



Fullerton College

Self-study for Sociology Program

2025

Section 1: Introduction

1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The Department of Sociology provides a rigorous and academically challenging program of study that allows its students to develop intellectually, socially, and professionally and to offer students sociological tools and insights they can use to address complex issues and problems encountered in social institutions and organizational settings. We are committed to excellence in education, and our graduates are prepared to transfer to four-year colleges and universities with programs in Sociology, Social Work, Social Justice, Criminology, Aging Studies, Gender Studies, and related disciplines. Through the study of sociology, students gain access to concrete skills that are relevant to a broad range of rewarding careers. These skills enhance the student's ability to assess new and unfamiliar situations, to select and apply qualitative and/or quantitative techniques in solving practical problems in creative ways, and to communicate effectively, both orally and in writing. All majors are required to successfully complete courses in Introduction to Sociology, Social Problems, and Probability & Statistics.

The Department offers the following degrees/certificates:

Sociology Associate in Arts Degree for Transfer

Aging Studies Certificate/Associate in Arts Degree

Cannabis Studies Associate in Arts Degree

Law, Public Policy, and Society Associate in Arts Degree for Transfer

Research Fundamentals Skills Certificate

Volunteer Services Skills Certificate

The Department of Sociology develops curriculum and offers courses and programs grounded in the premise of social justice and recognition of social systems of oppression. Our department website includes the following statement:

Social Justice Statement of Solidarity with Racial Equality Movements

The Fullerton College Sociology Department is committed to an environment that values and respects people of all races, socioeconomic and educational backgrounds, gender identities, sexual orientations, cultural backgrounds, religions, abilities, ages, and nationalities. Department members will demonstrate our commitment to diversity through our teaching, scholarship, and service to the campus and communities beyond. As a community, we oppose all expressions of bigotry and hate. In line with the American Sociological Association (ASA) and the National Association of Social Workers (NASW), we are proud of and support our community members who stand up against expressions of bigotry, racism, white supremacy, and hatred on our campus, community, and larger society.

The Fullerton College mission statement reflects the fundamental philosophy of the Fullerton College Sociology Department:

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

The Sociology Department is committed to educating our students about the realities of human

social interaction. We take a broad-spectrum approach to this, offering courses that analyze social interaction from a large-scale, institutional and global perspective, as well as courses that equip students to analyze even small, daily interactions. Because human social life is fraught with inequalities and oppression, we train our students to think critically. Because our students are educated to be active, critical thinkers, they become responsive members of their community. They leave our program with analytical skills and the necessary oral and written skills required to succeed in the workplace.

Section 2: Students

2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

The demographic groups with the most enrollment in our program includes:

“Female” (63%)

“Latina/o/x/e” (64%)

The student groups most underrepresented in our program are:

“American Indian or Alaska Native” (0%)

“Native Hawaiian or Other Pacific Islander” (0%)

The student demographic profile has changed in the following ways in our program over the last four years:

“Females” have decreased in number by 3%.

“Asians” have decreased in number by 3%.

“Black or African Americans” have increased in number by 1%.

2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

Overall, sociology course-level enrollment has declined over the last five years, from 4,132 in 2020-21 to 3,233 in 2024-2025; a 22% decline in enrollment. However, there has recently been an increase in sociology course enrollment from 2,928 in 2023-2024 to 3,233 in 2024-2025 (an increase of 10%).

