under El Camino College which impacted enrollment. This is because students saw Compton college as a satellite of El Camino. As a result, students moved between both campuses to take classes that matched their schedule.

enrollment from 2018 to 2019 where Compton College started functioning as an independent district. The 38.70% increase reflect the division's efforts to attract and retain students.

The second data set shows gender enrollment. There was a decrease in enrollment from 2015 to 2018. However, there is a 42.89 percent increase in enrollment for female students. There were 128 male students in 2015 which increased to 135 in 2018. There was another decrease in 2017 to 114 with an increase to 118 in 2018. The total increase for male students from 2018 to 2019 is 29.76% due to 50 students more enrolled in 2019. There has been an increase of female student enrollment and the division is fully aware of it. It is important to mention that enrollment reflects state's data from the [California Community Colleges Chancellor's Office](#). The 53.20% gap in enrollment for male students are of concern for faculty in the division. Some faculty members are attending male alliance mentorship training to learn strategies to narrow the gap.

The third data set shows enrollment by ethnicity. The demographics for Compton College in April 2019 there were 60 percent Latino, 25 percent African American, 4 percent White, 7 percent Asian, 3 percent - two or more races, and 1 percent Native Hawaiian or Pacific Islander. The enrollment data by ethnicity for the Social Sciences Division reflects enrollment on Campus. It is important to note that The [City of Compton](#) shows an increase of Latino residents, and a decrease of African American population. Even though students come from nearby cities as well. There is enough data in the [Census Bureau](#) website for each Compton College service area showing Latino population. The data can be seen using the "[explore census data](#)" tool by zip code.

The fourth data set shows class load among full-time faculty and part-time. There is consistency since 2015 that part-time faculty are carrying most of the course loads in the division. This shows the need to hire more full-time faculty since there is an impact to student success. Part-time faculty are not available to students through office hours, campus presence, and contact by email is limited. It was mentioned before that the division is in the process of hiring a full-time, ethnic studies instructor. However; because there is a new diversity requirement by the state, there is possibility to increase ethnic studies courses which will not offset the need for full-time faculty across the division. Nevertheless, there is potential to help improve load distribution.

The fifth data set includes educational goals. There is an increase on basic skills from year 2018 to 2019. Data for previous years are not available. There is a decrease on degree/certification attainment, and an increase on enrichment. The data shows a decrease on student intent to transfer from 2015 to 2016. The intent remained consistent at 162 for the next two years with another decrease to 152 in 2018. There is an increase in year 2019 to 196 which means the division is gaining more students interested to transfer to a 4-year university. There isn't enough data for comparison for retrain/recertify category. The division has the first set of data in 2019. Lastly, students reporting undecided/unstated majors has increased showing the need to work with students one-on-one to decrease these numbers.

a) Head count of students in the program

Social Science Head Counts Spring Terms 2015-2019						
		Term				
		2015	2016	2017	2018	2019
Term Head Count		409	367	366	323	527
Gender	F	281	232	252	205	359
	M	128	135	114	118	168
Ethnicity	Asian	19	29	33	15	17
	Black	126	91	91	70	96
	Latinx	232	224	218	217	383
	Alaskan / American Indian	<5	<5	<5	<5	<5
	Pacific Islander	5	<5	<5	<5	<5
	Two or More	8	11	18	9	17
	White	17	11	5	9	12
	Unknown or Decline	<5	<5	<5	<5	<5
Age / Age Group	<17	<5	9	<5	14	57
	17	5	7	<5	5	130
	18	16	11	11	7	63
	19	37	25	29	27	18
	20	49	38	50	35	36
	21	50	48	39	45	34
	22	51	42	45	33	27
	23	31	25	30	20	18
	24	23	25	20	24	21
	25-29	63	85	73	60	62

	30-39	53	33	44	32	40
	40-49	14	10	13	15	13
	50-64	14	8	11	6	6
	65+	<5	<5	<5	<5	<5
Class Load	Full-time	89	67	61	68	50
	Part-time	320	300	305	255	477
Educational Goal	Basic Skills	<5	<5	<5	14	20
	Degree/Cert Only	17	27	25	21	17
	Enrichment	9	<5	12	7	99
	Intend to Transfer	203	162	162	152	196
	Retrain / Recertify	<5	<5	<5	<5	12
	Undecided/Unstated	176	171	162	128	183

