Peralta Community College District

Annual Program Update Template

Final Version: May 20, 2016

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

Program Name: Sociology; APU Completed by Sabeen Sandhu (Sociology) 10/14/2016

Date: 10/16/2016

Program Type: ⬭**Instructional**   **Student Services**   **Administrative Unit**

(circle the answer)

College or District Mission Statement:

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Program Mission:

Sociology is the scientific study of the social lives of people, groups, and societies. Sociologists apply the rigors of the scientific method to relevant issues in the social world, from micro interaction like the public order, to macro forces like globalization. A sociological perspective is a remarkable tool that helps people analyze the practical impact and ethical implications of people's choices and decisions in the workplace, family, community, and wider society.

The primary goal and objective of the College of Alameda Sociology Program is to prepare and enable our sociology students to successfully transfer to four year colleges and universities and flourish as sociology majors.

We offer an A.A. and A.A.T. in sociology, and five classes that satisfy the IGETC & CSU-GE breadth requirements for transfer to UCs & CSUs.

Our courses introduce students to the most important concepts, methods, and empirical research in sociology. Students learn multiple methods of data collection, professional writing, and presentations skills, which help them succeed academically at four year colleges and universities and also make them marketable in the labor market.

Sociology is applicable to multiple issues in our diverse world. As a result, students who take our courses are prepared for academic study and careers across many disciplines.

Every organization can use a sociologist. Students who complete our programs work in a variety of academic and applied settings from marketing, social work, business, criminology, the public sector, law enforcement, health, medicine, and even programming (just to name a few).

Date of Last Comprehensive Program Review: N/A

Date of Comprehensive Program Review Validation: N/A

II.   Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

Program Goal or Administrative Unit Outcome (AUO) (As reported in the most recent program review; cut and paste the goal or AUO from the program review document)	Which institutional goals will be advanced upon completion? (circle all that apply)	Progress on goal or AUO attainment (choose one)	Explanation and Comments (If a goal or AUO is revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)
Assessment - listed 50% of courses assessed	1. PCCD Strategic Goals (list the specific goal here A.2; A.3; A.4). 2. College Goals: (list the specific goal here ILO 1; 2; 3; 4; 5)	Completed: Fall 2015 (date) Revised: _____ (date) Ongoing: _____ (date)	Adhered to assessment schedule By Spring 2016, all courses were assessed (100%)
Curriculum (if applicable) Updating Sociology 5: Minority Groups (Course Name) Disagreement across colleges	1. PCCD Strategic Goals (list the specific goal here B.1; C.2). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: Fall 2016 (date)	Still at discussion stage across the PCCD sociology departments – working on resolution
Instruction (if applicable) N/A	1. PCCD Strategic Goals (list the specific goal here _____).	Completed: _____ (date)	

	2. College Goals: (list the specific goal here _____).	Revised: _____ (date) Ongoing: _____ (date)	
Student Success and Student Equity Implementing technology in the classroom and making online courses even more cutting edge	1. PCCD Strategic Goals A.1 **Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. A.3 **Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc. A.4 **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus. 2. College Goals: COA ILO #3 Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments. COA ILO #4 Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	Completed: _____ (date) Revised: _____ (date) Ongoing: Fall 2016 (date)	Received some technology – have requested more

Professional Development, Institutional and Professional Engagement, and Partnerships	1. PCCD Strategic Goals D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. 2. College Goals: COA ILO #3 Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.	Completed: 08/2016; (date) Revised: _____ (date) Ongoing: Fall Semester 2016 (date)	Both Full-Time and Part-Time Sociology Instructors have enrolled/completed EDT Online Courses: (1) EDT 7: OER Pilot Training; (2) EDT 2: Introduction to Online Courseware. Both Full-Time and Part-Time Sociology Instructors are enrolled in open enrollment courses from the Academic Senate Foundation for Community Colleges Professional Development College: ex. "The Course Outline of Record"
B. Engage & Leverage Partnerships	1. PCCD Strategic Goals B2: **Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses. 2. College Goals: COA ILO #5: Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member	Completed: August 2016 - Current (date) Revised: _____ (date) Ongoing: Will Continue w/AIMS in F17; OUSD S17	The sociology department is currently partnered w/AIMS, where we offer Sociology 1 (annually; Fall Semester) We will also offer 1 course (either Sociology 1 or 5) at the OUSD in the Spring Semester.
Other Program Improvement Objectives or Administrative Unit Outcomes (N/A_	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date)	

|		Ongoing: _____ (date)	

III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. Student Demographics (age, gender, ethnicity, special populations). **Comments about changes:**

Data on total sociology enrollment documents that spring term enrollment is generally higher than the fall semester. Since 2012, total sociology enrollment has increased, documenting growth in the program.

