Q21. Welcome to COA's new, online portal for completing your Instructional Program Review. Your work will be saved at the end of each section. If you partially complete a section, *that* section's responses will not be saved. Prior sections will should you need to stop and leave the portal for a period of time and then come back to it. If you have any questions during the process, please email Interim Dean Karen Engel at kengel@peralta.edu or call or text her cell phone at (510) 381-5292. Thank you!

Q1. Please select the discipline, department or program:

SOC

Q2. Please provide the name of the person(s) completing this Program Review:

Sabeen Sandhu

Q3. Please provide a mission statement or brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how [the program] aligns with the college mission statement.

Mission Statement

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.

Primary Goals & Objectives of the Department

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.

Degrees & Course Offerings

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).

Trends Affecting the Discipline/Department/Program

Community colleges are the fastest growing segment of higher education in the U.S. (Boggs 2010). Additionally, community college students have greater diversity (age, ethnic, national origins, socioeconomic, disability) than students in other academic settings (Boggs 2010; Horn and Neville 2006). The current of political climate, including policy changes on immigration (DACA) as well as proposed tax reforms may increase enrollment, including vulnerable student populations (Renzulli et. al. 2017). The COA sociology department's attention to social justice and training in the analysis of social problems and proposed solutions will prove useful to the student population and contribute to social change at individual, family, community, and societal levels.

With the state push for the Z-degree (zero cost) the department is working to develop digital content available through our library and also OER (open educational resources). Additionally, the transition to the course management software, Canvas, will enhance universal design and aid in access to cutting edge resources.

Sociology Program's Alignment w/COA's Mission Statement

COA's sociology program is clearly aligned with the wider college's mission and goals (academic excellence, budgetary competence, and community engagement). All of our courses are transferable to the UC and CSU system. Moreover, curriculum is current and inclusive of cutting edge research and technologies. Our team of full-time and part-time instructors are also positioned in sociology departments at research universities and in some of the fastest growing areas of the labor market (data scientists and consultants).

Q23. CURRICULUM

Q7. Please attach your most recent (within the past 3 years) curriculum review report. If you don't have one, please proceed to the next question.

Q8. Have all of your course outlines of record been updated or deactivated in the past three years?

- (•) Yes
- ( ) No

Q9. Please list the courses that still need updating and specify WHEN WILL YOUR DEPARTMENT UPDATE each one, within the next three years (please enter a month and year).

This question cannot display in the requested

Q17. Please list the courses you plan to DEACTIVATE and the date you will do so.

This question cannot be displayed on the respondent

Q10.
What are the discipline, department or program of study **plans for curriculum improvement** (i.e., what are the courses or programs to be developed, enhanced, or deactivated)?

The department is currently developing four courses: (1) statistics for the social sciences; 2) first year sociology seminar/freshman seminar (3) applied sociology; and (4) elective courses like the sociology of health.

Based on data regarding student majors and career goals (health sciences and data science), instruction in social science statistics, the sociology of health, and also applied sociology will not only be intellectually fulfilling, but academically advantageous as students transfer and enter the labor market.

Both, the American Sociological Association (ASA) and the American Academy of the Advancement of Science (AAAS) document that sociology is a critical part of the science community and is a STEM discipline (Hillsman 2015). For example, the new MCAT exam includes basic questions on sociology and also the social determinants of health. This is even more cause to offer the sociology of health and also suggests sociology will be increasingly popular course offering to undergraduate students.

Additionally, the American Sociological Association's Taskforce on Program Review (2014), recommends that every undergraduate sociology program should include a first year or freshman sociology seminar. While not part of curriculum at the UC and CSU systems, most sociology programs offer a freshman/first year seminar which will make our program one of distinction.

Q12. Please list the name and type of **degree** your program offers.

	AA	AS
Enter name of degree: Sociology	◉	○
Enter name of degree: Transfer -- Sociology	◉	○
Enter name of degree:	○	○
Enter name of degree:	○	○
Enter name of degree:	○	○

Q16. Please list the name and type of **certificates** your program offers.

	CA	CP
Enter name of certificate:	○	○
Enter name of certificate:	○	○
Enter name of certificate:	○	○
Enter name of certificate:	○	○
Enter name of certificate:	○	○
Enter name of certificate:	○	○

Enter name of certificate		
Enter name of certificate		
Enter name of certificate		
Enter name of certificate		

Q13. Please specify how much of each **DEGREE** can be completed online.

	NOT online	At least 50% is online	100% is online (Distance Ed)
Sociology			◉
Transfer -- Sociology			◉
Enter name of degree			
Enter name of degree			
Enter name of degree			

Q92. Please specify how much of each **CERTIFICATE** can be completed online.

	NOT online	At least 50% is online	100% is online (Distance Ed)
Enter name of certificate			
Enter name of certificate			
Enter name of certificate			
Enter name of certificate			
Enter name of certificate			
Enter name of certificate			
Enter name of certificate			
Enter name of certificate			
Enter name of certificate			
Enter name of certificate			

Q24. ASSESSMENT

Q20. Please attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years (or the most recent year with SLO assessments). Please review the "At a Glance" reports and answer the following questions:

TaskstreamSummarySociologySLOS 20162017.docx
153.4KB
application/vnd.openxmlformats-officedocument.wordprocessingml.document

Q14. How does your discipline, department or program ensure that students are aware of the student learning outcomes (SLO's) of the courses and instructional programs in which they are enrolled?

- [x] Provide in writing on first day of class
- [ ] Post on the program website
- [ ] Post on department bulletin board
- [x] Other (please describe): First day of class assessment activity - students provide informed verbal consent to participating in assessments for COA & PCCD. Students are asked to take a pre-test for assessment purposes.

Q19. Where are your discipline, department or program course and program student learning outcomes (SLO's) published?

- [x] Syllabi
- [x] Course Catalog
- [ ] Department Website (please provide link to SLO's)
- [x] Other (please specify): Moodle & Canvas Course Pages

Q22. Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example.

- [x] Significant change or improvement #1:

Data from Sociology 5 (Minority Groups) yielded the following plan in the 2014-2015 academic year:
(1) Continue to assign this assignment
(2) Continue to mandate one-on-one meetings w/Instructor for consultation/guidance/feedback
(3) Encourage the College/District to invest in technology (software for the social sciences courses) - use assists in exceeding student learning outcomes, make our students transfer ready; and also will help them in the labor market.

While the department was not able to purchase SPSS due to a problem in the categorization of the IBM invoice, students build some amount of quantitative literacy in the social sciences by using free platforms like the U.S. Census's American Factfinder 2 and the GSS explorer. We hope to acquire SPSS and/or ATLAS.ti in the future.

- [x] Significant change or improvement #2:

For Sociology 120 (Sociological Research Methods) students exceeded the SLO performance benchmark for sociological competency in methods. Nevertheless, the department is encouraged to build a program of distinction with additional instruction on methods. As indicated, it may be beneficial to Continue to provide high quality instruction in sociological research methods to our students. We hope to break research methods apart and offer two semesters of training, with a sequence of quantitative and qualitative methods.

- [x] Significant change or improvement #3:

For Sociology 120 (Sociological Research Methods) again, students are exceeding the SLO performance benchmark for training in ethics. However, it is important to mirror the experiences at a research institution and the professional world by providing students with certification or CITI training (the current standard). As stated in the SLO overall recommendations:

Sociology instructors of sociology 120 (and all sociology courses) should continue to devote attention to ethics in social science research. A quiz of the readings is closest to the CITI or IRB training, which would be a plus for students. They would be certified and a step ahead of their counterparts once transferring to a four year university or when working in a research setting that definitely requires training in research ethics. It would set the College of Alameda a part from other institutions if we obtain a CITI training license (~$3,000) and provide certification. It would also help fellow faculty.

☐ (Optional) additional significant changes or improvements:

Q93. Please attach the data from the "Status Report" section of TaskStream for the findings discussed above.

SocGoalAlignmentReport.pdf
119.9KB
application/pdf

Q26. Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and/or program level improvement for the next three years as a result of what you learned during the assessment process. Please state the course number or program name for each example.

Plans for improvement include:

(1) For Sociology 1 (Introduction to Sociology)
While students are sociologically competent, with additional funding, the course will continue to produce successful sociologist through software and additional access to journals/publications/data.

(2) For Sociology 3 (The Sociology of Women) At midterm, students are exceeding SLOs and gaining mastery in the sociology of women. Course content and assignments are providing sound training. Additional departmental funding should be used to keep the course current with the acquisition of new publications and instructor training through conference attendance or professional development courses.

(3) For Sociology 120 (Research Methods) While most students did well on this assignment in terms of scores, the instructor of this section had to assist most students with navigating this website and the GSS explorer software.
The scores indicate success in the performance objective, however, students need to gain even more familiarity with the platform and other software like SPSS to gain proficiency in quantitative methods. The department should included SPSS training or use of quantitative data in all courses. The department should appeal for funding for this software on our campus.
(3) CITI Training and the possibility of certification in social science research methods. This would be beneficial for all disciplines with a research agenda.

Q94. Please attach the data from the "Assessment Findings and Action Plan" section of Taskstream for each example discussed above.

OfflinePDF_39975.pdf
931.6KB
application/pdf

Q27. Describe how assessment results for **Distance Education** courses and/or programs compare to the results for the corresponding face-to-face classes, if applicable.

Data are not disambiguated between face-to-face and online sociology course offerings like Sociology 1 and 5. In the future faculty will be sure to conduct separate assessments. Discussion below is based on what data is available for DE compared to face-to-face instruction for Sociology 3, which moved from face-to-face to online only between 2014 and 2015.

Q28. Describe assessment results for courses with **multiple sections**. Are there similar results in each section?

It is important to note that a two of our courses suffer from low enrollment as face-to-face courses: (1) Sociology 3: The Sociology of Women; and (2) Sociology 120: Sociological Research Methods. While COA is the only PCCD campus offering Soc 3, Soc 120 is offered only only during Spring semesters per a wider agreement with sociologists at BCC, Laney, and Merritt.
There are no differences in outcomes for Soc 3 face-to-face and online, except that enrollment is double for online sections.
As detailed in Taskstream, 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. Results are similar.

Q29. Describe your discipline, department or program participation in assessment of COA's institutional level outcomes (ILOs).

The Sociology department has not formally nor separately assessed ILOs. However, the main program objectives and SLOs are mapped to the ILOs and detailed in a later part of this program review (see funding/equipment requests).

The mission statement of the sociology department nicely encompasses COA's ILOs of:

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

Q30. How are your course and/or program level outcomes aligned with COA's institutional level outcomes (ILOs)? Please describe the "Goal Alignment Summary" from TaskStream.

Program & Course SLOs are aligned w/ILOs of Civic Responsibility, Interpersonal Skills, Problem Solving and Decision Making, Reflection, Participation, Creativity, Technology and Communication.

Q95. Please attach the "Goal Alignment Summary" from TaskStream.

SocGoalAlignmentReport.pdf
119.9KB
application/pdf

Q31. INSTRUCTION

Q32. Describe **effective and innovative strategies** used by faculty to involve students in the learning process.

COA Sociology instructors follow the recommendations and best practices established by the American Sociological Association. Instructors provide students with training that is multicultural, diversity focused, international, quantitative, and writing intensive. Instructors are moving in the director on open educational resources, utilizing the ASA's free publications and well as our library's to reduce costs and provide recent publications to students. Students are trained with an eye on labor market needs in demography and big data also. Instruction takes on many forms, including numerous applied and out of class learning opportunities.

Q33. How has **new technology** been used by the discipline, department or program to improve student learning?

The department recently acquired 17 Chromebooks and 4 tablets. They are currently used in face-to-face courses. In the past, student use of Moodle was inconsistent and many did not inform instructors of access issues until late in the term. Now, with the use of technology on the first day of class, students are making use of our college resources as well as sociological resources, which will help with sociological competencies. While not yet assessed, I hypothesize writing will improve with more hands-on workshops research and writing in class activities.
Students are also gaining quantitative literacy with website visitation of sites like the General Social Survey, trial software of SPSS, and other sites like the U.S. Census, migration policy institute, and ICPSR.

