College of Alameda
2020-21 Program Review – Sociology

Program Overview

Please provide your program's mission statement.

> The mission of the COA Sociology Department is to prepare our students to succeed academically as sociology transfer students and to be able to think critically as workers and citizens. Through our array of lower division sociology courses that provide training in research methods and exposure to classic and cutting-edge research, students build a solid foundation for sociological success.

List your program faculty and/or staff

> Sabeen Sandhu Ph.D. MPH (FT)
> Jody Campbell MA (Joint Appointment w/African American Studies)
> Richard Harris MA (PT)
> Giselle Hendrie MA (PT)
> Araceli Quezada MA (PT)

List your program goals from your most recent Program Review or APU. Then, provide an update on the status of the goal. Has your program achieved the goal? Have any of your goals been revised or any still in progress? Lastly, make sure to discuss which College or District goal your program goal aligns to.

If no program goals exist or if this is your first program review, work to create 2-3 goals and align them with a College or District goal.

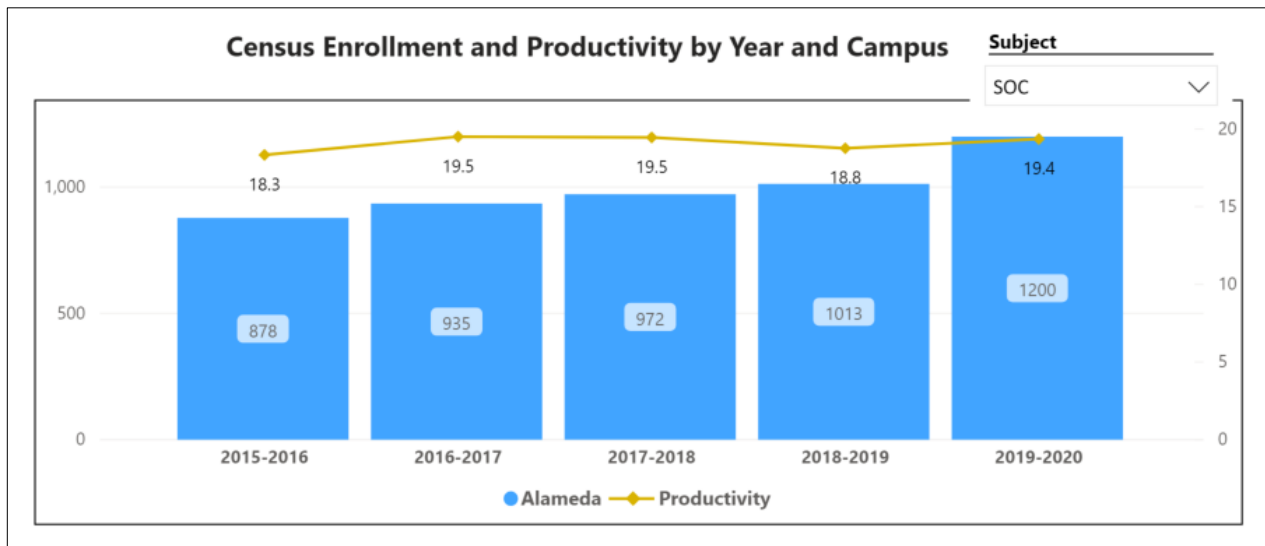| Program Goal	Which college or district goal is aligned with your program goal?
Define core concepts of sociology (sociological theories, social structures, culture, social inequality and stratification, race/ethnicity,	Aligned to COA ILOs: (1) solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

gender, and globalization) [Foundational knowledge in sociology]	(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.
Apply a working sociological imagination to everyday life with a commitment to social justice and equality in our diverse world. [Critical Sociological Thinking]	Aligned to COA ILOs: (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.
Successfully transfer to a four-year college/university with robust sociological training [Personal Enrichment & Lifelong Learning – Sociological Efficacy]	Aligned to COA ILOs: (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.

Describe your current utilization of facilities, including labs and other space

Due the COVID-19 pandemic (campus closure), the department utilizes the technological/virtual facilities available at COA and the PCCD. All of our course offerings have been distance education courses for the majority of the past academic year. Prior to this (and now virtually) the department and students enrolled in courses utilize the campus computer labs (now software available through the Peralta Portal), the college library, classrooms, and also common space on campus for observations, discussion and study.

Enrollment Trends

Census Enrollment and Productivity by Year and Campus — Subject: SOC

Year	Enrollment	Productivity
2015-2016	878	18.3
2016-2017	935	19.5
2017-2018	972	19.5
2018-2019	1013	18.8
2019-2020	1200	19.4

Consider the most recent 3 to 5 years when answering the questions below.

