

2024-2025 Comprehensive Instructional Program Review - Sociology

Latest Version

Self-study template for Instructional Program Review process. Visitation Year: 2024-2025. Review period: 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024.

Section 1. Program Overview

A. Mission Alignment : Version by **Dunn, Matthew** on **04/14/2025 20:00**

1. Explain how your program supports the College's Mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).

The mission of the Sociology Department is to empower a diverse student population by fostering critical thinking, cultural awareness, and a sociological imagination that emphasizes equity and community engagement. This mission aligns with Cerritos College's commitment to provide the Cerritos area with high quality, equity-minded education that prepares students to be productive members of their local and global communities. By embracing innovation, excellence in teaching, and inclusive pedagogy, the department supports the Cerritos College's vision of putting students first to close achievement gaps and create opportunities for all learners. Grounded in the College's core values, the Sociology Department celebrates diversity, fosters trust and respect, and strives to cultivate student success through comprehensive and supportive educational pathways.

In cultivating student success through comprehensive and supportive educational pathways, the sociology department is committed to the Student First Framework's goal of graduating 50% of students within 5 years. The Sociology Department promotes equitable access to education by providing a range of courses that reflect diverse perspectives on social issues. By incorporating inclusive content and providing various modes of delivery (online, hybrid, traditional) we ensure that all students, regardless of their background or life circumstances, can engage with sociological topics. This supports the college's goal of breaking down barriers to higher education and ensuring all students have the opportunity to succeed.

Through engaging coursework and a focus on student-centered teaching practices, the Sociology Department fosters an environment conducive to academic persistence and success. Our faculty provide individual support through advising, the Sociology Club, and mentorship, which addresses the unique needs of each student to ensure they can successfully navigate their academic journey. This commitment helps Cerritos College achieve its graduation goals by empowering students to persist in their studies.

The sociology department directly contributes to career and transfer success by offering courses that develop essential skills for careers and further academic study. Sociology students acquire a deep understanding of social systems, research methods, and communication techniques – skills that are highly valuable to employers. Furthermore, our curriculum is designed to align with transfer pathways to four-year universities. Classes in the Sociology department meet numerous California State University General Education area requirements, ensuring that our students are well-prepared for successful academic progression.

Finally, the sociology department contributes to the institutional health of the college by promoting a culture of critical inquiry, diversity, and social justice. Our department encourages students to engage in discussions about institutional power, inequality, and ethical responsibility, helping to foster an inclusive and reflective campus environment. This commitment ensures that the Sociology Department is an integral part of a healthy, thriving institution committed to continuous improvement. By centering the Sociology Department's mission on the Student First Framework's levers of student success, the Sociology Department plays a vital role in fulfilling the Cerritos College Mission.

B. Degrees and Certificates : Version by **Dunn, Matthew** on **02/10/2025 21:16**

Degree	Type (Cert., AA, AA-T, AS, AS-T)	Units or Courses Required
Sociology	AA-T	All students majoring in sociology must take SOC 101: Intro to Sociology (3 units). Sociology students must take two of the following courses (6 units): SOC 201: Social Problems, SOC 205: Introduction to Social Research Methods, PSYC 210: Elementary Statistics or MATH 112: Elementary Statistics. To obtain their AA-T degree in sociology, students must also take two "List A" classes (6 units). These include: SOC 110: Marriage & the Family, SOC 202: Gender & Society; or SOC 210: Race & Ethnic Relations in the United States. Finally students must take one "List B" class (3 units). List B classes include: SOC 120: Introduction to Human Sexuality, SOC 215: Sociology of Cultural Diversity: Challenges and Change, SOC 220: Introduction to Human Services, SOC 230 Juvenile Delinquency, SOC 250: Sociology of Aging, ANTH 100: Cultural Anthropology, or PSYC 101: General Introductory Psychology. Although they are in List B, neither SOC 230 nor SOC 250 have been taught since our prior program review. We plan on offering SOC 230 again in the Fall of 2025.

Section 2. Program Trends

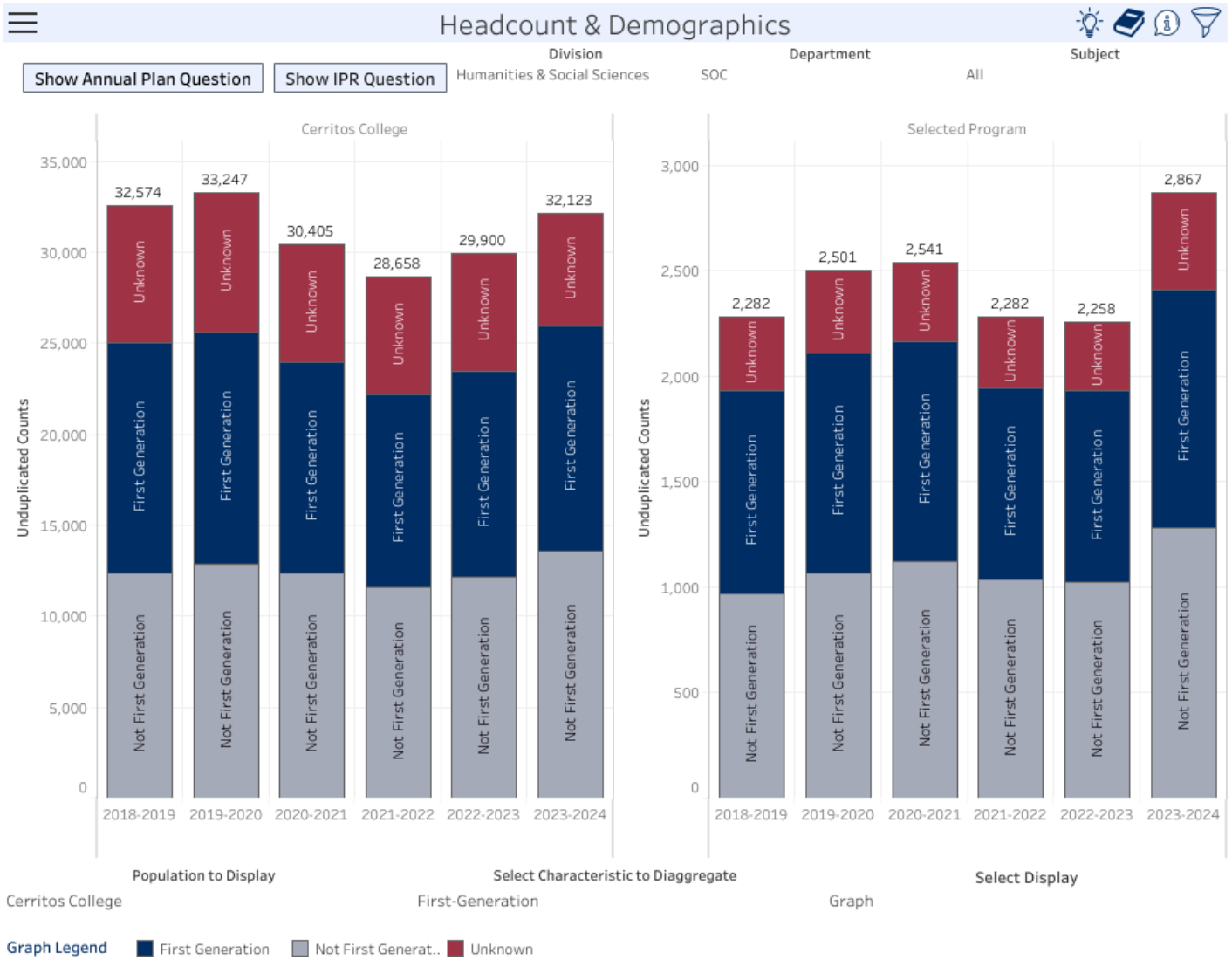
A. Program Data : Version by **Dunn, Matthew** on **04/14/2025 20:00**

1. Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?

• **Have they changed over time?**

We can start our discussion of demographics by looking at first-generation status. In 2023-24, 39.3% of students in the sociology department were first-generation compared to 44.7% of students who were not first-generation. The first-generation status of about 16% of our students is unknown. From 2018-2019 to 2023-2024, the sociology department saw a slight reduction in the percentage of first generation students - from 42.2% to 39.3%. Compared to the campus in 2023-24, a slightly higher percentage of sociology students are represented in the first-generation category. For the campus overall, about 38.44% of students report first-generation status. Moving on to sex, the slight majority of sociology students identify as female. In 2023-24, 53.14% of our students reported identifying as female and 45.42% of our students reported identifying as male. An additional 1.44% of our students did not choose male or female as their sex. From 2018-2019 to 2023-2024 there was a slight increase in the number of sociology students who reported their sex as female - from 65.07% to 66.66%. Compared to the campus, women are slightly under-represented in sociology courses. In 2023-24, 56.11% of students at Cerritos identified as female compared to just 53.14% in the sociology department.





Headcount & Demographics



Division

Department

Subject

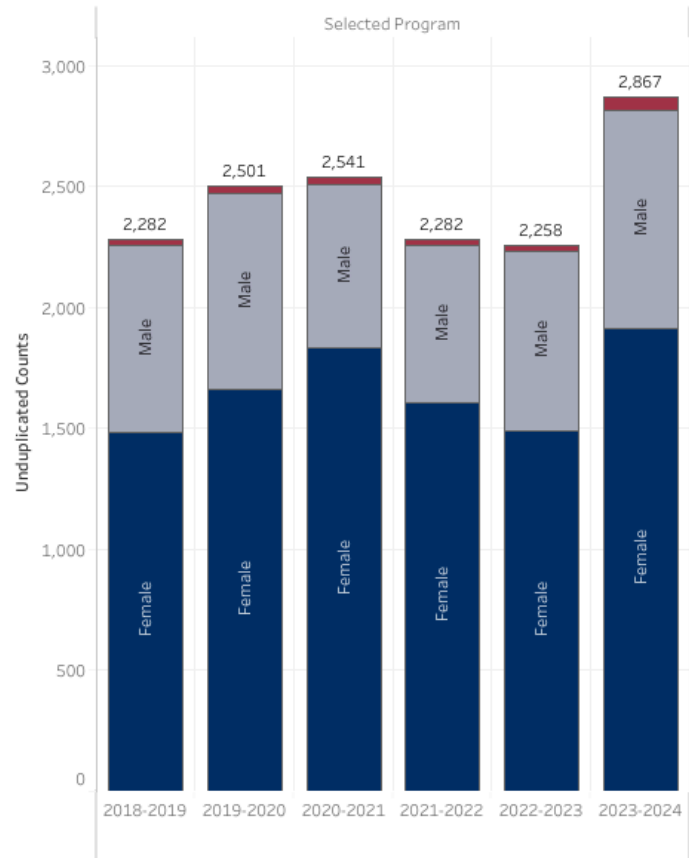
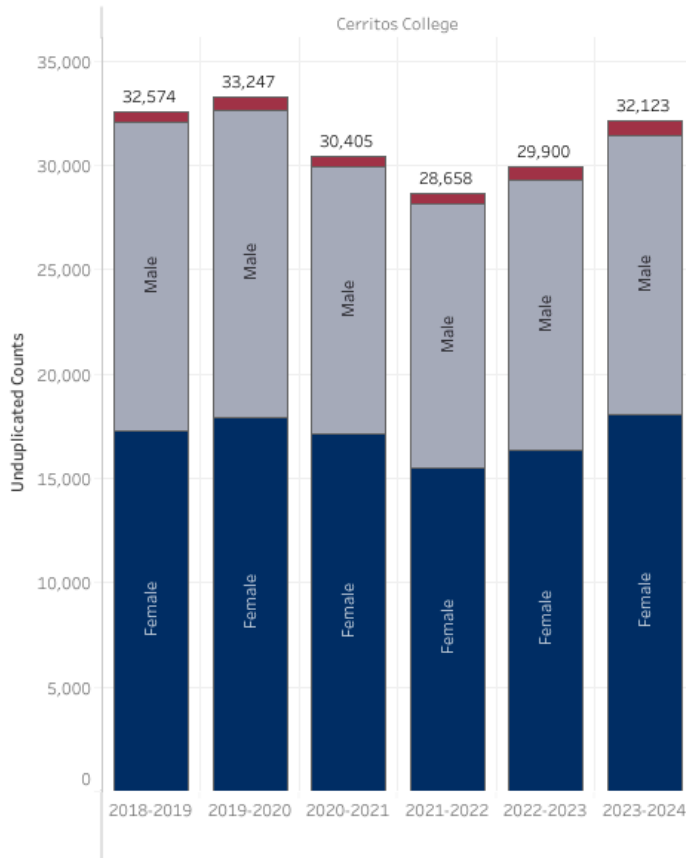
Show Annual Plan Question

Show IPR Question

Humanities & Social Sciences

SOC

All



Cerritos College | Population to Display: Cerritos College | Gender: | Select Characteristic to Diaggregate: | Graph: | Select Display:

Graph Legend ■ Female ■ Male ■ Unknown

Looking at race and ethnic diversity in the sociology department, we see that most of our students identify as Hispanic/Latino with students who identify as Asian as the second most represented group in our department. In 2023-24, 71.07% of our students identified as Hispanic/Latino; 9.67% as Asian; 7.79% as White; 5.69% as African American or Black; 3.01% as unknown, 2.36% as two or more races; 0.13% Native Hawaiian or Pacific Islander; and American Indian 0.03%. Compared to the campus, students who identify as Hispanic/Latino are overrepresented in the sociology department, whereas Black or African American and White students are underrepresented in the department compared to the campus as a whole. Despite their overrepresentation in the department, the percentage of sociology students who identify as Hispanic/Latino has decreased from 2018-2019 to 2023-2024. In 2018-2019, 73.4% of students identified as Hispanic/Latino compared to 69.76% in 2023-2024. During this time, the sociology department has also seen an increase in the number of students who identify as Black or African American and in the number of students who identify as white. For students who identify as Black or African American percentages increased from 5.83% to 7.46%; white students increased from 4.38% to 8.44%. Students who identify as Asian, Native Hawaiian or Pacific Islander, American Indian, two or more races, and unknown are proportionally represented in the department compared to the rest of campus. There was also no significant change in the percentage of these students represented in the sociology department from 2018-2019 to 2023-2024. Overall, the sociology department has become more diverse from 2018-2019 to 2023-2024.



Headcount & Demographics



Division

Department

Subject

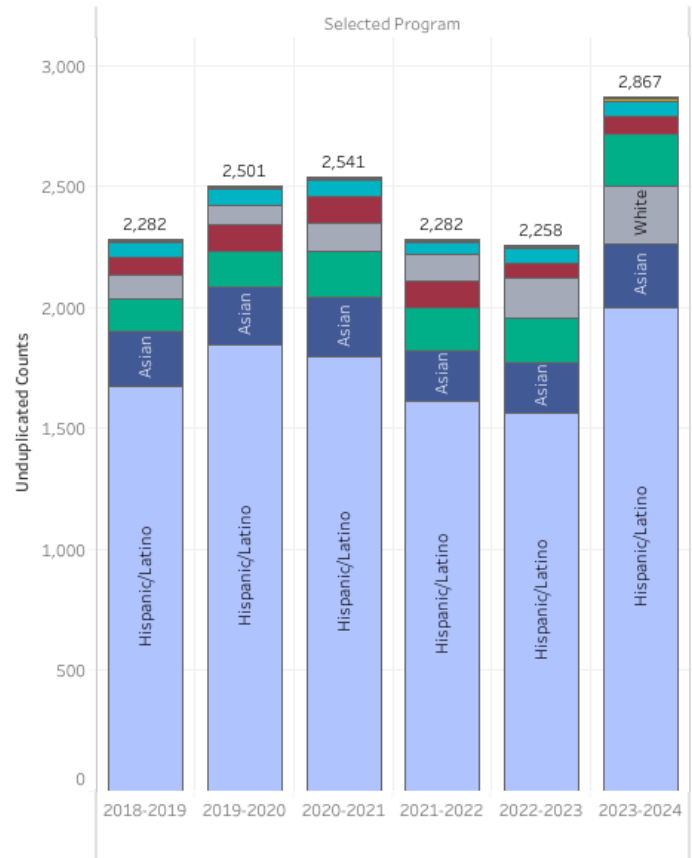
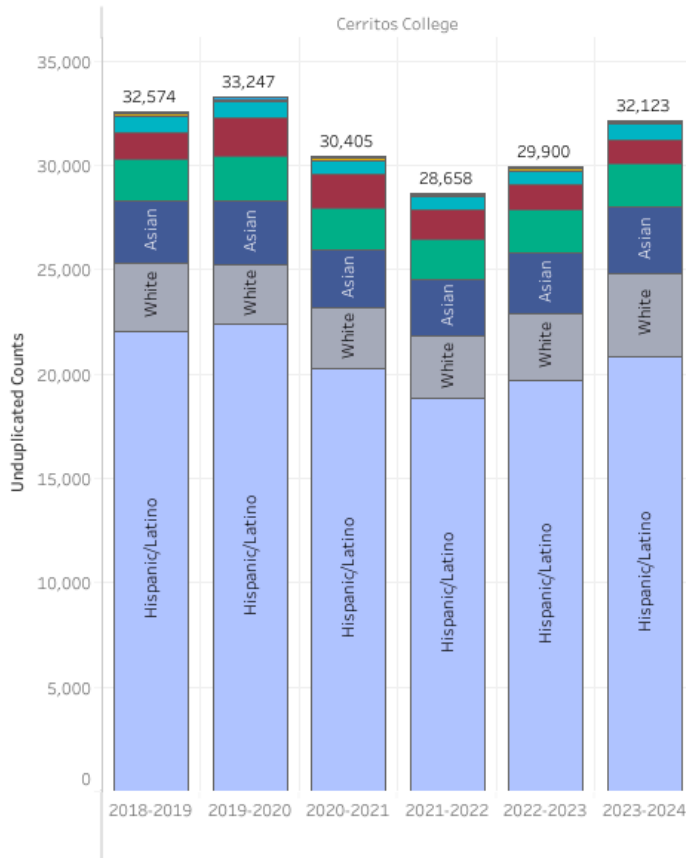
Show Annual Plan Question

Show IPR Question

Humanities & Social Sciences

SOC

All



Population to Display

Select Characteristic to Diaggregate

Select Display

Cerritos College

Race/Ethnicity

Graph

Graph Legend

- American Indian ..
- Asian
- Black or African A..
- Hispanic/Latino
- Native Hawaiian ..
- Two or More Races
- Unknown

Finishing with age since the dashboard does not include information on socio-economic status, most of the students taking classes in the department are 24 or under. In 2023-24, 38.89% of our students were 19 and under, and 30.69% of our students were 20 to 24. In addition, 19.35% of our students were in the 25-34 age group; 8.75% of our students were in the 35 to 49 age group; and 2.41% of our students were 50 and over. From 2018-2019 to 2023-24 the biggest changes were in the 35-49 and the 20-24 age groups. Possibly reflection of larger demographic trends, the percentage of 20-24 students decreased from 43.38% to 30.69%; while the percentage of 35-49 students grew from 3.72% to 8.25%. These numbers are fairly similar to the campus as a whole. Compared to campus as a whole, our student population is a little bit younger. For the campus in 2023-24, 28.65% of students were 19 and under; 25.98% of students were 20 to 24; 22% of students were 25-34; 14.17% of students were 35 to 39; and 9.20% of students were over the age of 50.