b) Course grade distribution

School Year	Course ID	A	B	IB	C	IC	P	D	ID	NP	F	IF	RD	DR	W	Total	Success	Retained	Success Rate	Retention Rate
2014-15	ANTH-1	113	48	0	39	0	0	12	0	0	27	0	0	0	21	260	200	239	76.92	91.92
	ANTH-2	30	31	0	23	0	0	12	0	0	27	0	<5	0	20	144	84	124	58.33	86.11
	ECON-1	30	30	0	27	0	0	<5	<5	0	13	<5	0	0	14	123	87	109	70.73	88.62
	ECON-2	23	18	0	18	0	0	0	0	0	<5	6	0	0	6	73	59	67	80.82	91.78
	ESTU-1	17	26	0	29	<5	0	8	0	0	<5	0	0	0	45	131	73	86	55.73	65.65
	ESTU-3	11	<5	0	<5	0	0	0	0	0	6	0	0	0	<5	29	18	24	62.07	82.76
	SOCI-101	137	140	<5	109	0	0	30	0	0	42	0	0	0	117	576	387	459	67.19	79.69
	SOCI-102	52	40	0	21	0	0	15	0	0	55	0	0	0	27	210	113	183	53.81	87.14
	SOCI-104	42	37	0	17	0	0	7	0	0	28	0	0	0	34	165	96	131	58.18	79.39
	SOCI-107	<5	9	0	<5	0	0	0	0	0	<5	0	0	0	8	22	13	14	59.09	63.64
	SOCI-112	14	15	0	6	0	0	<5	0	0	<5	0	0	0	11	49	35	38	71.43	77.55
	WSTU-1	42	44	<5	33	<5	0	9	0	0	<5	0	0	0	49	182	121	133	66.48	73.08
2015-16	ANTH-1	86	47	0	50	0	0	10	<5	0	40	0	0	0	23	257	183	234	71.21	91.05
	ANTH-2	22	19	0	20	0	0	8	0	0	16	0	0	0	8	93	61	85	65.59	91.4
	ECON-1	35	37	0	30	<5	0	0	<5	0	7	6	0	0	12	131	105	119	80.15	90.84
	ECON-2	25	23	0	19	0	0	<5	0	0	<5	<5	0	0	6	77	67	71	87.01	92.21
	ESTU-1	16	36	0	38	0	0	6	0	0	<5	0	0	0	37	135	90	98	66.67	72.59
	SOCI-101	185	124	0	82	0	0	19	0	0	28	0	0	0	92	530	391	438	73.77	82.64
	SOCI-102	70	40	0	30	0	0	11	0	0	46	0	0	0	43	240	140	197	58.33	82.08
	SOCI-104	49	40	0	35	0	0	12	0	0	27	0	0	0	22	185	124	163	67.03	88.11
	SOCI-107	7	7	0	10	0	0	<5	0	0	<5	0	0	0	6	34	24	28	70.59	82.35
	SOCI-112	11	8	0	<5	0	0	0	0	0	<5	0	0	0	12	37	22	25	59.46	67.57
	WSTU-1	42	40	0	33	0	0	8	0	0	8	0	0	0	27	158	115	131	72.78	82.91
2016-17	ANTH-1	104	62	0	50	0	0	<5	0	0	24	0	0	<5	16	261	216	245	82.76	93.87
	ANTH-2	16	14	0	14	0	0	6	0	0	22	0	0	<5	27	102	44	75	43.14	73.53
	ECON-1	29	38	0	26	0	0	0	<5	0	<5	7	0	0	13	121	93	108	76.86	89.26
	ECON-2	32	38	0	13	<5	0	<5	<5	0	<5	<5	0	0	7	98	85	91	86.73	92.86
	ESTU-1	15	16	0	<5	<5	0	<5	0	0	35	0	0	0	17	93	37	76	39.78	81.72
	SOCI-101	92	110	0	93	0	0	46	0	0	57	0	0	0	76	474	295	398	62.24	83.97
	SOCI-102	61	40	0	38	0	0	6	0	0	27	0	0	0	19	191	139	172	72.77	90.05
	SOCI-104	42	46	0	25	0	0	6	0	0	17	0	0	0	29	165	113	136	68.48	82.42
	SOCI-107	6	9	0	<5	0	0	<5	0	0	<5	0	0	0	<5	24	18	23	75	95.83
	SOCI-112	12	9	0	<5	0	0	0	0	0	<5	0	0	0	<5	31	26	28	83.87	90.32
	WSTU-1	78	17	0	23	0	0	7	0	0	12	0	0	0	17	154	118	137	76.62	88.96
2017-18	ANTH-1	62	25	0	31	0	0	19	0	0	42	0	0	<5	25	205	118	180	57.56	87.8
	ANTH-2	19	20	0	13	0	0	<5	0	0	35	<5	0	<5	21	117	52	96	44.44	82.05
	ECON-1	19	54	0	15	0	0	0	<5	0	11	6	0	0	12	119	88	107	73.95	89.92
	ECON-2	31	46	0	15	<5	0	<5	<5	0	8	<5	0	0	8	115	93	107	80.87	93.04
	ESTU-1	<5	<5	0	<5	0	0	<5	0	0	7	0	0	0	<5	27	12	22	44.44	81.48
	SOCI-101	140	110	0	94	0	0	26	0	0	54	0	0	0	64	488	344	424	70.49	86.89
	SOCI-102	88	43	0	28	0	0	7	0	0	10	0	<5	0	25	202	159	177	78.71	87.62