Enrollment Trends Dashboard link

Discuss enrollment trends over the past three years

For additional analysis, click on the Enrollment Trends Dashboard, set the filters to Alameda and your discipline

> Over the past five years, enrollment has increased as reflected in the change in productivity from 18.3 to 19.4. 2018-2019 had a slight downtick in enrollment due to factors outside the control of the institution (a tight labor market and rising wages). However, enrollment peaked in 2019-2020. This is largely due to the department's strategic scheduling of courses that meet student schedules, online offerings, and dual enrollment.

College	Subject	Year	Time of Day	Census Enrollment	Total FTES	Total FTEF	Productivity
Alameda	SOC	2015-2016	DAY	809	81.23	4.41	18.4
Alameda	SOC	2015-2016	EVENING	69	6.97	0.40	17.4
Alameda	SOC	2016-2017	DAY	884	88.55	4.60	19.2
Alameda	SOC	2016-2017	EVENING	51	5.10	0.20	25.5
Alameda	SOC	2017-2018	DAY	898	89.82	4.60	19.5
Alameda	SOC	2017-2018	EVENING	74	7.40	0.40	18.5
Alameda	SOC	2018-2019	DAY	1013	101.30	5.40	18.8
Alameda	SOC	2019-2020	DAY	1200	120.00	6.20	19.4

In the enrollment dashboard, set the filter to consider whether the time of day each course is offered meets the needs of students.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

> Courses are scheduled to meet student needs and demands. After completing informal interviews with students, the department eliminated early morning classes (prior to 10:00 am) and also evening courses. These courses suffered from low enrollment. Courses offered in the day and afternoon filled beyond capacity as reflected in productivity numbers above 18.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

All faculty members of the sociology department are members of the American Sociological Association and adhere to the code of ethics requiring currency in the discipline. All five instructors regularly attend professional development opportunities through PCCD, COA, and additional institutional memberships. Additionally, all five faculty members meet AB4015 requirements to provide distance education. Faculty meet and collaborate on instruction in sociology and are also developing new courses like Social Statistics, the Sociology of Health & Illness, and also The Sociology of Religion.

How is technology used by the discipline, department?

The sociology department is tech savvy. Beyond completing AB4015 compliance, the sociology faculty use LTIs like PADLET and FLIPGRID in teaching (to name a few). The sociology faculty continue to complete training in technology to stay current and engage students.

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, and Distance Education courses?

Mode of instruction does not change the sociology department's academic standards nor delivery of content. The department's course offerings are full (despite the pandemic) and in demand for Peralta Community College Students as well as Global Contract Education and High School Partners. Instructors adhere to the course outlines of record and continue to engage in assessment.

Curriculum

Please review your course outlines of record in Curriqunet to determine if they have been updated or deactivated in the past three years

https://peralta.curricunet.com/

Specify when your department will update each one, within the next three years.

Course Outlines of Record for the Following Courses have been updated as follows:

SOC 1 – Introduction to Sociology (Updated Spring 2019; Next Update Fall 2022)
SOC 2 – Social Problems (Updated Spring 2018 ;Next Update Fall 2022)
SOC 3 – Sociology of Women (Updated Spring 2020; Next Update Fall 2024)
SOC 5 – Minority Groups (Updated 2018; Next Update Fall 2022)
SOC 120 – Introduction to Research Methods (Updated Spring 2014; Next Update Spring 2023)

SOCSC 125 – Statistics for the Social Sciences (Updated Fall 2020; Next Update Fall 2024)

Please summarize curriculum plans and improvements for your discipline, department and or program of study.

The Sociology department is developing two new courses: (1) the Sociology of Health & Illness; and (2) The Sociology of Religion. Due to student enrollment trends (high number of nursing majors taking SOC 1 requirement), this inclusion will help build a program of distinction. Additionally, our unique demography and student population makes a Sociology of Religion course of interest.

Student Learning Outcomes Assessment

List your Student Learning Outcomes

SOC 1 SLO1 Understand the relationship between social structures, institutions, and individuals.
SOC 1 SLO 2 Understand, apply, execute, and assess sociological research methods
SOC 1 SLO 3 Apply the principles of sociology to the real world –or- have a working sociological imagination

SOC 2 SLO 1 Examine an assess social problems from a sociological perspective by applying sociological theories.
SOC 2 SLO 2 Examine an assess social problems from a sociological perspective by applying sociological theories.
SOC 2 SLO 3 Distinguish between personal troubles and social problems using the perspective of the sociological imagination.

SOC 3 SLO 1 Apply the sociological imagination to the sociology of women with a commitment to social justice and equity in a diverse world.
SOC 3 SLO 2 Apply sociological research methods, concepts, and theories to understand the experiences of women across societies.
SOC 3 SLO 3 Evaluation of the assumptions, expectations, and requirements of gender.