Total Sociology Enrollment									
Headcount	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	83	105	287	95	232	381	82	354	388
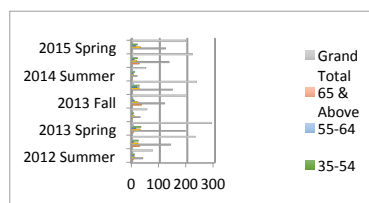
Data on Sociology Enrollment by Age documents a decrease in the high school or 16-18 age category, stability in the traditional student population (19-24), but an increase in enrollment of non-traditional students (25-54). While the vast majority of students are 19-24, the increase in older students may be due to the inclusion of sociology as a requirement for many graduate and professional programs. Greater outreach by student services and counseling to these student populations, who typically do not pursue an AA or AA-T in sociology may be in our department's best interest for future growth. We might also partner with the graduate and professional programs requiring sociology for admission to further expand our program.

Sociology Enrollment Age									
Headcount	Term								
Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16				1	1		5	3	
16-18	4	10	9	21	37	12	17	30	21
19-24	58	69	193	55	136	243	40	212	210
25-29	9	15	41	7	27	53	9	53	78
30-34	5	7	18	5	12	32	3	20	32
35-54	7	3	24	6	17	37	5	31	43
55-64		1	2		2	3	3	3	4
65 & Above						1		2	
Grand Total	83	105	287	95	232	381	82	354	388

Data on the race and ethnicity of sociology students reveals growth in the students identifying as Asian and White, a decline in our Black student population, and little change in the enrollment of Filipino, Hispanic, and more than one race/ethnicity students.

SOCIOLOGY ENROLLMENT BY RACE/ETHNICITY									
Headcount	Term								
Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native			1			2		1	2
Asian	31	18	53	38	34	65	28	65	86
Black/African American	17	27	70	22	65	114	15	103	85
Filipino		3	8	3	13	19	1	24	27
Hispanic	9	20	47	11	39	70	15	60	63
Multiple	13	15	41	5	31	47	11	42	43
Other Non white			1			1		1	3
Pacific Islander	1	1	5	3	3	2		1	4
Unknown/Non Respondent	6	6	21	2	11	9	2	15	19
White Non Hispanic	6	15	40	11	36	52	10	42	56
Grand Total	83	105	287	95	232	381	82	354	388

Considerably more women enroll in sociology courses than men. Despite this overall trend, male student enrollment has increased over the last three years.

SOCIOLOGY ENROLLMENT BY GENDER								
Headcount	**Term**							
Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	51	68	168	59	128	247	55	219	237
Male	32	37	115	36	97	126	25	129	148
Unknown			4		7	8	2	6	3
Grand Total	83	105	287	95	232	381	82	354	388

Between 2012 and 2015, the majority of sociology courses were offered in the daytime. We typically offer section of sociology 1 in the evenings. Additionally, we began offering a selection of online courses in 2014, which factor into the data below, but are not offered as face-to-face classes.

SOCIOLOGY ENROLLMENT BY TIME OF DAY								
CENSUS_TOTAL	**Term**							
Course by Time of Day	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
SOC 1 - INTRO TO SOCIOLOGY	49	39	184	54	145	278	60	233	247
DAY	49	39	184	54	145	278	60	233	247
SOC 2 - SOCIAL PROBLEMS		39	49		47	28		55	40
DAY		39	49		47	28		55	40
SOC 3 - SOCIOLOGY OF WOMEN						32		35	28
DAY						32		35	28
SOC 5 - MINORITY GROUPS	36	35	61	42	49	53	23	51	85
DAY	36	35	61	42	49	53	23	51	85
Grand Total	85	113	294	96	241	391	83	374	400

B. Enrollment (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes:**

The ratio of full-time faculty to part-time faculty is an even 50/50. As a result, we don not require an additional full-time sociology instructor. However, with our outreach to AIMS and OUSD (high schools) and future relationships with graduate programs, we may grow and need an additional full-time instructor.