Q34. How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face-to-face, hybrid (some online but not 100%), and Distance Education (100% online) courses?

The sociology department currently offers face-to-face and distance education courses. All instructors teaching online are trained by PCCD and other institutions (CSUEB, SCU, UCSF). Our online courses adhere to the course outline of record and are rigorous. As indicated by the data below, student success outcomes are similar. Our instructors provide means for contact -- phone, email, and video conferencing to maintain academic integrity and consistent academic standards.

Q35. If your program offers Distance Education classes, how do you ensure they have the same level of rigor as the corresponding face-to-face classes?

Our DE sociology courses are just as rigorous, if not more, than face-to-face classes due to our evaluation process. All online instructors have been evaluated. Additionally, instructors use a wide range of DE resources to facilitate the learning objectives of the course -- website visitation, technologies to assist with discussion, a focus on maintaining social presence in online classes.

Q36. Briefly discuss the enrollment trends of your discipline, department or program over the past three years. An "**Enrollment Trends**" data dashboard is available on the left side of the COA Program Review webpage. Please sure to set the filters for College of Alameda and then your program and courses.

Overall, enrollment has increased between 2014 and 2017. Current enrollment for sociology (476) is the highest over the last three years. This is the result of expansion of the department. In 2013, the department offered five course. Currently, the department offers nine courses, four are distance education courses. Our enrollment in face-to-face and online courses are converging and we currently enroll more online students than face-to-face. This suggests our department has potential for more growth with the expansion of our DE program. We might even be able to garner enough enrollment to hire a second full time faculty member.
Most students are women and students of color (Black, Hispanic, and Asian). The fact that the largest group of students of color are Black, presents an opportunity to participate in the Men of Color initiative on campus and also collect data regarding DE performance, which is problematized in the research on education.
Most students are traditional students, aged 19-24. However, the 35-54 age bracket remains large and are re-entry students. Often, these students take sociology courses for graduate school requirements and present an opportunity for additional growth and marketing.
Additionally, overall fewer students report being "low income," which makes sense as the Federal Reserve suspended quantitative easing two years ago. Although there is a slight uptick between Spring 2016 and 2017. Our college and department should monitor this population, as research indicates (Renzulli et.al. 2017) economic shocks do not deter students from college, but do change academic paths in the direction of community colleges.
Fewer students are Veterans, disabled, and foster youth.

Q31. Feel free to download your data (see "Download" at the lower right corner of the Enrollment dashboard) and attach data here.

Enrollment Data Soc.xlsx
3.6MB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q32. Please provide an explanation of student demand for specific courses (or lack thereof).

Enrollment has typically been low for early morning and late afternoon sections of elective courses (Sociology 3 and 5). Most of our face-to-face courses are offered between 10 am and 1 pm, with little demand before or after these times. We offer one evening course, which is frequently cancelled due to low enrollment. Our DE courses are in high demand and usually have full waiting lists. This suggests we might be able to expand online course offerings and also courses between 10 and 1.

Q33. Find the "**Productivity**" data dashboard on the left side of the COA Program Review webpage. Filter for your program and/or course. Compare the productivity (total FTES/total FTEF) for your discipline, department or program to that of the College's overall productivity rate. College of Alameda's overall productivity rate for 2016-17 was 15.46. Definitions can also be found on the COA Program Review webpage.

The sociology department's productivity rate is lower than prior semesters (17.1), but still exceeds the overall average for the College of Alameda. Productivity is higher during day instruction than evening. Our peak semester's of productivity were the Spring of 2015 and Fall 2016.

Q34. What are the salient factors, if known, affecting the enrollment and productivity trends for your program with you mention above?

Enrollment is the salient factor in productivity trends. Both the Spring of 2015 and Fall of 2016 were peak semesters of enrollment. We also offered two courses at high schools in the Fall of 2016.

Q35. Are courses scheduled in a manner that meets student needs and demands?

- (●) Yes
- ( ) No

Q36. How do you know whether or not courses are scheduled in a manner that meets student needs and demands?

Courses are offered after consideration of sociology offerings at our sister colleges (Laney, BCC, and Merritt). The department weighs enrollment data and approval of our division dean for schedules. Additionally we consult with students and counselors regarding schedule needs. Moreover, we structure curriculum with sequencing in mind -- each semester we offer sociology 1, 2, 3, and 5, and offer 120 in the spring. Intersession courses are generally sections of sociology 1, to help students sequence courses and meet prerequisites.

Q37. Please provide any recommendations and priorities for improving enrollment in your program.

The department's goal is to offer a minimum of two sections of each course (face-to-face and DE). We might expand our marketing and reach out to institutions in need of our courses (ex. nursing, physical therapy graduate programs).

Q38. STUDENT SUCCESS & STUDENT EQUITY

The course completion standard *(percentage of students earning a grade "C" or better, or earning "Credit")* for the College of Alameda is 66%. In the sections below, please describe the course completion rates for each of the courses in your discipline, department or program for each of the past three years. [Please access the "**Course Completion**" data dashboard on the left of the COA Program Review webpage to access this data. Use the DE filter to evaluate face-to-face courses (set the DE filter to "NULL" by themselves, hybrid and distance ed. courses]. To download an image of your dashboard - see the "Download" button at the lower right corner of the dashboard. Feel free to attach the data here **OR** enter it in below.

SocCompletion.pdf
112.8KB
application/pdf

Q39. Please enter the course completion rate for each of the **face-to-face (NOT online - set DE filter to "NULL")** course in your program for each of the last three years.

	2014-15 Completion rate (%)	2015-16 Completion Rate (%)	2016-17 Completion Rate (%)
Course Name & Number (Soc 1) Introduction to Sociology	71	77	65
Course Name & Number (Soc 2) Social Problems	60	43	75
Course Name & Number (Soc 3) Sociology of Women	68	69	61
Course Name & Number (Soc 5) Minority Groups	83	94	74
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			

Course Name & Number			

Q40. Please review the student equity "**Course Completion**" data provided on COA's Program Review website. Are there any differences in **face-to-face** course completion rates when dis-aggregated by the following sub-populations.? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	Answer 1
Age	◉	○	Traditional (19-24) and Older Students (55 Above) have slightly lower success rates than other age cohorts. The 16-18 age bracket has higher completion rates.
Ethnicity	◉	○	Sharp recent decline in PI completion rates; higher rates of completion for Hispanic students; negligible differences for other groups
Gender	○	◉	
Foster Youth status	◉	○	High rates of completion (100%). I suspect this is the result of small numbers.
DSPS (disability status)	◉	○	Lower rates for DSPS students (50%) But this is a sharp decline from 75% and then an increase from 33%.
Low income status	◉	○	Lower rates for low income students

Veterans status	○	◉	100% completion rate

Q48. Please discuss the differences (if any) in **face-to-face** course completion rates across dis-aggregated groups.

While the sample size of students is generally small for sociology, dimensions of inequality actually have unexpected completion outcomes -- ethnicity (Hispanic), Foster Youth Status, and Veteran Status lead to higher completion rates. On the other hand, there is a sharp and recent decline in completion rates for Pacific Islanders and traditional students aged 19-24, as well as lower rates for low income status students.

Q101. Does your program offer any hybrid (more than 51% online) or distance education (100% online) courses?

- ◉ Yes
- ○ No

Q41. Please enter the course completion rate for each of the **HYBRID (more than 50% but less than 100% online - see this in the "DE" filter)** course in your program for each of the last three years.

	2014-15 Completion rate (%)	2015-16 Completion Rate (%)	2016-17 Completion Rate (%)
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			

Course Name & Number			
Course Name & Number			

Q42. Please review the student equity data provided on the "**Course Completion**" data dashboard on the COA Program Review website (click on your program's name). Are there *differences* in the **HYBRID** course completion rates when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	Answer 1
Age	○	◉	
Ethnicity	○	◉	
Gender	○	◉	
Foster Youth status	○	◉	
DSPS (disability status)	○	◉	
Low income status	○	◉	
Veterans status	○	◉	

Q49. Please discuss the differences (if any) in **HYBRID** course completion rates across dis-aggregated groups.

No HYBRID courses offered

Q45. Please enter the course completion rate for each of the **Distance Education (100% online) - using the "DE" filter -** course in your program for each of the last three years.

	2014-15 Completion rate (%)	2015-16 Completion Rate (%)	2016-17 Completion Rate (%)
Course Name & Number (Soc 1) Introduction to Sociology	75	79	57
Course Name & Number (Soc 2) Social Problems	78	64	76
Course Name & Number (Soc 3) Sociology of Women	NA	73	65
Course Name & Number (Soc 5) Minority Groups	77	82	74
Course Name & Number (SOC 120) Research Methods	NA	63	68
Course Name & Number			
Course Name & Number			

Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			

Q46. Please review the student equity data provided on the **Course Completion** dashboard (using the "DE" filter) on the COA Program Review webpage. Are there *differences* in the **Distance Education (100% online)** course completion rates when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	Answer 1
Age	◉	○	Decline to 33% for 19-24 age bracket
Ethnicity	◉	○	Decline for white students
Gender	◉	○	Men have a 33% completion rate
Foster Youth status	○	◉	
DSPS (disability status)	○	◉	
Low income status	○	◉	
Veterans status	○	◉	

Q51. If there are differences in course completion rates between **face-to-face** and **Distance Education/Hybrid** courses, how does the discipline, department or program deal with them ?

The department will monitor the completion rates for courses like Sociology 1, given the sharp recent decline in completion rates. With data documenting additional vulnerabilities for the 19-24 age bracket, men, and white students, more online tutoring and outreach by instructors may be necessary.

Q52. How do you assess the overall effectiveness of **Distance Education/Hybrid** courses?

The same SLOs are used for DE sections of courses as face-to-face.
Students also complete an exit survey with useful data yields documented in last year's APU.

Q64. Using the "**Retention**" data dashboard on the COA Program Review webpage, please enter program's overall **retention rate** (after the first census, the percent of students earning any grade by a "W" in a course or series of courses) for each of the last three years (filter for College of Alameda and your Department).

	2014-15 Retention rate (%)	2015-16 Retention Rate (%)	2016-17 Retention Rate (%)
Program Retention Rate	79	83	76

Q53. Describe the discipline, department, or program retention rates for the past three years.

The retention rate for the sociology department is higher than the standard of 47%, although it has dropped from 83 to 76 percent.

Q54. How does your discipline, department, or program course **retention rates** compare to the College's retention standard? College of Alameda's retention rate standard is: 47%.

- (•) Higher
- ( ) The same
- ( ) Lower

Q56. Please review the student equity data available in the "**Retention**" data dashboard by filtering for your Department and (course) Catalog Description as well as each of the sub-populations listed below. Are there differences in the course **retention rates** when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	Answer 1
Age	(•)	( )	The age bracket of 25-29 has lower rates of retention
Ethnicity	(•)	( )	Lower rates for PI and Two or More Race
Gender	( )	(•)	
Foster Youth status	( )	(•)	
DSPS (disability status)	( )	(•)	
Low income status	(•)	( )	Higher Rates of Retention
Veterans status	( )	(•)	

Q57. What has the discipline, department, or program done to improve course completion and retention rates?

The Sociology department participated in "Early Alert" for one semester. Beyond this, instructors reach out to students with poor attendance on an individual basis.

Q58. What is your program planning to do over the next three years to improve course completion and retention rates?

More outreach to students; working in concert with counseling and the division dean; inquiry into Early Alert; tutoring.

Q65. Using the **Degrees and Certificates** data dashboard on the COA Program Review webpage, please review the number of degrees and certificates awarded by your program each year, for the past three years. Please attach a data chart here (you can download an image of your dashboard by clicking "Download" in the lower right corner, saving, and attaching here) or enter the data in the question below.