SOC 5 SLO 1 Apply the sociological imagination to the study of social inequality (minority groups
SOC 5 SLO 2 Understand and assess published and pending sociological research on social stratification (minority groups).
SOC 5 SLO 3 Apply multiple sociological research methods to the study of social stratification (minority groups).

SOC 120 SLO 1 Identify all steps of the research process.
SOC 120 SLO 2 Explain the relationship between theory construction and social scientific research methodologies.
SOC 120 SLO 3 Exhibit critical-thinking skills in understanding the nature and causes of social phenomenon.
SOC 120 SLO 4 Effectively plan, design, carry out and use the results of applied social scientific research.
SOCSC 125 SLO 1 Apply probability modeling, statistical inference, and methods to social science research
SOCSC 125 SLO 2 Gain knowledge of statistical software packages, such as SPSS/SAS/DataExplorer, to conduct quantitative social science research.
SOCSC 125 SLO 3 Communicate and present social statistics clearly in oral and written forms.
(Has yet to be offered)

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

The following SLOs were recently assessed:
Overall, students exceed assessment benchmarks, indicating the instruction is excellent and aligned to student and institutional learning outcomes.
The department/instructors do not encounter challenges making assessments as assignments are developed with consideration of formative and summative assessments. Additionally, due to the OEI rubric standards, each module in online education must provide clear SLOs and how assignment map to outcomes.
(See the attached PDF of assessments)

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

Approximately ½ (50%) of the program has been assessed.
The remaining assessment will be completed on an assessment schedule and in consideration of sampling high school courses, contract education, and also intersession and summer sessions.

How has your dept worked together on assessment (planning together)? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

Planning Process

The Department coordinates and makes sure that all SLOs are clear and appear on syllabi. Due to the pandemic and campus closure, online modalities require that each module clearly begins with and states SLOs and assignments are appropriately mapped for assessment.

Collaboration

The Department is in constant communication and collaboration about course outlines, instruction/assignments, technologies and what they yield in terms of assessments and outcomes.

Leadership Roles

Instructor Campbell is a lead in a learning community (UMOJA)
Instructor Hendrie is the district's Dual Enrollment Coordinator and makes careful consideration of Sociology course offerings w/High School partners & special attention to prerequisites and assessment.

Data Analysis

All department syllabi are compliant (include correct SLOs per Curriqunet). In the Spring of 2021, the department will conduct a syllabi audit and record data on compliance. Additionally, all course modules include SLOs and are mapped to the department SLOs, PLOs, and ILOs. See the attached PDF of assessments).

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

One area of reflection noted in several assessments is that non-submissions are excluded from assessment data as there is nothing to assess. However, it is important to reach out to students who do not submit assignments as often 10 or more students are excluded from assessment data for non-submission. Instructors might consider utilizing STARFISH or more direct outreach.

Does your department participate in the assessment of multidisciplinary programs? If Yes, describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

N/A

College of Alameda Institutional Learning Outcomes (ILOs) were created to guide educational programs and services. They include:

- **Problem Solving:** Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
- **Communication and Technology:** Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
- **Creativity:** Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
- **Diversity:** Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
- **Civic Responsibility:** Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

How does your department participate in assessing the Institutional Learning Outcomes (ILOs)? If your department has not participated, how will you plan to incorporate these outcomes within your department?

Our Student Learning Outcomes are mapped to College of Alameda's Institutional Learning Outcomes. Hence, assessment of SLOs is an assessment of larger ILOs.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

The department would like data on the institutions that student who graduate matriculate into to assess our program learning outcomes.

Course Completion
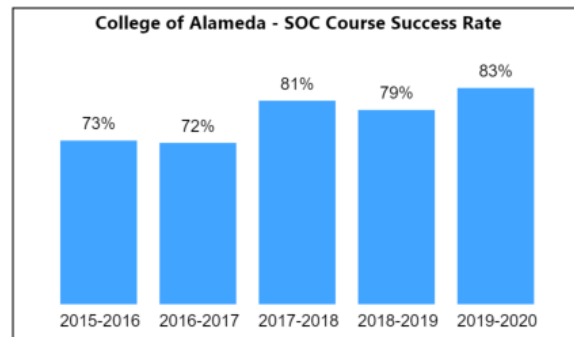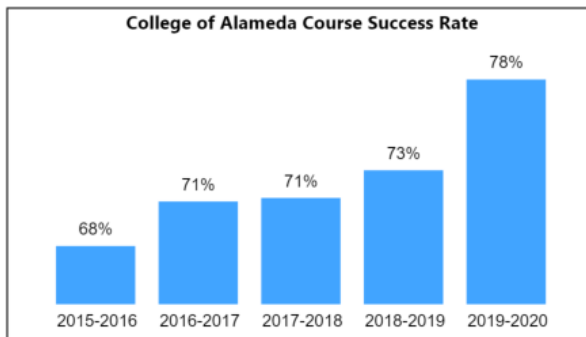
Consider your course completion rates over the past three to five years (% of student who earned a grade of "C" or better).