Based on current data from Spring 2016, the sociology department has grown and offers twelve sections. As the tables below indicate, we teach six sections of sociology 1, two sections of Sociology 2, two sections of Sociology 5, one section of Sociology 3, and one new course – Sociology 120. Enrollment is significantly higher for Sociology 1 and 5 – these are required courses for many degree programs, transferring, and also the American Cultures requirement across the UC system.

Despite the newness of Sociology 120: Research Methods, enrollment was decent (32 students) and productivity was 16.0 (good). We will continue to offer this course, online only.

Similarly, Sociology 3: The Sociology of Women, had an enrollment of 33 students and productivity of 16.50. The sociology department reintroduced this course in the spring of 2014, but due to low enrollment, switched to the online mode. We will continue to offer it as an online course.

Our offering of two sections of Sociology 2: Social Problems is the only area of satisfactory productivity (55 students across two sections and a productivity score of 13.75). This may be due to attrition in the online course, due to illness of an instructor. Future sections of Sociology 2 will be taught by new instructors and likely generate higher enrollment and productivity.

Currently, and despite the rates of international and internal migration to the San Francisco Bay Area, relatively few non-resident and international students enroll in sociology courses.

SUBJECT OVERVIEW

Spring'16 Alameda

SUB	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
SOC	12	434	434	40.70	2.70	43.40	1.20	0.00	1.20	2.40	18.08

Green:when productivity is 15 and above Yellow:productivity between 10 and 15 Red: productivity below 10

TERM COURSES

Spring'16 Alameda SOC

CATALOG	CATL DESCR	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PROD
SOC:1	INTRO TO SOCIOLOGY	6	241	241	22.50	1.60	24.10	0.40	0.00	0.80	1.20	40.00	4.02	0.20	20.08
SOC:120	INTRO TO RESEARCH METHODS	1	32	32	3.10	0.10	3.20	0.20	0.00	0.00	0.20	32.00	3.20	0.20	16.00
SOC:2	SOCIAL PROBLEMS	2	55	55	5.40	0.10	5.50	0.00	0.00	0.40	0.40	27.00	2.75	0.20	13.75
SOC:3	SOCIOLOGY OF WOMEN	1	33	33	3.20	0.10	3.30	0.20	0.00	0.00	0.20	33.00	3.30	0.20	16.50
SOC:5	MINORITY GROUPS	2	73	73	6.50	0.80	7.30	0.40	0.00	0.00	0.40	36.00	3.65	0.20	18.25
Grand Total		12	434	434	40.70	2.70	43.40	1.20	0.00	1.20	2.40	36.00	3.62	0.20	18.08

Resident and Non Resident Enrollment by Course

Spring'16 Alameda SOC

CATALOG	CATL DESCR	SECT	CENSUS	ENRL_TOTL	FTES TOTL	SECT	CENSUS	ENRL_TOTL	ENRL_INST	ENRL_OUST	ENRL_INTL	FTES TOTL	FTES_INST	FTES_OUST	FTES_INTL
SOC:1	INTRO TO SOCIOLOGY	6	241	241	24.10	6	241	241	225	7	9	24.10	22.50	0.70	0.90
SOC:120	INTRO TO RESEARCH METHODS	1	32	32	3.20	1	32	32	31	1	0	3.20	3.10	0.10	0.00
SOC:2	SOCIAL PROBLEMS	2	55	55	5.50	2	55	55	54	0	1	5.50	5.40	0.00	0.10
SOC:3	SOCIOLOGY OF WOMEN	1	33	33	3.30	1	33	33	32	0	1	3.30	3.20	0.00	0.10
SOC:5	MINORITY GROUPS	2	73	73	7.30	2	73	73	65	5	3	7.30	6.50	0.50	0.30
Grand Total		12	434	434	43.40	12	434	434	407	13	14	43.40	40.70	1.30	1.40

C. Student Success (retention and completion rates, # of student contacts, etc.). **Comments about changes:**

All of the courses we offer, except Sociology 120: Research Methods boast retention rates above 80 percent. As indicated above, Sociology 120 is a new course. It is likely that the course will build enrollment momentum and have higher retention rates in the future.