SOCDeg. and Cert. Comparison.pdf
80.9KB
application/pdf

Q66. If you do not attach a data chart above, please enter the information here:

	Number of Awards 2014-15	Number of Awards 2015-16	Number of Awards 2016-17
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			

Q67. What has the discipline, department, or program done to improve the number of degrees and certificates awarded?

The department now offers the AA-T in Sociology. As a result the number of degrees awarded doubled across.

Q68. What is the discipline, department, or program planning to do over the next three years to improve the number of degrees and certificates awarded?

The department will alter the transfer model curriculum to add courses students frequently take. This may increase degrees awarded. Additionally, instructor will publicize the degrees in courses.

Q69. HUMAN, TECHNICAL, and PHYSICAL RESOURCES (including equipment & facilities)

Q70. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

	Enter numbers
Full-time faculty headcount	1
Part-time faculty headcount	3
Total FTEF faculty for the discipline, department or program	1
Full-time/part-time faculty ratio	.33
Classified staff headcount	0

Q71. Describe your current utilization of facilities and equipment.

Please refer to the "Prior Year Resource Utilization Self Evaluation Template."
The Sociology department was unable to purchase software (SPSS) due to categorization as a supply. In lieu of software, the department purchased 17 chromebooks, a chromebook cart, and three tablets. We are currently integrating these technologies in the classrooms, which will likely increase student success, ameliorate the digital divide, and perhaps improve retention rates.

Q72. What are your key **staffing** needs for the next three years? Why?

The department is seeking 1-2 part-time sociologists, but ideally needs one additional full-time hire due to the growth of our DE program and expansion of our course offerings. The department seeks an instructor specialized in the sociology of inequalities with training and teaching experience in quantitative research methods and applied sociology.

Q98. Please provide evidence to support any request for additional staffing such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.

Course Enrollment by Time of Day (1).pdf
71.3KB
application/pdf

Q73. What are your key **technological** needs for the next three years? Why?

As indicated in the Taskstream report attached below, quantitative literacy is a critical part of sociological training. While our students are exceeding performance objectives, to remain current, our department will need software like (SPSS and ATLAS.ti) Both cost around $20,000 together for an annual subscription.

Q99. Please provide evidence to support any **technology resource** request such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.

Q74. What are your key **facilities** needs for the next three years? Why?

Upgraded smart classrooms; sociology library; as detailed in past three APUs.

Q100. Please provide evidence to support any **facilities request** such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents **here.**

Q75. Please be sure to complete the "Prior-Year Resource Utilization Self Evaluation" template available on your program's Program Review webpage - click on your program's name and select "Prior Year Resource Utilization" Template." Upload the completed template here:

Prior-Year-Resource-Utilization-Self-Evaluation-Template (2).xlsx
21.4KB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q97. Please be sure to complete the Comprehensive Instructional Review Resource Request for template available on your program's Program Review webpage - click on your program's name and select "Resource Request Template." Upload the completed template here:

Comprehensive-Instructional-Program-Review-Prioritized-Resource-Requests-Summary (2).xlsx
38.6KB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q76. COMMUNITY, INSTITUTIONAL, and PROFESSIONAL ENGAGEMENT & PARTNERSHIPS

Q77. Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities.

Full-Time Sociology faculty are active on the committees listed below. Additionally, all faculty are members of the American Sociological Association, the Pacific Sociological Association, the California Sociological Association, and the Society for the Study of Social Problems.

Q78. Please list the committees that full-time faculty participate in.

Committee 1	Professional Development Committee (CHAIR)
Committee 2	Academic Senate (Senator)
Committee 3	Health & Safety Committee
Committee 4	Facilities Committee
Committee 5	
Committee 6	
Committee 7	
Committee 8	
Committee 9	

Q79. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

The Sociology Department helped organize the AAUW October panel on "American Muslims: Fact or Fiction" and also this year's AAUW panel on Immigration.
The Sociology Department serves as faculty advisor for the Muslim Student Association and also Students Against Mass Incarceration.

Q80. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Part Time faculty are welcome to all COA meetings, events, and use of departmental resources. Over the past three years, part time faculty have played a role in accreditation, SLOs, program development and curriculum development, and also the transfer experience to CSUEB in particular.

Q81. PROFESSIONAL DEVELOPMENT

Q82. Please rank order the types of professional development (PD) needs or your discipline or department. Drag each item to place it in the appropriate order. Add types of PD by filling in the blanks.

Classroom technology	1
Other (please specify) Currency in Sociology	2
Use of online resources	3
Instructional methods	4
Cultural sensitivity	5
Faculty mentoring	6
Other (please specify) Safe Office Space	7
Other (please specify)	8

Other (please specify) 9

Other (please specify) 10

Q83. Please describe the professional development needs of your discipline or department.

Currently full-time faculty and part-time faculty can apply for professional development funding through the PD Committee. The department may require additional funding for courses in sociology, software. Ex. Atlas.ti Training $700.

Q84. How do you train new instructors in the use of Distance Education platforms?

One-on-one training with lead sociology faculty; encouragement to enroll in Alexis Alexander's online courses; direction to free websites for DE learning.

Q85. Is your program's method for training new instructors in the use of Distance Education platforms sufficient?

- ○ Definitely yes
- ○ Probably yes
- ◉ Might or might not
- ○ Probably not
- ○ Definitely not

Q86. DISCIPLINE, DEPARTMENT, OR PROGRAM GOALS & ACTIVITIES

Q87. Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: You will also be asked to complete and Integrate Goal Setting Table in the next section. Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

The Sociology Department has the following four interrelated goals:
(1)To prepare and enable our sociology students to successfully transfer to four year colleges/universities and flourish as sociology majors.
(2) To build sociological competency (theory, concepts, methods, empirical research).
(3) To apply the sociological imagination to everyday life with a commitment to social justice and equity in a diverse world.
(4) To grow COA's sociology program.
Most students participate in our program to transfer or fulfill requirements for graduate education. Some even take courses just for the sake of learning. Therefore, in order to meet these diverse needs, our department goals focus on building sociological competency, providing instruction from the perspective of the sociological imagination, which will help students transfer or enroll in programs of their choosing. Students will be well prepared and achieve great success with growth of our program to include course offerings like statistical methods in the social sciences, a freshman seminar, applied sociology, as well as more electives.

Q89. On your **Program Review** webpage (click on your program's name), find and complete the "Comprehensive Instructional Program Review Integrated Goal Setting Template." Align your program goals (described briefly above) to the college mission statement and goals and the PCCD strategic goals and institutional objectives. Once the template is complete, SAVE it with your program name and upload it here.

Sociology_Integrated-Goal-Setting-Template (1).xlsx
37.8KB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

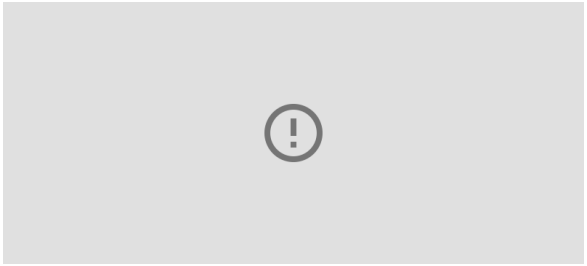
Q90. Congratulations! You have completed your Program Review for 2017-18!

PLEASE NOTE: Once you select "Go to the Next Section" below, the information you have entered will be submitted and reviewed by the College of Alameda Validation Committee. A member of your Review Team will contact you about next steps. DO NOT go to the next section until you are finished with every section as doing so will lock you out of the form. Thanks.

Location Data

Location: (37.773498535156, -122.27880096436)

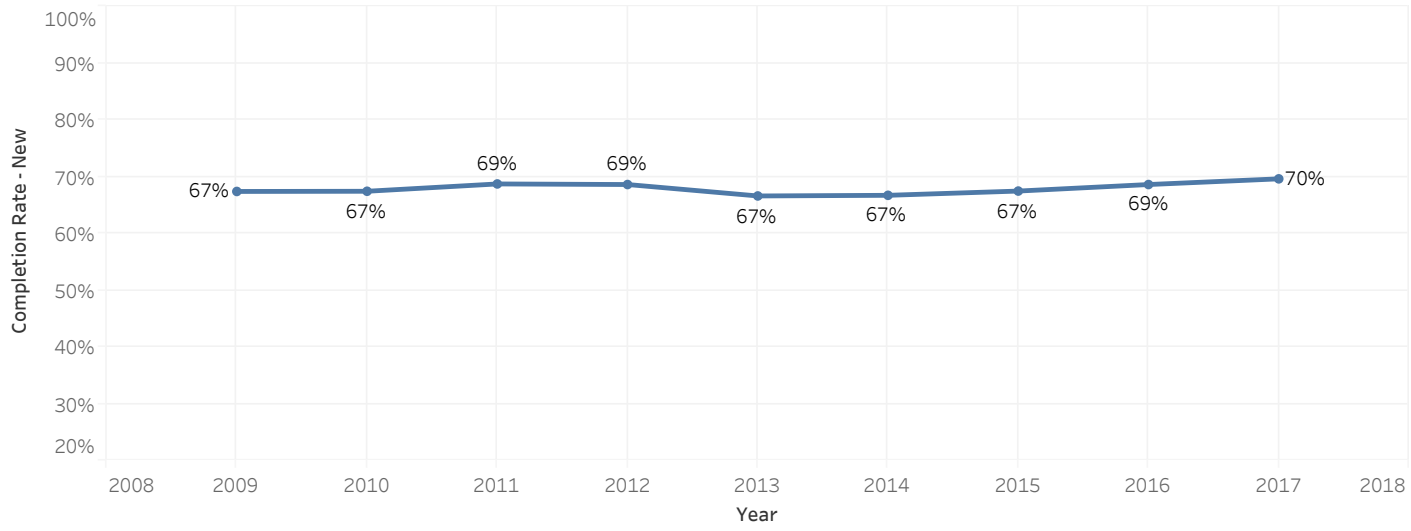
Source: GeoIP Estimation



Group 1	Campus	Semester	Department	Catalog Description	Catalog Number	Distance Education
	All	All	All	All	All	All

Age Range	Gender	Ethnicity	Dsps	Low Income	Veteran	Foster Youth
All	All	All	All	All	All	All

Completion Comparison - Group 1



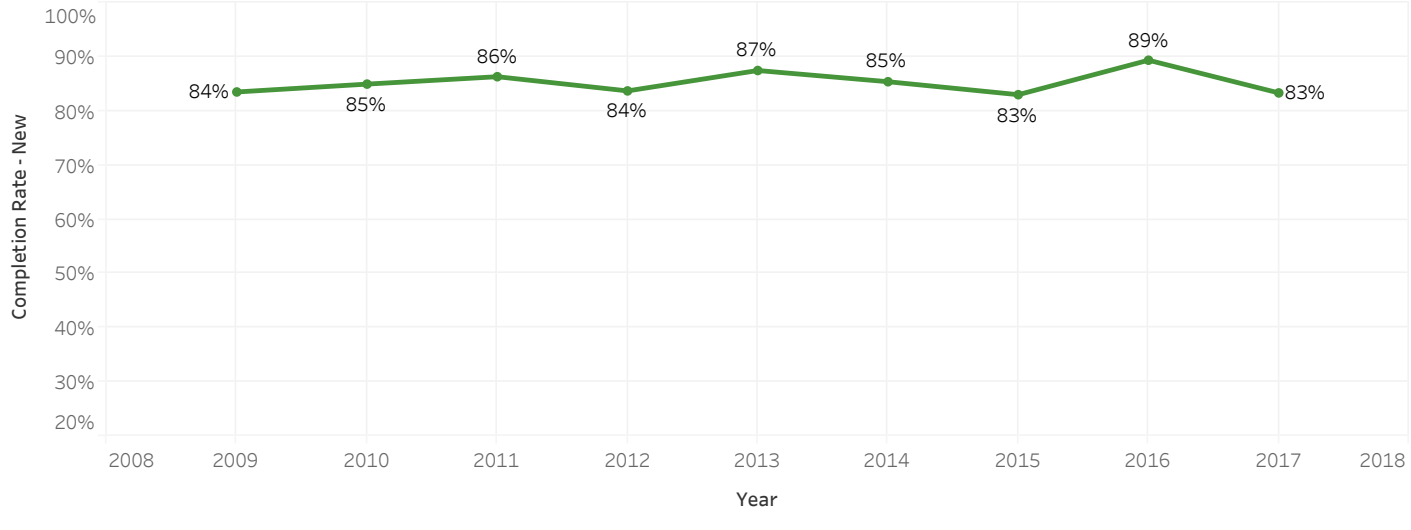
Year

	2009	2010	2011	2012	2013	2014	2015	2016	2017
Completion Rate - New	67%	67%	69%	69%	67%	67%	67%	69%	70%
Success Count	66,977	112,605	109,407	102,600	106,240	107,088	107,415	104,451	45,742
Total Graded	99,398	167,028	159,239	149,555	159,541	160,543	159,245	152,257	65,718