Course Completion Dashboard link

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion of **67%**?

Sociology course success rates are higher than the institution set standard of 67%. This is largely the result of equity initiatives by our department in course design and assessment and also the quality on instructors.

How do the department's Hybrid course completion rates compare to the college course completion standard? Use the course completion dashboard to disaggregate.

The department has yet to offer hybrid courses
N/A (no data to report)

Are there substantial differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department, or program address this? How do you assess the overall effectiveness of Distance Education/hybrid course?

Distance education (79.4%) courses have slightly higher completion rates than face-to-face courses (76.5%) in the Sociology department. Over the course of the past four years, we have offered more online courses compared to face-to-face. Moreover, assessment data documents that in both groups students exceed outcome benchmarks.

Are there substantial differences in course completion rates between courses taught during the day compared to evening course? If so, how does the discipline, department, or program address this?

While there are significant differences in completion rates between day and evening courses (75.2%/ 89.5%), there may be an issue with the data. Also, the majority of classes are in the day and the data is not comparable.

If your program offers dual enrollment courses, examine the data, and discuss the course completion rates compared to the overall program rate.

Data on dual enrollment is only available for 2016-2017. Students had high rates of course completion (96.3%). This is the result of policies at partner institutions, small class sizes, stellar instruction, and selection of students.

On average the course retention rate (number of students are retained in the course) for College of Alameda has been **85%** for the past three years. Examine the course retention rates for your program over the last three years. How does your program or discipline course retention rates compare to the college?
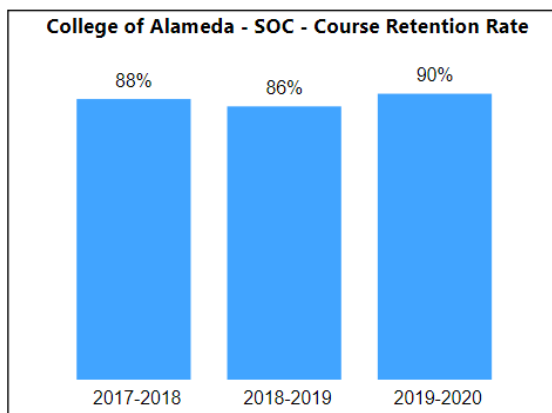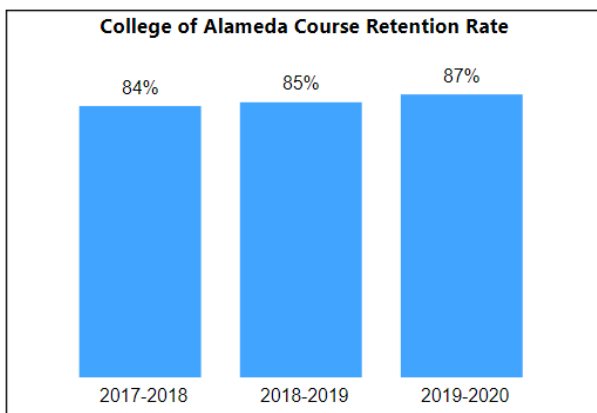
The course retention rates for Sociology courses trends in line or slightly higher than the institution. Instructors have participated in Starfish and engage in student outreach.

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals.

To address equity gaps and work towards achieving equity in educational outcomes, examine your program data for evidence of disproportionate impact (DI). When disaggregating course success rates, are there any groups whose course completion rate falls more than 3 percentage points below the discipline average? If so, identify them and explain what your department is doing to address the disproportionate impact for the group.

Note: The tables reflected use 2018-19 program data to calculate DI. Groups with 10 students or less have been excluded from this analysis.