	SOCI-104	50	32	0	20	0	0	7	0	0	17	0	0	0	29	155	102	126	65.81	81.29
	SOCI-107	6	<5	0	7	0	0	0	0	0	<5	0	0	0	<5	21	18	20	85.71	95.24
	SOCI-112	25	15	0	11	<5	0	<5	0	0	35	0	0	0	19	111	52	92	46.85	82.88
	WSTU-1	47	28	0	22	0	0	7	0	0	7	0	0	0	16	127	97	111	76.38	87.4
2018-19	ANTH-1	46	30	0	25	0	0	8	0	0	28	<5	0	0	31	170	101	139	59.41	81.76
	ANTH-2	15	14	0	12	0	0	9	0	0	15	0	0	0	11	76	41	65	53.95	85.53
	ECON-1	36	28	0	18	0	0	<5	0	0	7	<5	0	0	6	98	82	92	83.67	93.88
	ECON-2	39	46	0	15	0	0	0	0	0	<5	<5	0	0	<5	108	100	103	92.59	95.37
	ESTU-1	25	21	0	22	0	0	15	0	0	25	0	0	0	0	108	68	108	62.96	100
	SOCI-101	155	103	0	63	0	0	12	0	0	41	0	<5	0	83	458	321	375	70.09	81.88
	SOCI-102	156	47	0	47	0	0	14	0	0	26	0	0	0	43	333	250	290	75.08	87.09
	SOCI-104	49	23	0	24	0	0	6	0	0	14	0	0	0	26	142	96	116	67.61	81.69
	SOCI-107	8	7	0	<5	0	0	0	0	0	0	0	0	0	<5	23	20	20	86.96	86.96
	SOCI-112	51	28	0	22	0	0	16	0	0	33	0	0	0	12	162	101	150	62.35	92.59
	WSTU-1	39	23	0	10	0	0	7	0	0	7	0	0	0	17	103	72	86	69.9	83.5

- c) Success rates (Discuss your program’s rates, demographic success characteristics and set a success standard for your program.)

Program Success Standard*	67.0%
5-year Program Success Average	68.51%

*Calculated as the average between the 5-year average and the lowest yearly rate in the 5-year period.

Year	Total Grades	Success Rate
2014-15	1964	65.48%
2015-16	1877	70.43%
2016-17	1714	69.08%
2017-18	1687	62.28%
2018-19	1781	70.30%

Social Science Success Rate

Ethnicity	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
Asian	86.96%	78.57%	88.89%	76.47%	85.00%	90.48%	80.95%	73.33%	85.71%	94.12%
Black	55.24%	55.98%	58.27%	59.48%	60.48%	54.82%	53.72%	53.71%	64.33%	57.63%
Latinx	71.13%	69.07%	72.80%	70.47%	68.13%	68.70%	70.20%	69.58%	63.79%	64.75%
Pacific Islander	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5
Two or More	56.00%	56.52%	64.71%	61.90%	72.22%	71.43%	63.33%	38.46%	53.85%	41.18%
White	84.21%	72.73%	88.24%	66.67%	73.33%	80.00%	61.54%	85.71%	71.43%	87.50%
Unknown or Decline	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5
American Indian / Alaskan Native	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5
Gender										
Gender	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
F	66.37%	64.65%	66.56%	76.96%	66.78%	69.88%	66.67%	68.37%	69.47%	73.34%
M	61.29%	69.45%	64.93%	72.33%	66.42%	74.74%	66.99%	66.92%	66.54%	68.52%
Age/Age Group										
Age/Age Group	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
<17	33.33%	66.67%	58.82%	77.78%	60.00%	<5	75.00%	59.26%	77.03%	80.00%
17	20.00%	20.00%	33.33%	80.00%	70.00%	<5	46.67%	66.67%	68.75%	65.33%
18	58.70%	65.00%	58.33%	82.14%	76.19%	64.29%	64.71%	56.52%	61.76%	67.47%
19	73.45%	60.82%	61.00%	78.89%	62.26%	68.60%	70.59%	67.05%	68.42%	75.36%
20	70.64%	73.13%	75.86%	74.78%	70.09%	75.19%	69.87%	74.56%	77.36%	80.61%
21	70.31%	60.50%	69.84%	74.31%	70.80%	68.87%	71.56%	69.44%	72.94%	74.44%
22	75.00%	74.11%	68.35%	75.56%	61.97%	68.18%	63.01%	64.29%	66.00%	67.21%