Overall, college enrollment has been declining for some time for several reasons. According to David Drummer, Senior Research Analyst and Paula Nazario, Research Fellow, in “What Declining Enrollment Means for the Future of California Students” (Campaign for College Opportunity, Published January 23rd, 2025), ...”*in 2020, for the first time in the state’s history, California’s population shrank. Although the COVID-19 pandemic accelerated this trend, the underlying factors that made the decline possible began long before and affect states other than California. Since the economic recession of the late 2000’s, birth rates across the United States have declined steadily, recently reaching an all-time low. As of 2021, no state has a fertility rate of at least 2.1, the level required to avoid population decreases. Next year, children who were born as fertility rates began their decline are set to turn 18, graduate from high school, and begin their higher education journey. After them, nearly every subsequent graduating class is projected to be smaller than the previous one, a state of affairs that will have massive effects on the future of postsecondary education. California’s Department of Finance projects the state’s K-12 enrollment to shrink by over 600,000 students over the next decade and by over 900,000 students by 2045, a 15% decline. High school graduate totals are projected to decline by an even larger rate, with graduating class sizes shrinking by over 60,000 students over the next decade and by over 100,000 students by 2045, for an overall drop-off of 25%. The California Community College and California State University systems are already struggling to bounce back from enrollment declines in recent years, and consistently smaller incoming high school graduate classes will only increase the difficulties in meeting many of the targets laid out in the governor’s “Compacts.” The “Compacts”—a series of agreements between the governor and the university and college systems aimed at coordinating the various elements of the state’s higher education sector towards achieving 70 percent postsecondary degree and certificate attainment among working-aged Californians by 2030—includes targeted goals for future enrollment, some of which (for the CSU) are required to avoid missing out on future funding commitments.”*

3. How do you monitor and modify course offerings, including time and modality, to ensure that students’ needs are being met?

The Sociology Department regularly surveys sociology majors via our “Sociology Majors” Canvas site. Our most recent survey focused on various issues, including student perceptions related to our department course offerings (subject); class time and modality; and the achievability of our degree programs, particularly the Sociology Associate in Arts Degree for Transfer. **Sixty-one (61) FC sociology student majors responded to this survey.**

Our most recent survey asked:

- *Have you been able to enroll in the various sociology classes required for the sociology major?*

YES - 81 %

- *Have you been able to enroll in classes in the various modalities and times which meet your needs and preferences; for example, in-person classes, evening classes, Friday classes, online synchronous or online asynchronous classes, etc.?*

YES – 84%

- *Are you confident you will be able to successfully complete a Sociology degree at Fullerton College?*

YES – 84%

While we are encouraged by these survey results, we remain committed to continuous improvement in effectively serving our students. We look forward to ongoing collaboration with sociology majors to achieve the most positive outcomes. Our department offers classes in various modalities, including online, hybrid, and in-person formats, to ensure students can find the mode that best suits their learning preferences, schedules, and life circumstances, which can lead to greater engagement, comprehension, and success.

2.2 Student Achievement

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

Course success rates have been consistent over the past five years in sociology courses. In 2020-21, the percentage for sociology course success rate was 72%, which exceeded the Institutional Set Standard of 62%. In 2024-25, the course success rate in sociology courses remains 72%, still exceeding the Institutional Set Standard by 10%.

A key challenge facing our department is the decline in the total number of sociology degrees and certificates completed. Although we have made progress with timely degree completion for many students, the overall volume has nearly halved between Fall 2018 (136 degrees) and Fall 2022 (67 degrees).

Within our discipline, it is crucial to recognize the larger context of declining degree conferrals nationwide. There has been a marked reduction in the number of students completing sociology programs recently, with institutional variations in this trend's severity. This is driven by shifts in the wider higher education environment, including decreased national enrollment, a clear labor market preference for STEM disciplines, and a strategic move toward more vocational and skills-based education.

Our department remains committed to student success, streamlining degree pathways and providing comprehensive support systems to foster timely academic achievement and certificate completion. Our strategies include increasing the number of dual enrollment course offerings to reach under-served students; increasing the number of dual enrollment and other sociology sections of SOC 101 which utilize Open Educational Resource digital e-books; and increasing the number of sociology classes which offer embedded tutors to improve student success and retention rates.

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2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

“Black/African American” (48%) and “American Indian or Alaska Native” (56%) student groups have success rates in sociology classes below the institution-set standard (62%) and likely below other student groups' success rates (as the standard is an aggregate measure).