Ethnicity and Gender

Cohort Name	Cohort Count	Outcome Count	Success Rate	Point Gap Index	MOE
Asian - Female	192	165	85.9	8.81	-5.78
Asian - Male	124	109	87.9	10.36	-7.19
Black / African American - Female	133	89	66.9	-13.82	-6.94
Black / African American - Male	44	35	79.5	1.34	-12.07
Hispanic / Latina - Female	203	157	77.3	-1.24	-5.62
Hispanic / Latino - Male	70	49	70.0	-9.54	-9.57
Two or More - Female	30	19	63.3	-15.96	-14.61
Two or More - Male	28	22	78.6	-0.29	-15.12
Unknown / NR - Female	33	27	81.8	2.95	-13.93
White- Female	70	56	80.0	1.14	-9.91
White - Male	52	44	84.6	84.62	-11.50

The Sociology department hesitates to make interpret the data without the full appendix of how the PGI and MOE were calculated. Assuming that the calculations follow the report from the CCCCO (California Community Colleges Chancellor's Office" the department interprets the data according to "Table 1. Margin of Error (E) Thresholds in Identifying Disproportionate Impact,"

13.82 .1382 X 133 = 18 Black/African American/Female Students Lost or Needed to Close the Equity Gap

Asian-Female -7%< 8.81 <7%
Asian-Male -9%<10.36<9%
Black/African American/Female -9%<-13.82<9%
Black/African American/Male -15% <1.34 <15%

Hispanic/Latina/Female -7% <-5.62 <7%
Hispanic/Latino/Male -12% <-9.54 <12%
Two or More Female -18% <-15.96 <18%
Two or More Male -19%<-.29<19%
Unknown/NR Female -17% <2.95 <17%
White Female -12% <1.14<12%
White Male -14% <84.62<14%

.1596 X 30 = 5 Two or More Female Students Lost or Needed to Close the Equity Gap

The department's analytical hunch is that many of the students identified in the data above may (mostly women students who are Black and multiracial) are not completing the course requirements and may remain on the roster post the drop date. The department will engage in greater outreach to these groups in particular through STARFISH or by personal instructor contact. This might indicate there are gender inequalities that intersect with race. Perhaps these students have a higher rate of labor force participation or are involved in more of the household division of labor. The college/district might include options for working mothers of color to address family/childcare needs which are outside the purview of the department.

Students with Disabilities (DSPS), First Generation, Foster Youth, Low Income or Veterans

Cohort Name	Cohort Count	Outcome Count	Success Rate	Point Gap Index	MOE
DSPS/SAS	53	46	86.8	8.26	-11.00
First Gen	544	432	79.4	0.92	-3.43
Low Income	807	629	77.9	-2.12	-2.82

Success Rates for DSPS/SAS, First Generation, and Low-Income students trend slightly lower than the department, but not mirror the institutional average, considering the MOE.

DSPS/SAS -13% <8.26 <13%
.0862 X 53 = 5 Students Lost or Needed to Close the Equity Gap
FIRST GEN -4% <.92 <4%
.0092 X 544 =5 Students Lost or Needed to Close the Equity Gap
Low Income -3% <-2.12 <3%
.0212 X 807 = 17 Students Lost or Needed to Close the Equity Gap

The Sociology Department adheres to Title 3 of the American Disabilities Act and is 508 Compliant in the delivery of all instruction. This ensures that DSPS/SAS student success. The additional of embedded tutors in DE instruction exceeding class caps for the 2021 semester

will help first generation students. Additionally, the department strives to use OER to reduce course costs which is inclusive of low-income students

Age Range

Cohort Name	Cohort Count	Outcome Count	Success Rate	Point Gap Index	MOE
16-18	109	87	79.8	1.32	-7.69
19-24	583	471	80.8	5.13	-3.33
25-29	157	116	73.9	-5.64	-6.41
30-34	67	50	74.6	-4.30	-9.81
35-54	72	53	73.6	-5.42	-9.47
55-64	14	11	78.6	-0.07	-21.47
Overall SR (Includes Comparison Group)	1,002	788	78.6		

The data does not indicate that age is an equity issue (considering PPG and E is the same as PGI and MOE). See below (calculations follow CCCCO appendix – it appears that PGI is a close proxy to how PPG is calculated – please provide appendix).

16-18 -10% <1.32 <10%
.0132 X 109 = 1 Student Lost or Needed to Close the Equity Gap

19-24 -4% <5.13 <4%
.0513 X 583 =3 Students Lost or Needed to Close the Equity Gap

25-29 -8%<-5.64 <8%
.0564 X 157 =9 Students Lost or Needed to Close the Equity Gap

30-34 -12% <-4.30 <12%
.0430 X 67 = 3 Students Lost or Needed to Close the Equity Gap

35-54 -12% <-5.42 <12%
.0542 X 72 = 4 Students Lost or Needed to Close the Equity Gap

55-64 -25% <.07 <25%
.007 X 14 = 0 Students Lost or Needed to Close the Equity Gap

The data shows that the Sociology Department provides inclusive education across age cohorts and does not engage in ageism to the diverse age range in the student population.

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

As detailed above the Sociology program is inclusive of all demographic groups and provides ADA Title 3 508 Compliant education. An added step may be additional outreach to women of color by instructors or institutional resources to close this gap.