23	50.00%	74.29%	75.68%	77.78%	63.16%	60.00%	65.67%	66.67%	59.18%	83.33%
24	56.67%	57.69%	62.26%	71.43%	66.67%	78.26%	53.19%	66.67%	60.00%	67.50%
25-29	62.99%	64.00%	68.36%	76.27%	60.00%	73.33%	60.77%	61.90%	65.77%	70.25%
30-39	62.12%	67.52%	67.82%	71.43%	71.43%	74.26%	72.63%	74.29%	63.16%	64.84%
40-49	55.26%	61.36%	52.27%	68.97%	76.67%	72.41%	66.67%	70.97%	75.00%	78.26%
50-64	86.96%	70.83%	66.67%	71.43%	62.50%	82.14%	90.00%	83.33%	60.00%	75.00%
65+	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5

d) Retention rates

Year	Total Grades	Retention Rate
2014-15	1964	81.82%
2015-16	1877	84.66%
2016-17	1714	86.87%
2017-18	1687	86.66%
2018-19	1781	86.69%

e) A comparison of success and retention rates in face-to-face classes with distance education classes

f) Enrollment statistics with section and seat counts and fill rates

Term	Fill Rate
Fall 2014	88.89%
Fall 2015	81.07%
Fall 2016	76.52%
Fall 2017	82.94%
Fall 2018	60.94%
Spring 2015	78.61%
Spring 2016	74.75%
Spring 2017	74.18%
Spring 2018	66.30%
Spring 2019	62.73%

g) Scheduling of courses (day vs. night, days offered, and sequence)

SOSC Enrollment by Time of Day

Term	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
Day	55.50%	51.39%	57.42%	54.06%	55.59%	49.53%	54.06%	51.87%	62.76%	56.18%
Night	12.61%	16.24%	10.60%	15.80%	9.79%	14.60%	14.14%	13.16%	11.12%	12.79%
Unknown	31.89%	32.37%	31.99%	30.14%	34.62%	35.86%	31.80%	34.97%	26.12%	31.03%

Overall SOCC enrollment for day and night has been inconsistent. Specifically, for daytime enrollment in the Fall semesters, from lowest to highest, show the following: 54.06% (Fall 2017), 55.05% (Fall 2014), 55.59% (Fall 2016), 57.42% (Fall 2015), and 62.76% (Fall 2018). With regard to daytime enrollment for the spring semesters, from lowest to highest, show the following: 49.53% (Spring 2017), 51.39% (Spring 2015), 51.87% (Spring 2018), and 54.06% (Spring 2016). In regard to night enrollment for the fall semesters, from lowest to highest, were the following: 9.79% (Fall 2016), 10.60% (Fall 2015), 11.12% (Fall 2018), 12.61% (Fall 2014), and 14.14% (Fall 2017). Night enrollment for the spring semester was in the following order, from lowest to highest: 12.79% (Spring 2019), 13.16% (Spring 2018), 14.60% (Spring 2017), 15.80% (Spring 2016), and 16.24% (Spring 2015). Unknown, for either day or night enrollment was the following, from lowest to highest: 26.12% (Fall 2018), 30.14% (Spring 2016), 31.03% (Spring 2019), 31.80% (Fall 2017), 31.89% (Fall 2014), 31.99% (Fall 2015), 32.37% (Spring 2015), 34.62% (Fall 2016), 34.97% (Spring 2018), and 35.86% (Spring 2017).

The inconsistent enrollment for day and night students could be due to the prior partnership with El Camino College, which ended after the completion of the Spring 2019 semester. Specifically, students that were enrolled at El Camino College were afforded the option of taking courses at the Compton campus and vice versa. Due to students partaking in cross enrollment at El Camino College's Torrance campus and from Compton's campus; this could have led to the inconsistencies within the enrollment for both day and night.

It is recommended that more hybrid and online be provided, due to the decrease of overall enrollment in daytime and evening course enrollment. With regard to students taking online course they have the freedom to juggle their careers and school because they aren't obligated to a fixed schedule. In a traditional classroom setting, class meeting times are set, and students do not have the power to control this, forcing them to work their schedules around these dates. It appears that students that choose online learning tend to have other commitments, and prefer this mode of learning as it gives them power over how they will navigate their time towards other commitments.

- h) Improvement rates (Not applicable)
- i) Additional data compiled by faculty (Not applicable)
- j) List any related recommendations.**

Consider offering evening classes by Synchronous online learning.

3. Curriculum

Review and discuss the curriculum work done in the program during the past four years, including the following:

- a) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.
- b) Explain any course additions to current course offerings.
- c) Explain any course deletions and inactivations from current course offerings.
- d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid courses.)
 - a. ANTH-101 (1 Section)
 - b. ANTH-102 (1 Section)
 - c. ECON-101(1 Section)
 - d. SOCI-101 (2 Sections)
 - e. SOCI-102 (1 Section)
 - f. SOCI-104 (1 Section)
- e) Discuss how well the courses, degrees, or certificates are meeting students' transfer or career training needs:
 - 1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
 - 2. Are there any concerns regarding program courses and their articulation?
 - 3. How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.
- f) **List any related recommendations.**

4. Assessment and Student and Program Learning Outcomes (SLOs & PLOs)

BEHAVIORAL AND SOCIAL SCIENCES
Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: CEC Social and Behavioral Sciences (Various Programs)	Number of Courses: 35	Date Updated: 08.26.2014	Submitted by: K. Radcliffe, ext. 2 2 1 2
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>
	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>		

SLO-PLO-ILO ALIGNMENT NOTES:

Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.

DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.

PLOs	PLO to ILO Alignment <i>(Mark with an X)</i>			
	1	2	3	4
PLO #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.	X	X		X
PLO #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.	X	X		X
PLO #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	X	X		X

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>*FOR OFFICE USE ONLY*</i>			
	P1	P2	P3	1	2	3	4
	ANTH 1 Intro to Physical Anthropology: SLO #1 Natural Selection In a written assignment, students will explain how natural selection is related to environmental factors by using an example that identifies key processes of natural selection and illustrates how selective pressures can change.	X	X		X		
ANTH 1 Intro to Physical Anthropology: SLO #2 Primate Arboreal Adaptation Adaptation in an in-class assignment or objective exam question, students will demonstrate an understanding of primate adaptation by describing the major anatomical characteristics of primates associated with movement and the senses, and indentifying how they evolved as adaptations to arboreal environments.	X	X	X	X			
ANTH 1 Intro to Physical Anthropology: SLO #3 Human Evolution In a written assignment or objective exam question(s), students will demonstrate an understanding of human evolution by comparing and contrasting the anatomical and behavioral features of modern Homo sapiens with various extinct species of the Genus Homo (e.g. Neanderthals, H. erectus, H. habilis).	X	X		X			
ANTH 2 Introduction to Cultural Anthropology: SLO #1 Holistic Approach In an objective exam, students will demonstrate an understanding of the holistic approach in anthropology by identifying its appropriate definition.	X			X			
ANTH 2 Introduction to Cultural Anthropology: SLO #2 Subsistence Strategies In an in-class objective assignment, students will demonstrate their understanding of subsistence strategies by identifying three of the four types recognized by anthropologists and by explaining five features that correspond to each.	X	X	X	X			
ANTH 2 Introduction to Cultural Anthropology: SLO #3 Political Organization In an in-class objective assignment, students will demonstrate their understanding of political organization by identifying the four types recognized by anthropologists and by explaining three features that correspond to each.	X	X	X	X			

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>*FOR OFFICE USE ONLY*</i>			
	P1	P2	P3	1	2	3	4
ANTH 3 Introduction to Archaeology: SLO #1 Radiocarbon Dating After completing this course, students will gain knowledge about the radiocarbon dating technique and its application only to organic materials of the last 100,000 years.	X	X					
ANTH 3 Introduction to Archaeology: SLO #2 Remote Sensing In a multiple choice and matching questions type objective exam, students will demonstrate an understanding of the techniques of remote sensing in archaeology including aerial photography, electrical resistivity, use of a proton magnetometer, ground penetrating radar, and photos taken by satellites.	X	X		X			
ANTH 3 Introduction to Archaeology: SLO #3 Sample Sherds In a two page report, students will demonstrate an understanding of the process of pre-modern pottery making.	X	X					
ECON 1 Principles of Economics: Macroeconomics: SLO #1 Tools of Economics Analysis 1: Using tools of economic analysis, student will be able to explain basic concepts or ideas.	X	X			X		
ECON 2 Principles of Economics: Microeconomics Theory: SLO #1 Tools of Economic Analysis Using tools of economic analysis, student will be able to explain basic concepts or ideas.	X	X		X	X		
SOCI 101 Introduction to Sociology: SLO #1 Sociological Theoretical Perspectives Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as functionalism, conflict theory, and interactionism to social scenarios.	X	X		X			
SOCI 101 Introduction to Sociology: SLO #2 Sociological Concepts Students will define and demonstrate an understanding of sociological concepts, such as social structure, culture, socialization, deviance, and social stratification by applying them to social scenarios.	X	X		X			
SOCI 102 The Family: SLO #1 Sociological Theoretical Perspectives Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as cognitive development and social learning theory to social scenarios.	X	X		X			
SOCI 102 The Family: SLO #2 Sociological Concepts Students will define and demonstrate an understanding of sociological concepts such as mate selection, cohabitation, marriage, divorce, and gender role socialization by applying them to social scenarios.	X	X		X			
SOCI 104 Social Problems: SLO #1 Sociological Theoretical Perspectives Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as functionalism, conflict theory, and interactionism to social problems.	X	X		X			
SOCI 104 Social Problems: SLO #2 Sociological Concepts Students will define and demonstrate an understanding of sociological concepts, such as deviance, crime, racism, and globalization by applying them to social scenarios.	X	X		X	X		
SOCI 104 Social Problems: SLO #3 Strategies for Assessing Social Problems Students will analyze causes, consequences, and solutions to social problems as they exist in contemporary society.	X	X	X	X	X		