Group 2	Campus	Colle..	Semester	All	Department	HLTOC	Catalog De..	All	Catalog Nu..	All	Distance E..	Null

Age Range	Gender	Ethnicity	Dsps	Low Income	Veteran	Foster Youth
All	All	All	All	All	All	All

Completion Comparison - Group 2



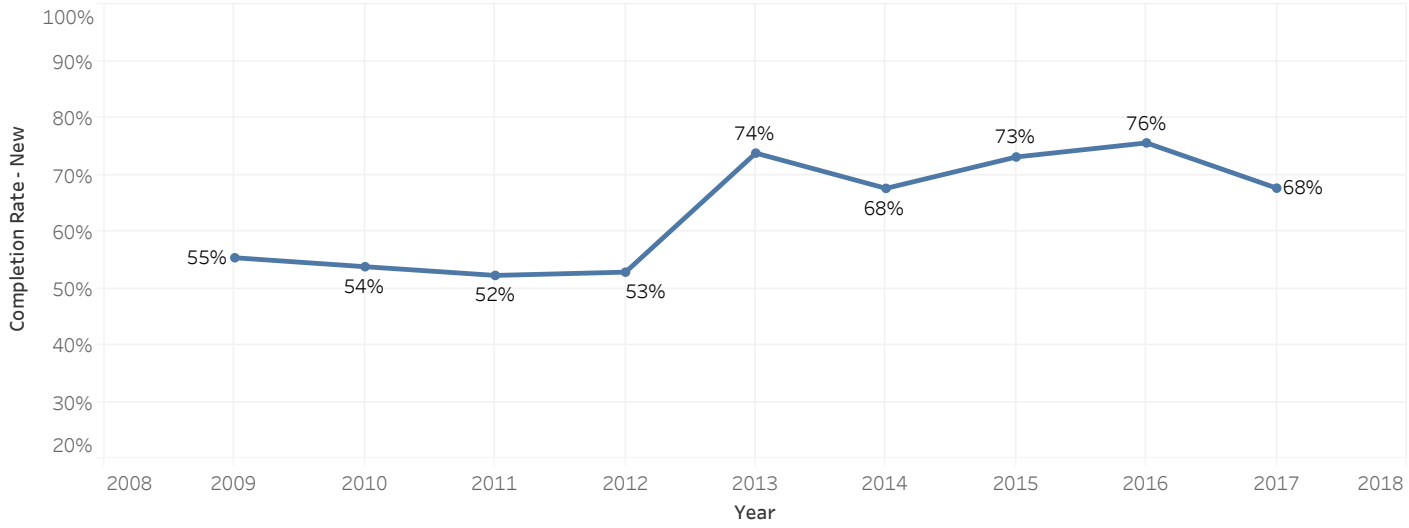
Year

	2009	2010	2011	2012	2013	2014	2015	2016	2017
Completion Rate - New	79%	83%	85%	81%	82%	81%	76%	86%	84%
Success Count	466.0	478.0	575.0	592.0	527.0	463.0	368.0	413.0	256.0
Total Graded	588.0	574.0	680.0	734.0	644.0	575.0	484.0	480.0	305.0

Group 1	Campus	Semester	Department	Catalog Description	Catalog Number	Distance Education
	College of Alameda	All	SOC	All	All	All

Age Range	Gender	Ethnicity	Dsps	Low Income	Veteran	Foster Youth
All	All	All	All	All	All	All

Completion Comparison - Group 1

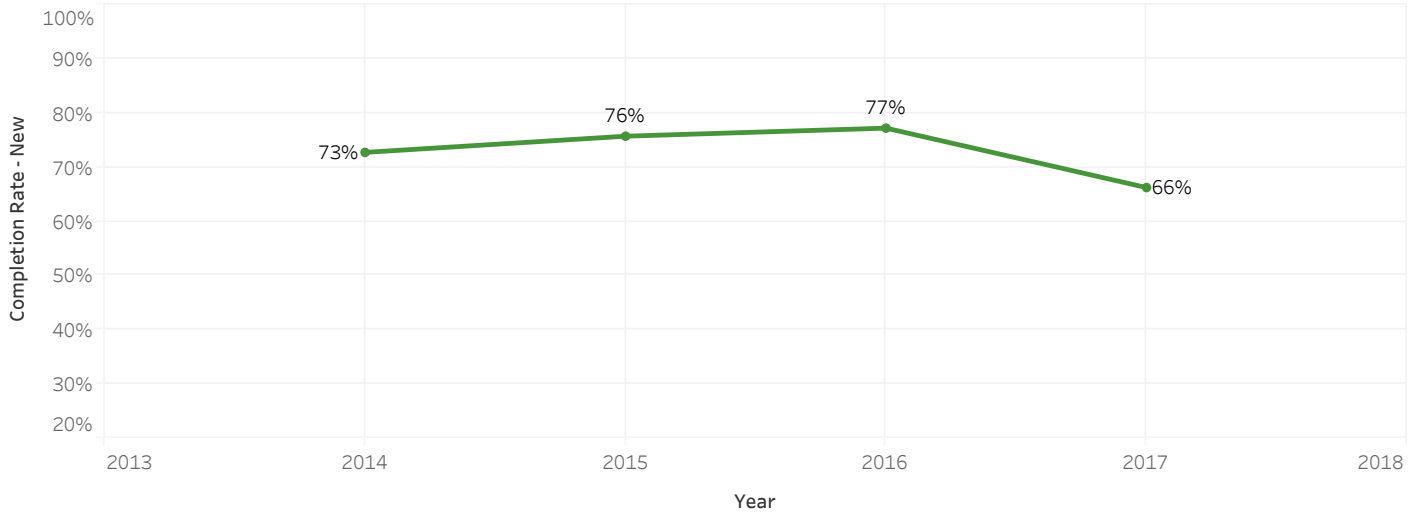


	Year								
	2009	2010	2011	2012	2013	2014	2015	2016	2017
Completion Rate - New	55%	54%	52%	53%	74%	68%	73%	76%	68%
Success Count	231.0	289.0	252.0	194.0	468.0	574.0	618.0	676.0	322.0
Total Graded	417.0	537.0	482.0	367.0	634.0	849.0	845.0	894.0	476.0

Group 2	Campus	Semester	Department	Catalog Description	Catalog Number	Distance Education
	College of Alameda	All	SOC	All	All	100% online

Age Range	Gender	Ethnicity	Dsps	Low Income	Veteran	Foster Youth
All	All	All	All	All	All	All

Completion Comparison - Group 2



	Year			
	2014	2015	2016	2017
Completion Rate - New	73%	76%	77%	66%
Success Count	112.0	237.0	359.0	155.0
Total Graded	154.0	313.0	465.0	234.0

Comprehensive Instructional Program Review Prioritized Resource Requests Summary Form

College: of Alameda
Disciline, Department or Program: Sociology
Contact Person: Sabeen Sandhu
Date: 10/15/2017

Resource Category	Description	Priority Ranking (1-5, etc.)	Estimated Cost (in dollars)	Justification (insert page or section # in the program review narrative report)	District or College Goal	College Institutional Learning Outcome (ILO) to be achieved
Human Resources						
Faculty Classified Staff Student Workers	Additional FT Hire in Future; PT Hi	1	$75,000-100,000	HUMAN, TECHNICAL, and PHYSIC	C - Build Programs of	1. Solve problems and make (
Technology	Software (SPSS; ATLAS.ti)	2	$20,000	HUMAN, TECHNICAL, and PHYSICAL RESOURCES (inclu		2. Use technology and written and ora
Equipment						
Supplies	Paper, Ink Cartridges, Pens	$4	$2,000	HUMAN, TECHNICAL, and PHYSICAL RESOURCES (inclu		Develop and Manage Resources to Advance Our Mission
Facilities						
Professional Development	Conference Attendance; Journal S	3	$3,000	See SLO Section	D.Strengthen Accountability, Innovation and Collaboration	1. Engage in respectful interp

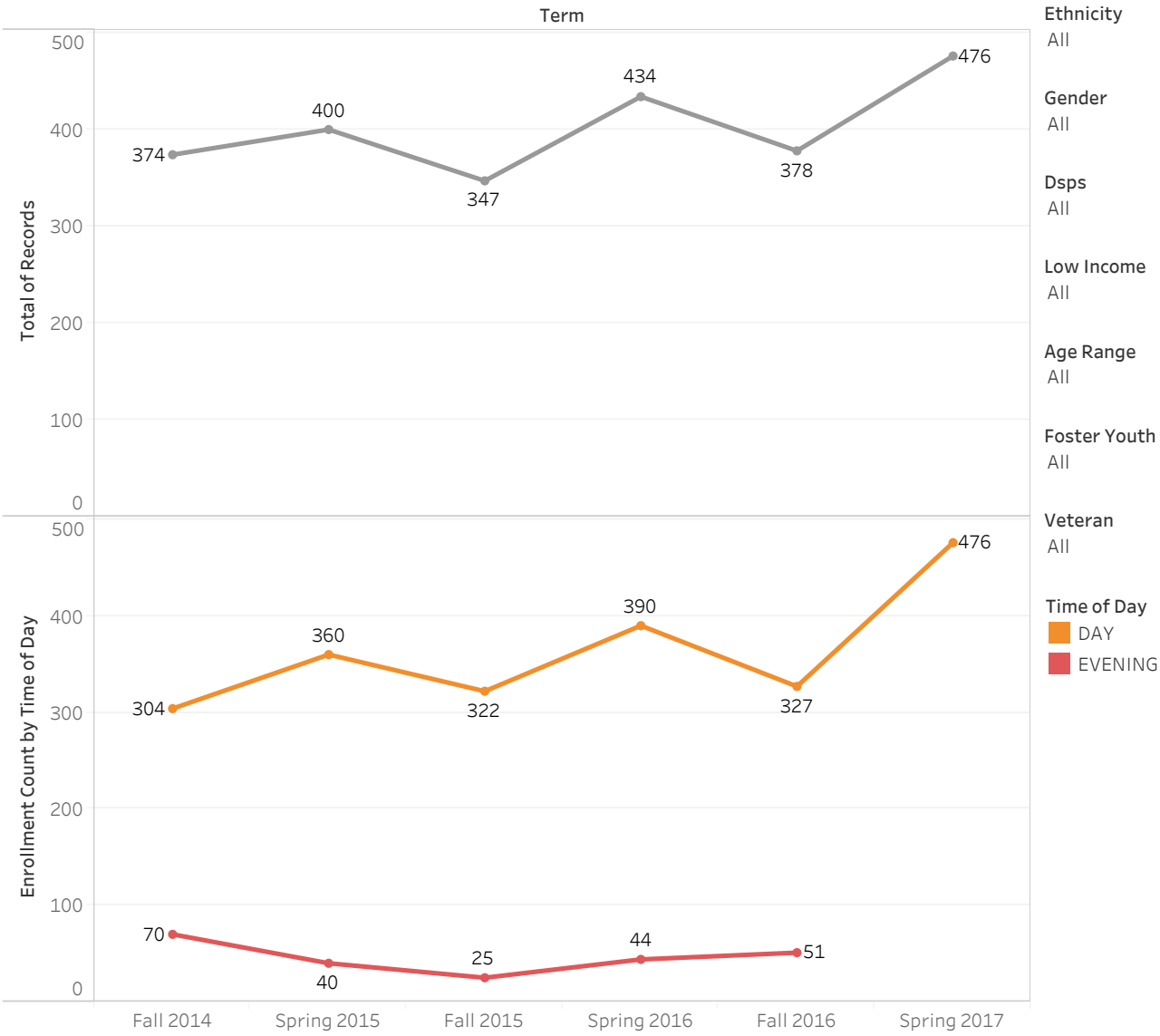
Other (specify)