Degrees & Certificates Conferred

Academic Year	College	Subject	Description	Degree Type	Award Counts
2016-2017	Alameda	SOC	Sociology	Associate in Arts	10
2016-2017	Alameda	SOC	Sociology AA-T	Associate in Arts for Transfer	11
2017-2018	Alameda	SOC	Sociology	Associate in Arts	19
2017-2018	Alameda	SOC	Sociology AA-T	Associate in Arts for Transfer	20
2018-2019	Alameda	SOC	Sociology	Associate in Arts	17
2018-2019	Alameda	SOC	Sociology AA-T	Associate in Arts for Transfer	32
2019-2020	Alameda	SOC	Sociology	Associate in Arts	14
2019-2020	Alameda	SOC	Sociology AA-T	Associate in Arts for Transfer	10

Since the last program review, what has the discipline, department, or program done to improve the number of degrees and certificates awarded?

The course catalog was recently updated to map out a two-year, semester-by-semester, course degree plan. Additionally, the department schedules courses year-round (summer and intersessions) to foster sociology AA and AA-T degree completion/awarding. The department is adding additional transferable courses to the degree requirements to promote completion.

For more information on awards: **Degrees & Certificates Dashboard link**

Increasing the number of students who complete a certificate or degree is a shared goal across CoA's Ed Master Plan Goals, PCCD Goals, the Chancellor's Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways. What is planned for the next 3 years to increase the number of certificates and degrees awarded?

As detailed above, the course catalog was recently updated to map out a two-year, semester-by-semester, course degree plan. Additionally, the department schedules courses year-round (summer and intersessions) to foster sociology AA and AA-T degree completion/awarding. The department is adding additional transferable courses to the degree requirements to promote completion.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Sabeen Sandhu (FT Sociology Instructor)
ISER Standard IV C Committee
Facilities & Technology Committee Co-Chair
Health & Safety Committee Co-Chair
Professional Development Committee Chair (2017-2018)

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

All faculty are members of the following:
The American Sociological Association
The Pacific Sociological Association
SSSP (The Society for the Study of Social Problems)

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

All Adjunct Faculty are included in cluster meetings as well as department meetings. This past semester the full department participated in training to meet the AB4105. Additionally, adjunct faculty contribute to curricular changes and new course development as well as technology use.
Instructor Hendrie is the PCCD Dual Enrollment Coordinator
Instructor Campbell leads COA's UMOJA Program

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff				
Personnel: Student Worker				
Personnel: Part Time Faculty	Retain 4 Part-Time Instructors (each teach one course)	Per Contract	Priceless – stellar instructor	Per Contract
Personnel: Full Time Faculty				

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	Additional Training on LTIs – especially on how to provide student support	Cost of third party trainer
Professional Development: Personal/Individual PD needed	PCCD Online Equity Training – we require time to complete this training	Cost of Extra Service

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	3 Apple Pencils to Assist w/Grading	$300
Supplies: Books, Magazines, and/or Periodicals	Membership Renewal to the ASA Membership to PADLET	$1730
Supplies: Instructional Supplies	Office Supplies for Online Classroom Use	$300
Supplies: Non-Instructional Supplies	Flash Drives Replacement Power Cord	$375
Supplies: Library Collections	Videos & Journal Subscriptions	$1000

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	Apple Pencil to Assist with Grading – compatible w/iPads Facebook Portal to Record Lectures once returned to Classroom	$229.99 $300
Technology & Equipment: Replacement	None	---

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	None	---
Facilities: Offices	None	---
Facilities: Labs	None	---
Facilities: Other	None	---

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials	Sociology of Race & Ethnicity Journal $412 Contexts Magazine Journal $377	$789
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
Other		

APPENDIX

Curriqunet Reports

ALL FIELDS

SOC 5 46079 SLO3 FALL 2018

Main

Assessment Type: Individual Instructor Assessment of Course Outcome

Assessment Information

Assessment Report Title SOC 5 46079 SLO3 FALL 2018

Originator Sandhu, Sabeen

Department A - BEHAVIORAL and SOCIAL SCIENCES

Semester Assessed Fall

Year Assessed 2018

Number of students assessed 36

Students Meeting Success Criteria 36

Number of students on roster 36

Subject

Sociology

Choose Course

SOC 005 - Minority Groups

Choose Course Version

SOC 005 - Minority Groups (10/23/2018 - Current)

Choose Course Outcome

3. Apply multiple sociological research methods to the study of social stratification (minority groups).

Co-Contributor

Sandhu, Sabeen (ssandhu@peralta.edu)

Assessment Methods / Tools

Assessment Methods / Tools

Check all that apply.