Retention by Course

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	RETN	CENSUS	RETN %
S16	Alameda	SOC	1	INTRO TO SOCIOLOGY	213	241	88.4%
S16	Alameda	SOC	120	INTRO TO RESEARCH METHODS	22	32	68.8%
S16	Alameda	SOC	2	SOCIAL PROBLEMS	47	55	85.5%
S16	Alameda	SOC	3	SOCIOLOGY OF WOMEN	27	33	81.8%
S16	Alameda	SOC	5	MINORITY GROUPS	65	73	89.0%

Retained = A, B, C, D, F, MW, IP, I, RD, PS, NP
Census Enrollment = Dropped after census or didn't drop
Retention Rate = Retained / Census Enrollment
Retained is not unduplicated and includes all courses per student

Success by Course

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
S16	Alameda	SOC	1	INTRO TO SOCIOLOGY	241	184	76.3%	28	11.6%
S16	Alameda	SOC	120	INTRO TO RESEARCH METHODS	32	20	62.5%	10	31.3%
S16	Alameda	SOC	2	SOCIAL PROBLEMS	55	32	58.2%	8	14.5%
S16	Alameda	SOC	3	SOCIOLOGY OF WOMEN	33	26	78.8%	6	18.2%
S16	Alameda	SOC	5	MINORITY GROUPS	73	62	84.9%	8	11.0%

Total Graded = any grade, including W
Success = A, B, C, or Pass
Success Rate = Success / Total Graded
Withdraw = Withdraw from class
Withdraw Rate = Withdraw / Total Graded

While the retention rates detail how many students remained in the courses post census day, success rates capture how many actually pass the course. Success rates for Sociology 5: Minority Groups is very high (84.9 percent). Eleven percent of students withdrew from this course. Success rates for Sociology 3: Sociology of Women and Sociology 1: Introduction to Sociology are 79 percent and 76 percent, which are still above average. For Sociology 3, approximately 18 percent of students withdrew – which is quite high. The success rate for Sociology 120 and Sociology 2 are lower – 63 percent and 58 percent. This may be due to the fact that Sociology 120 is a new course. It suffered from low enrollment, which shot up to 32 on the first day of the session. Students may have quickly realized the discipline specific nature of this online course and dropped. Many students withdrew (31 percent). While the course is rigorous, it certainly was not manageable. In the future, I might send out a special survey through Prompt/Passport inquiring about enrollment motivations as well as reasons for dropping.

Last Spring the instructor for Social Problems had some personal issues that interfered with the teaching of the course. While the instructor made an effort during the last few weeks of the course to fulfill the requirements for students, some withdrew (14.5 percent) and many (41.8 percent) seem to have not met the success standards for the course. Dean Jordan intervened and the instructor for this course decided that she will not longer teach distance education courses for COA. A new instructor will be teaching Sociology 2 in the Spring term 2017 at COA.

D. Student Success in **Distance Education/Hybrid classes versus face-to-face classes** (if applicable). **Comments about changes:**

Besides the issue with Sociology 2: Social Problems online, which is mentioned above, all of our distance education courses mirror the face-to-face classroom experience. Disambiguated data on retention and success rates was not available for this year's APU. However, two of the courses are solely online courses – Sociology 3: The Sociology of Women and Sociology 120: Research Methods. For both courses success rates are decent and above average, respectively.

Our department's DE courses are rigorous and, as mentioned above, mirror the face-to-face classroom experience. With the inclusion of instructor tutoring and office hours via SKYPE and Google Hangout, I suspect that the data on success rates will be comparable between DE and face-to-face courses.