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>*FOR OFFICE USE ONLY*</i>			
	P1	P2	P3	1	2	3	4
SOCI 107 Issues of Race and Ethnicity in the U.S.: SLO #1 Sociological Theoretical Perspectives Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as the human capital theory, the race relations cycle theory, and the Blauner hypothesis to issues of race and ethnicity in American society.	X	X					
SOCI 107 Issues of Race and Ethnicity in the U.S.: SLO #2 Sociological Concepts Students will define and demonstrate an understanding of sociological concepts, such as intergroup relations, racism, prejudice, discrimination, and minority/dominant groups by applying them to issues of race and ethnic relations in American society.	X	X		X			
SOCI 112 Introduction to Criminology: SLO #1 Sociological Theoretical Perspectives Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as rational choice theory, social process theories, social structures theories, and developmental theories, to issues of crime and criminal behavior.	X	X		X			
SOCI 112 Introduction to Criminology: SLO #2 Sociological Concepts Students will define and demonstrate an understanding of sociological concepts, such as crime, crime rates, crime typology, social control, and social harm, by applying them to issues of crime and criminal behavior.	X	X		X			
WSTU 1 An Introduction to Women's Studies: SLO #1 Representations of Women in American Media Students will evaluate representations of women in American media by analyzing how women are depicted in various forms of media such as song lyrics or advertisements.	X	X		X			
WSTU 1 An Introduction to Women's Studies: SLO #2 Inequality in Social Institutions Students will analyze gender inequality in contemporary American social institutions.	X	X					
ESTU 1 Introduction to Ethnic Studies: SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of Introduction to Ethnic Studies, students will be able to develop and persuasively argue a thesis in a written assignment that applies interdisciplinary theoretical frameworks to analyze socioeconomic and political factors that confront ethnic minorities as they interact in American society.	X	X	X	X	X		

Sociology Courses

The main observation while doing the program review is that it isn't clear if all the courses were assessed for the years this program review covers. There were four courses out of ten assessed with many limitations on data. The timeline for sociology includes a total of 8 entries starting fall 2014 – one entry recorded. Spring 2015 has two entries, and fall 2015 along with spring 2017 have one entry each. Fall 2017 has two entries. The last entry was done in fall 2018. There is a summary of each entry below. There is an explanation under the recommendations about why there was a need to show the limitation of data found in Nuventive.

There were three set of data entered for introduction to sociology course. The first entry took place on fall 2014. It is not clear why the SLO success rate was set at 50% instead of 70%. Twenty-nine students took the assessment and twenty -nine scored 50% or above. The data is not clear who scored 70%. The SLO 1 was assessed, and the instrument used was an exam with 100 multiple choice questions. Under the actions there were two points. First, that there is low retention rate for the course. Second, marketing issues highlighting the monetary-consumer relationship between students and the college. It is not clear the connection between those actions written for improvement. It is not clear how PLO # 1 and PLO# 2 along with were assessed using the exam as the assessment tool. There is mention of ten questions linked to theory-knowledge application, and case scenarios where students would identify the theory for the specific scenario. This indicates some connection to PLOs. However; because the success rate was set at 50%, it is not clear how many students scored 70%.

The second entry took place on spring 2015. There were 39 students out of 45 completing the assessment successfully. The assessment methods used to measure SLO 2 were midterm and final exam along with a research paper. The original expectation was that at least 50% of students will successfully earn a passing grade (70%). The recommendations to adjust in the future SLO measurements were to include an oral report as part of the overall assessment. The teaching strategy would be implemented in spring 2016. There was no mention of addressing the 13.13% of students who did not meet SLO standard. PLO # 1 and PLO # 2 were aligned with the assessment.

The third entry for the introduction to sociology took place on fall 2017. There was aggregated data for two courses on which 58 students participated in the assessment. The assessment method was a multiple-choice test with 90 questions. The questions included case scenarios with theoretical analysis, and application of theories. The success rate was 56.79%. The assessment is marked as standard met. It is not clear why faculty continued to have a 50% success rate instead of 70%. The SLOs and PLOs are aligned with the measurement instrument. Once again, it is not clear how many students scored 70%. There were two actions noted. First, that there are macro-level issues where institutional resources are not available to students. That will make a difference in success rates. The second mentions a deficit in preparation and readiness for first-year students. Many students doubt their ability to complete their work feeling they might not belong in college. The recommendations include to minimize the use of exams to measure SLOs to have more writing assignments. In addition, to include college support to help students meet standards. Those recommendations were to be implemented in spring 2018. There was no data entered for spring 2018, fall 2018, or spring 2019.