Description and additional details about the assessment method(s)/tool(s)

Students are required to search, select, retrieve, and analyze data from the US Census American Community Survey website. This assignment requires students to use quantitative research methods as well as qualitative in their assessment of the match between the data and their observations (multi-method data). Hence, they apply sociological research methods to the study of social stratification.

Describe how you are measuring success. Success criteria should be determined BEFORE analyzing your data. What percentage of students would you want to perform at what level to consider the class successful with that outcome? For example, "80% of the students must earn at least 70% of the points in order to meet the expectations for this outcome."

Success Criteria

70 Percent of Students Must Earn 70 Percent or Higher to Meet the Expectations of this Outcome.

Attachments may include *rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.*

Attached File

Assessment Results

Outcome (Read only)

3. Apply multiple sociological research methods to the study of social stratification (minority groups).

Delivery Method Distance Education 100% Online

What do these results tell you about how well students are mastering the skills for:

Category SOC 005 - Minority Groups

Number of students assessed 36

Students Meeting Success Criteria 36

Percent of students successful 100.00

Generally, results are likely to be numerical; analysis should be a brief narrative describing what you feel the numbers mean in the context of your program. What strengths did you find when you evaluated your students' work?

Results and Analysis

Students performance exceeded the performance rating of met for SLO 3. 100% of Students scored 99% or higher.

There may be some overlap with your analysis narrative. Learning gaps are the areas where students need to improve, and should be the main issues from the analysis that you will address with an action plan.

Learning gaps identified based on analysis

This is an online section where students may have more comfort with technology and data retrieval and analysis. Students see the clear connection between data, the research, and their experiences.

Attachments may include *rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.*

Attached File

Reflection

Review previous action plan below, along with previous and current assessment results. Discuss the efficacy of planned actions from past assessments of the same SLO. Did your previous action plan result in better student learning? What worked, what didn't work, etc.? If you have never assessed this SLO before, please put N/A.

Students understand the importance of data in their sociological analysis. COA's courses in sociology include multi-method data analysis and should continue to do so. Using existing data in assignments prepares students for success once transferring to a 4 year college/university as well as labor market placement.

Action Plan

Results and Analysis entered on the results tab

Students performance exceeded the performance rating of met for SLO 3. 100% of Students scored 99% or higher.

Learning gaps identified on the results tab

This is an online section where students may have more comfort with technology and data retrieval and analysis. Students see the clear connection between data, the research, and their experiences.

Actions to Take at Course Level

Other

Provide details of your action plan. Be specific and concrete. Attach Evidence on the Attach Files Tab.

Include more challenging assignments that require data retrieval and analysis from the General Social Survey or ICPSR websites (data sets and sites frequently used in sociology).

Actions to Take Beyond Course Level

Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods

Provide details of your action plan. Be specific and concrete. Attach Evidence on the Attach Files Tab.

Provide students with information about opportunities for summer/winter data workshops and courses.

You should plan to assess all SLOs/SAOs for a program within a 3-year cycle, but you may want to assess more often if you feel it is critical to implement your action plan and assess the same SLO/SAO again.

Next Assessment

2020 Fall

Attachments may include *rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.*

Attached File

Attach Files

Attachments may include *rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.*

Attached File

ALL FIELDS
COA Assessment 1 - SLO Assessment: SOC 3 CCN 20702 SLO#2 SPRING 2020
Main

Assessment Type: Individual Instructor Assessment of Course Outcome

Assessment Information

Assessment Report Title SOC 3 CCN 20702 SLO#2 SPRING 2020

Originator Sandhu, Sabeen

Department A - BEHAVIORAL and SOCIAL SCIENCES

Semester Assessed Spring

Year Assessed 2020

Number of students assessed 47

Students Meeting Success Criteria 39

Number of students on roster 47

Subject

Sociology

Choose Course

SOC 003 - Sociology of Women

Choose Course Version

SOC 003 - Sociology of Women (07/05/2020 - Current)

Choose Course Outcome

2. Apply sociological research methods, concepts, and theories to understand the experiences of women across societies.

Co-Contributor

Assessment Methods / Tools

Assessment Methods / Tools

Check all that apply.

Description and additional details about the assessment method(s)/tool(s)

Students examine the division of household labor in the US by observing their own and also interviewing a colleague from the course to conduct a comparison. They also provide a short report detailing findings, comparison, and connection to the course readings on the sociology of the division of labor. This is a formative assessment of SLO #2 "Apply sociological research methods, concepts, and theories to understand the experiences of women across societies."

Describe how you are measuring success. Success criteria should be determined BEFORE analyzing your data. What percentage of students would you want to perform at what level to consider the class successful with that outcome? For example, "80% of the students must earn at least 70% of the points in order to meet the expectations for this outcome."