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

l communication to discover, develop, and relate critical ideas in multiple environments.

ersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

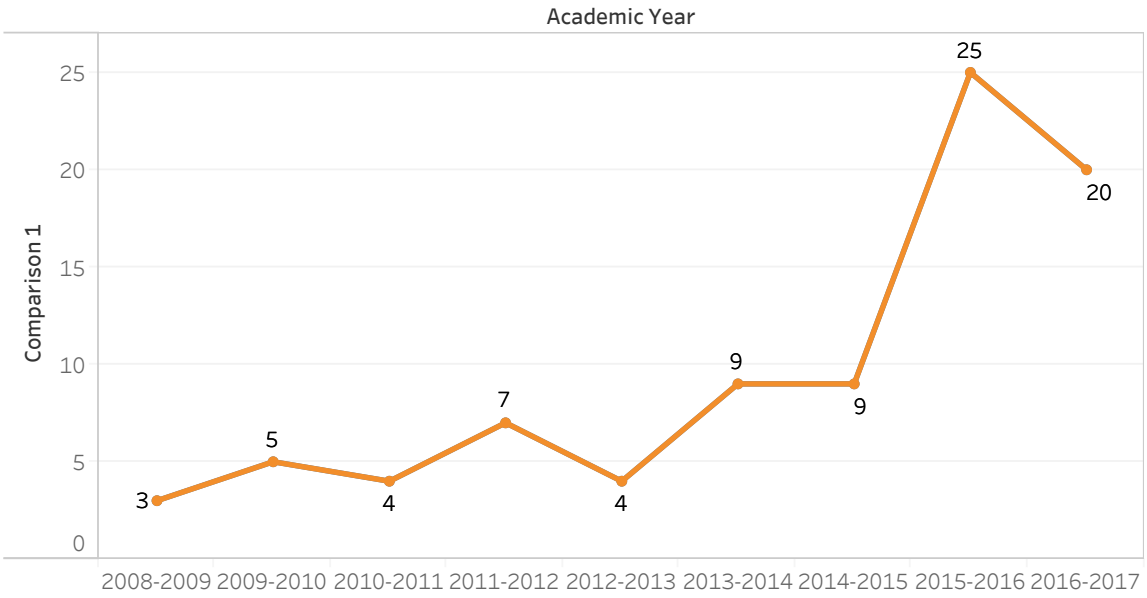
Campus	Semester	Instruction Mode	Subject	Catalog Number	Catalog Description
Alameda	Multiple values	All	SOC	All	All



Ethnicity 1	Gender 1	DSPS 1	Low Income 1	Veteran 1	Foster Youth 1
All	All	All	All	All	All

Ethnicity 2	Gender 2	DSPS 2	Low Income 2	Veteran 2	Foster Youth 2
All	All	All	All	All	All

Comparison



Campus
College of Alameda

Awards
All

Subject
SOC

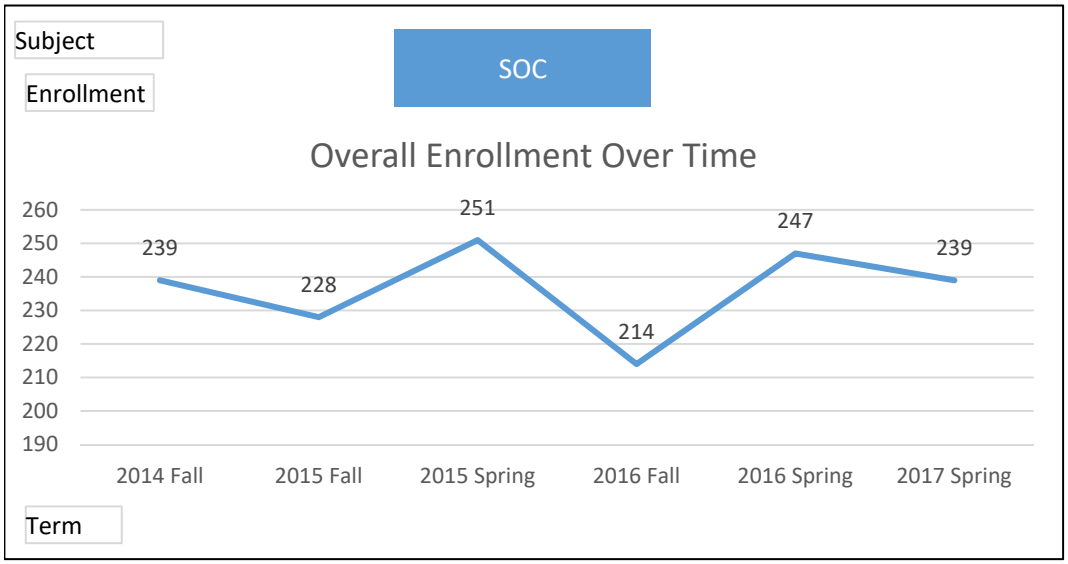
Description
All

Measure Names
Comparison 1
Comparison 2

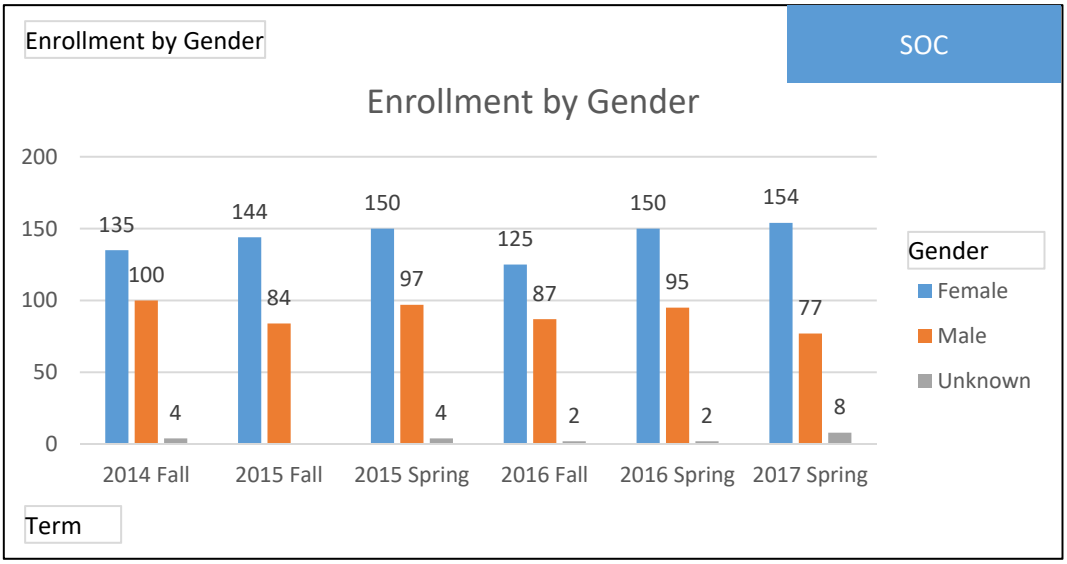
Crosstab - Comparison

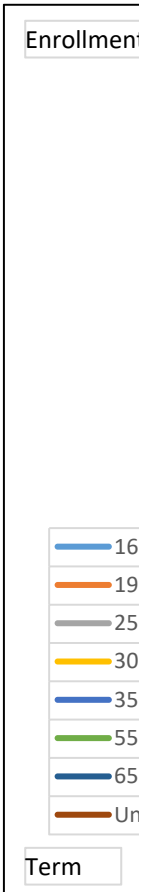
	Academic Year								
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Comparison 1	3.0	5.0	4.0	7.0	4.0	9.0	9.0	25.0	20.0
Comparison 2	3.0	5.0	4.0	7.0	4.0	9.0	9.0	25.0	20.0
Number of Records	3.0	5.0	4.0	7.0	4.0	9.0	9.0	25.0	20.0
Total Number of Records	290.0	397.0	363.0	487.0	423.0	420.0	589.0	593.0	649.0

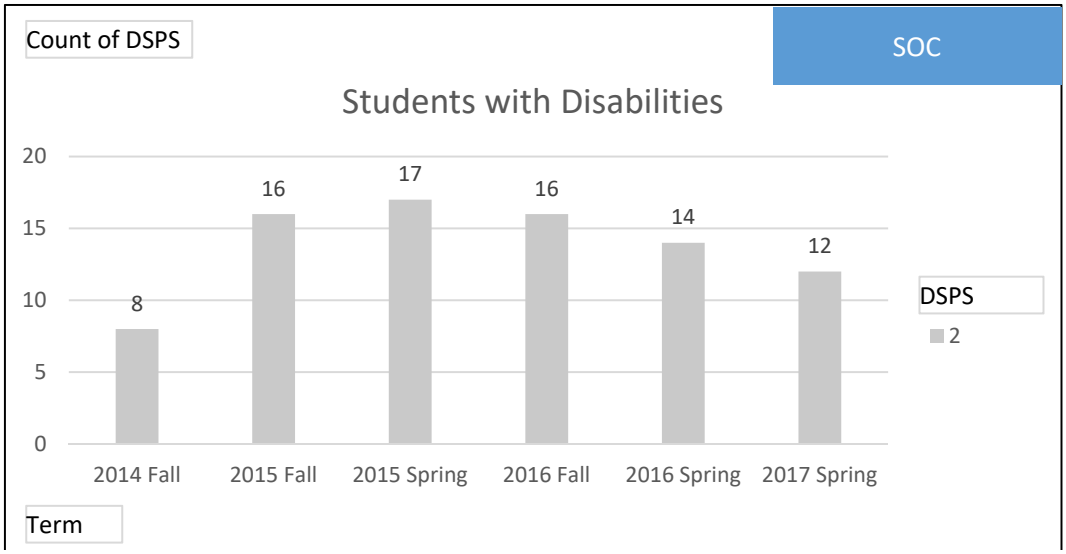
Program: SOC

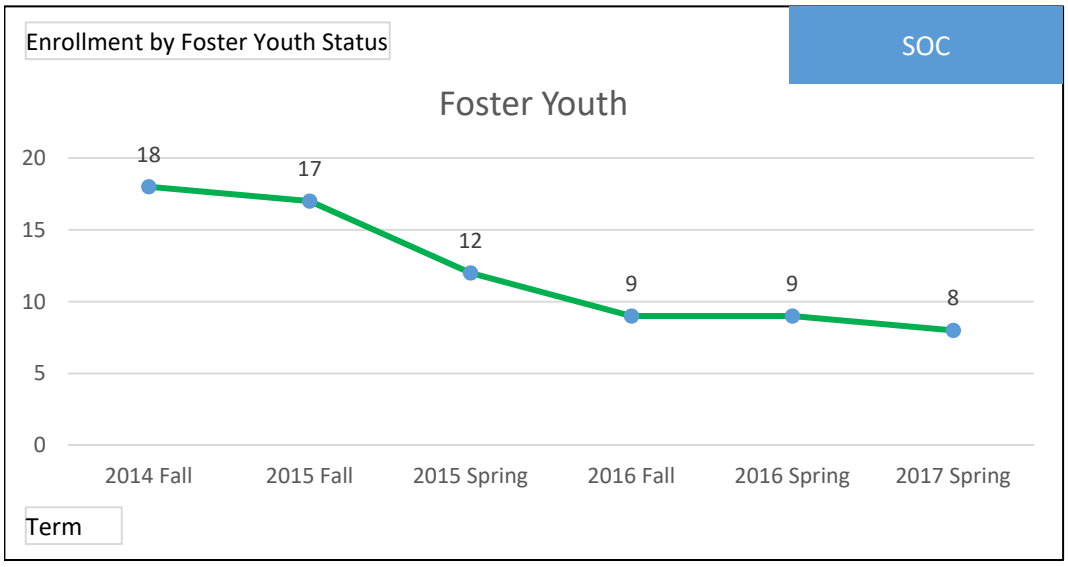

Subject
Enrollment
SOC
Overall Enrollment Over Time
260
250
240
230
220
210
200
190
239
228
251
214
247
239
2014 Fall
2015 Fall
2015 Spring
2016 Fall
2016 Spring
2017 Spring
Term