Many factors contribute to disparities in student success. These disparities are the result of systemic, socioeconomic, institutional, and cultural barriers that create unique challenges for marginalized students. Historical and ongoing racialized policies have led to concentrated poverty and resource inequities, particularly in K-12 schools with high concentrations of minority students. Consequently, these students often enter higher education with inadequate preparation and face significant financial burdens that necessitate balancing work and family responsibilities. Furthermore, unwelcoming school environments, a lack of culturally relevant pedagogy, and a dearth of faculty mentors from similar backgrounds create isolating experiences. As many are first-generation students, they lack the intrinsic guidance needed to navigate the higher education system.

To foster equitable outcomes, academic institutions must implement race-conscious policies and targeted interventions that address these specific structural barriers and build more inclusive educational systems.

3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

Over the specified period, the proportions of “American Indian or Alaska Natives” (2%) and “Black or African Americans” (5%) among degree/certificate earners are commensurate with their enrollment percentages in the sociology program.

Nevertheless, our department is determined to maximize opportunities for students to earn sociology degrees and certificates. We believe we can improve completion rates by offering tutoring and supplemental instruction to bridge potential preparation gaps. We can also encourage sociology faculty to participate in student recruitment, clubs, and campus events to connect with students from various groups.

4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

Many students (40%) complete their sociology degrees or certificates within three to five years. Our department facilitates timely program completion by offering flexible course options, including online, hybrid, and in-person formats at various times. Additionally, we use the Sociology Majors Canvas page to communicate frequently with students, encouraging timely enrollment in required courses and restricted electives.

2.3 Student Learning Outcomes

1. Describe your program’s processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

Our program employs a systematic, cyclical process for defining, assessing, and analyzing student learning outcomes (SLOs) at both the course (CSLO) and program (PSLO) levels, using the results for continuous improvement. Any course which is below average (70%) or below the Institutional Set Standard (63%) is the subject of the analysis and discussion by members of the department.

2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?
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Section 3: Other Areas of Program Effectiveness

1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

The Sociology Department has significantly diversified our course and program offerings. Since the previous Program Review, we have developed many additional new courses, including the following:

SOCI C1000 INTRODUCTION TO SOCIOLOGY (COMMON COURSE NUMBERING COURSE)

SOSC C1000H INTRODUCTION TO SOCIOLOGY (COMMON COURSE NUMBERING COURSE)

SOC 102HF HONORS SOCIAL PROBLEMS

SOC 201HF HONORS DYING AND DEATH

SOC 230HF HONORS SOCIOLOGY OF GENDER

SOC 250HF HONORS SOCIOLOGY OF AGING

SOC 275HF HONORS SOCIOLOGY OF FAMILY

SOC 280HF HONORS MEDIA, CULTURE, AND SOCIETY

SOC 285HF HONORS DRUGS AND SOCIETY

SOC 290HF HONORS RACE AND ETHNICITY

SOC 292HF HONORS INTRODUCTION TO CRIMINOLOGY

SOC 295HF HONORS SOCIAL INEQUALITY

Our department has successfully developed 12 new courses and aims to further enrich our offerings by expanding into social work, a significant area of focus within the broader sociology discipline. While committed to establishing the “Social Work and Human Services Associate Degree for Transfer,” this effort must be postponed as we currently lack the requisite faculty and infrastructure to ensure its successful implementation and delivery. We remain dedicated to pursuing this goal when feasible.

2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

Our department offers the following courses, which are part of various degree and certificate requirements and electives:

SOC 198 F, Sociology Internship

This course allows students to increase their knowledge of sociology through paid or unpaid work with a social service agency or organization.

SOC 199 F, Sociology Independent Study/ SOC 299 F, Sociology Independent Study – Advanced

This course is for students who wish to extend their knowledge of a particular area through individual research and study.