E. Other program specific data or unplanned events that reflect significant change in the program.

Because of a lack of data for our department's main program learning objectives: (1) To prepare and enable our sociology students to successfully transfer to four year colleges and universities; and (2) to train students to think critically as workers and citizens, I created a Sociology Preliminary Exit Survey with survey monkey and administered it to in at the close of the Spring 2016 semester. The response rate was very low (10 percent).
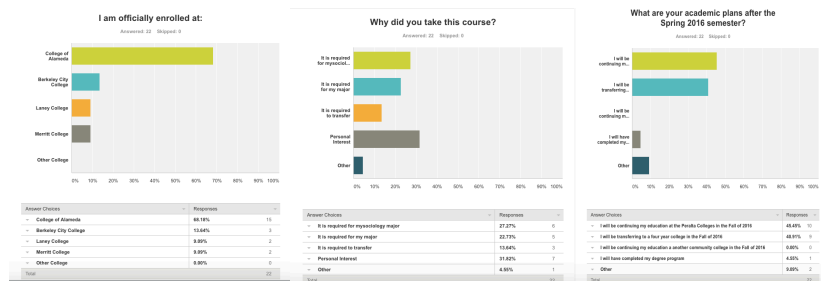
Data reveals that most students in our sociology courses are officially enrolled at The College of Alameda. The vast majority take courses because they are required for their degree programs and/or transferring. Half will be transferring to a four-year college/university in the Fall of 2016 and the other will continue on with courses at the Peralta Community Colleges. This suggests that many of our students complete sociology requirements, but do so without a goal of an AA or AA-T in Sociology. As a result, we might suggest greater publicity on why the degrees would be useful or encourage student services to promote AA or AA-Ts.

IV. Equity

• Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

Data on student success by race, ethnicity, veteran status, and disability was not made available for the Fall 2016 APU. Data on enrollment by race/ethnicity shows little change across the past four years, except that in Spring of 2015 enrollment for Black/African American students declined by 7 percentage points. It declined, but not significantly for other groups. This may be an important trend to compare across the institutions and also with labor market data. However, I am unable to remark on performance gaps at this time.

• Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

While Sociology is not a discipline which has a separate departmental and basic skills assessment, we do participate and provide incoming students with information about our courses and programs during welcome week.

We also now offer courses at the American Indian Model High School in Oakland and will offer more through the Oakland Unified School District in the Spring of 2016. This promotes the SSSP and Equity plans at COA.

V. Curriculum and Assessment Status

• What curricular, pedagogical or other changes has your department made since the most recent program review?

As all of the department's SLOs were met or exceeded, we continue to follow existing CORs and syllabi.

• Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

See the response above

• Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

We are up-to-date and completed year 2015-2016 assessment of all courses. This semester we assess, SLOs of Sociology 1, 2, 3, and 5. In Spring of 2016 we will assess the four SLOs of 120 as it is a relatively new online course.

Department	Sociology				
Course	Description	2015-16	2016-17	2017-18	SLOs
SOC 2	Social Problems	8.25	SUF1	SUF3	4
SOC 3	Sociology of Women		SUF1	SUF3	4
SOC 4	Minority Groups	8.25	SUF1	SUF3	4
SOC 1	Introduction to Sociology	8.25	SUF1	SUF3	4
SOC 120	Research Methods	SU15 & SU16		SUF3	4

Contact: Stateen Sandhu

Sociology Department Progress on Assessment

We are up to date (and in fact exceed) our departmental assessment schedule. For the past three years, we have assessed SLOs for Sociology 1 and 5 every semester.

Sociology 1
Assessment Plan 1.1 Sociological Competency w/direct exam (Pre & Post Test)
Results: Performance Met
Overall Recommendations: Continue to follow the current course outline for Sociology 1
Continue to follow the current syllabus for Sociology 1 with updated readings for 2015-2016
Edit assessment to include a few more areas from sociology: subfields, more methods
Include questions on future assessments in the areas detailed above taken from the Sociology GRE Subject Exam.
See the following link:
https://www.ets.org/Media/Tests/MFT/pdf/mft_samp_questions_sociology.pdf

Sociology 2
Assessment Plan 1.1 Analyze social problems using sociological methods, concepts and theories w/direct exam (Midterm Exam Scores)
Results: Exceeded
Overall Recommendations: Continue to follow COR & Current Syllabus

Assessment Plan 1.2 Apply the Sociological Imagination to social problems with a commitment to social justice and equity in a diverse world (Student Artifact)
Results: Exceeded
Overall Recommendations: Based on assessment data, students are able to apply the sociological imagination to issues of social equality. This may be a function of the OER (open educational resources) utilized in this course in lieu of a traditional textbook. While the areas covered in social problems remain the same, the topics reflect the current social context, which are engaging to the students and they are able to identify with the issues and apply them.
I hope to benefit from the district-wide OER funding, and establish a set of online resources for a core class like social problems and continue to make it current and identifiable for students.

Students enjoy the student-centered nature of this activity and are able to apply the sociological imagination to a social problem and consider social justice and equity as they develop solutions.