Headcount & Demographics



Show Annual Plan Question

Show IPR Question

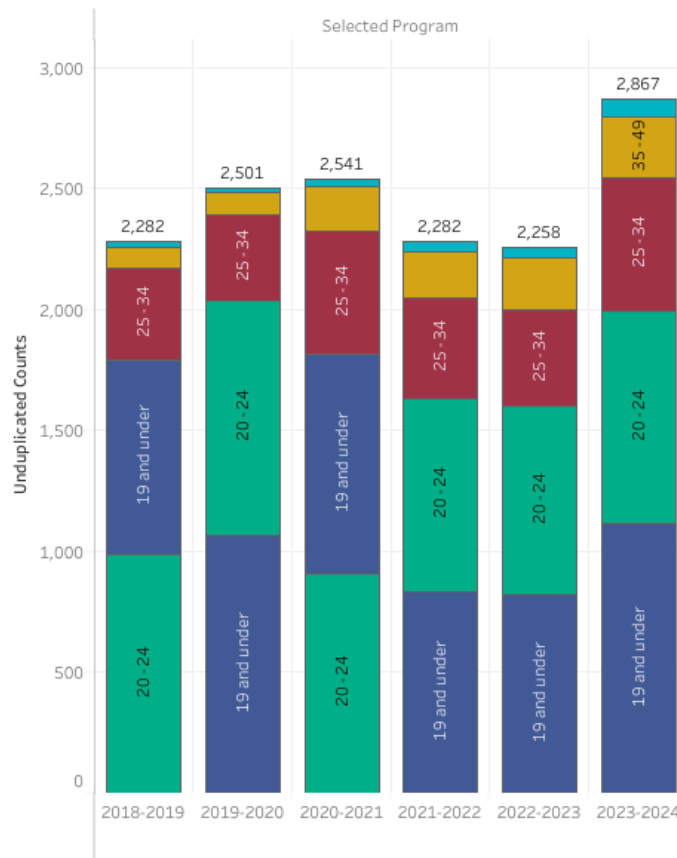
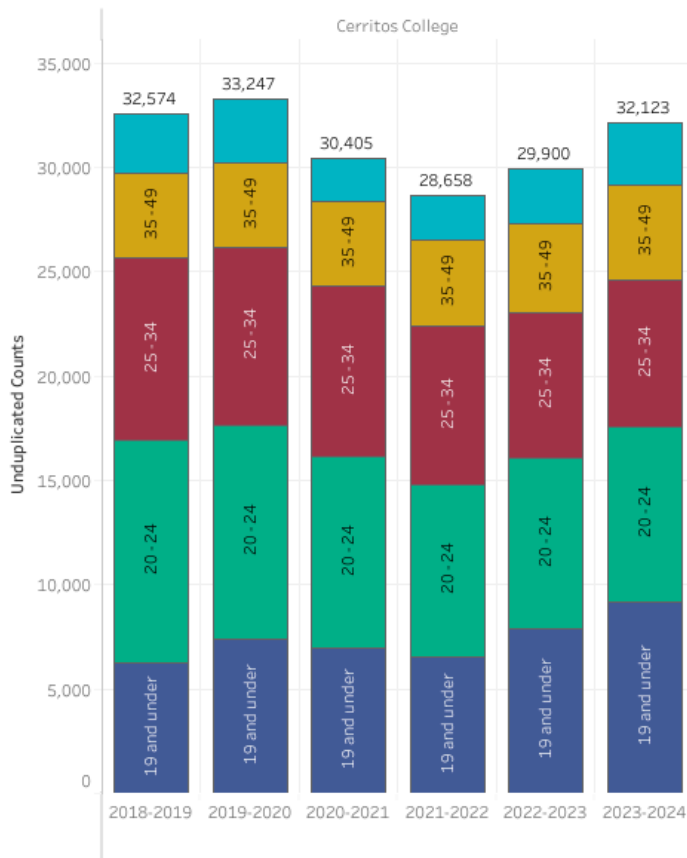
Division
Humanities & Social Sciences

SOC

Department

All

Subject



Population to Display: Cerritos College
 Select Characteristic to Disaggregate: Age Range
 Graph Legend: 19 and under (blue), 20-24 (green), 25-34 (red), 35-49 (yellow), 50 and over (cyan)
 Select Display: Graph

2. Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

From 2018 until the start of the pandemic, the headcount/enrollment of students in the department was steadily increasing. In the first year after the pandemic, our headcount/enrollment declined. Since 2023, our headcount/enrollment has increased to beyond pre-pandemic levels.

The trends that we observe in our headcount/enrollment are broadly similar to the trends that we see at the campus-level. The few discrepancies to this pattern occurred in 2021-22 and 2022-2023. Whereas the campus saw a decrease in headcount/enrollments from 2019-20 to 2020-21, our department saw an increase during that time period. This increase occurred during the COVID-19 pandemic. During the pandemic, the sociology department worked hard to move our courses online in an equitable way, which may have attracted more students to sociology classes during the pandemic. And where the campus saw an increase in headcount/enrollments from 2021-22 to 2022-23, our department saw a slight decrease during that time period. In the aftermath of the pandemic, the department began moving more classes back to an in-person format. As in-person classes generally have lower enrollment than do online courses, this scheduling change may have contributed to the change in enrollment that was observed during this time.

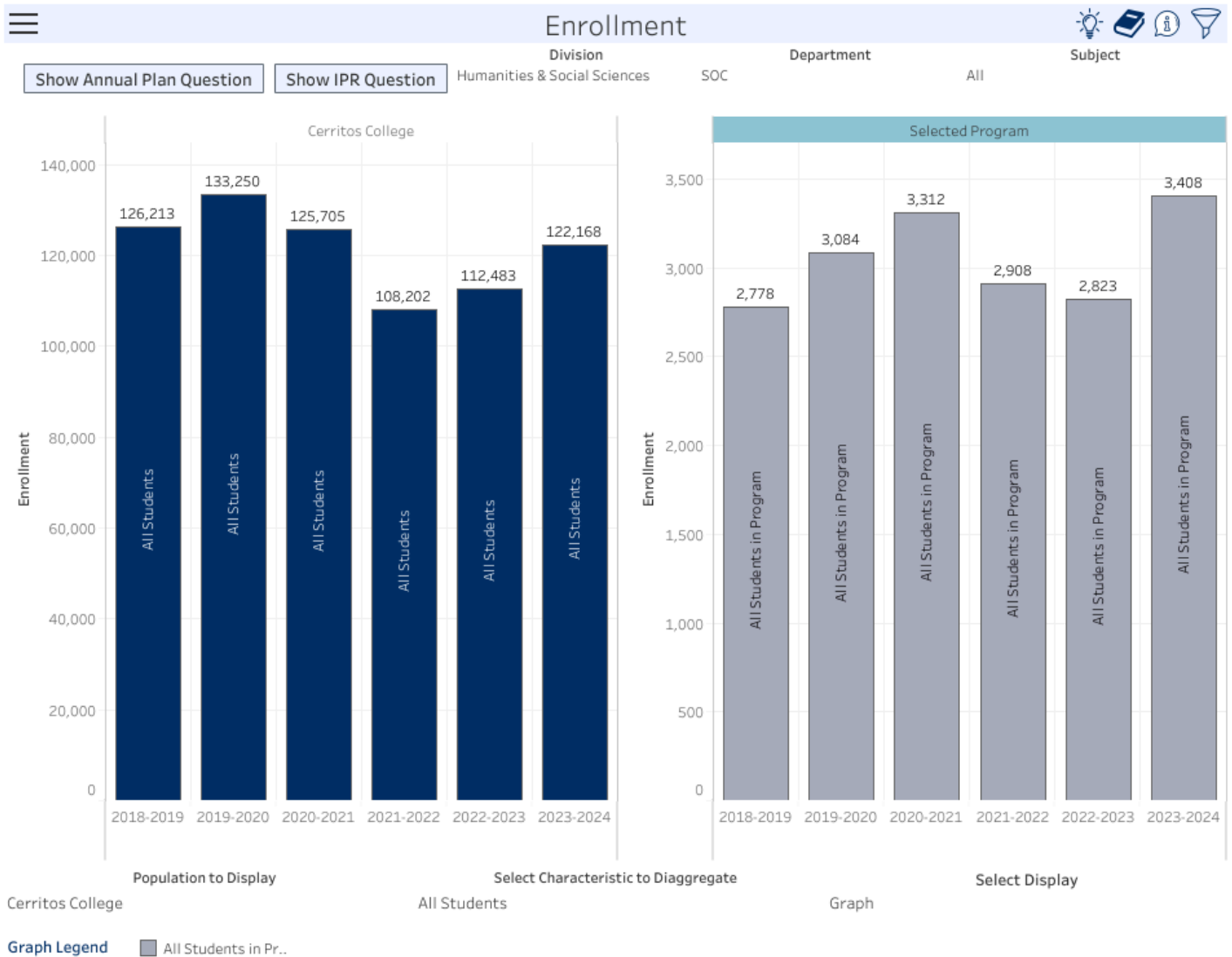
For 2023-2024, the campus headcount/enrollment is still lower than it was pre-pandemic; whereas the headcount in sociology is above pre-pandemic levels. The observed trends are also in line with headcount trends for other departments in the Humanities & Social Science division. Other departments in the division saw a decrease in headcount following the pandemic, which has turned around in recent years. Sociology is unique in being one of the only departments in the Humanities and Social Science division that has seen headcounts rebound to pre-pandemic levels. Many sociology classes meet CSU GE area requirements for Area D: Social Sciences and Area F: Ethnic Studies. The fact that students can take a variety of sociology courses to meet their Area D and Area F requirements has likely helped sociology headcount/enrollment rebound after the pandemic.

In accounting for our increase in headcount/enrollment, much of the increase is accounted for by students taking SOC 210. While the number of students taking SOC 101 before and after the pandemic has remained relatively constant, and some classes such as SOC 110 and SOC 120 have seen a decrease in headcounts, headcounts for SOC 210 have more than tripled from 2021-22 to 2023-24. Headcounts for SOC 210 have increased as a result of AB1040. California Assembly Bill 1040 is an act that was passed by the California legislature in 2021. AB1040 requires California community colleges to offer courses in Ethnic Studies. AB1040 also created a new CSU GE Pattern - Area F. SOC 210 is one of a small number of classes at Cerritos that has been approved for Area F credit. As students now need an ethnic studies class to receive their degree, we have seen SOC 210 increase in popularity. With SOC 210 increasing in popularity, the sociology department has recruited part-time faculty who have an academic background teaching about the sociology of race and ethnicity.

When disaggregating our headcount/enrollment to look at mode of instruction, we see that headcount/enrollment for our online classes have increased from 2019-20 to 2023-24. In 2019-

20, only about 7% were online. By 2023-24, online reached 61% of our unduplicated counts. Headcount/enrollment for online classes peaked in 2020-21 when 95% of our unduplicated counts were online. As headcount/enrollment for our online classes have increased, they have decreased for our in-person classes. In 2019-20, 95% of our headcount/enrollment were in-person classes and by 2023-24, in-person courses accounted for 40% of our headcount/enrollment. Our in-person headcount/enrollment reached a valley in 2020-21, when only 6% of our headcounts were in-person. As can be observed from these numbers, online classes in the sociology department attract students and have been good for sociology department enrollments. Recognizing the importance of online classes for sociology students at Cerritos, the department has been encouraging faculty to receive their online certifications. At the time that this report was written, all faculty in the sociology department are certified to teach online classes.

When disaggregating our headcount/enrollment to look at specific populations we see that the majority of our headcounts are for students who identify as female. In the typical semester, anywhere between 73% of our headcounts/enrollments are for students who identify as female. This trend did not change since 2018-19. When considering first generation status, we see that about 40% to 45% of our headcounts/enrollments report being first generation college students. This percentage has been consistent since 2018-19. In terms of age, a significant portion of our headcounts/enrollments are for students who are in the 20 to 24 age range. Although the proportion of students in this group has been decreasing from about 50% in 2018-19 to about 39% in 2023-24. As the number of headcounts/enrollments for students aged 20 to 24 has been decreasing, our department saw an increase in headcounts/enrollments for students who were 19 and under and who were over the age of 35. When it comes to race and ethnicity, most of our headcounts are students who identify as Hispanic/Latino, but the percentage of headcounts for students in this group has been decreasing from 74% in 2018-19 to 65% in 2023-24. While the number of headcounts in the Hispanic/Latino category has seen a decrease, the number of headcounts for African American or Black students has doubled from 6% in 2018-19 to 12% in 2023-24. The number of headcounts/enrollments in white category has also increased from about 6% in 2018-19 to 10% in 2023-24.