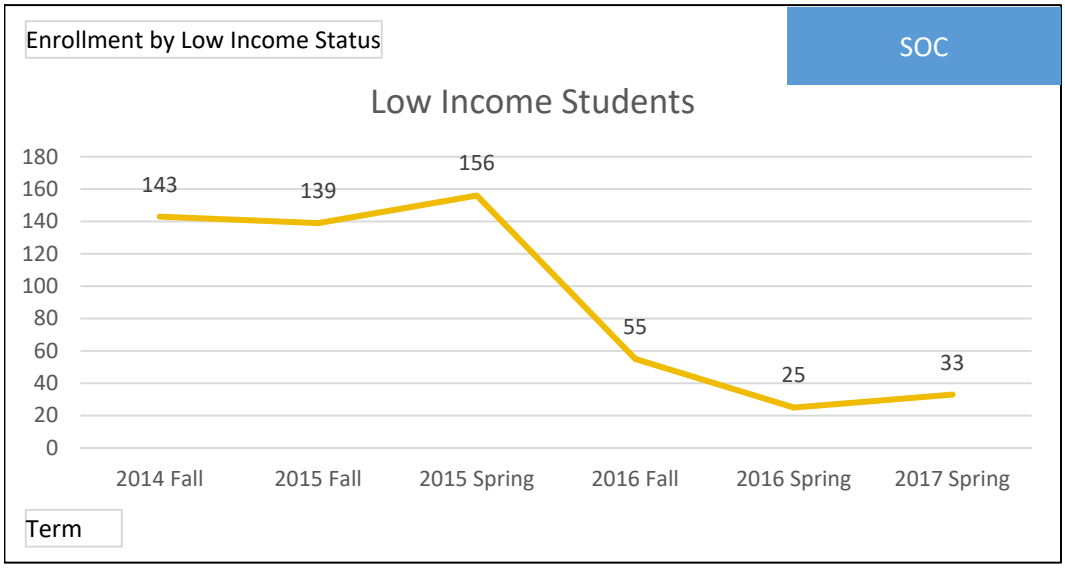
Enrollment
SO
Ame
Asia
Blac
Hisp
Paci
Two
Unk
Whi
Term

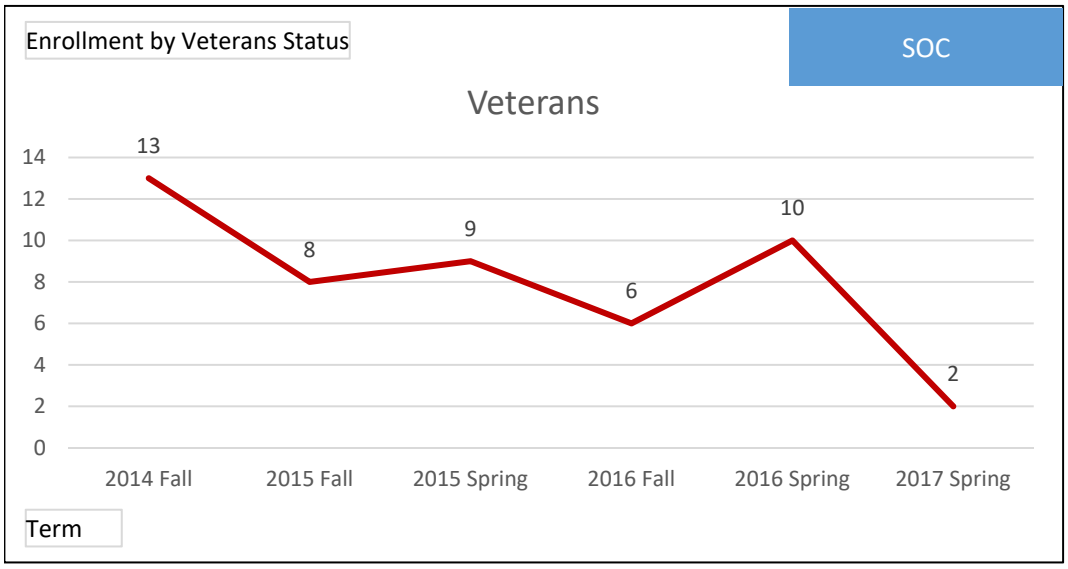

Enrollment by Gender
SOC
Enrollment by Gender
200
150
100
50
0
135
100
4
144
84
150
97
4
125
87
2
150
95
2
154
77
8
2014 Fall
2015 Fall
2015 Spring
2016 Fall
2016 Spring
2017 Spring
Gender
Female
Male
Unknown
Term

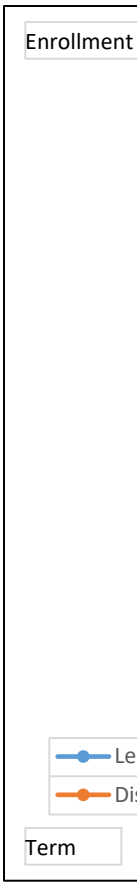

Enrollment
16
19
25
30
35
55
65
Un
Term


Count of DSPS
SOC
Students with Disabilities
20
15
10
5
0
8
16
17
16
14
12
2014 Fall
2015 Fall
2015 Spring
2016 Fall
2016 Spring
2017 Spring
DSPS
2
Term

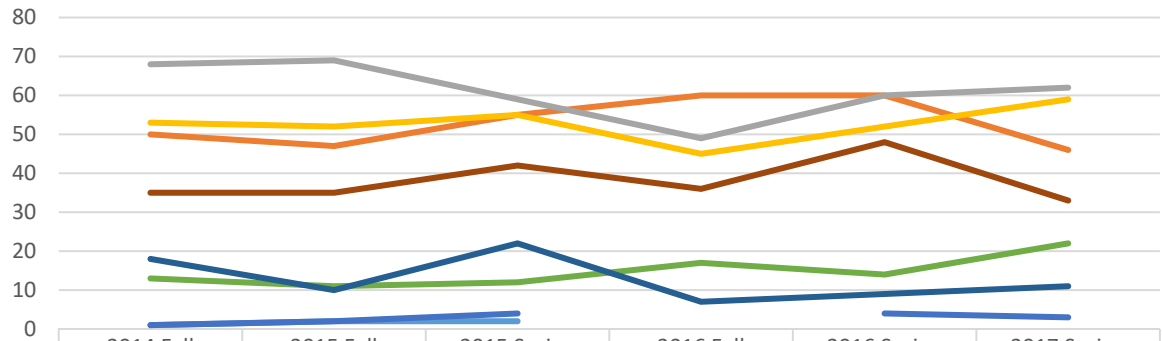

Enrollment by Foster Youth Status
SOC
Foster Youth
20
15
10
5
0
18
17
12
9
9
8
2014 Fall
2015 Fall
2015 Spring
2016 Fall
2016 Spring
2017 Spring
Term


Enrollment by Low Income Status
SOC
Low Income Students
180
160
140
120
100
80
60
40
20
0
143
139
156
55
25
33
2014 Fall
2015 Fall
2015 Spring
2016 Fall
2016 Spring
2017 Spring
Term


Enrollment by Veterans Status
SOC
Veterans
14
12
10
8
6
4
2
0
13
8
9
6
10
2
2014 Fall
2015 Fall
2015 Spring
2016 Fall
2016 Spring
2017 Spring
Term


Enrollment
Le
Di
Term

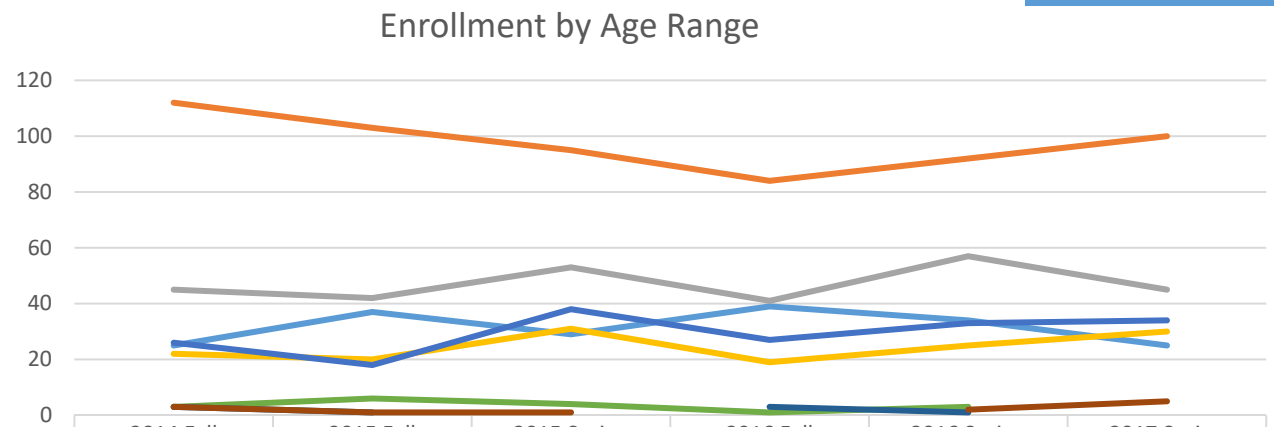
t by Ethnicity



	2014 Fall	2015 Fall	2015 Spring	2016 Fall	2016 Spring	2017 Spring
erican Indian	1	2	2			3
an	50	47	55	60	60	46
k / African American	68	69	59	49	60	62
panic / Latino	53	52	55	45	52	59
ific Islander	1	2	4		4	3
or More	13	11	12	17	14	22
known / NR	18	10	22	7	9	11
ite	35	35	42	36	48	33

t by Age Range

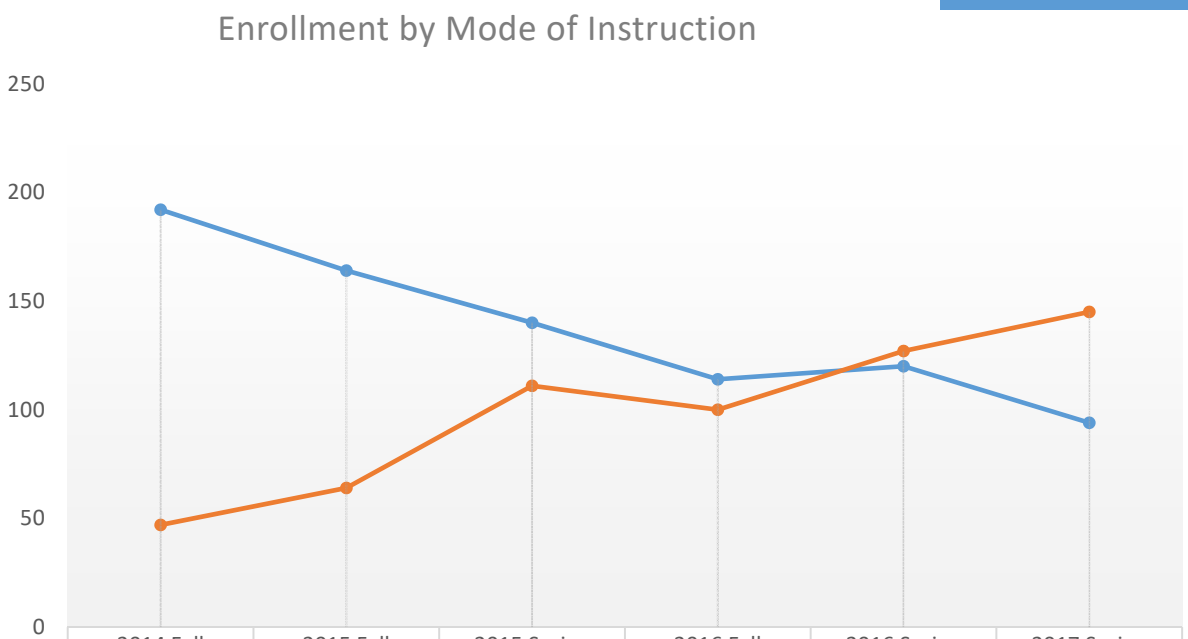
SOC



	2014 Fall	2015 Fall	2015 Spring	2016 Fall	2016 Spring	2017 Spring
-18	25	37	29	39	34	25
-24	112	103	95	84	92	100
-29	45	42	53	41	57	45
-34	22	20	31	19	25	30
-54	26	18	38	27	33	34
-64	3	6	4	1	3	
& Above	3	1		3	1	
nder 16	3	1	1		2	5

by Mode of Instruction

SOC



	2014 Fall	2015 Fall	2015 Spring	2016 Fall	2016 Spring	2017 Spring
ɛcture	192	164	140	114	120	94
stance Education	47	64	111	100	127	145