Sociology 3
Assessment Plan 1.1 Analyze social issues relating to women using sociological methods, concepts, & theories (Direct Exam)
Results: Exceeded
Overall Recommendations: Mid-Assessment cycle for 2015-2016, this course moved to the online/DE mode. It suffered from low enrollment. All of the materials (course outline, readings, exercises, exams) have been adapted for online instruction. Enrollment was full (in fact the course had a waitlist) and students are exceeding performance targets. It is difficult to compare the data from the online section to prior face-to-face sections, because the sample size of the face-to-face sections are too small. But, overall the assessment data suggests that moving the course to an online/DE mode was a smart choice as enrollment is up and students are exceeding performance targets. The sociology department will continue to offer this course online.

Assessment Plan 1.2 Apply the sociological imagination to the sociology of women with a commitment to social justice and equity in a diverse world (Student Artifact)
Results: Exceeded
Overall Recommendations: Students are exceeding the performance targets for each course SLO in the DE/Online format of the course. This suggests that this is a successful online course and one that students enjoy. Although not captured in the SLO data, students remark on their genuine interest for readings, assignments, tests, and quizzes.

Sociology 5
Assessment Plan 1.1 Apply sociological theories & concepts to written text (Pre/Post Test – repeat questions on Midterm & Exam)
Results: Met
Overall Recommendations: This is a useful assessment of students critical assessment of the place for sociology in the examination of race and ethnicity in U.S. society. Students generally understand the position of social scientists in 2016 on race and ethnicity, however, they will benefit with sharper understanding. As the key instructor for this course, more incentive to complete the readings actively is a key concern. Also, student centered learning activities to apply the theories and grasp the critiques.
As detailed above, preliminary data reveals that students may understand the general critique of scientific racism and cultural of poverty argument to explain that race/ethnicity are socially constructed. However, over and over again, students are citing the culture of poverty theory to explain current urban poverty; they omit the critique. Both questions assess whether students grasp the critique.
Post test results in the 90-100% range are ideal, as these are central SLOs for the course. Meeting the SLO by 70% suggests that some students have general ideas about sociological theories/perspectives on race/ethnicity, but may not have read the material closely.
As a result, I plan to push more of a focus on reading the actual readings on this subject and developing some engaging student centered activities so that they might further apply and be encouraged to actively read these essential readings. I will include pop quiz activities to make sure that students read the material.
I will attend the ASA annual meeting in Seattle, WA in August of 2016 where I will attend sessions on race/ethnicity and also sessions from teaching

sociology on student centered activities.
I would appreciate a membership to the ASA and subscription to teaching sociology to further student centered learning on this topic in the classroom. I will also appreciate the wider sociology faculty in the COA department to have resources like texts on student centered learning of sociology through useful how to texts:
(1) McKinney et al (2009) Sociology Through Active Learning (Sage) $65
(2) Fowler's (2006) Introduction to Group Activities in Sociology (Wadsworth) $35

Sociology 120
1.1 To provide basic training in sociological research methods (Student Artifact)
Results: Exceeded
Overall Recommendations: Continue to follow the Course Outline of Record for Soc 120 (no edits)
Continue to provide excellent instruction on research methods.

1.2 To think critically about the sociological research of others (Direct Exam)
Results: Exceeded
Overall Recommendations: Continue to follow the Course Outline of Record for Soc 120 (no edits)
Continue to provide excellent instruction on research methods.

1.3 To consider the ethical responsibilities of social science researchers (Direct Exam)
Results: Exceeded
Overall Recommendations: Continue to follow the course outline of record -- no edits for the 2016-2017 academic year.
Continue to provide high quality instruction in sociological research methods to our students.

1.4 To demonstrate familiarity with software platforms that sociologists use to conduct research (Student Artifact)
Results: Exceeded
Overall Recommendations: As stated above, the General Social Survey is a useful instructional tool and industry tool that exposes students to a central method used in social science research -- survey research methods.
The General Social Survey seems to update their software platform every two years. Our department should continue to include the web-based software used by the GSS in instruction as students can use this tool in other classes, when they transfer to a four-year university, graduate school, and the workplace. Familiarity with GSS Explorer is also a special skill that they should list on their CVs/Resumes, which will make them more marketable in the labor market.
It would be very useful, however, for the district/college to invest in SPSS, SAS, or STATA and provide certification for our students as this is a common expectation of sociology undergraduate courses/programs. An institutional license is costs between $3,000-$5,000.
Also, I remarked on the need for greater institutional accountability in training future researchers -- we need CITI training. The costs are approximately $3,000 for an institutional license.