Enrollment



Division

Department

Subject

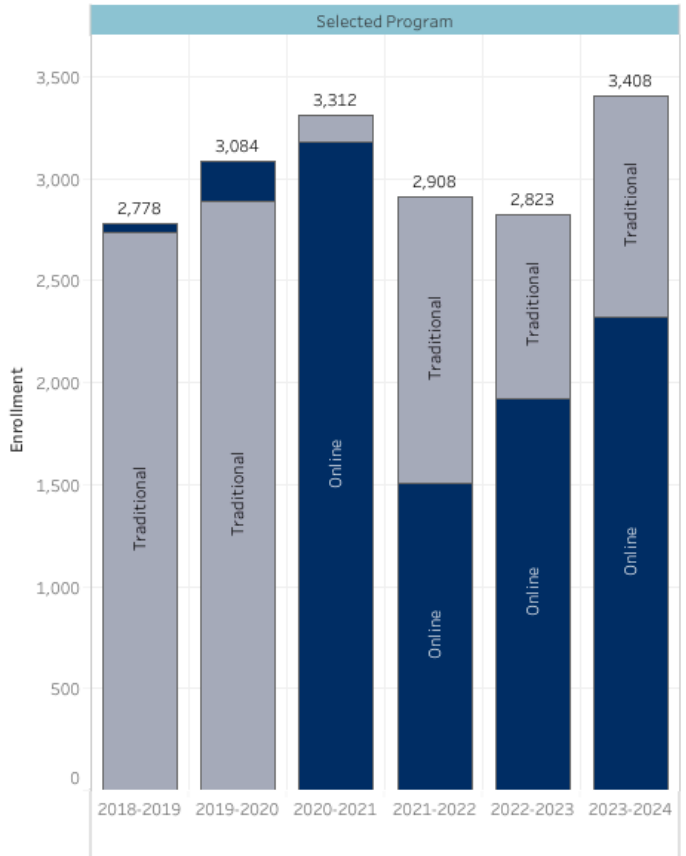
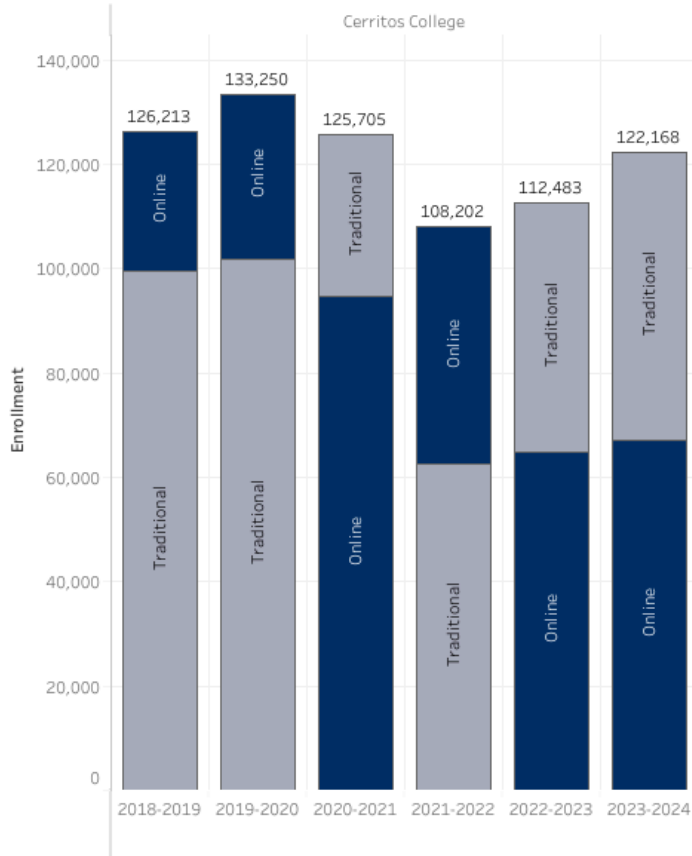
Show Annual Plan Question

Show IPR Question

Humanities & Social Sciences

SOC

All



Population to Display

Select Characteristic to Diaggregate

Graph

Select Display

Cerritos College

Mode of Instruction

Graph Legend

Online

Traditional



Enrollment



Division

Department

Subject

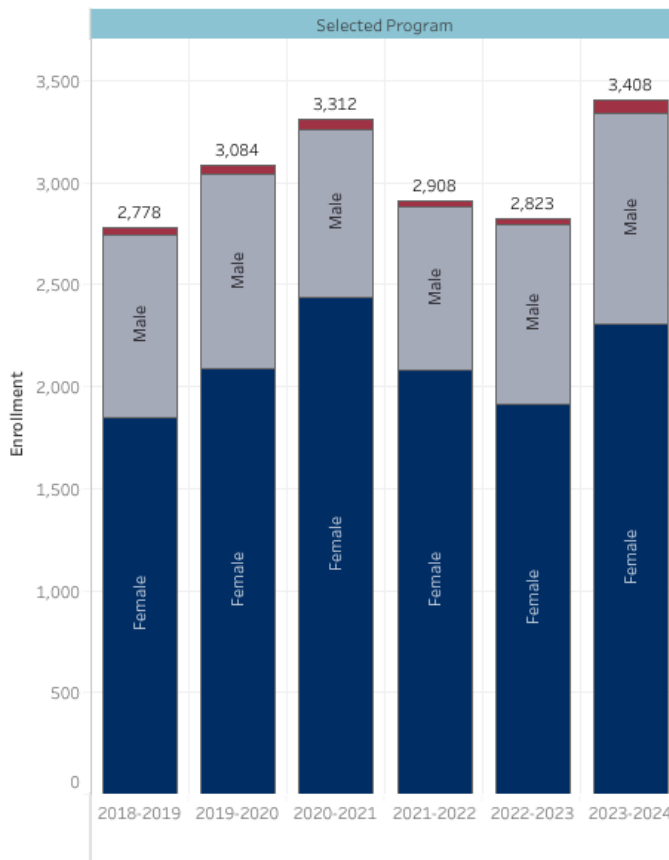
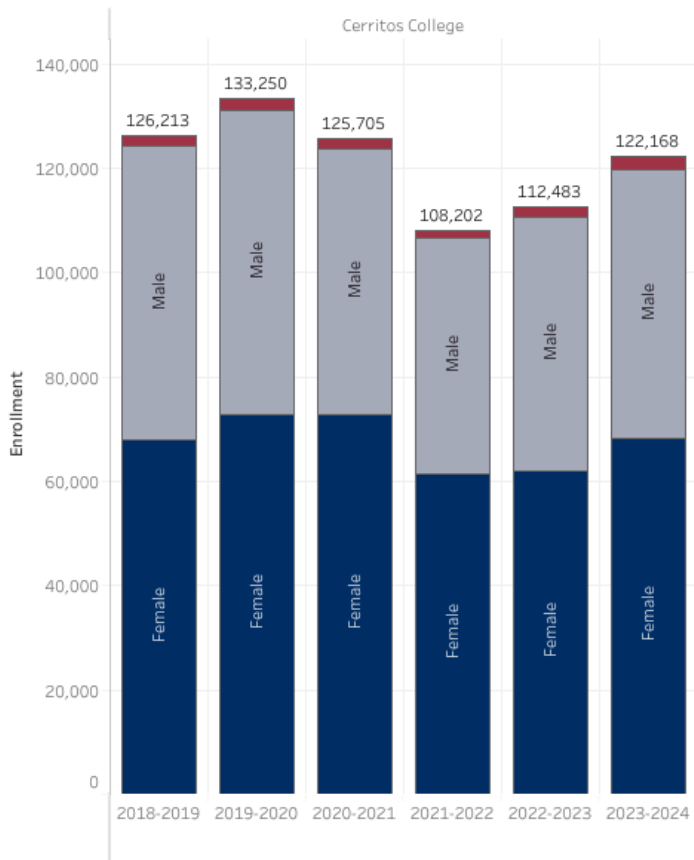
Show Annual Plan Question

Show IPR Question

Humanities & Social Sciences

SOC

All



Population to Display

Select Characteristic to Diaggregate

Graph

Select Display

Cerritos College

Gender

Graph Legend

Female

Male

Unknown



Enrollment



Division

Department

Subject

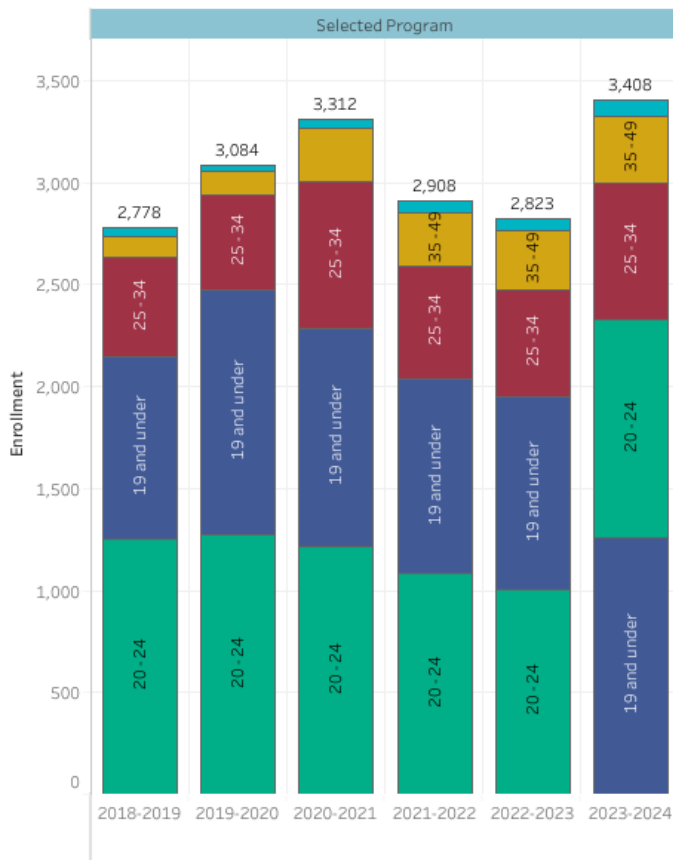
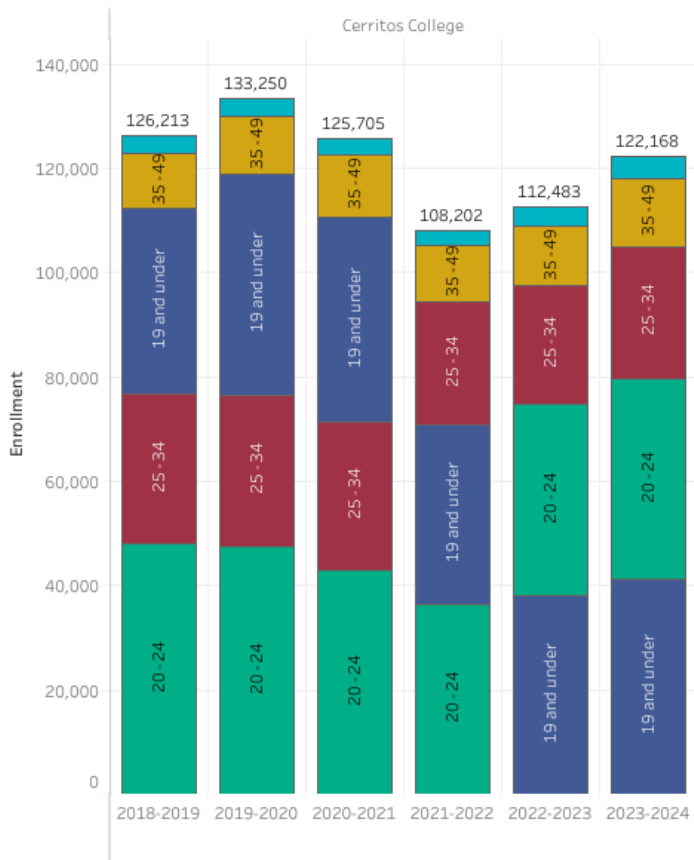
Show Annual Plan Question

Show IPR Question

Humanities & Social Sciences

SOC

All



Population to Display

Select Characteristic to Diaggregate

Select Display

Cerritos College

Age Range

Graph

Graph Legend

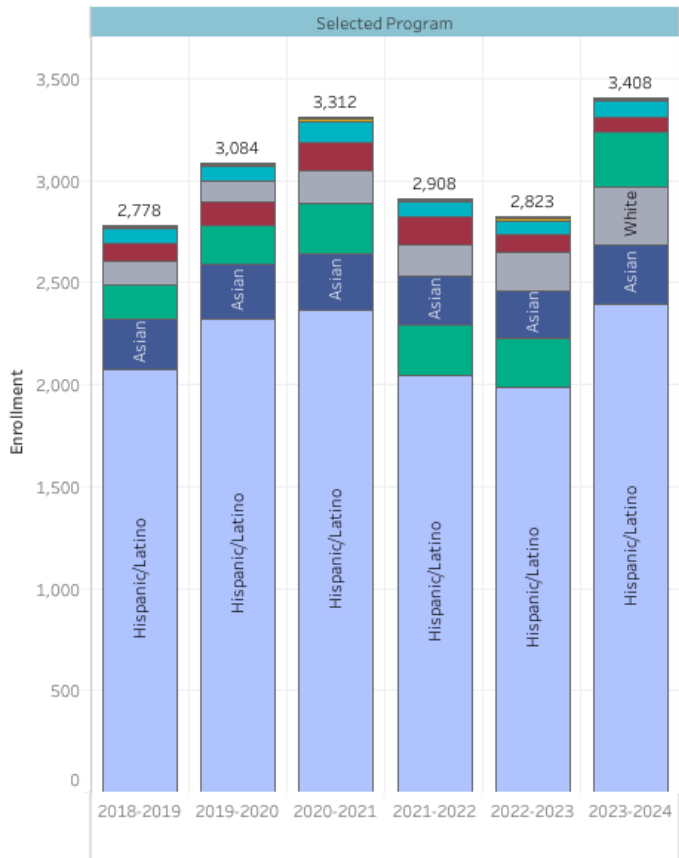
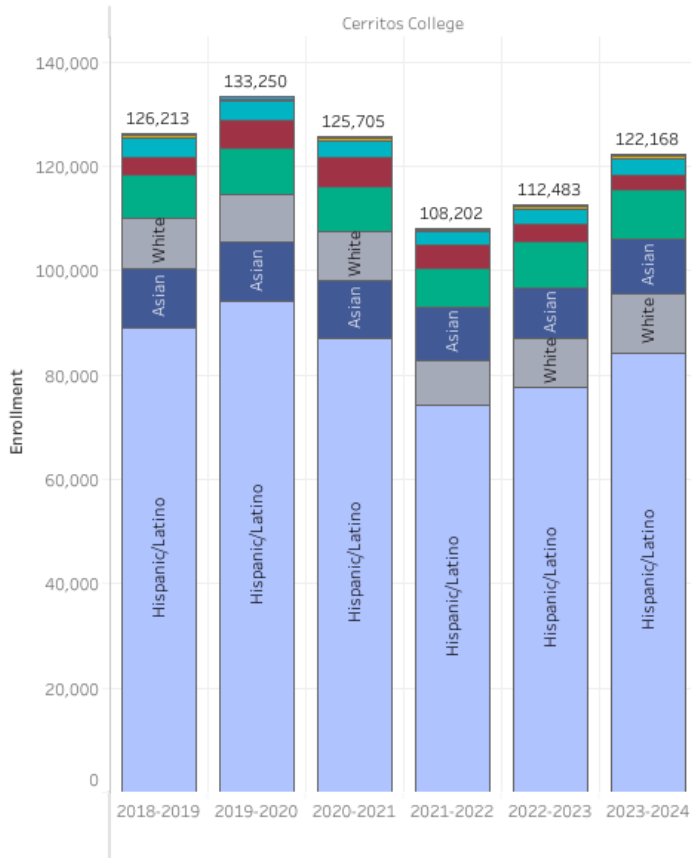
19 and under

20-24

25-34

35-49

50 and over



Cerritos College Population to Display: Race/Ethnicity Select Characteristic to Diaggregate: Race/Ethnicity Graph Select Display



3. Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

One thing that has impacted success rates for all classes in our program is the reality of our BOT students/fake students. We started getting these students around the fall of 2020 and saw a large number of them spring and summer of 2021 and it still continues, predominantly in our online courses, but in in-person as well. Initially the campus did not know what to do or how to direct our instructors. So many of us did not drop them from our classes as they "participated" in the first week or two but then didn't continue. This adversely impacts the success rates. Given those issues, we still see some improvements from the COVID years to now.

Success rates over 6 years show a drop from 75% in 2018-2019 to a low of 68% in 2021-2022, which we attribute to COVID and moving online. In each of the next 2 years, the rate goes up. By 2023-2024, success rates for sociology had increased to 71%. Despite the success rate being lower in 2023-2024 than it was in 2018-2019, the success rate for the department is higher than the success rate for the college as a whole (68%). Although the success rate is lower than the statewide rate (74%).



Course Success & Course Completion



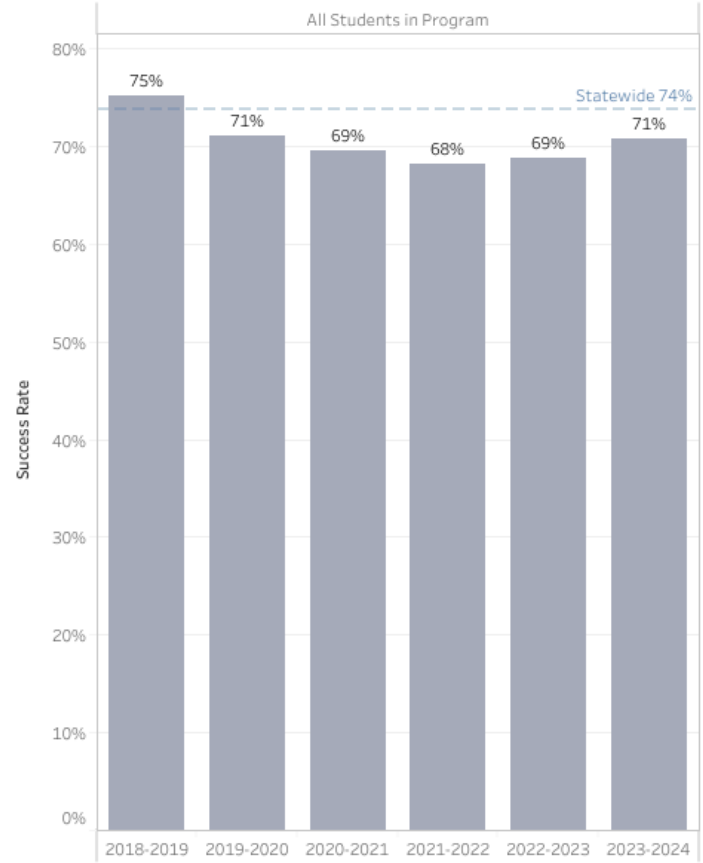
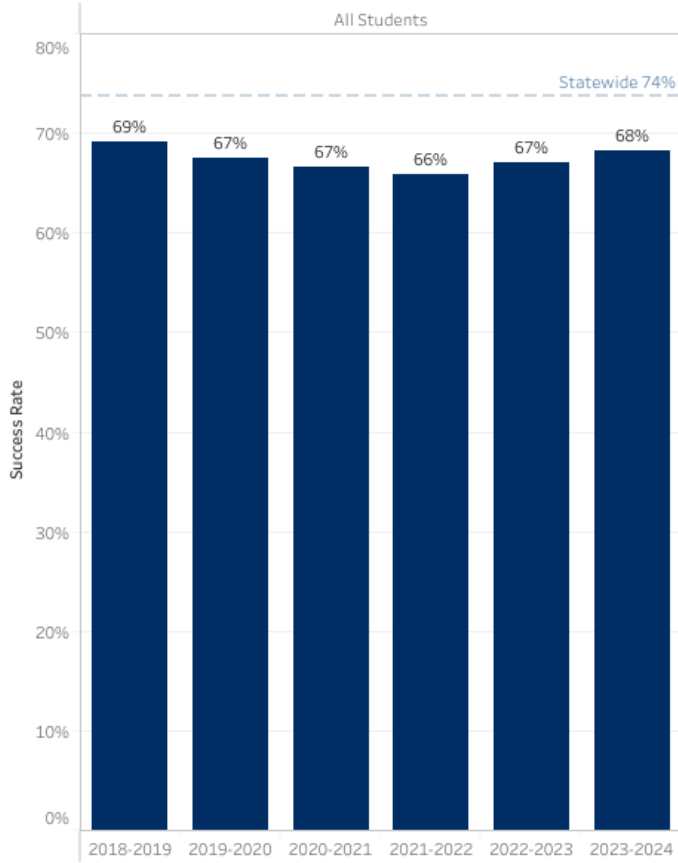
Show Annual Plan Question

Show IPR Question

Division
Humanities & Social Sciences

Department
SOC

Subject
All



Select Success or Course Completion
Success Rate

Population to Display
Cerritos College

Select Characteristic to Diaggregate
All Students

Select Display
Graph

Graph Legend All Students in Pr..