Our department champions a dynamic learning environment, actively encouraging faculty and students to pursue diverse experiential opportunities. These opportunities include engaging in service learning, participating in study abroad programs, and undertaking practical activities embedded directly within coursework. A notable example is the strong representation of our sociology students, particularly those in the honors program, who consistently present their research at the annual Honors Transfer Research Conference (now hosted by UC Riverside, formerly by UCI). We frequently field the largest cohort of presenters among all FC departments at this event.

Sociology faculty intentionally and consistently create opportunities for our students to apply the knowledge and skills they acquire in the classroom. Sociology courses and programs provide students with the ability to develop essential critical thinking skills to effectively analyze real world issues and create positive social change. Examples of creating connections is the application of curriculum to “real-world” career paths, including our *Drugs and Society* course, our S.O.B.E.R. Club, and our new *Cannabis Studies* AA degree; our *Sociology of Aging* and *Dying and Death* courses and our *Aging Studies* certificate program (soon to be our *Aging Studies* AA degree); our *Sociology of Gender* and *Sociology of Race and Ethnicity* courses, which provide students with a foundation on which to develop an anti-racist, anti-sexist perspective. We intentionally create connections between our curriculum and campus efforts to manifest a more equitable and just society; our *Social Problems* course allows students to better grasp issues of power, privilege and authority, and one of our newer courses, “*Social Inequality*,” will help ensure students understand the hierarchy of social advantage and status in society; and perhaps the most “applied” aspect of the

FC Sociology program is the Sociology Club, which sponsors and promotes many campus and community events. The Sociology Club gives students an opportunity to connect with other sociology majors, while students also expand their knowledge and awareness of disadvantaged and under-served populations, including the unhoused. Sociology Club campus events focus on suicide prevention and sexual assault awareness. Sociology Club humanitarian and philanthropic efforts support prison library collections and meeting basic needs for the unhoused.

3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

Members of the Sociology Department have actively participated in the internship program at California State University, Fullerton, wherein CSUF sociology graduate students serve as interns for Fullerton College sociology classes. This program provides FC students with an opportunity to interact with graduate students, and to learn from their academic pathways and experiences. Unfortunately, the Fullerton College/NOCCCD approval process related to FC faculty participation in the CSUF internship program has become a morass of bureaucratic rules and regulations, with nine signatures required to approve an intern. Institutional barriers have led to sociology faculty no longer participating in the CSUF sociology internship program, which is disadvantageous to FC students, since students benefit from the mentorship provided by graduate interns. We hope institutional barriers are removed and this valuable program is allowed to thrive at FC.

The implementation of the Ethnic Studies graduation requirement across California high schools, California State Universities (CSUs), and University of California (UC) systems has led to a discernible shift in enrollment patterns for sociology classes, particularly those offered through dual enrollment programs at local high schools. We express our full support for this recently enacted requirement for California students and confirm that our department was, and remains, well-prepared for its implementation. Our ongoing focus is on program improvement and expansion to effectively serve all FC students.

Our department has established CCN courses for *Introduction to Sociology* and *Honors Introduction to Sociology*, and we anticipate proposing further courses in the future. Resource limitations regarding full-time faculty pose a challenge to curriculum expansion; however, we are fully committed to robust student support.

Section 4: Faculty and Staff

4.1 Population and Demographics

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

While our program currently maintains a reasonable level of diversity relative to our faculty and staff, we are dedicated to achieving greater overall diversity that aligns more closely with our program's student population. We believe that a diverse sociology faculty body is crucial for enriching the educational experience and improving student outcomes. Diverse perspectives in teaching and research challenge stereotypes, reduce biases, and foster an inclusive environment where students feel represented and prepared for a complex world. Given that most of the students majoring in sociology at Fullerton College are Latinx, our department is committed to increasing faculty of color, a mission central to our discipline's focus on issues of inequality, social stratification, and marginalization.