At-a-Glance - Participating Area Alignment

Show Outcomes Aligned with Institutional Learning Outcomes (College of Alameda AMS)

Participating Area:	SOC 1 Introduction to Sociology
Summary:	5 of 5 items addressed.
Selected Set:	Institutional Learning Outcomes

Legend: Mapped Measure Added

Sociology 1: Introduction to Sociology Student Learning Outcomes Assessment

	Problem Solving Solve problems and make decisions.	**Communication and Technology** Technology and written and oral communication.	**Creativity, reflection** Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	**Awareness and Diversity.** Respectful interpersonal communications.	**Civic Responsibility** personal, civic, social and environmental responsibility.
	Problem	**Technology and**	**Reflection,**	**Interpersonal**	**Civic**

	Solving and Decision Making Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civic engagement.	**Communication** Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.	**Participation, Creativity** Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	**Skills** Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.	**Responsibility** Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.
Outcome					
1.1 Sociological Competency General knowledge about the definition of sociology, key figures in the field, and research methods					

Integrated Goal Setting Template

Please align the goals you have set for your discipline, department or program with those of the College and District. COA and PCCD goals are listed in the tabs below.

College: of Alameda
Disciline, Department or Program: Sociology
Contact Person: Sabeen Sandhu
Date: 10/15/2017

Discipline, Department or Program Goal	College Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
(1)To prepare and enable our sociology students to s	2; 3; & 5	All Area A Related Goals
(2) To build sociological competency (theory, concept	2	A1; A4; A5; E4
(3) To apply the sociological imagiantion to everyday	3	A1; A4; A5; B2; C4; E4
(4) To grow our sociology program	3; 4; & 7	A1; C2; E4

Prior Year Resource Utilization Self-Evaluation Form

Directions: Please review your 2016-17 resource allocations and expenditures prvided in the **Expenses 2016-17** tab below. Enter them below and evaluate your use of those funds by completing the table below. Please keep your responses to less than 100 words. If there is additional information, please email it to Interim Dean Engel kengel@peralta.edu. Thank you.

College:	COA
ine, Department or Program:	Sociology
Contact Person:	Sabeen Sandhu
Date:	10/15/2017

Funding Source	2016-17 Funding Allocated	2016-17 Funding Expended	Net Expended	Please describe the impact of these expenditures on your **Program Goals**	If you have quantitative evidence of the impact of these expenditures, please provide it here	Please describe the impact of these funds on your **students' outcomes**	If you were not able to utilize all of your resources last year, please explain
General Fund							
Instructional Equipment	9500	6775	2725	Application of Sociological	Qualitatively - students are	Pending Assessment; Already increasing familiari	
Instructional Supplies	1000	1000	1000	Application of Sociological	Qualitatively - students are	Pending Assessment; Already increasing familiari	
Fund 10			0				
Measure A			0				
Strong Workforce			0				
Perkins			0				
Equity			0				
Basic Skills			0				
Work-Study			0				
Other			0				

TOTAL			0				

With which of the College's 10 college goals do these expenditures best align? (See tab below)
1 & 3
1& 3

2016-2017 SLO Summary Sociology

Sociology 1

Show Measures Show Descriptions Show Full Action Details

Sociology 1: Introduction to Sociology Student Learning Outcomes Assessment

Outcome

Outcome: 1.1 Sociological Competency

General knowledge about the definition of sociology, key figures in the field, and research methods

Click to Collapse Measure

Measure: Sociology 1 Online Assessment

Direct - Exam

Details/Description: Students in one section of Sociology 1 online complete a pre-test and post-test to assess their sociological competency. The 15 question set is a sample question set from the Graduate Record Exam Sociology subject test

Criteria for Successful Performance: Comparison of pre-test scores to post-test scores

70% of students should score 70% or above on the post-test

Scores should be _____ standard deviations above the pre-test mean

How will you collect this information?: The sociology 1 assessment will be administered in sections of sociology 1. Currently online sections of the course complete the pre-test assessment as part of graded course work on the first week of class. This assessment is administered prior to any assignments of readings, review of lecture slides, or discussions. This pre-test establishes a baseline of sociological competency. While the assessment is graded, post the retrieval of the data, all students who complete the assessment receive 20/20 points for completing the assessment (full credit)

During the last week of the semester, students take the assessment once again. They are given the same 15 question set and should complete the assessment in 10 minutes. Scores are retrieved and students receive extra credit of 15 points for completion.

Contact Person: Sabeen Sandhu (Sociology Instructor) COA

Supporting Attachments:

PDF Soc1Assessment link opens in new window (Adobe Acrobat Document)

Assessment

Findings for Sociology 1 Online Assessment

Summary of Findings: Students exceed the successful performance target for Sociological Competency.

Results: Successful Performance Target Met?: Exceeded

Actual Performance Data: Two face-to-face sections of SOC 1 participated in the assessment during the Spring semester of 2017.

The pre-test average is 32%

The post-test average is 82%

4.83% did not meet the objective (a score of 70% or above)

Use of Results/Plan of Action: Students gain sociological competency in this course. Due to the success of this measure, the department can follow the course outline and syllabus on record.

With additional funding, sociological competence can be furthered with software and new subscriptions to journals.
Substantiating Evidence:
PDF soc 1 assessment 17 link opens in new window (Adobe Acrobat Document)

Click to Collapse Section
Overall Recommendations
Students are sociologically competent.

With additional funding, the course will continue to produce successful sociologist through software and additional access to journals/publications/data.
Click to Collapse Section
Overall Reflection
The current course outline and syllabus produce successful and competent sociologists.

Sociology 2: Social Problems

Click to Collapse Section Finding per Measure
Show Measures Show Descriptions Show Full Action Details
Social Problems SLOs
Outcome
Outcome: Analyze social problems using sociological methods, concepts, and theories
The main outcome of this course is for students to be able to see the relevance of sociology in the discussion, study, and solutions of society's social problems.
Click to Collapse Measure
Measure: Assessment Test
Direct - Exam
Details/Description: Average of Complete Sample of Scores on Midterm Exams for Fall 2016 semester
Criteria for Successful Performance: Average of 70% or better
How will you collect this information?: Average of Complete Sample of Scores on Midterm Exams for Fall 2016 semester
Contact Person: Sabeen Sandhu PhD, MPH
Sociology Instructor COA
Supporting Attachments:
PDF Soc 2 Midterm Scores link opens in new window (Adobe Acrobat Document)
Midterm Scores w/Average STDEV

Findings for Assessment Test
Summary of Findings: This academic year, both sections of SOC 2 were taught by adjunct instructors who did not include a midterm exam in the course.

This SLO cannot be assessed as intended.

Please refer to the 2017-2018 assessment schedule for data.
Results: Successful Performance Target Met?: Not Met
Actual Performance Data: Not Available -- see 2017-2018
Use of Results/Plan of Action: Please refer to the 2017-2018 assessment cycle for a plan of action for SOC 2.

Outcome: Apply the sociological imagination to social problems with a commitment to social justice and equity in a diverse world
The sociological imagination is a useful perspective that helps students fundamentally understand that what seem like personal issues have social components. This unique lens also helps craft solutions with an eye on social justice and equity.

Click to Collapse Measure
Measure: Assessment of Course Paper - Social Problems
Direct - Student Artifact
Details/Description: Students compose a three part social problems course paper - part 1 is an introduction using the sociological imagination; part 2 is a literature review; and part 3 requires social solutions. This is an apt assignment to assess this SLO,
Criteria for Successful Performance: Average Score of 70% or Better
How will you collect this information?: Complete sample of Social Problems Papers for the Fall 2015 semester
Contact Person: Sabeen Sandhu PhD, MPH
Sociology COA

Findings for Assessment of Course Paper - Social Problems
Summary of Findings: This academic year (2016-2017) both sections of SOC 2 (social problems) offered were taught by adjunct instructors who failed to provide SLO data.

While, disappointing, I enter some usable feedback from conversations with these instructors about the SLOs for Soc 2 below.
Results: Successful Performance Target Met?: Not Met
Actual Performance Data: Not Available -- please refer to 2017-2018 data
Use of Results/Plan of Action: Due to the turnover of instructors, I was not able to enter the required SLO data for SOC 2. The instructors who taught both face-to-face sections of this course did remark on the project-based learning format in their courses and journaling to assist students with development of their application of sociological theory and writing.

Click to Collapse Section
Overall Recommendations
Future attempts to secure SLO data will include full time faculty administering a pre or post test or insuring collection of data from part time instructors.

Additionally, full time faculty will teach this course a minimum of one time per calendar year to insure SLO data collection.

Click to Collapse Section
Overall Reflection
I cannot assess the SLOs for Sociology 2 due to the lack of data. However, the 2017-2018 assessment cycle includes Sociology 2 (a face-to-face section and perhaps online intersession).

Sociology 3: The Sociology of Women

Assessment Cycle Summary Report - Results by Participating Area

Summary of the Assessment Cycle Results in : 2015-2016 Assessment Cycle: Assessment Plan and Assessment Findings

PRINT VIEWLINK OPENS IN NEW WINDOW EXPORT TO PDFLINK OPENS IN NE

Workspace:	COURSE ASSESSMENT
Assessment Plan Template:	COURSE ASSESSMENT [Viewlink opens in new window]
Report Generated:	Monday, October 16, 2017
Show:	☑ Overall Stats ☑ Measure Type/Method ☑ Successful Performance Target Met?
View:	☑ Percentage ☑ Graph
Include:	☐ Only measures that have findings specified

Organizational Area

College of Alameda AMS » Full Course Listing
SOC 3 Sociology of Women

View Assessment Cycle Detail by Outcome

Overall Statistics

- **100%** (2/2) outcomes were included
- **100%** (2/2) of outcomes included have at le
- **100%** (2/2) of outcomes included have mea

2 Total Measures
(Includes measures that do not have fi

Measure Type / Method

Student Artifact	1 (50%)
Exam	1 (50%)
Portfolio	0 (0%)
Other	0 (0%)
Total Direct	**2 (100%)**
Survey	0 (0%)
Focus Group	0 (0%)
Interview	0 (0%)
Other	0 (0%)
Total Indirect	**0 (0%)**
Unspecified	**0 (0%)**

Sociology 5 Minority Groups

Finding per Measure
Expand All Sets Collapse All Sets
Show Measures Show Descriptions Show Full Action Details
apply sociological theories & concepts to written text.
Outcome
Outcome: apply sociological theories & concepts to written text.
Comprehend & apply sociological theories & concepts to written text.
Click to Collapse Measure
Measure: Pre-Test / Post-Test Comparison
Direct - Exam
Details/Description: I asked two key questions which assess the ability of students to apply theories and concepts to written text on the midterm exam and will ask the very same questions of students on the final exam.