Show Statewide 2023-2024 Rate True

Breaking success rates down by age, in line with overall success rates, for students in the 19 and under; 20-24; 35-49; and 50 and over groups, we saw success rates decrease with the pandemic, picking back up after the pandemic. In 2023-2024, 74% of our students in the 19 and under range were successful (campus rate of 68%); 77% of students in the 20-24 age range were successful (campus rate of 71%); 63% of students in the 35-39 age range were successful (campus rate of 65%); 56% of our 50 and older students were successful (campus rate of 66%). Overall, sociology students in the younger age groups have higher success rates. For students in the 25-34 age range, success rates have been more-or-less declining since 2019-2020. In 2023-2024, 61% of students in this age range were successful (campus rate of 67%).



Course Success & Course Completion



Division

Department

Subject

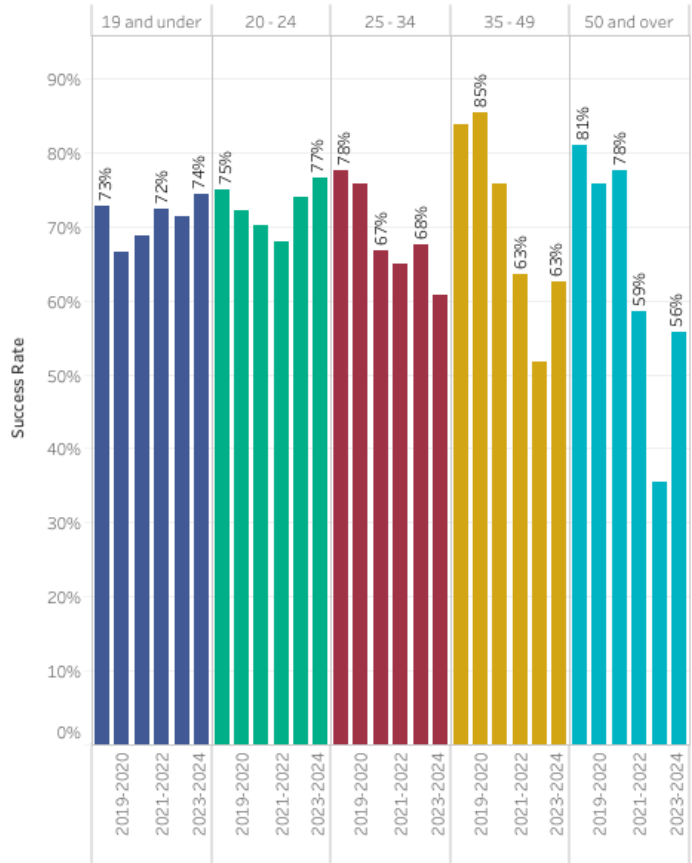
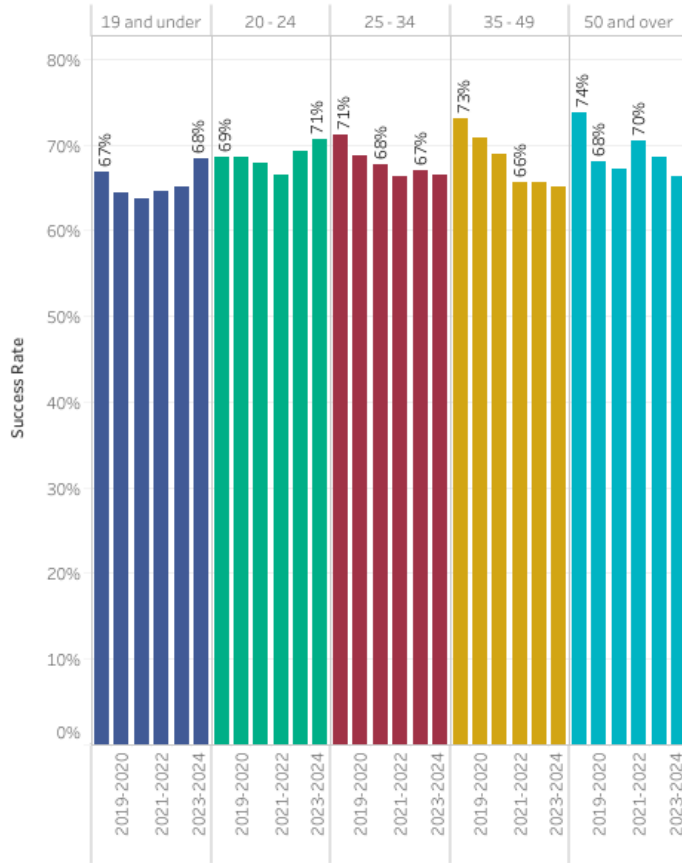
Show Annual Plan Question

Show IPR Question

Humanities & Social Sciences

SOC

All



Select Success or Course Completion

Population to Display

Select Characteristic to Diaggregate

Select Display

Success Rate

Cerritos College

Age Range

Graph

Graph Legend

19 and under

20 - 24

25 - 34

Show Statewide 2023-2024 Rate

True

Looking at success rates by race, we see a similar U-shaped pattern. Across racial and ethnic groups, success rates declined with the pandemic but have since picked up. In 2023-2024, 100% of American Indian students were successful (campus rate of 66%); 88% of Asian students were successful (campus rate of 81%); 66% of Black or African American students were successful (campus rate 59%); 73% of Hispanic/Latino students were successful (campus rate 69%); 53% of Native Hawaiian or other Pacific Islander were successful (campus rate 61%); 70% of students in the two or more races category were successful (campus rate 71%); 62% of unknown students were successful (campus rate 66%); and 45% of white students were successful (campus rate 59%). Overall, the success rates for most racial and ethnic groups in the sociology department are equal to or higher than the success rates for racial groups on the campus as a whole. Students from the Native Hawaiian or other Pacific Islander, white, and unknown categories are less successful in the sociology department than in the campus.



Course Success & Course Completion



Division

Department

Subject

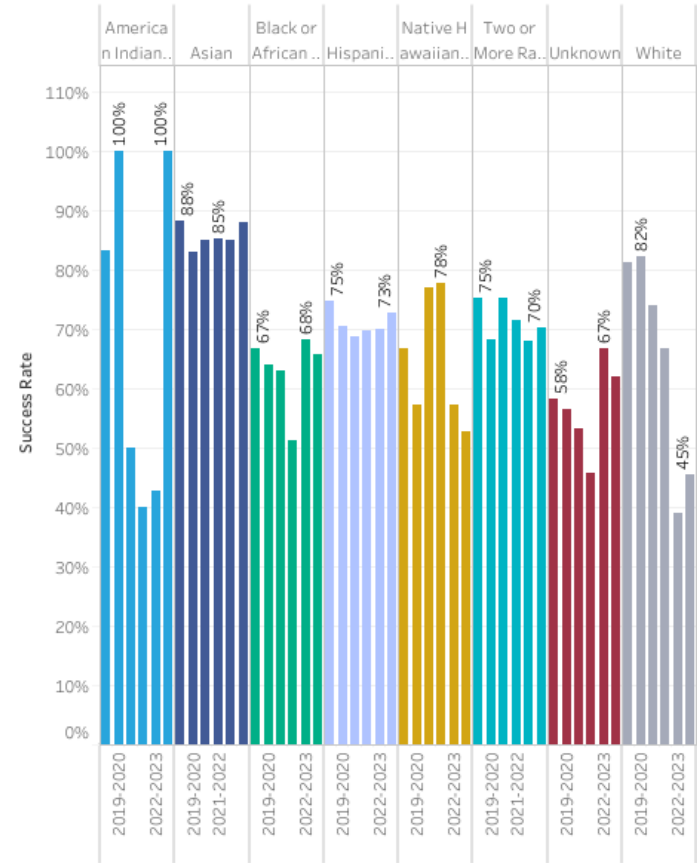
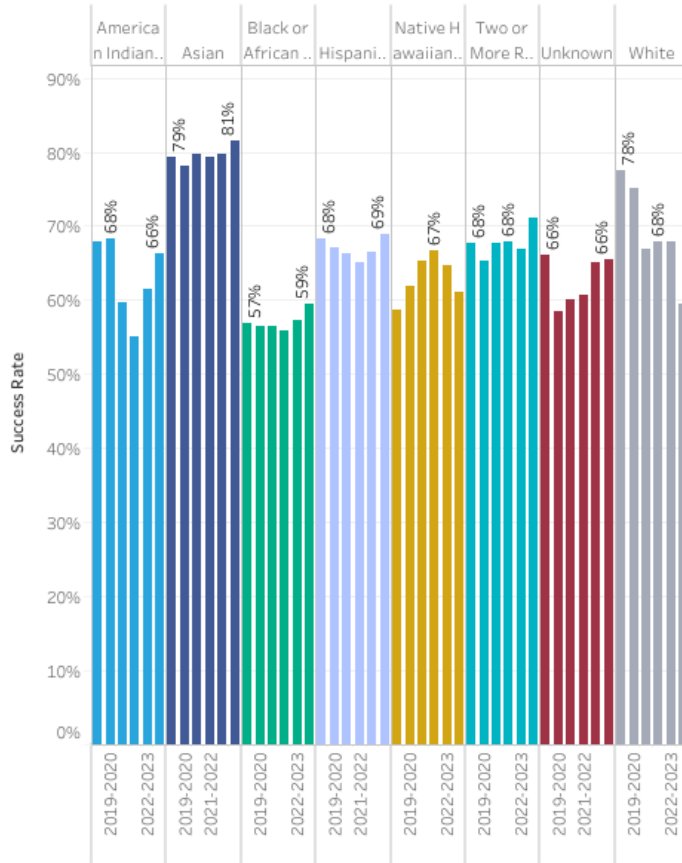
Show Annual Plan Question

Show IPR Question

Humanities & Social Sciences

SOC

All



Select Success or Course Completion

Population to Display

Select Characteristic to Diaggregate

Select Display

Success Rate

Cerritos College

Race/Ethnicity

Graph

Graph Legend

American Indian .. Asian

Black or African A..

Show Statewide 2023-2024 Rate True

Moving on to sex, we see a similar pattern. Success rates for female, male, and unknown students declined with the pandemic, but have since picked back up to levels that are what they were pre-pandemic. In 2023-24, 71% of female students were successful (campus rate 69%); 70% of male students were successful (campus rate 68%); 61% of students in the unknown category were successful (campus rate 68%). Overall, males and females are slightly more successful in sociology classes than on the campus overall. Students who reported their sex as unknown are slightly less successful in sociology classes than on the campus overall.



Course Success & Course Completion



Show Annual Plan Question

Show IPR Question

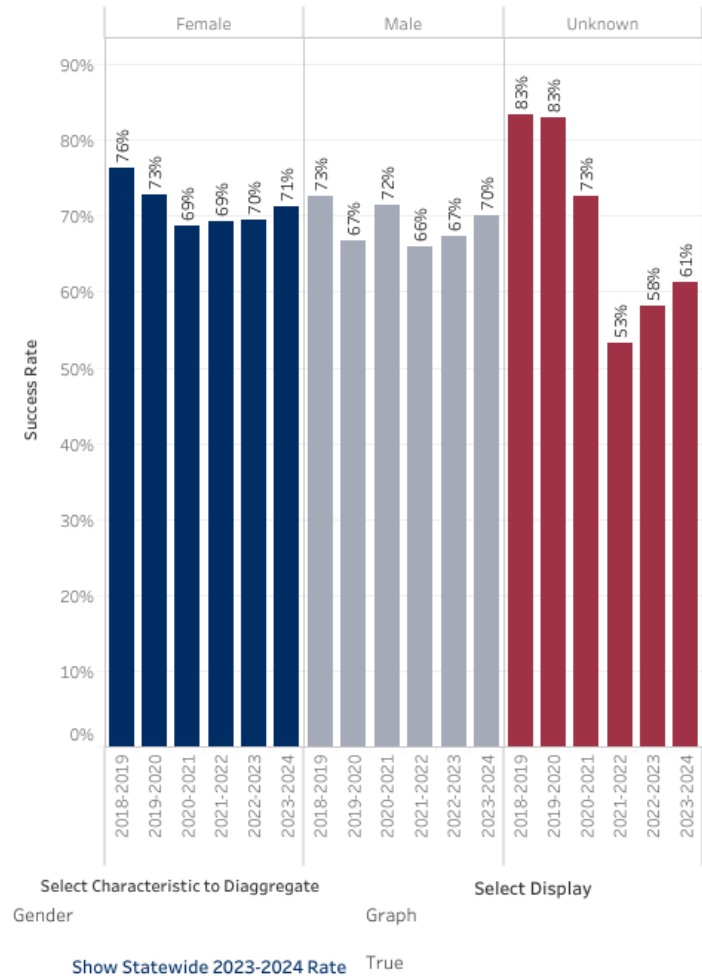
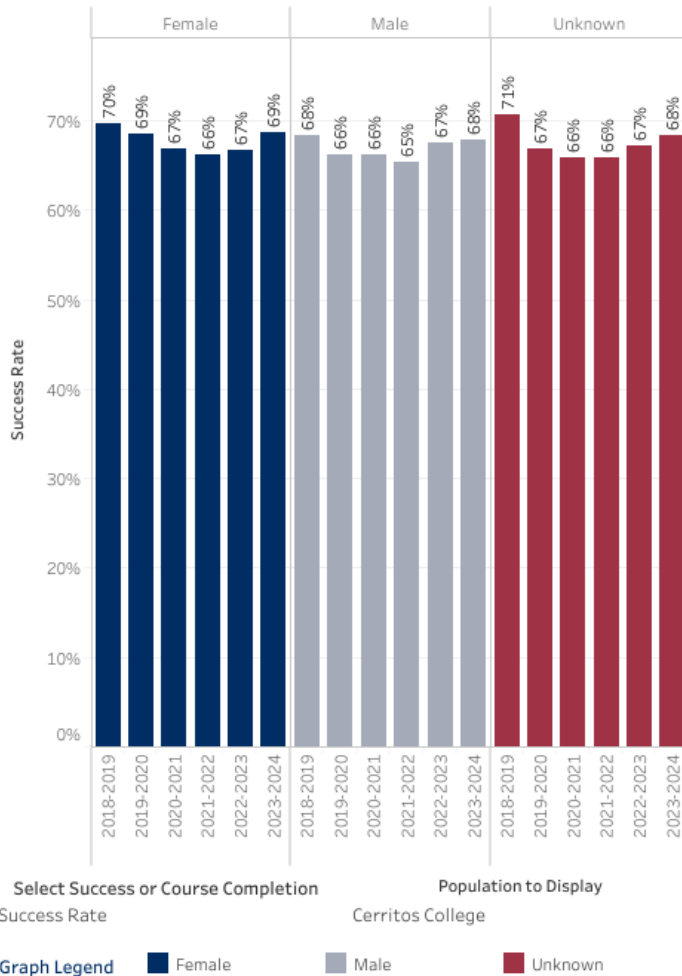
Division
Humanities & Social Sciences

SOC

Department

All

Subject



Looking at generational status, success rates declined with the pandemic but have since returned to levels that are in-line with or that surpass pre-pandemic levels. In 2023-2024, 66% of first-generation students were successful in sociology classes (campus rate 66%). Students who were not first-generation had a success rate of 75% (campus rate 72%). Students with unknown generational status had a success rate of 72% (campus rate 65%).