There are two entries for sociology of the family that took place on fall 2015. The standard target was to have 80% of students score at least 75%. The SLO #1 was measured using a multiple-choice exam. The exam contained case scenarios where students would apply theoretical perspectives. Ten students completed the assessment with seven successfully scoring 75% or above. The recommendation was include incorporating new teaching strategies to help students practice application of theories using various methods. It was not state where the recommendation could be implemented. The second entry measured SLO #2, and it took place on spring 2017. The instrument used was a test with 25 multiple choice questions. The target was that 80% of the students will score at least 75% or above. It is stated that 85% of students completed the assessment with a 76% success rate. The most relevant recommendation was to continue developing case scenarios to help students with the application of concept. There is a follow-up date for spring 2017. However, there isn't any more data entered for years 2014-2019. The assessments entered were aligned to PLO # 1 and PLO # 2

There is one SLO assessment for the introduction to criminology course on fall 2018. The assessment methods were to have a written assignment where students will discuss the application of theories, and a quiz. The target was to have 80% of students score 80% or higher. The measurement was for SLO #1. It is not clear if the standard was met since students scored 65% for the quiz portion. It is stated that for the written portion students scored 90%. There isn't enough information about the questions in the quiz or how many students took the assessment. It seems that the SLO assessment is aligned with PLO #1. It is unclear about the alignment for PLO # 2. The recommendation was to assign more tutoring sessions in the student learning center. However, there isn't any information about when to implement it or when the follow-up would take place.

There are two SLO assessments for the social problems course. The data was entered on spring 2015. The standard in one section was set at 70% to measure SLO#2. It is unclear why the target success was set at 50%. There is conflicting data in this entry, and the entry was mainly based on students passing the course instead of having data for each instrument used. Therefore, the data is unreliable for both SLO data and PLOs. There are some recommendations pointing out to improving interaction between instructors and students. In addition, implementing critical pedagogy that reflects the population on campus. The action was set to be implemented by fall 2015. However, there isn't any SLO entry for the following four semesters. The second entry is for fall 2017. The target success was to have 80% of students score 70% or higher. SLO #2 was measured. Students were given a case study and an exam. There were 19 students completing the assessment with 17 passing with 80% or better. That is for the written assignment. It is unclear how the data was compiled for the exam. There is a statement about 18 students passing the course and one failing but no explanation about the actual scores for the exam. Therefore, it is not possible to determine if the aggregated data would indicate students meeting SLO-PLO standards.

It was mentioned before that data for sociology courses was limited. There wasn't any data for the following courses: race/ethnicity in the U.S., global perspectives on race and ethnicity, introduction to social work, sociology of death and dying, introduction to statistics and data analysis for the behavioral sciences, and research methods in the behavioral sciences. It is not clear that the last four mentioned in this list were taught in the years this program review covers. There are two new full-time faculty members in the sociology department, and the discussion

about missing SLO-PLO data is ongoing. There is great interest on making corrections, and developing a plan to conduct SLO-PLO measurement more effectively.

Recommendations

It is not possible to have effective data showing the percent of course and program SLO-PLO statements that have been assessed. This is because several assessments are not reliable, and others do not contain clear information about the instruments used to assess SLOs and PLOs. The recommendations given throughout are relevant. However, there isn't evidence that any were implemented. There are five recommendations for the sociology department: (1) provide effective training for full-time and part-time faculty on SLO-PLO measurement along with effective data entry. (2) Engage in consistent data entry each semester for SLOs and PLOs. (3) Assign full-time faculty the task of data entry, and monitoring completion of SLOs and PLOs. These faculty must clearly track progress of recommendations. This task will be rotating among full-time faculty each year, to prevent burnout and uneven distribution of workload. (4) Administration should include SLO-PLO reports once each semester on division meetings. Discussions must be encouraged to gather ideas/strategies from faculty to improve assessment and SLO-PLO outcomes. (5) Develop a back-up plan for SLO-PLO data entry in case full-time faculty assigned to the task cannot carry out those duties.

Anthropology, Economics, Ethnic Studies, and Women Studies Courses SLOs have been requested on three different occasions. Unable to retrieve if any information is available.

5. Analysis of Student Feedback

Provide a copy of any feedback reports generated by Institutional Research and Planning. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

The Institutional Research and Planning Department does not have any records of student surveys in any of the areas requested. It is unclear if El Camino College was collecting the data together with Compton College. There is much opportunity now that Compton College is operating independently. We were informed that the department started collecting student data in Spring 2020. The recommendation would be to collect the data each year. However; because the department is already doing it, it is recommended to have enough monitoring. This will ensure that there aren't any gaps in collection of data each year. .