2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

The loss of two full-time faculty members since fall 2021 has placed significant strain on the remaining Sociology Department's faculty, thereby impeding our ability to effectively manage critical departmental functions. These functions encompass: assessing curricular needs; curriculum development and revision; scheduling of classes; student-learning outcome development and assessment; annual program review updates; major program review reports; communicating with department members and facilitating discussions regarding pedagogy, equitable grading practices, etc.; communicating with sociology majors; and evaluating part-time faculty.

4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

We are actively engaged in departmental discussions to develop and refine equitable practices across our curricula. The initiatives under review encompass equitable grading methodologies, late work policies, extra credit options, and approaches to bolster student participation. Among the diverse ideas and suggestions generated, the use of detailed, explicit grading rubrics has emerged as a cornerstone for ensuring fairness and transparency in evaluation. Discussions also focus on the use of Artificial Intelligence, particularly AI in sociological writing and research.

2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

Our department is still in the discussion phase, and no collective action has been taken regarding these complex issues. The process involves gathering feedback from all faculty members and sometimes piloting changes in a few sections before a full programmatic adoption to ensure efficacy and support a smooth transition for both faculty and students.

3. What additional areas of professional development could help your faculty and staff engage in this work?

Expanded resources and training in equitable assessment strategies would be highly valuable. Specifically, several faculty members in the sociology department have expressed interest in adopting approaches that incorporate opportunities for students to revise and resubmit written work. This pedagogical shift emphasizes a learning-focused, rather than punitive, approach to evaluation, which has shown promise in fostering deeper student engagement and a growth mindset.

There is widespread support for this approach within various disciplines. UC Berkeley's Center for Teaching & Learning has a "teaching newsletter" which recently featured a section on equitable grading. *"An equitable approach often provides opportunities for revision. By allowing students to revisit their work, you shift the focus from penalizing mistakes to learning from them. These chances can be offered selectively—such as one major re-write option per semester—or built into the very structure of assignments (like multiple draft stages). Students who invest time in revision also tend to retain knowledge more effectively, as they learn to correct misconceptions and refine their thinking processes."* A "teaching newsletter" would be a valuable resource for our faculty.

Our faculty would also benefit from a centrally funded, consistent AI detection service, which would establish an equitable and transparent system. It would provide faculty with a standardized method to verify authorship and allow for timely intervention, directing students who may be struggling toward necessary resources like tutoring or writing support.

Section 5: Program Planning

5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and

explain your progress on each of the SAP.

Our previous Strategic Action Plans included the following:

PREVIOUS SAP #1: PERSONNEL. One additional full-time tenure-track faculty member with an FSA in Social Work.

- The measurable outcome anticipated for this strategic action plan is the addition of a full-time Sociology/Social Work faculty member for our expanding program.
- We anticipate very positive outcomes, including high rates of student enrollment in sociology classes included in our new Social Work ADT.
- We anticipate high numbers of Social Work ADT earners if we are granted a new full-time faculty member with the expertise to teach the required fieldwork courses in the Social Work ADT.
- OUTCOME: We have not acquired any additional full-time faculty. Our number of full-time faculty members has decreased from five to three since the previous Program Review cycle, and consequently we are limited in our service to students

PREVIOUS SAP: OTHER. Yearly funding of \$1,000 for discipline-related guest speakers for sociology classes and sociology-related campus and community events.

- The Sociology program strives for continued growth and discipline-currency. We must compensate discipline experts who contribute their time and expertise to our students.
- We anticipate positive outcomes from inviting discipline-related community experts into the classroom and on to our campus, including maintaining a strong connection to the community.
- OUTCOME: Our department was approved for these yearly funds, and our Division Office has assisted us in the allocation and use of these funds for the stated purpose.

2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

Our previous Strategic Action Plans included the following:

PREVIOUS SAP #1: PERSONNEL. One additional full-time tenure-track faculty member with an FSA in Social Work.