Course Success & Course Completion



Division

Department

Subject

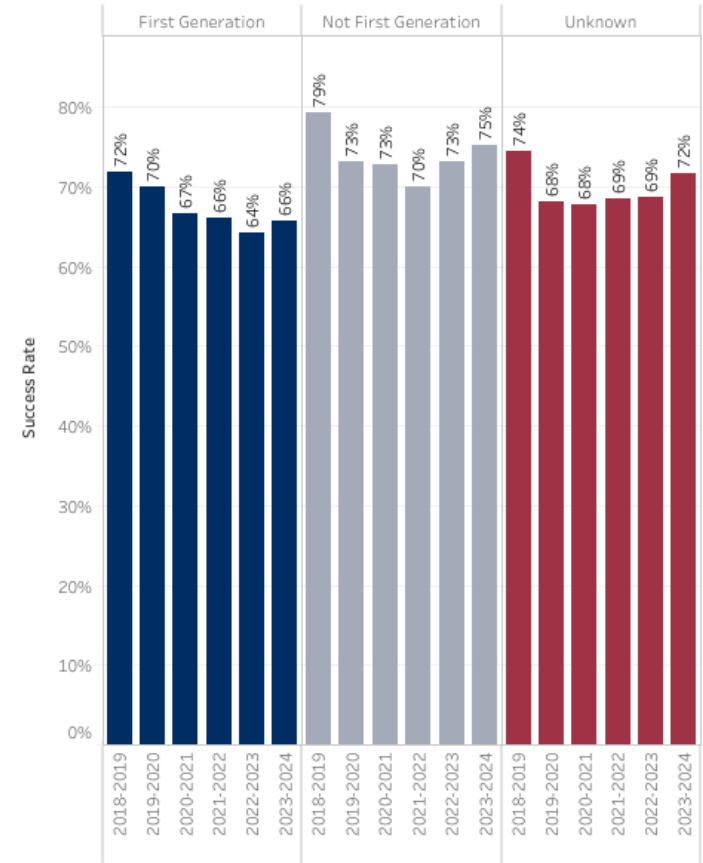
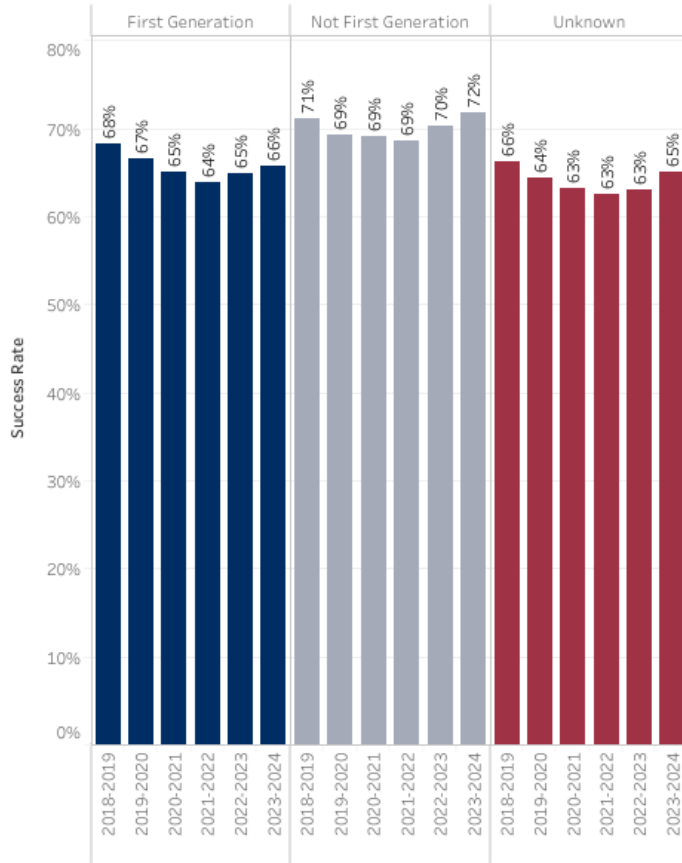
Show Annual Plan Question

Show IPR Question

Humanities & Social Sciences

SOC

All



Select Success or Course Completion

Population to Display

Select Characteristic to Diaggregate

Select Display

Success Rate

Cerritos College

First-Generation

Graph

Graph Legend

■ First Generation ■ Not First Generat... ■ Unknown

Show Statewide 2023-2024 Rate True

Finally, moving on to modality, success rates in traditional classes have been fairly constant since 2018-2019, while showing pandemic-related fluctuations. In 2018-2019, traditional classes had a success rate of 76% (campus rate 70%). Success rates for traditional classes reached a low in 2021-2022 at 68% (campus rate 67%). By 2023-2024, success rates for traditional classes had reached 70% (campus rate 71%). Overall, success rates for our traditional classes are in line with success rates for the campus as a whole. Looking at online classes, in 2018-2019, our online classes had a success rate of 52% (campus rate 65%). Success rates for online classes peaked during the pandemic in 2019-2020 at 78% (campus rate 65%). In 2023-2024, the success rate for online sociology classes was 71% (campus rate 66%). Prior to the pandemic, when our online course offerings were fewer, our success rate for online classes was less than the success rate for the campus as a whole. Since the pandemic, our success rates for online classes has increased and now surpasses the online success rates for the campus as a whole.



Course Success & Course Completion



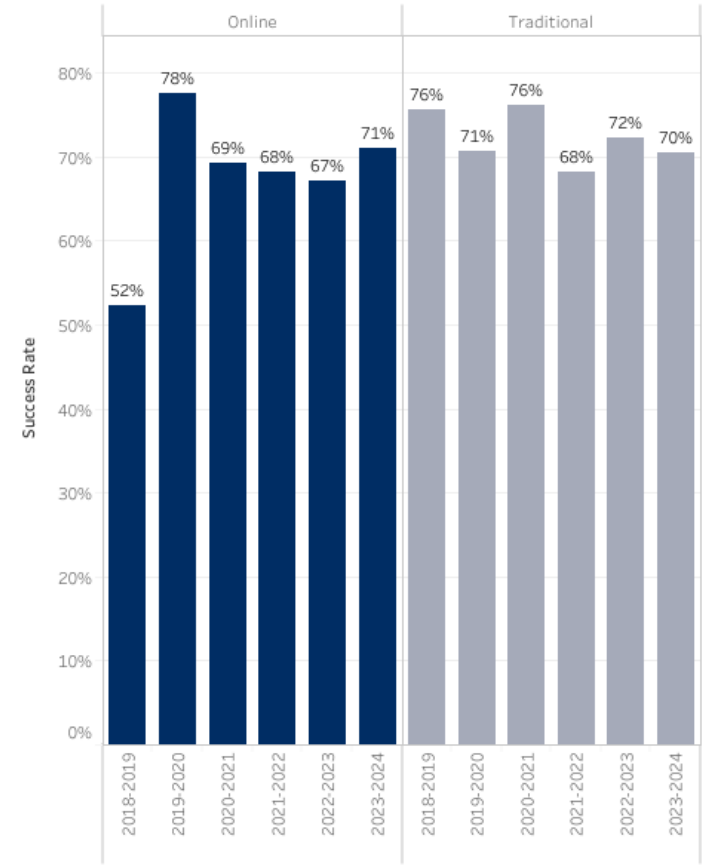
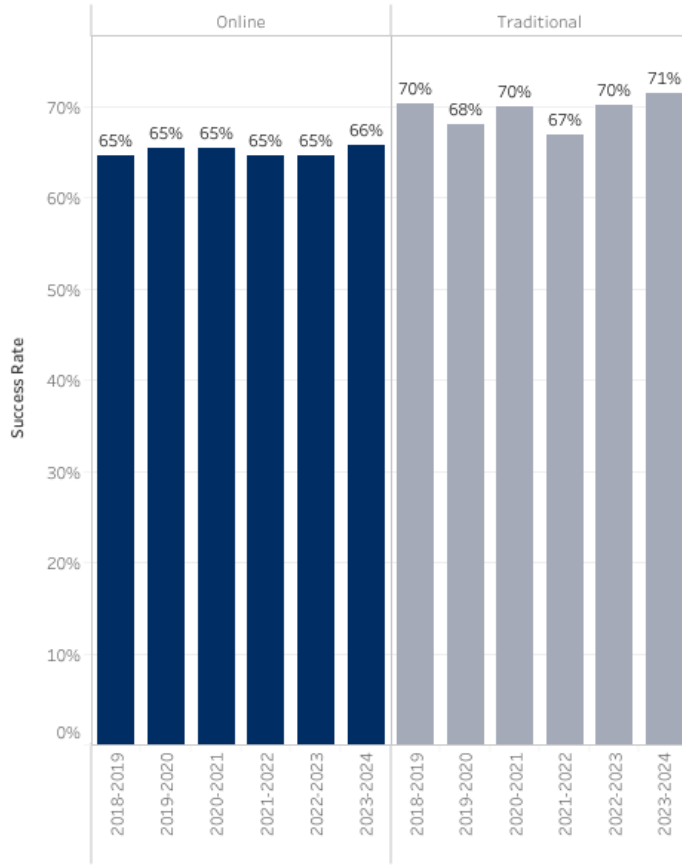
Show Annual Plan Question

Show IPR Question

Division
Humanities & Social Sciences

Department
SOC

Subject
All



Select Success or Course Completion
Success Rate

Population to Display
Cerritos College

Select Characteristic to Diaggregate
Mode of Instruction

Select Display
Graph

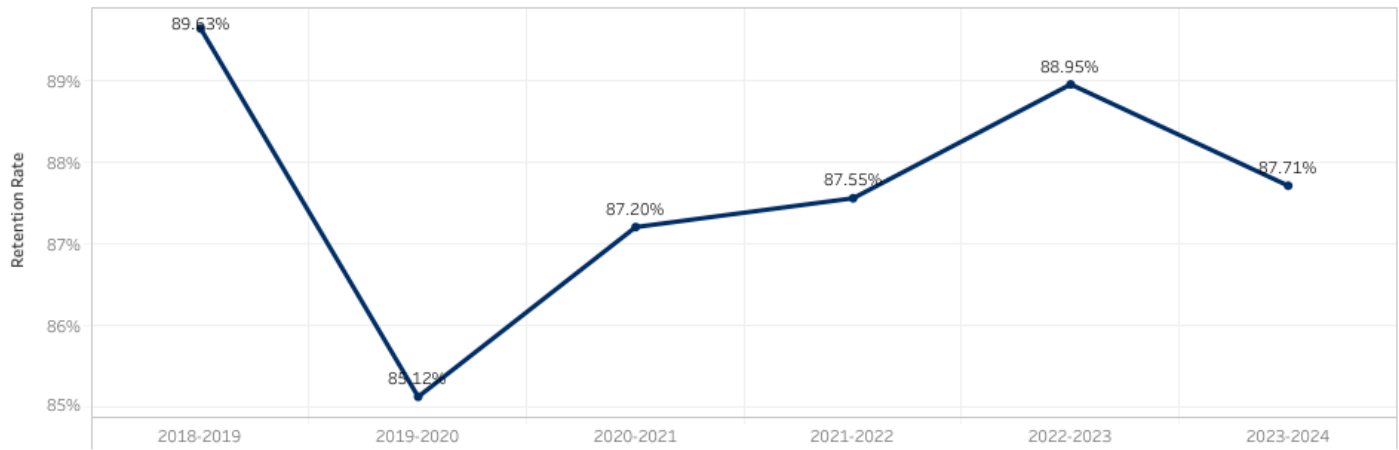
Graph Legend ■ Online ■ Traditional

Show Statewide 2023-2024 Rate True

Along with success rates, we can also look at retention rates for the sociology department. Retention rates were at a high point in 2018-2019 at 89%. Retention rates for sociology, reached a low point of 85% in 2019-2020, which we attribute to the COVID-19 pandemic. Since the pandemic, retention rates for sociology have rebounded to 87%. This figure is above the campus retention rate (73%), but lower than the statewide retention rate (89%).



Retention Rates



Population: All students

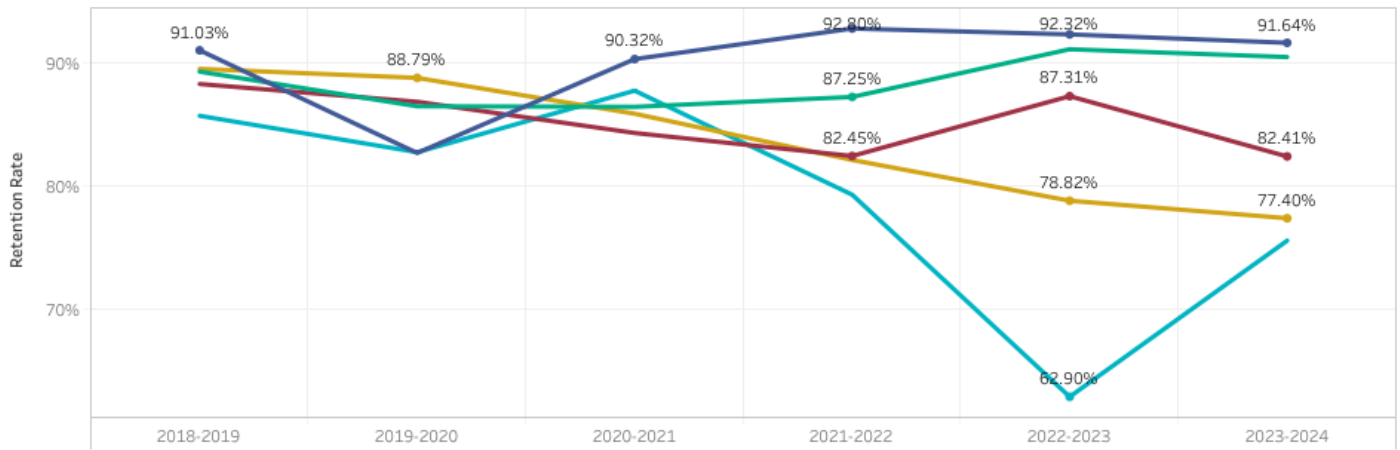
All students

56.67% 100.00%

Division	Department	Subject	Course	Select Student At..	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year	2023-2024 Academic Year
Grand Total					89.63%	85.12%	87.20%	87.55%	88.95%	87.71%
Humanities & Social Sciences	SOC	SOC	SOC 101	All students	90.21%	84.20%	89.18%	88.13%	89.73%	87.47%
			SOC 110	All students	90.24%	91.30%	94.32%	86.71%	92.41%	85.85%
			SOC 120	All students	85.19%	77.66%	76.84%	90.63%	76.47%	89.47%
			SOC 201	All students	86.16%	85.52%	78.53%	82.75%	87.95%	89.76%
			SOC 202	All students	96.53%	86.67%	90.50%	88.95%	87.59%	88.49%
			SOC 205	All students	94.34%	92.59%	87.72%	93.02%	97.87%	94.87%
			SOC 210	All students	89.61%	91.86%	77.69%	84.25%	89.24%	89.09%
			SOC 215	All students	91.67%	90.00%	77.78%	90.00%	68.75%	56.67%

Breaking retention rates down by age, we see that retention rates are highest for our youngest students. For students who were 19 and under, retention rates have been relatively constant. Retention rates for students who were 19 and under were 91% in 2018-2019 and were still 91% in 2023-2024. Retention rates for students in the 20-24 group have increased slightly during the review period. In 2018-2019, retention rates for students in the 20-24 group were 89% and in 2023-2024 they were 90%. For students in the 25-34 group and the 35-49 group, retention rates have declined overtime. In 2018-2019, retention rates for students in the 25-34 group were 88% and by 2023-2024 they had fallen to 82%. In 2018-2019, retention rates for students in the 35-49 group were 90% and by 2023-2024 they had fallen to 77%. Retention rates for our oldest group of students have fallen considerably overtime, which may coincide with the increase in online course offerings. Because students who are over 50 have less experience with digital technologies, this population may have been adversely affected by the move to online learning. In 2018-2019, retention rates for the over 50 group were 86% and by 2023 to 2024, they had fallen to 76%. Despite this decline in retention rate for our students who are 50 and older, retention rates for this population are much higher in sociology than they are campus wide. In 2023-2024, campus-wide retention rates for students who were over 50 were just 27%.