Sociology Department Assessment Schedule

Course	Description	2015-16	2016-17	2017-18	SLOs
SOC 2	Social Problems	SLO1	SLO1	SLO1	3
SOC 3	Sociology of Women	SLO2	SLO1	SLO2	3
SOC 5	Minority Groups	SLO1	SLO1	SLO1	3
SOC 1	Introduction to Sociology	SLO1	SLO1	SLO1	3
SOC 120	Research Methods	SLO3 & SLO4	SLO1	SLO3	4

Contact: Sabeen Sandhu

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

All of the PLO and SLO data is documented in Taskstream. We also worked with an SLO coordinator to ensure that the department was current on SLOs and all data/discussion was entered.

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

Within Taskstream, as the full-time instructor of Sociology at COA, I have made note of the SLO results and also provided a narrative in the "Use of Results/Plan" sections. I have also provided a developed narrative, explaining data-based recommendations in the "Overall Recommendations" sections. In addition, each APU or Program Review, is completed with SLO data details and discussion (as in this document)

VII. New Resource Needs Not Covered by Current Budget

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
NO REQUEST AT PRESENT						

- **Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
(1) Software SPSS $2,250 ATLAS.TI $6,900 (2) Notebooks for the Classroom $1,348.00 (w/tax & eco fee)	Yes Yes, but did not receive – issue with vendor	PLO 1 Sociological Competence PLO 2 Transferability and Labor Market Skill	Yes Sociology 1, 2, 3, 5, & 120 (SLO #1) Sociology 120 1.4	Enhances applicability of difficult theories, concepts, tools & may contribute to student success Makes students more marketable on the job market and for other educational institutions Bridges the digital divide	ILO 1 Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement ILO 2 Use technology and written communication to discover, develop, and relate critical ideas in multiple environments. ILO 5 Accept personal, civic, social and environmental responsibility in order to become a productive local and global leader.	A.1 Student Access A.2 Student Success A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, student leadership development, student learning service programs, student employment. A. 4 Student Equity Planning: address the achievement gap through fully developing and implementing the student

						success and equity plans at each campus
						C.2 Student Success: develop an innovative student success program at each college

- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
(1) Social and Behavioral Sciences Computer Lab (2) Social and Behavioral Sciences Reading Room (3) DE/ONLINE Studio for Faculty	Yes NO – New Yes	PLO 1 PLO 2	SLO #1.1 for Sociology 1, 2, 3, 5, and 120 SLO #1.4 For 120	Enhances access for students and equity (success measures)	ILO 1 Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement ILO 2 Use technology and written communication to discover, develop, and relate critical ideas in multiple	A.4 Student Equity Planning: C.2 Student Success: D.1 Service Leadership

						environments. ILO #3 Exhibit aesthetic reflection to promote, participate, and contribute to human development, expression, creativity, and curiosity. ILO #4 Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

- **Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
1. American Sociological Association Annual	Yes (Current Request is for Renewal)	PLO #1 & 2	Yes – see SLO #1.1 for each course (Soc 1, 2, 3, 5, & 120) -	Yes – see alignment w/College and PCCD goals	ILO 1 Solve problems and make decisions in life and work using	A.1 Student Access

Membership (w/subscription to sections, TRAILS, JSTOR, and annual meeting registration) 2. Pacific Sociological Association Annual Membership (w/annual meeting registration) 3. California Sociological Association Annual Membership (w/annual meeting registration) 4. Academic Training to Develop Social Statistics/Survey Research Design Courses (TOTAL COST $1380)			Analysis of social issues related to each subfield of sociology		critical thinking, quantitative reasoning, community resources, and civil engagement ILO 2 Use technology and written communication to discover, develop, and relate critical ideas in multiple environments.	B.2 Partnerships C.2 Student Success

Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.
∗ Academic Excellence

∗ Budgetary Competence

∗ Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

College of Alameda Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	

A: Advance Student Access, Equity, and Success	**A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. **A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc. **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships. **B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.