- OUTCOME: We have not acquired any additional full-time faculty. Our number of full-time faculty members has decreased from five to three since the previous Program Review cycle, and consequently we are limited in our service to students.
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NEW SAP #1: Full-time Faculty

Short Description:

Two additional full-time tenure-track faculty members with FSA's in Sociology and Social Work. To fully meet the needs of Fullerton College students, our department needs two replacement full-time tenure track faculty members. Our full-time faculty has decreased from five to three since the previous Program Review cycle, and consequently we are limited in our service to students.

Measurable Outcomes:

With two additional full-time faculty members, one with an FSA in Sociology and the other with an FSA in Social Work, we can meet the needs of the many students who seek to earn a degree in Social Work and Human Services. To meet the needs of students, we must develop and implement new Social Work courses and a new "Social Work and Human Services Associate in Arts Degree for Transfer"; market and support this curricular expansion to our existing program; and guide and mentor Social Work majors. We also need an additional full-time tenure track faculty member with an FSA in Sociology, to meet the needs of students majoring in Sociology. Currently, even with only three full-time faculty members, sociology is still among the top 10 majors on our campus, and one of only two Social Science majors on the top-10 majors list. To maintain this level of success, our department is in serious need of more full-time tenure track faculty.

College Goals:

1.1 Equitable Dual Enrollment access; 1.4 Reduce equity gap in Black/AA college enrollment; 1.5 Outreach strategies for prospective students/family; 2.1 Equitable support services in Dual/Online/Night/Weekend; 2.6 Reduce equity gap in persistence for Black/AA students; 3.2 Reduce equity gaps in degree/certificate completion; 3.3 Reduce equity gaps in transfer attainment

SAP Phase:

New

NEW SAP #2: Annual Funding for Guest Speakers/Campus & Community Events

Short Description:

Yearly funding of \$2,500 for discipline-related guest speakers for sociology classes and sociology-related campus and community events. The Sociology Department strives for continued growth and discipline-currency. We must compensate discipline experts who contribute their time and expertise to our students.

Measurable Outcomes:

We anticipate positive outcomes from inviting discipline-related community experts into the classroom and on to our campus, including maintaining a strong connection to the community.

College Goals:

1.2. Increase equitable usage of apprenticeship/internship; 1.3 Night, weekend, online degree program; 1.4 Reduce equity gap in Black/AA college enrollment; 1.5 Outreach strategies for prospective students/family; 2.1 Equitable support services in Dual/Online/Night/Weekend; 2.6 Reduce equity gap in persistence for Black/AA students; 3.2 Reduce equity gaps in degree/certificate completion; 3.3 Reduce equity gaps in transfer attainment; 3.4 Increase collaboration with universities

SAP Phase:

New

NEW SAP #3: Computer Software

Short Description:

A centrally funded, consistent AI detection service, which would establish an equitable and transparent system.

Measurable Outcomes:

It would provide faculty with a standardized method to verify authorship and allow for timely intervention, directing students who may be struggling toward necessary resources like tutoring or writing support. We seek this essential funding to uphold academic integrity, provide faculty with necessary institutional support, and ensure that student grades continue to be a true reflection of their earned skills and academic progress.

College Goals:

3.2 Reduce equity gaps in degree/certificate completion; 3.3 Reduce equity gaps in transfer attainment

SAP Phase:

New

NEW SAP #4

Short Description:

\$1,000 per year for program marketing materials, including pamphlets, brochures, and promotional materials to distribute at campus events and club activities to attract students to our program.

Measurable Outcomes:

We anticipate increased student participation at campus events, including club events, if we are able to more effectively market and advertise our program.

College Goals:

- 1.5 Outreach strategies for prospective students/family; 3.4 Increase collaboration with universities;
- 3.5 Increase participation in DEIAA focused professional development

SAP Phase:

New