Retention Rates

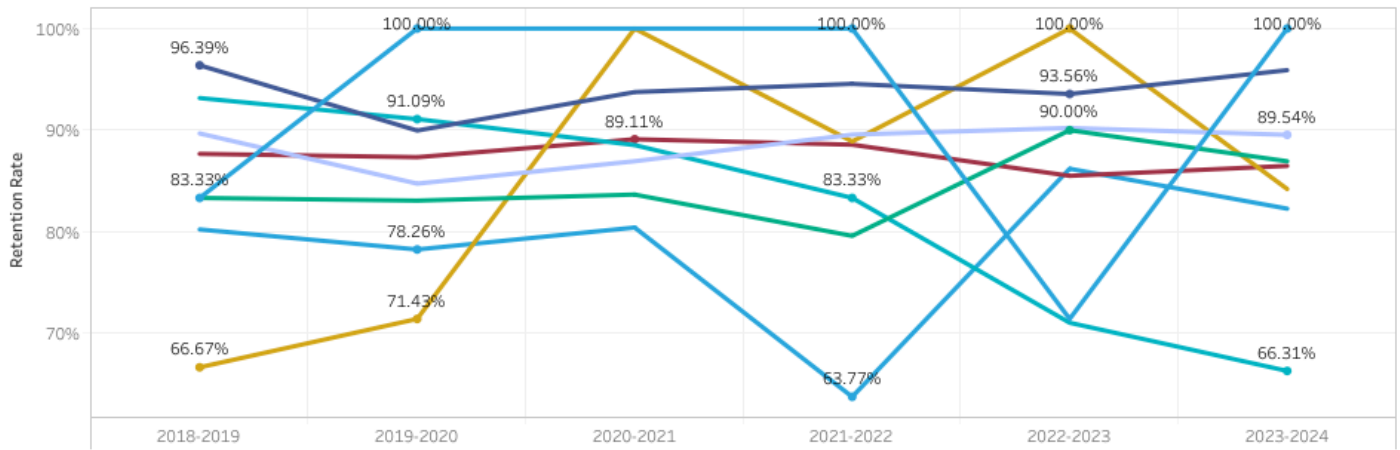


Population: All students



Division	Department	Subject	Course	Select Student At..	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year	2023-2024 Academic Year
Grand Total					89.63%	85.12%	87.20%	87.55%	88.95%	87.71%
Humanities & Social Sciences	SOC	SOC	SOC 101	19 and under	91.55%	81.83%	91.70%	92.87%	91.32%	90.25%
				20 - 24	91.16%	85.51%	88.43%	88.29%	91.51%	89.98%
				25 - 34	84.80%	89.78%	84.66%	82.38%	86.83%	82.11%
				35 - 49	92.86%	86.57%	87.83%	77.87%	82.84%	77.27%
				50 and over	77.27%	70.00%	90.91%	70.83%	69.57% DI	72.97%
	SOC 110	19 and under	92.21%	90.32%	95.29%	93.00%	98.51%	92.13%		
		20 - 24	89.09%	92.35%	92.70%	88.48%	97.09%	96.12%		
				25 - 34	91.89%	91.23%	94.68%	77.32%	83.78%	84.38%

Looking at retention rates by race, we see considerable variation by race over time. Starting with students who identify as American Indian or Alaskan Native, we see that retention rates have increased from 83% in 2018-2019 to 100% in 2023-2024. Although this is a small student population (just 2 students in 2023-2024). For students who identify as Asian, retention rates have been constant overtime (96% in 2018-2019, 96% in 2023-2024). Retention rates have also been constant for students who identify as Hispanic or Latino (90% in 2018-2019, 90% in 2023-2024). Moving on to look at students who identify as Black or African American, retention rates have increased overtime. In 2018-2019, Black or African American students had a retention rate of 83%, by 2023-2024 that number had increased to 87%. Looking at retention rates for students who identify as Native Hawaiian or Other Pacific Islander, we see an increase from 66% in 2018-2019 to 84% in 2023-2024. Although this is another student population that is small (just 19 students in 2023-2024). Lastly, looking at students who identify as white, we see a decline in retention rates. In 2018-2019, white students had a retention rate of 93%. By 2023-2024, it had fallen to 66%. This is a considerable decline in retention rates for white students. While it is hard to interpret this trend, the trend correlates with the rise of a political movement that has attempted to villainize teaching about racial and ethnic inequality (the Anti-CRT movement). White students may be more susceptible to this messaging than students from other racial and ethnic groups, which could explain why we see constant or increasing retention rates for most racial and ethnic groups, but declining retention rates for white students.



Population: All students

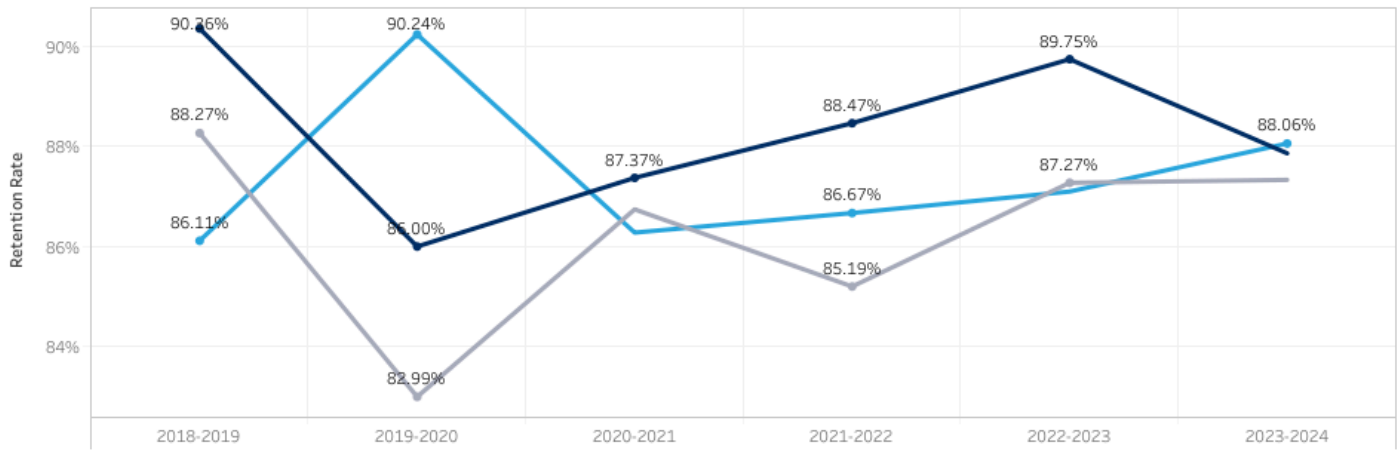
■ American Indian or Alaska Native
 ■ Asian
 ■ Black or African American
 ■ Hispanic/Latino
 ■ Native Hawaiian or Other Pacific Islander
 ■ White
 0.00% to 100.00%

Division	Department	Subject	Course	Select Student Attrib	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year	2023-2024 Academic Year
Grand Total					89.63%	85.12%	87.20%	87.55%	88.95%	87.71%
Humanities & Social Sciences	SOC	SOC	SOC 101	American Indian or Alaska Native	66.67%	100.00%	100.00%	100.00%	100.00%	100.00%
				Asian	95.91%	90.61%	97.06%	96.40%	94.38%	95.73%
				Black or African American	79.79%	81.82%	84.43%	82.61%	89.13%	86.62%
				Hispanic/Latino	90.51%	83.45%	88.32%	90.20%	90.05%	88.88%
				Native Hawaiian or Other Pacific Islander	75.00%	71.43%	100.00%	80.00%	100.00%	88.89%
				Two or More Races	87.76%	85.42%	88.89%	85.71%	83.67%	87.18%
				Unknown	82.46%	77.22%	86.49%	53.85% DI	87.23%	85.42%
				White	95.45%	95.00%	90.36%	85.71%	82.91%	68.00% DI

Moving on to sex, we see that retention rates for both males and females have declined slightly overtime. In 2018-2019, female students had a retention rate of 90% and by 2023-2024, that retention rate had declined to 88%. In 2018-2019, male student had a retention rate of 88% and by 2023-2024, that retention rate had declined to 87%. While male and female students have seen slight declines in retention rates, students with an unknown sex have seen a slight increase. In 2018-2019, the retention rate for students in the unknown group was 86% and by 2023-2024, it had increased to 88%.



Retention Rates



Population: All students

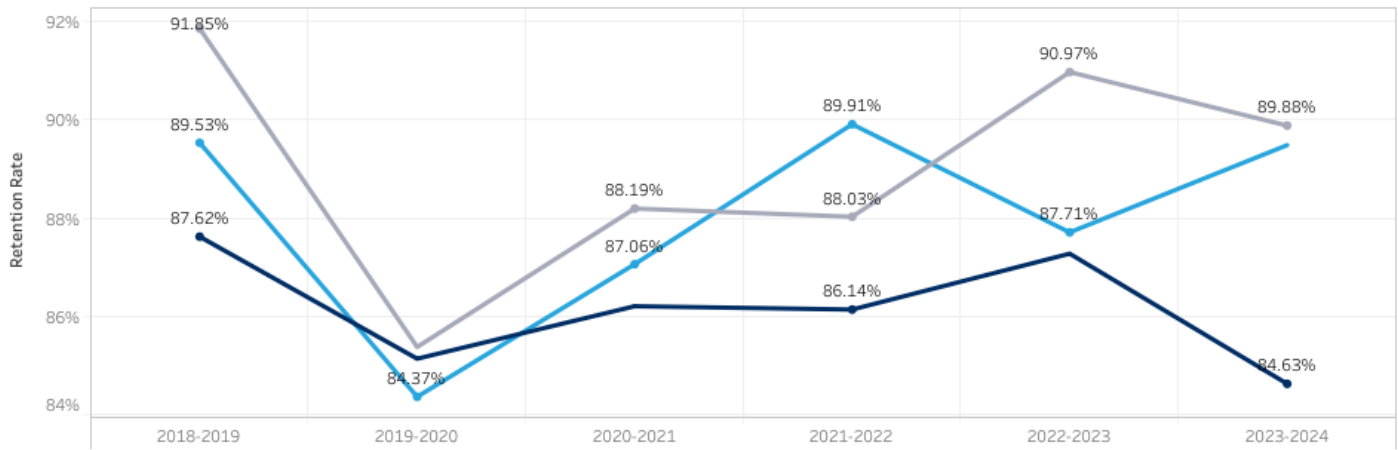
■ Female
 ■ Male
 ■ Unknown
 0.00% 100.00%

Division	Department	Subject	Course	Select Student At..	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year	2023-2024 Academic Year
Grand Total					89.63%	85.12%	87.20%	87.55%	88.95%	87.71%
Humanities & Social Sciences	SOC	SOC	SOC 101	Female	90.48%	85.46%	89.16%	88.87%	89.68%	87.93%
				Male	89.58%	81.57%	89.13%	86.51%	89.68%	86.80%
				Unknown	94.74%	90.00%	90.91%	87.50%	94.44%	82.35%
	SOC	SOC 110	Female	91.21%	90.84%	93.27%	88.64%	91.78%	87.68%	
			Male	88.42%	92.08%	98.84%	80.65%	94.12%	81.05%	
			Unknown	75.00%	100.00%	85.71%	75.00%	100.00%	100.00%	
	SOC	SOC 120	Female	90.91%	76.98%	79.08%	94.89%	87.23%	93.42%	
			Male	75.00%	78.79%	71.43%	80.52%	57.89% DI	84.38%	

Finally, looking at generation status and mode of instruction. We see that retention rates have slightly declined for both students who are first-generation and students who are not first-generation. Retention rates were 87% for First Generation and 91% for Not First Generation students in 2018-2019. By 2023-2024, those numbers had declined to 84% and 89% respectively. Students whose generational status is unknown have seen constant retention rates over time (89% in 2018-2019 and 89% in 2023-2024). Finally, we can end our discussion of retention rates by looking at mode of instruction. From 2018-2019 to 2023-2024, retention rates for traditional classes has been constant at 89%. Retention rates for online classes has increased considerably from 70% in 2018-2019 to 87% in 2023-2024.



Retention Rates



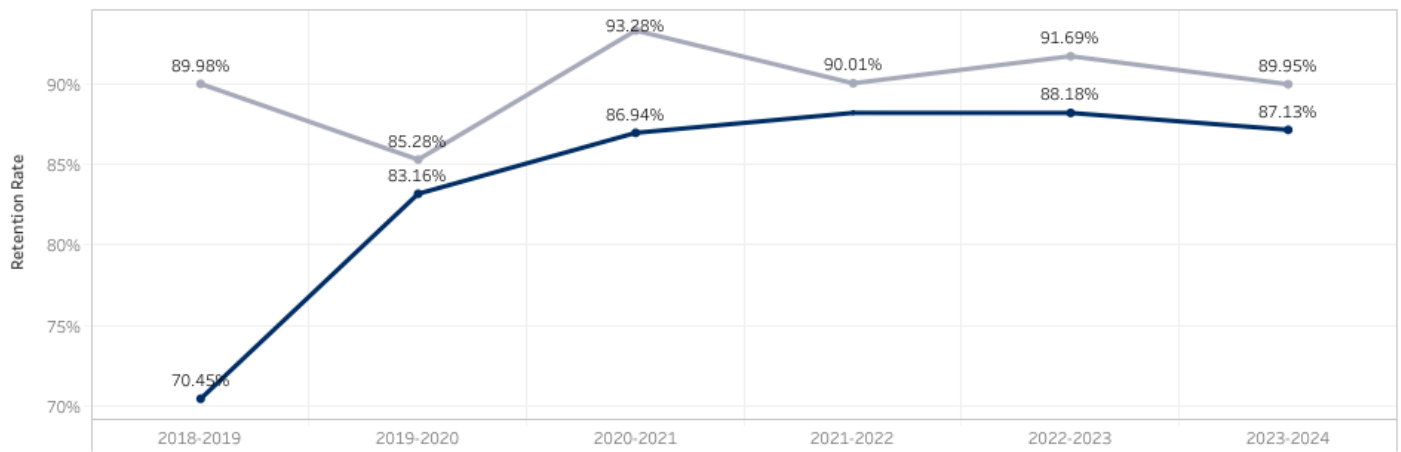
Population: All students

■ First Generation ■ Not First Generat... ■ Unknown



Division	Department	Subject	Course	Select Student At..	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year	2023-2024 Academic Year
Grand Total					89.63%	85.12%	87.20%	87.55%	88.95%	87.71%
Humanities & Social Sciences	SOC	SOC	SOC 101	First Generation	87.84%	83.27%	88.21%	85.71%	88.47%	84.91%
				Not First Generation	92.93%	85.29%	90.00%	90.49%	92.02%	89.36%
				Unknown	88.84%	83.70%	89.22%	87.77%	86.12%	88.25%
	SOC 110	First Generation	86.79%	94.04%	95.29%	85.54%	92.91%	79.70%		
		Not First Generation	93.44%	89.80%	93.14%	85.25%	93.28%	89.36%		
		Unknown	92.98%	88.57%	95.00%	93.85%	88.64%	94.59%		
SOC 120	First Generation	82.05%	78.75%	77.24%	94.06%	62.16%	86.67%			
	Not First Generation	89.02%	75.64%	77.48%	87.50%	88.71%	90.00%			

Retention Rates



Population: All students



Division	Department	Subject	Course	Select Student At..	2018-2019 Academic Year	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year	2023-2024 Academic Year
Grand Total					89.67%	85.15%	87.20%	89.06%	89.30%	88.03%
Humanities & Social Sciences	SOC	SOC	SOC 101	Online	70.45% DI	83.02%	88.95%	89.00%	89.10%	87.36%
				Traditional	90.82%	84.27%	96.30%	90.48%	92.16%	88.82%
			SOC 110	Online			94.32%	87.92%	93.15%	87.31%
				Traditional	90.24%	91.30%		86.96%	90.14%	84.21%
			SOC 120	Online			76.84%	92.55%	71.07%	86.44%
				Traditional	85.19%	77.66%		96.84%	96.88%	92.73%
			SOC 201	Online		91.23%	78.53%	79.73%	87.88%	89.51%
				Traditional	86.16%	84.17%		88.97%	90.20%	91.94%

4. With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?

On many domains, such as sex and generational status, the sociology department has success rates that are higher than the success rates for the institution as a whole. These success rates demonstrate the dedication and commitment of sociology faculty to the students at Cerritos College. One area where this dedication is apparent is in the improving success rates of our online classes. In 2018-2019, only a small number of sociology faculty were certified to teach online. Since that time, all sociology faculty have received their online teaching certifications. As more sociology faculty began teaching online, success rates for our online classes increased from 52% in 2018-2019 to 71% in 2023-2024. When we compare our online and in-person classes, we see that both modalities have similar success rates. In 2023-2024, 71% of students were successful online compared to 70% in-person.

One domain where we see performance gaps among different student demographics is age. The younger students in the department do remarkably well. Students in the 19 and under and 20-24 group have higher success rates in sociology than the campus success rate. Despite the success of our younger students, students in the 25-34 age range, students in the 35-49 age range and students who are 50 or older have lower success rates than the campus rate. In fact, when looking at the success rates of students in the 50 and older group, we see that in SOC 101, they have been disproportionately impacted in every year since the 2021-2022 year. Prior to 2021-2022, this age group was not disproportionately impacted. While it is difficult to know the cause of this trend, the time of this trend correlates with the move towards online learning. In the aftermath of the pandemic, the sociology department moved a number of classes online. We also took away our night classes. Students who are 50 or over may have less experience with digital technologies. Students who are 50 and older may have also benefited from classes that were scheduled outside of the standard business day. To help reduce the disproportionate impact that students who are 50 and older experience in SOC 101 classes, the department will add more night classes back into our schedule starting in the Spring of 2026.

A second domain where we see performance gaps is in race/ethnicity. While American Indian, Black or African American and Hispanic/Latino students tended to be more successful in sociology classes than for the campus overall; Native Hawaiian or other Pacific Islander and white students performed less well in sociology classes. White students see an especially large achievement gap in sociology classes and this gap has grown more magnified overtime. In 2018-2019, 81% of white students were successful in sociology classes. This number dropped to 45% by 2023-2024. In fact, when looking at SOC 101, the largest class in the department, we see that white students were disproportionately impacted in 2022-2023 and in 2023-2024. While it is hard to be certain of the cause of such a decline and it is vital for the department to uncover our role in this decline, it is also important to note that this decline coincides with the rise of a political movement that has explicitly criticizes the teaching about racism in American life as illegitimate (the Anti-CRT movement promoted by think tanks such as the Manhattan Institute). Given the nature of identities, white students may be more susceptible to this messaging, which contributes to an environment of decreasing sociology success rates for white students. To the extent that the disproportionate impact experienced by white students in the sociology classes department is related to rise of this political messaging, it may be difficult for the department to rectify. One way that the sociology department may rectify this gap is to work on developing new sociology courses, such as Environmental Sociology, Political Sociology, or the Sociology of Education, which may appeal to a wider range of students. New courses that focus on topics which may be more relevant to the lives of Cerritos College students may encourage more students, and a wider range of students, to take classes in the Sociology department at Cerritos.