6. **Facilities and Equipment**

There were many challenges in the years covered in this program review. There were challenges scheduling classes without having them overlap with each other. Several faculty members had only five minutes to move from one class to the next which became a challenge when facilities were across campus. Several classrooms and desks were in disrepair causing a shortage on desks for students. In addition, many class configurations were not effective because the classrooms did not have enough space to accommodate all students. There were some improvements to air conditioning and heating throughout the years, and some replacement of desks. There were other issues with facilities dedicated for students to socialize, and study. There are two buildings in construction and will be completed by 2024. The new facilities will be updated with working equipment. The class configuration and faculty offices were designed in a more effective way. This will address the issues with facilities and equipment. It is not possible to provide a cost estimate for what is needed. This is already included in the \$60 million college's budget for the construction of the instructional and community engagement buildings.

Social Science faculty primarily teach in the Tartar Village classrooms. The rooms in these buildings are now all "smart classrooms" and so meet the needs of the faculty.

The Facilities Master Plan calls for the construction of a new building (Instructional Building 2) which will house both the Behavioral and Social Sciences Division programs. This building must await the construction of the new Instructional Building 1, expected at the end of 2021.

Division office has a Copier and other basic equipment and supplies. These seem to be sufficient for the needs of the social science faculty.

7. **Technology and Software**

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

The social science faculty have adequate access to "smart classrooms," Division desktops, and Division printers. In addition, all faculty have a College-issued laptop for their use. It is clear that the equipment associated with the "smart classrooms" needs to be maintained on a regular basis. Problems with classroom equipment can greatly disrupt a lecture. Software in various social science areas also needs to be current.

- b) 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.

Our students regularly complete assignments requiring up-to-date literature reviews, but existing library databases for social sciences courses are limited. Specifically, the full databases offered through the American Psychological Association would be more directly relevant to our students' needs. Thus, we recommend that the library add these APA databases to their subscriptions.

Estimated Cost: \$15,000

- c) 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.

The Facilities Master Plan calls for the construction of a new building (Instructional Building 2) which will house both the Behavioral and Social Sciences Division programs. This building must await the construction of the new Instructional Building 1, expected at the end of 2021.

No social science faculty member has served on a preliminary planning committee for the new building – with no social science faculty involvement, it is desired there will be a concerted effort of meetings to give input to meet the facilities and equipment needs of the department.

- d) **List any related recommendations.**

1. Coordinate with the library to add American Psychological Association databases to library offerings. Estimated Cost: \$15,000

8. **Staffing**

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

Currently there are two full-time faculty and one part-time faculty in sociology; one part-time faculty in anthropology; two part-time faculty in economics; one part-time faculty in women studies; and two part-time faculty in ethnic studies. The Division at large, there is one Dean and two full-time classified support staff.

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.

Due to recent historical events, there is an ongoing recommendation to increase the full-time faculty in the area of Ethnic Studies to 2 full-time faculty in 1-2 years but this recommendation has been and continues to be heavily influenced by current and future adverse economic factors.

- c) **List any related recommendations.**

1. Hire 1-2 Full-Time faculty in Ethnic Studies. Estimated Cost: \$ 110,000-220,000.

9. Future Direction and Vision

- a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?
- b) Explain the direction and vision of the program and how you plan to achieve it.
- c) **List any related recommendations.**

10. Prioritized Recommendations

- a) 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 (see Appendix A). Use the following chart format to organize your recommendations.
- b) Explain why the list is prioritized in this way.
- c)

Recommendations	Cost Estimate	Strategic Initiatives
1.		
2.		
3.		

NOTE: *Dissenting opinions should be included when consensus is not reached among program faculty and/or between program faculty and the division dean. A report should be added to the program review as an appendix. This report should clearly state the areas of dissension and reason for dissenting opinion.*

CAREER AND TECHNICAL EDUCATION – SUPPLEMENTAL QUESTIONS

CTE programs must conduct a full program review every 4 years. The full review includes answering these supplemental questions. Every two years (once between full reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Use labor market data, advisory committee input, institutional data, and the provided CTE 2-year Program Review data to respond to the following questions:

1. How strong is the occupational demand for the program? As you analyze demand over the past 5 years and projected demand for next 5 years, address state and local needs for the program.
2. How does the program address needs that are not met by similar programs in the region?
3. What are the completion, success, and employment rates for the students? Discuss any factors that may impact completion, success, and employment rates. If applicable, what is the program doing to improve these rates?
4. If there is a licensure exam for students to work in their field of study, please list the exam and the pass rate. If there are multiple licensure exams in the program, include them all. Discuss any factors that may impact licensure exam pass rates. If applicable, what is the program doing to improve these rates?
5. Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input been used in the past two years to ensure employer needs are met by the program? Describe any advisory committee recommendations that the program is either unable to implement or is in the process of implementing.

California Education Code 78016 requires that the review process for CTE programs includes the review and comments of a program's advisory committee. **Provide the following information:**

- a. Advisory committee membership list and credentials
- b. Meeting minutes or other documentation to demonstrate that the CTE program review process has met the above Education Code requirement.