Question 1: A multiple choice question assessing student's critical insight of the culture of poverty theory:

Which of the following is a critique of the Culture of Poverty Theory?
(a) the methods are problematic (namely missing a comparison group
(b) it is hard to define all the "traits" that make up a culture of poverty
(c) the culture of poverty is only negative
(d) all of the above)

The correct answer is (d) all of the above

Question 2: A short answer question assessing the most significant SLO for SOC 5 -- that race/ethnicity are socially constructed.

What is your sociological response to the following claim: race and ethnicity are biological differences between groups of people.

Students should compose a paragraph response challenging this claim. Students should address that sociologist argue that race/ethnicity are socially constructed, socio-political constructs, which change over time. Students will exceed the SLO if they cite the theoretical model that forwards this -- the social constructionist approach and also if they mention the author -- Cornell and Hartmann.

Both these questions reflect students critical application of sociological theory and their ability to apply them to widespread claims about race/ethnic based inequality.
Criteria for Successful Performance: 70% of Students should get the both questions correct on the post-test / final exam. The Final exam is scheduled for 05/24/2016.
How will you collect this information?: Complete sample of students from Sociology 5 courses (Fall 2015 & Spring 2016).
Comparison of two questions asked on the midterm and final exam.
Contact Person: Sabeen Sandhu PhD, MPH
Sociology Instructor
COA
Supporting Attachments:
PDF Midterm Exam Sociology 5 link opens in new window (Adobe Acrobat Document)
Midterm Exam Containing Assessment Questions (Multiple Choice Question #14 (Culture of Poverty); Question #16 Social Construction of Race

Findings for Pre-Test / Post-Test Comparison
Summary of Findings: The results of this SLO were based on a section of SOC 5 students from the online (DE) summer session in 2017.

Students exceeded the performance objective for this measure.
Results: Successful Performance Target Met?: Exceeded
Actual Performance Data: Pretest Results: 67% of students got the Constructionist Approach Question Correct; 60% of students got the Culture of Poverty Question Correct.

Post-test Results: 93% of students got the Constructionist Approach Question Correct; 80% of students got the Culture of Poverty Question Correct.
Use of Results/Plan of Action: Multicultural education and diversity are key areas of sociology that require sufficient training for students. While an online course and focus on wider inequality, course content focused on these critical theoretical areas are important.

No update to the course outline; Stay on course w/theoretical training.

Click to Collapse Section
Overall Recommendations

Multicultural education and diversity are key areas of sociology that require sufficient training for students. While an online course and focus on wider inequality, course content focused on these critical theoretical areas are important.

No update to the course outline; Stay on course w/theoretical training.
Click to Collapse Section
Overall Reflection
Stay on course with course outline; continue theoretical training.

Sociology 120: Sociological Research Methods

Finding per Measure
Show Measures Show Descriptions Show Full Action Details
SOC 120 Research Methods Outcome Set
Outcome
Outcome: To provide basic trainining in sociological research methods
This includes conceptualization, theory, multi-method research design, and the framing/operationalizing research questions
Click to Collapse Measure
Measure: Basic Training in Sociological Research Assessment
Direct - Student Artifact
Details/Description: Over the sixteen week semester, students develop a sociological research proposal. The proposal serves as a capstone assignment as it has three sections assessing how well students have assimilated course content and their application of it to a real life social problem/issue. The proposal includes: (1) a research warrant/introduction; (2) a literature review primarily focused on methods; and then (3) a proposed research methods/preliminary data section. This assignment assesses how well students are trained in basic sociological research methods, including conceptualization, theory, multi-method research design, and the framing/operationalization of research questions.
Criteria for Successful Performance: 70 percent of students will score 70 percent or better on the completed research proposal.
How will you collect this information?: A complete sample of Sociology 120 students from one academic semester. (This course is only offered every third semester at the College of Alameda. It is an online course and rotates across the PCCD) due to low enrollment.
Contact Person: Sabeen Sandhu PhD MPH
ssandhu@peralta.edu
Sociology Instructor
College of Alameda
Supporting Attachments:
PDF Description of Assignment link opens in new window (Adobe Acrobat Document)
See attachment

Findings for Basic Training in Sociological Research Assessment
Summary of Findings: As the instructor of this course, students are very excited about this particular assignment -- the research proposal. Here, this draw upon their prior training in our other courses and develop a means to address a warranted sociological question.

Students perform well. 99% are successful. They also turn in two prior drafts which contributes to their sociological thought, writing, and a successful assignment.
Results: Successful Performance Target Met?: Exceeded
Actual Performance Data: 99% of Students earned a A or higher on the research proposal. Average Score is 90%
SD is 12.7

(2 Students Failed the Assignment -- They did not submit)
Use of Results/Plan of Action: The three part (completed) research proposal is a useful assessment of students' basic training in sociological research methods.
Students are encouraged to take their research proposals to their next educational institution and build a research agenda.
The department will continue to assign and build the course around this capstone assignment.

Outcome: To think critically about the sociological research of others.
How well do students understand the research design and central point of assigned readings? Are students able to critique the research of others?

Click to Collapse Measure
Measure: Final Exam Assessment -- Critical Evaluation of the Sociological Research of Others
Direct - Exam
Details/Description: Students read a recent multi-method publication in sociology and answer ten detailed question about the research design, central point of the readings, and also a critique of the study.
Criteria for Successful Performance: 70 percent of students will score 70 percent or higher on the final exam
How will you collect this information?: Test scores from a complete sample of students in one section of Sociology 120 (this course is offered once every three semesters and rotates across the sociology departments of PCCD). Although this is a small sample, data across three years might yield useful findings.
Contact Person: Sabeen Sandhu PhD, MPH
Sociology Instructor
ssandhu@peralta.edu
Supporting Attachments:
PDF Reading -- Sample Article link opens in new window (Adobe Acrobat Document)
Rendall's Multi-Method Study on the Breakup of Households due to Hurricane Katrina
PDF Sociology 120 Final Exam Questions link opens in new window (Adobe Acrobat Document)
Exam based on specific reading (10, 5 Point Questions)
Assessment for Students' critical evaluation of the sociological research of others.

Findings for Final Exam Assessment -- Critical Evaluation of the Sociological Research of Others
Summary of Findings: Students in Soc 120 (ONLINE) exceeded the benchmark for success in this course.

By the end of the sixteen week semester, they have gained mastery in the application and assessment of sociological research methods.
Results: Successful Performance Target Met?: Exceeded
Actual Performance Data: 90% of students scored 94% or better on the assessment (a final exam).
(The 10% who did not meet the 70% benchmark scored 60%)
Average Score is 92%
SD 7.2
Use of Results/Plan of Action: Students in Sociology 120 Online are exceeding the successful performance target, indicating that our course and program are preparing successful sociologists for future courses and the application of research methods in the workplace. Beyond updating the course content to included new technologies in research methods and readings, this course is soundly designed.
Substantiating Evidence:
PDF SLO SOC 120 Exam Data link opens in new window (Adobe Acrobat Document)
Data included -- Soc 120 Exam Performance

Outcome: To consider the ethical responsibilities of social science researchers
(Especially in light of the relatively closer contact that we have with study participants than in other areas of research)
(Also, the Peralta Community College District does not have an Institutional Review Board)

Click to Collapse Measure
Measure: Ethics in Social Research Assessment
Direct - Exam
Details/Description: Student conducted three essential readings on research ethics in sociology: (1) the methodological appendix of Laud Humphrey's (1970) The Tearoom Trade; (2) The Belmont Report; and (3) The ASA code of ethics. Student then complete a quiz, mimicking CITI or IRB training to assess their understanding of the importance of research ethics.
Criteria for Successful Performance: 70 Percent of Students will score 70 Percent or better on the assessment instrument.
How will you collect this information?: Scores from a complete sample of Sociology 120 Students for one academic semester (this course suffers from low enrollment and will only be offered once every three semesters as it rotates across the four colleges in the PCCD). It would be useful to standardize assessments across the colleges and pool data as this assessment has a small sample size.
Contact Person: Sabeen Sandhu PhD. MPH
ssandhu@peralta.edu
Supporting Attachments:
PDF Ethics in Social Science Research Quiz link opens in new window (Adobe Acrobat Document)
PDF

Findings for Ethics in Social Research Assessment
Summary of Findings: Students exceed the benchmark for this SLO measuring Ethics in Social Research

Results: Successful Performance Target Met?: Exceeded
Actual Performance Data: Average 8.54/10 (85%)
86% Scored 70% or Better
14% Scored below 70%
SD 1.42
Use of Results/Plan of Action: While COA does not have an Office of Research/Institutional Review Board nor mandated CITI training, inclusion of instruction modeling CITI training and what would be required at a research institution in this course should continue. Students clearly understand the importance of ethics in social research and can assimilate the conclusions of the Belmont Report as well as case studies in unethical research well.

The department will continue training in ethics with no change.

Outcome: 4) To demonstrate familiarity with software platforms that sociologists use to conduct research.
Students used the GSS Explorer (General Social Survey) to conduct basic descriptive statistics and also display data.
Students used ARCGIS online (Geographic Information Systems) to map data and explore the relationships between variables in space.
Students also used gapminder.org to examine large data sets.

Click to Collapse Measure
Measure: Exploring the General Social Survey Assessment
Direct - Student Artifact
Details/Description: This assignment assesses students' ability to navigate the General Social Survey data set and its software platform -- The GSS Explorer. Students are required to search the variables and select one. They are also required to display the results for a particular year and asses the design of the survey question(s) that they have selected. Students are also required to link the readings on this topic (reading by Fowler et al. on Survey Research Design and also the textbook on writing survey research questions).
Criteria for Successful Performance: 70% of students will score 70% or better on this assignment.
How will you collect this information?: A complete sample of student assignments from Sociology 120: Sociological Research Methods.
Contact Person: Sabeen Sandhu PhD, MPH (Sociology Instructor) COA
Supporting Attachments:
PDF GSS Assignment Description link opens in new window (Adobe Acrobat Document)
Short Essay using the GSS

Findings for Exploring the General Social Survey Assessment
Summary of Findings: Performance objective of SLO Exceeded
Results: Successful Performance Target Met?: Met
Actual Performance Data: Average 19.1 (79%)
82% of Students Scored 70% or Better
Standard Deviation 9.3

Use of Results/Plan of Action: While most students did well on this assignment in terms of scores, the instructor of this section had to assist most students with navigating this website and the GSS explorer software.
The scores indicate success in the performance objective, however, students need to gain even more familiarity with the platform and other software like SPSS to gain proficiency in quantitative methods. The department should included SPSS training or use of quantitative data in all courses. The department should appeal for funding for this software on our campus.

Click to Collapse Section
Overall Recommendations
Sociology 120 is a successful course. All SLOs were exceeded.

We require software in qualitative and quantitative data analysis to be on par with a research institution.

We also require or should certify student in CITI or human subjects training.
Click to Collapse Section
Overall Reflection

Program Review Validation Form and Signature Page

College: of Alameda
Disciline, Department or Program: Sociology
Contact Person: Sabeen Sandhu
Date: 10/17/2017

Part I: Please review the criteria and check the box to the left of it if the submited documentation is complete. If it is not complete (and the box is not checked) please provide an explanation in the righthand column.

Check Box	Review Criteria	Comments: Explanation if the box is not checked
☑ Check	The narrative information is complete and all elements of the program review are addressed.	
☑ Check	The analysis of data is thorough.	
☑ Check	Conclusions and recommendations are well-substantiated and relate to the analysis of the data.	
☑ Check	Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern.	
☑ Check	The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II: Choose one of the Ratings Below and Follow the Instructions.

☐ Accepted		
☐ Conditionally Accepted		
☐ Not Accepted		

Part III: Signatures

Validation Team: Print Name: _____ Signature: _____ Date: _____
Validation Team: Print Name: _____ Signature: _____ Date: _____
Received by VPI: Print Name: _____ Signature: _____ Date: _____