Overall, Black and African American students have success and retention rates in the Sociology Department that are in-line with other departments on campus. One area where Black and African American students have experienced a disproportionate impact in sociology classes is in SOC 110. When looking at success rates for Black or African American students, we see

that this demographic group experienced disproportionate impact in 2018-2019 and 2010-2020. They did not experience disproportionate impact in 2020-2021, they did in 2021-2022, then they did not in 2022-2023 and 2023-2024. Given the noisiness of this data, it's not clear what has led to the disproportionate impact. Most of our enrollments for SOC 110 are online. The 2021-2022, academic year is when our online classes were hit hard by bots and we were not sure how to deal with the bot situation. Many bots were not dropped from online courses. Bots may be one possible explanation for the movement of Black or African American students into and out of the DI category in SOC 110 during this assessment cycle. The department will also look into SOC 110 curriculum and teaching strategies to see if the structure or content of the course may be acting as a barrier to success for Black and African American students in the department.

Finally, in looking at classes that may be a barrier to success for sociology students, one class seems to stand out: SOC 215. In 2019-2020, success rates for SOC 215 reached a peak at 85%. Since that time success rates in SOC 215 have seriously declined, reaching a low of just 40% in 2023-2024. Given this low success rate, SOC 215 may currently be a class that is a barrier to success for sociology students at Cerritos College. To assess what is causing the low success rates in SOC 215, the sociology department plans to review and update the curriculum for SOC 215 in the Fall of 2025. By reviewing the curriculum for SOC 215, we can start to piece together the factors that may be limiting student success in this particular course.

To address the performance gaps that we see in the sociology, the sociology department is taking multiple steps. First, the sociology department has put together a survey so we can solicit student input about the program. While the success rate data can point to the existence of performance gaps between groups, inferring the causes of those gaps is difficult from the success rate data on its own. By collecting information about the experiences and challenges that students have had while taking sociology classes, we can get more detailed data, which can allow us to investigate the causes of performance gaps. The sociology department is also working on scheduling classes in a way that better aligns with student needs. In looking at age data specifically, we see that our older students do not perform as well as our younger students. This could be a result of scheduling. Older students are more likely to need to go to work, so they may benefit from having classes at different times. Prior to the pandemic, the sociology department scheduled multiple night-classes. These night classes would typically have a higher number of older students, who would attend class after the workday. By bringing more night-classes back into the schedule, we may provide classes during times that better align with the needs of our older students. We intend to begin teaching SOC 101 as a night class again in the Spring of 2026. Finally, the sociology department is working on developing multiple new course offerings. By providing students with a wider range of course offerings, the department may provide classes that meet a wider range of student interests, which may increase the success rate of under-performing groups.

5. Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.

Overall, the sociology department is a healthy and efficient department on campus, that is experiencing a few challenges. Historically, the sociology department has educated a large number of students while requiring few financial resources.

The health of the sociology department is demonstrated by our enrollment rates. From 2018-2019 to 2023-2024, enrollments in the sociology department increased from 2,778 enrollments to 3,408 enrollments in 2023-2024. Despite the influence of the COVID-19 pandemic, enrollments in the sociology program have increased to beyond pre-pandemic levels. For the campus as a whole, enrollments are still slightly below pre-pandemic levels. In looking more closely at our enrollment data, we see that the overall data conceals an important pattern. When looking at specific classes within the sociology department, we see that enrollments in most sociology classes have declined since 2018-2019. The exception to this trend is SOC 210. Enrollments in SOC 210 have increased considerably and the increase in SOC 210 enrollments have pulled up enrollments for the whole department. With the new Ethnic Studies requirement for Area F, SOC 210 has surged in popularity on campus. This reflects the hard work that Dr. Tshako and Dr. Holzgang put in to update SOC 210 to meet the Ethnic Studies Requirement.

The health of the sociology department is also demonstrated by our success rates. Like many departments on campus, our success rates show a U-shaped pattern with the pandemic. Success rates were higher prior to the pandemic, they reached a low point in the aftermath of the pandemic, and have since been rebounding. The success rates for the sociology program overall are still lower than they were pre-pandemic, but the movement is in the right direction. The success rates observed in the sociology department are also about 2% to 6% higher than campus success rates given the year being observed.

A significant challenge faced by the sociology department pertains to SLOs. Starting in the fall of 2021, the sociology department moved to a 3-year SLO assessment cycle. Under the 3-year cycle, SLOs were to be collected every third fall semester. This assessment method has left gaps in the data that make SLO data hard to interpret. Starting in the fall of 2024, the sociology department moved back to a system where SLO data will be collected for every class every time it is offered. By collecting SLO data on a more consistent schedule, the data should provide more reliable information about the performance of students in our department. The sociology department is also a large department with 3 full-time and 8 part-time faculty. With so many different faculty collecting SLO data in different ways, it's hard to be sure what SLO data truly indicates. To rectify this issue, the sociology department is planning to create uniform standards of SLO assessment for each class. By minimizing variation among faculty, we should start to see SLO data that is more reflective of student's actual performance.

Section 3. Learning Outcomes Assessment

A. SLO Assessment Report : Version by **Dunn, Matthew** on **02/10/2025 21:16**

Course By SLO	Expected Performance	Performance
SOC101 - Introductory Sociology Principles		
Analyze interlocking systems of oppression (race, class, gender, etc) and the need for social change. (Active from 2022 FA)	100.00%	77.37%
SOC202 - Gender and Society		
A. Identify the basic sociological approaches to understanding sex and gender. (Active from 2018 FA)	100.00%	71.01%
B. Distinguish different perspectives on gender (Active from 2018 FA)	100.00%	70.43%
E. Apply sociological analysis to issues and dilemmas within the study of gender. (Active from 2018 FA)	100.00%	71.64%
C. Discuss the extent to which gender is a product of our environment (Active from 2018 FA)	100.00%	70.43%
H. Understand how sex and gender are socially constructed and explain how this social structure is built and reinforced. (Active from 2018 FA)	100.00%	71.53%
D. Evaluate the implications of gender assignments on relationships (Active from 2018 FA)	100.00%	70.43%

Course By SLO	Expected Performance	Performance
I. Evaluate differing perspectives and experiences of gender and utilize an intersectional approach to understand gender within broader contexts including race, class, sex, nationality, age, ability and/or other social locations. (Active from 2018 FA)	100.00%	71.06%
J. Outline the micro and macro processes by which people negotiate power and gender boundaries. (Active from 2018 FA)	100.00%	69.85%
F. Differentiate between the terms sex and gender and discuss their differences within the larger social context of gendered relations (Active from 2018 FA)	100.00%	70.43%
G. Identify the main agents of gender socialization and their impact on children's and adults' gender construction (Active from 2018 FA)	100.00%	70.43%
SOC205 - Introduction to Social Research Methods		
Explain the basic principles of the scientific method. (Active from 2022 SP)	0.00%	95.00%
Describe how social research can be used to make informed decisions. (Active from 2022 SP)	0.00%	97.30%
SOC210 - Race and Ethnic Relations in the U.S.		
Critically analyze the intersection of race/ethnicity and racism as they relate to class, gender, sexuality, religion, national origin, immigration status, ability, tribal citizenship, sovereignty, language and/or age in Native American, African American, Asian American and/or Latinx American communities (Active from 2021 FA)	100.00%	91.41%
Distinguish among race, ethnicity, and nationality. (Active from 2021 FA)	100.00%	76.92%
Critically review how struggle, resistance, racial and social justice, solidarity and liberation as experienced by Native American, African American, Asian American, Latinx American and other minoritized communities are relevant to current and structural issues. (Active from 2021 FA)	100.00%	90.26%
Discuss the social construction of race. (Active from 2021 FA)	100.00%	87.05%
SOC210 - Race and Ethnic Relations in the U.S.		
Apply sociological theories to the histories, cultures and intellectual traditions of one or more of the following racialized groups: Native Americans, African Americans, Asian Americans and/or Latinx Americans. (Active from 2022 FA)	0.00%	89.60%
SOC215 - Sociology of Cultural Diversity: Challenge and Change		
Students describe how race, ethnicity, class, gender, religion, sexuality and sexual orientation, age, disability, and other markers of social identity impact life experiences and social relations (Active from 2013 FA)	100.00%	0.00%
Students describe the issues of cultural diversity while comparing different cultures (Active from 2013 FA)	100.00%	0.00%
Students explain how various cultures contribute to the development of multiculturalism not only in the United States but also globally (Active from 2013 FA)	100.00%	0.00%
Students will explain how different cultures hold different views of the same issues (Active from 2013 FA)	100.00%	0.00%
Students will analyze the negative impact and the privileges sustained by discrimination and stereotyping on all sectors of society (Active from 2013 FA)	100.00%	0.00%
SOC220 - Introduction to Human Services		

Course By SLO	Expected Performance	Performance
Students determine practical guidelines for evaluating the effectiveness of an organizational structure. (Active from 2013 FA)	100.00%	56.14%
Students identify methods for diagnosing and remedying the causes for human services agency dysfunction. (Active from 2013 FA)	100.00%	57.89%
Students differentiate between social work and human services. (Active from 2013 FA)	100.00%	61.40%
Students discuss the 'bureaucratic expertise,' that is, the skills needed by both human services practitioners and administrators to maximize opportunities, limit organizational constraints, reduce the likelihood of 'burnout,' and otherwise distinguish the effective bureaucrat from the ineffective one. (Active from 2013 FA)	100.00%	52.63%
Students assess exemplary models of organizational goals, (Active from 2013 FA)	100.00%	59.65%
SOC230 - Juvenile Delinquency		
Students assess the efficacy of the juvenile justice system (Active from 2013 FA)	100.00%	0.00%
Students determine innovative social policies in addressing the problem of delinquency. (Active from 2013 FA)	100.00%	0.00%
Students discuss the social construction of juvenile delinquency and the social forces in labeling what is delinquent (Active from 2013 FA)	100.00%	0.00%
SOC101 - Introductory Sociology Principles		
Understand and apply the sociological perspective (imagination) to own lives and the larger social world. (Active from 2013 FA)	100.00%	82.35%
Explain what sociology is and describe the kinds of work professional and public sociologists do. (Active from 2013 FA)	100.00%	77.73%
Explain the nature and significance of culture on people's lives. (Active from 2013 FA)	100.00%	77.99%
Students describe the process of socialization and assess its importance in understanding human behavior. (Active from 2013 FA)	100.00%	76.92%
Explain social structure, provide examples and express how these structures shape society and social experiences. (Active from 2013 FA)	100.00%	73.96%
Students will explain what sociology is and describe the kinds of work professional sociologists do. (Active from 2013 FA)	100.00%	69.10%
SOC110 - Marriage and Family		
Students analyze the family as a social institution. (Active from 2013 FA)	100.00%	75.83%
Students demonstrate an awareness of the history of modern marriage and families. (Active from 2013 FA)	100.00%	78.57%
Students demonstrate an understanding of existing family diversity. (Active from 2013 FA)	100.00%	78.26%
Students identify social forces that affect marriage and family. (Active from 2013 FA)	100.00%	71.26%
Students recognize and illustrate the diverse cultural values and norms of families in the U.S. (Active from 2013 FA)	100.00%	77.96%
SOC120 - Introduction to Human Sexuality		
Students will gain an understanding of sexuality and sexual health throughout their lives. (Active from 2013 FA)	100.00%	56.77%
Students gain a basic knowledge of basic sexual functioning and anatomy. (Active from 2013 FA)	100.00%	56.77%

Course By SLO	Expected Performance	Performance
Students gain an understanding of sexuality and sexual health over the developmental life course. (Active from 2013 FA)	100.00%	56.77%
Students analyze the impact of social attitudes on sexual behavior concerning intimate relationships. (Active from 2013 FA)	100.00%	56.77%
Students acquire a basic historical perspective on sexual practices and thinking from the past to the present. (Active from 2013 FA)	100.00%	56.77%
Students recognize and illustrate the diverse cultural values and norms of families in the U.S. (Active from 2013 FA)	100.00%	56.77%
SOC201 - Social Problems		
Students distinguish between social problems and individual problems using the sociological imagination. (Active from 2013 FA)	100.00%	61.11%
Students will distinguish between social problems and individual problems using the sociological imagination (Active from 2013 FA)	100.00%	61.11%
Students describe the major social problems in the US today. (Active from 2013 FA)	100.00%	62.67%
Students understand the media's role in constructing social problems, their causes and solutions. (Active from 2013 FA)	100.00%	44.44%
Students explain the role of social stratification in the construction of social problems and the social policies for these problems. (Active from 2013 FA)	100.00%	60.00%
Students analyze how decisions are made to solve (or not) social problems. (Active from 2013 FA)	100.00%	57.58%
SOC202 - Gender and Society		
Students discuss gender from a sociological perspective. (Active from 2013 FA)	100.00%	0.00%
Students distinguish different perspectives on gender. (Active from 2013 FA)	100.00%	0.00%
Students discuss the extent to which gender is a product of our environment. (Active from 2013 FA)	100.00%	0.00%
Students understand how gender assignments and socialization are internalized. (Active from 2013 FA)	100.00%	0.00%
Students evaluate the implications of gender assignments on relationships. (Active from 2013 FA)	100.00%	0.00%
Students apply sociological concepts and theories of gender on own lives and in their observations of the social world. (Active from 2013 FA)	100.00%	0.00%
SOC205 - Introduction to Social Research Methods		
Critically evaluate research findings in terms of quality, credibility and applicability. (Active from 2013 FA)	100.00%	87.93%
Conceptualize and operationalize social variable for use in a survey. (Active from 2013 FA)	100.00%	91.07%
Identify and review qualitative approaches in current use. (Active from 2013 FA)	100.00%	87.27%
SOC210 - American Minority Relations		
Students distinguish among race, ethnicity, and nationality. (Active from 2013 FA)	100.00%	0.00%
Students discuss the social construction of race. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate the interrelatedness of race/ethnicity, class, and gender in America society. (Active from 2013 FA)	100.00%	0.00%

1. Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

From the data that was generated, there are many gaps. There is a lack of assessment data for SOC 215, SOC 230, SOC 202, and SOC 210. Although SOC 230 has not been taught during the assessment cycle. We also see low SLOs scores for SOC 220, SOC 120, and SOC 201. To rectify these short-comings, the sociology department is taking many steps that are outlined in the following sections.

Starting in the Fall of the 2021-2022 academic year, the sociology department moved to a 3-year SLO cycle. With the three year SLO cycle, the sociology department was assessing SLO data based on the following schedule: SOC 101 and SOC 205 to be assessed during Fall 22 and Fall 25; SOC 210 and SOC 220 to be assessed during Fall 23 and Fall 26; SOC 110, SOC 120, and SOC 201 to be assessed during the Fall 24 and Fall 27; and SOC 215 during Spring 24 and Spring 25. Assessment of SLOs was scheduled to take place during the semester following data collection. While this method of SLO reporting has reduced workload for faculty it has made it more difficult to assess changes in SLO performance. It has also led to gaps and inconsistencies in our SLO data. In the Fall of 24, the sociology department started reporting SLOs for all classes in the department for every semester. This will enhance the department's ability to assess SLOs and monitor changes in SLO performance. The Sociology department will also work with the SLO committee at Cerritos College to rectify any discrepancies in the data contained in this report and the SLO coordinator's data.

2. Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

Looking at SLO data we see considerable variance from year-to-year and between different courses in the department. There are many potential reasons for this variation. Since the pandemic, the Humanities and Social Sciences Division has had five different Deans. This has resulted in different visions regarding how and when faculty should assess student learning outcomes. With these changes in leadership, the sociology department moved to a 3-year assessment cycle and then moved away from a 3-year assessment cycle. With big gaps in the SLO data it is hard to assess real trends in the data. By returning to a system where we assess SLO data every semester, we will have more consistent and regular SLO data which will help us observe trends in SLO performance. By returning to a system where we assess SLO data every semester for every class, we should also correct the issue of missing data for SOC 215, SOC 202, and SOC 210. SOC 230 is being offered in the Fall of 2025 for the first time since the prior assessment cycle, which will allow us to collect SLO data for SOC 230.

In looking at SLO performance for our largest class: SOC 101, we see a U-shape pattern in the data. SLO performance for SOC 101 was at its peak in the Fall of 2020. SLO performance declined in the Fall of 2023 and it then rebounded in the Fall of 2024. The time since the COVID-19 pandemic has been incredibly turbulent for the student populations that are served by Cerritos College. It is possible that the U-like pattern observed in SLO data for SOC 101 classes reflects the burdens of these challenges. While student SLO performance suffered in the years after the pandemic, it has since rebounded to near pre-pandemic levels.

For many of our classes, SLO performance was low. These classes include SOC 220, SOC 120, and SOC 201. To rectify this issue the department is examining these low SLO rates. In thinking about variation in SLO performance and about low SLO performance, it's important to recognize that the sociology department is a large department on campus. Our department has three full-time faculty and eight part-time faculty. Variation in SLO assessment techniques across faculty may be a source of variance in SLO performance among students in our department. To root out this possible source of variation, the sociology department is looking at the techniques that each faculty uses to measure and assess SLOs. Once we have identified the strategies that different faculty use to assess SLOs, we will come together as a department to create new uniform standards of SLO assessment for each class. By developing new and uniform standards for each class, we should be able to get a better picture of the factors that are driving down SLO performance.

In thinking about variation in SLO performance, it is important to consider the havoc that bot students and fraudulent enrollments have caused on the campus. In looking at SLO performance for our largest class, SOC 101, we see that SLO performance dipped during the Fall 2023. This was at the height of the bot problem that was afflicting our campus. Many classes in the sociology department, including sections of SOC 101 were hit hard by bots. Some classes had bot enrollments that made up over 50% of the total enrollment for the class. Due to the large number of bots and fraudulent enrollments, SLO scores may appear to be lower than they truly were. A number of un-dropped bots in any class would artificially pull down SLO scores for that class. That phenomenon could be responsible for the decreased SLO performance that we observe for SOC 101 in 2023.

C. Curricular Course Review : Version by Dunn, Matthew on 04/14/2025 20:00

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

In 2018-2019 all courses had texts updated. We have established the following schedule for curricular review: In Fall 2025, we plan on reviewing SOC 201: Social Problems and SOC 215: Sociology of Cultural Diversity. In the Fall of 2026, we plan on reviewing SOC 205: Introduction to Social Research Methods and SOC 101: Intro to Sociology. In the Fall of 2027, we plan on reviewing SOC 210: Race & Ethnic Relations in the US and SOC 202: Gender & Society. In the Fall of 2028, we plan on reviewing SOC 120: Human Sexuality and SOC 230: Juvenile Delinquency. Finally in the Fall of 2029, we plan on reviewing SOC 110: Marriage & the Family and SOC 220: Introduction to Human Services.

The sociology department currently has two courses in our catalog that have not been offered since our last program review. These classes are SOC 230: Juvenile Delinquency and SOC 250: Sociology of Aging. To help sociology students who are interested in the administration of justice program at Cerritos, the sociology department plans on teaching SOC 230: Juvenile Delinquency in the Fall of 2025. The department currently has no plans to schedule SOC 250: Sociology of Aging. There are multiple reasons that the Sociology department plans to remove SOC 250 from our course offerings. The curriculum for SOC 250 is not up-to-date given the current state of the discipline. To successfully teach the class at Cerritos, the curriculum for SOC 250 would need to be revamped. This poses a challenge for the department because no members of the department have expertise or experience with the Sociology of Aging. Given these issues, the Sociology department will be removing SOC 250 from our course catalogue.

Distance Education: When COVID put us in remote learning in Spring 2020, the directives from the Chancellor's office and campus required us to submit courses to be approved for Distance Education modality if they were not already done. Instead of choosing to do just the emergency DE approvals, the Sociology Department submitted and received approval for all of our courses for Distance Education allowing us to move any of our classes to online or hybrid modalities moving forward.

Equity: In the fall of 2020, the sociology department did a deep review of our SLOs with an equity lens and revised some of our SLOs for Sociology 101, 202, 205. These new SLOs address structural inequalities and how we assess for learning that focuses on these issues.

Area F (Ethnic Studies): AB1040 was passed in 2021 requiring all students receiving an AA or Bachelor's degree to complete a course in Ethnic Studies. This created a new area in the CSU GE Pattern, Area F. Our course Soc. 210: Race and Ethnic Relations in the US, we felt would fulfill this requirement. We revised the course outline, SLOs, objectives and submitted this course for Area F approval. We received approval in Fall of 2021, one of only 5 at that time.

2. Explain any course additions to current course offerings.

There have been no additions to the course offerings offered by the sociology department during this program review cycle.

To help grow the sociology major and to change our course offerings to reflect a changing world, the sociology department is in discussion to develop new courses for the major. We are currently collecting more information about our students, their academic interests, and their transfer needs to determine what class offerings would best serve our sociology students. The classes that we are considering include the following topics: the Sociology of Education, Environmental Sociology, Political Sociology, and Theories of the Social World.

3. Explain any course deletions and inactivation's from current course offerings.

There have been no course deletions or inactivation's from our current course offerings. Although, SOC 250: Sociology of Aging has not been offered this program review cycle. With no plans to teach SOC 250, it is worth considering deleting this course from the Sociology Department's offerings.

4. Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- **Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?**
- **How has degree and/or certificate completion changed over time?**
- **Are there sufficient completers compared with the size of your program?**

All of the courses that are required to meet the Sociology AA-T degree have been offered within the last year. In fact, most of the classes that are required to meet the major are offered in multiple sections each semester.

In looking at the number of degrees offered by the program. We see a slight decline in the number of degrees conferred overtime. In 2018-2019, offered 102 degrees. This reached a peak of 127 degrees in 2021-2022. By 2023-2024, the number of degrees offered by the sociology program had decreased to 94. When thinking about degrees in relation to enrollments, we see an interesting pattern. Overall, enrollments for sociology have increased, while degrees conferred has decreased. This is very likely due to the Area F: Ethnic Studies requirement. SOC 210 is one of the few classes on campus to meet the Area F: Ethnic Studies requirement, which has allowed us to maintain higher rates of enrollment even as we see a decline in the number of majors.

Considering the number of students who take sociology classes at Cerritos College, we would like to increase the number of students in the major and the number of degrees conferred. To attract new students to the major the department is taking multiple steps: we are working on developing new classes to meet student interests; we are working on using the Native Plant Sanctuary on campus to have students engage in active-learning; and we are working on developing a tutor training program for sociology to help students complete their degrees in a reasonable time frame.

Award Count by Program Report

"What is the Number of Awards conferred campuswide?"

	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
Grand Total	5,031	5,095	4,664	5,187	6,321	8,166
AA/AS	1,389	1,511	1,259	1,519	1,765	1,580
ADT	1,006	1,116	1,120	1,059	1,056	1,045
Cert	2,636	2,468	2,285	2,609	3,500	5,541

"What is the Number of Awards conferred by Program?"

Hover over title to expand and collapse columns using [+] and [-]. Data can be disaggregated from Division down to Academic Plan.

Division	Department	Award Category	Student Attribute	18 - 19	19 - 20	20 - 21	21 - 22	22 - 23	23 - 24
Total				102	112	127	90	103	94
Humanities & Social Sciences	Sociology	Associates Degree	All students		2				
		Associates Degree for Transfer	All students	102	110	127	90	103	94

Completion Year(s):
Multiple values

Awards Count Value:
Number of Awards

Student Attribute Group:
All students

5. Are any licensure/certification exams required for program completion or career entry?

- **If so, what is the pass rate among graduates?**
- **Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

There are no standard licensure/certification exams required for program completion or career entry.

Section 4. Program Reflection

A. Six-Year Program Reflection : Version by **Dunn, Matthew** on **04/14/2025 20:00**

1. Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

The last six years have been a momentous time for the Sociology Department at Cerritos College. Since the last program review cycle, the department has grown in size. At the time of the last program review, the department had two full-time members and five part-time members. The department now has three full-time members and eight part-time members. While the

department was growing in size, the world around the department was rapidly changing. At the time of our last program review, the sociology department was housed within the Business, Humanities & Social Sciences Division. BHSS was essentially two departments sharing one instructional dean. When the dean of BHSS retired in 2021, the decision was made to uncouple Business from Humanities & Social Science. Since the decision was made to uncouple the two divisions, the leadership at the division level has been quite dynamic. During this time period, the HSS division has had 5 different instructional deans. This has led to different policies in terms of scheduling, class cancellation, SLO assessment, and curriculum development. In spite of the changes, the sociology department is one of the few departments on campus to see an increase in enrollment during the program review cycle.

Enrollment in the department was about 600 students higher in 2023-2024 than they were in 2018-2019. This increase occurred during a time period when enrollment in the California Community College System and enrollment at Cerritos College declined. From 2018-2019 to 2023-2024, the California Community College system saw enrollment decline by about 350,000 students and Cerritos College has seen enrollment decline by about 4,000 students. In this environment of vanishing community college students, the sociology department has been able to maintain and even increase enrollment. The increase in enrollment that sociology has experienced during this time period is certainly related to the success of SOC 210: Racial & Ethnic Relations in the United States. In 2021, the state of California passed AB1040, which required all students receiving an AA or Bachelor's degree to complete a course in Ethnic Studies. This created a new area in the CSU GE Pattern: Area F. When AB1040 was signed into law, Dr. Tshako and Dr. Holzgang worked hard to revise the course outline, SLOs, and curriculum and submitted the course for Area F approval. The class received approval in the Fall of 2021. At the time, SOC 210 was one of only five classes at Cerritos to meet the Area F requirement. In a world of declining enrollment, the hard work of sociology faculty has paid off.

Enrollment in the sociology department increased during the pandemic. Enrollments in sociology increased from 2,778 students in 2018-2019 to 3,312 students in 2020-2021, which reflects the hard work of sociology faculty to create an equitable space for online learning in the face of a global pandemic. When the pandemic struck, faculty in the sociology department made a conscious effort to move the program online in an equitable fashion, this allowed the department to attract students even in the face of a highly disruptive event. As we returned to on-campus instruction, the sociology department submitted and received approval for all of our classes to be offered in an online or hybrid format. By working to create flexible delivery options for our students, the sociology department has been able to meet the needs of the students in the Cerritos College area. In an environment of decreasing college enrollments, the importance of delivering classes in flexible modalities for maintaining enrollment numbers cannot be overlooked.

One area where the sociology department is looking to make improvements is in SLO assessment. During the dean interregnum, departments in the HSS division received approval to move to a 3-year SLO-assessment cycle. Under the new division leadership, the sociology department will be moving away from the 3-year cycle. Starting in the Fall of 2024, the sociology department began assessing SLOs for every class, every semester. This new assessment cycle will provide the department with more data, which will give the department a better picture of student learning. The sociology department is also a relatively large department, which means different faculty have different methods of SLO assessment. To create more uniformity in the data, the sociology department plans on creating uniform standards for SLO assessment in our larger classes (for instance, SOC 101). We also intend to conduct SLO training sessions for our part-time faculty. These training sessions will highlight the importance of SLO compliance for the educational mission of Cerritos College. The training sessions will also provide part-time faculty with information about the uniform SLO assessment standards that the department plans to develop.

Finally, during the program review cycle, the sociology department has taken a number of steps to increase student engagement with the department and the campus. From 2022 to 2024, Dr. Holzgang served as the Learning Career Pathway Faculty Representative for the HSS division. Starting in 2018, Dr. Joy Tshako re-established the Sociology Club, and in 2019, Dr. Tshako re-established the Environmental club. These clubs have provided students with opportunities to get more involved on campus and to network with their peers and Cerritos alumni. Dr. Tshako has also partnered with other faculty on campus to co-found Falcons Rising. Falcons Rising is a cross-campus collaboration of faculty and staff that aims to bring meaningful reforms to remedy and repair racial inequality at Cerritos College and in the wider community. And in 2024, Dr. Tshako partnered with Professor Anna Valcarcel of the Biology Department to establish the Native Plant Sanctuary on campus. The Native Plant Sanctuary is a space for students to get more involved with their campus while learning about the connections between ecology, society, and climate change. Reflecting her hard work and dedication to the campus, Dr. Tshako received the Outstanding Faculty Award during the 2023-2024 academic year.

2. What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

In looking at the number of degrees that have been awarded by the sociology department over the last 6 years, we see a slight decline overtime. In 2018-19, the department awarded 102 degrees. Degrees awarded reached a high point in 2020-2021 with 127 degrees awarded. Degrees awarded reached a low point in 2021-2022 with only 90 degrees awarded. It rebounded the following year to 103 degrees conferred. By 2023-2024, degrees awarded declined to just 94.

Although the number of degrees awarded seems to fluctuate significantly from year-to-year, the overall trend is a downward one. To turn this trend around, the sociology department is taking multiple steps. First, we have put together a survey for students so we can solicit their feedback on how to better meet their needs. Second, we are working on attracting new students to the major by developing new courses that reflect the societal issues of the 21st century. Third, Dr. Joy Tshako has been working diligently on the Native Plant Sanctuary on campus. The plant sanctuary can be used as a space for active learning, which may attract more students to the major. Finally, we are working on developing tutor training, to help our students progress towards their degrees in a reasonable time frame. Tutor training in sociology is schedule to launch in August, 2025.

3. Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

Over the past 4 years, the Humanities/Social Science division has undergone some major upheaval. In 2021, the college decided to consciously uncouple the Business Education area from the HSS area. The divisions were combined close to 10 years earlier and when our dean retired, they restored us to two different divisions sharing one dean. Since that time, we have had 5 different deans. This has led to different ideas and processes of scheduling, course canceling, SLO assessments, leadership all during the pandemic and post-pandemic readjustments. In spite of all of this instability, the sociology department has remained steady and even increased enrollment. The sociology department is one of the few departments on campus to have seen an increase in enrollment during this time.

4. Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

Along with our classes being approved for DE, all 3 of our full-time faculty and all of our part-time instructors received our online teaching certifications.

All full-time faculty in the department have been honored as supporting students in their transfer journeys by the Transfer Center in the past 6 years. Drs. Holzgang and Joy Tshako participated in the year-long Culturally Responsive Practice and Pedagogy program in 2023. Dr. Holzgang served as the Learning Career Pathway (LCP) Faculty Representative for the HSS division for Academic years 2022-2024.

In 2018, Professor Joy Tshako re-established the sociology club and in 2019, she re-established the Environmental club. In fall of 2020, Joy Tshako co-founded Falcons Rising, a cross-campus collaboration of faculty and staff that aims to bring meaningful and sustainable reforms that remedy/repair/address experiences with racial inequity at Cerritos College and in their wider communities. It has hosted dozens of panels and opportunities for the campus community on topics including campus policing, housing justice, environmental justice, Black male student belonging and indigenous approaches to mental health. In 2023, Joy Tshako was awarded the Outstanding Club Adviser award from ASCC for her work with the Environmental Club. In summer of 2023, Joy co-facilitated the Summer Institute with Professor Will Mittendorf of the Philosophy Department, a 3-day professional development opportunity for faculty entitled: Antiracism: Moving from Ally to Accomplice. In 2024, she again co-facilitated the Summer Institute with Professor Camille Henderson from CSUDH's Masters in Social Work Program, entitled "Transformative Educators: Mapping the Course Toward Decolonizing our Minds and Building Community". In January of 2024, Joy partnered with Professor Anna Valcarcel of the Biology Department to establish the Native Plant Sanctuary on campus. She also received the Outstanding Faculty Award in the 2023-2024 academic year and completed a doctorate program in Educational Leadership in May of 2024.

5. Provide a status update on goals from the last program review cycle.

During our last program review cycle we had 9 goals!

1. Improve assessment of SLOs in Sociology 101 courses. We have made partial progress towards this goal since our last program review cycle. We have updated the SLOs for SOC 101 to better reflect the state of the discipline in 2024. Our next step is to develop uniform assessment methods for collecting SLO data to minimize variation between faculty.

2. Increase number of majors by 10%. Our ability to pursue this goal was disrupted by the pandemic. Since our prior program review cycle, we have seen the number of degrees conferred decline. But we have seen our enrollment increase.

3. Research service learning programs at other colleges. We have made partial progress towards this goal and are continuing to work towards this goal. The department is in the process of working with CSUDH College Corps program to develop internship opportunities for Cerritos students.

4. Determine reason for variance in success /retention rates between our 100-level courses and our 200-level courses. We have not made sufficient progress towards this goal.

5. Strengthen part-time instructor pool by seeking out part-time faculty that can teach a more diverse selection of classes in subject matter by having more breadth and depth in our pool. We have made great progress towards this goal. Since our last program review, we have been able to hire multiple part-time faculty who are certified to teach online, who can teach a wide range of our classes, and who have dual enrollment experience. As a result of these hires, we have been able to expand our dual enrollment offerings. As our dual enrollment offerings have expanded, the Sociology department is working to collect more information about the experiences of faculty who teach dual enrollment classes. Faculty who teach in the dual enrollment setting face unique challenges as instructors. By working with our faculty to understand the challenges faced by instructors who teach dual enrollment classes, the Sociology department can provide more resources and guidance for faculty who teach dual enrollment classes. This should help us further retain and attract faculty who have experience teaching dual enrollment classes.

6. Investigate if there is a meaningful difference in success rates of our students depending on class size. We have not made progress on this goal. We did not have data to address this question.

7. Improve assessment process for Student Learning Outcomes for courses other than Sociology 101. We have made partial progress towards this goal. We have updated the SLOs for SOC 210 to reflect the current state of the discipline. We are in the planning stages of developing uniform SLO assessment methods.

8. Design multiple courses on different current issues to replace Soc. 225 to address the issue of repeatability. We are currently in the planning stages of this goal. We have ideas to develop multiple new courses for the department (Sociology of Education, Environmental Sociology, Sociological Theories). We are currently soliciting student feedback in order to see which specific course offerings would be most meaningful for students.

9. Develop a service learning course/ concentration in the department to address IPEDS and ASA data. We did not make much progress towards this goal, but this goal has been transformed into Goal #1 in our current program review cycle.

6. If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

Not applicable.

Section 5. Program Goals and Resource Requests

A. Six-Year Program Goals and Resource Requests