Success Criteria

Success Criteria is that 70% of the students earn at least 70% of the points in order to meet the expectations for this outcome.

Attachments may include *rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.*

Attached File

SampleAssignment_SOC3_SLO2.docx

Assessment Results

Outcome (Read only)

2. Apply sociological research methods, concepts, and theories to understand the experiences of women across societies.

Delivery Method Distance Education 100% Online

What do these results tell you about how well students are mastering the skills for:

Category SOC 003 - Sociology of Women

Number of students assessed 47

Students Meeting Success Criteria 39

Percent of students successful 82.98

Generally, results are likely to be numerical; analysis should be a brief narrative describing what you feel the numbers mean in the context of your program. What strengths did you find when you evaluated your students' work?

Results and Analysis

Students exceed the benchmark (70%) on this assignment.

83% of students me the assessment of scoring 70% or more on the assignment.

Students are learning to key sociological research methods - systematic observations & qualitative interviewing. They can compare findings and apply sociological theories and concepts to understand what they have uncovered (in this context regarding the division of household labor).

There may be some overlap with your analysis narrative. Learning gaps are the areas where students need to improve, and should be the main issues from the analysis that you will address with an action plan.

Learning gaps identified based on analysis

The students who did not meet the success benchmark (70%) for this SLO generally did not complete the two requirements of the assignment (observation/interview). Those that did, performed remarkably and exceeded the benchmark.

Attachments may include *rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.*

Attached File

Reflection

Review previous action plan below, along with previous and current assessment results. Discuss the efficacy of planned actions from past assessments of the same SLO. Did your previous action plan result in better student learning? What worked, what didn't work, etc.? If you have never assessed this SLO before, please put N/A.

This assignment is an excellent way to assess this SLO: o students use the qualitative method of interviewing o students are required to remark on sociological concepts such as gender, households, and the division of labor o students mus apply theories of the division of labor, households, and gender. This is a clear formative and summative assessment of SLO #2 and the wider PLOs for Sociology. The department will continue to use this assessment.

Action Plan

Results and Analysis entered on the results tab

Students exceed the benchmark (70%) on this assignment.

83% of students me the assessment of scoring 70% or more on the assignment.

Students are learning to key sociological research methods - systematic observations & qualitative interviewing. They can compare findings and apply sociological theories and concepts to understand what they have uncovered (in this context regarding the division of household labor).

Learning gaps identified on the results tab

The students who did not meet the success benchmark (70%) for this SLO generally did not complete the two requirements of the assignment (observation/interview). Those that did, performed remarkably and exceeded the benchmark.

Actions to Take at Course Level

Increase interaction with students outside the class

Provide details of your action plan. Be specific and concrete. Attach Evidence on the Attach Files Tab.

As detailed in the reflection assessment, students who did not meet the benchmark omitted the observation or interview component of the assignment (use of sociological research methods). It is likely they did not connect with a colleague from class. Instructors should enable interaction with LTIs like Zoom breakout rooms or FlipGrid.

Actions to Take Beyond Course Level

Other

Provide details of your action plan. Be specific and concrete. Attach Evidence on the Attach Files Tab.

Include more technologies to facilitate student interaction with each other (see remarks above).

You should plan to assess all SLOs/SAOs for a program within a 3-year cycle, but you may want to assess more often if you feel it is critical to implement your action plan and assess the same SLO/SAO again.

Next Assessment

2022 Spring

Attachments may include *rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.*

Attached File

Attach Files

Attachments may include *rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.*

Attached File

ALL FIELDS
COA Assessment 1 - SLO Assessment: SOC 2 CCN 21057 SLO#1 SPRING 2020
Main

Assessment Type: Individual Instructor Assessment of Course Outcome

Assessment Information

Assessment Report Title SOC 2 CCN 21057 SLO#1 SPRING 2020

Originator Sandhu, Sabeen

Department A - BEHAVIORAL and SOCIAL SCIENCES

Semester Assessed Spring

Year Assessed 2020

Number of students assessed 29

Students Meeting Success Criteria 29

Number of students on roster 42

Subject

Sociology

Choose Course

SOC 002 - Social Problems

Choose Course Version

SOC 002 - Social Problems (07/05/2020 - Current)

Choose Course Outcome

1. Examine an assess social problems from a sociological perspective by applying sociological theories.

Co-Contributor

Assessment Methods / Tools

Assessment Methods / Tools

Check all that apply.

Description and additional details about the assessment method(s)/tool(s)

In a final attempt to disseminate expertise in social problems, students were tasked with composing a letter to an editor of a media source. They identified an issue and framed it as a social problem in the letter and clearly discussed how a sociological perspective was necessary in its examination. Students composed letters under 200 words and were required to provide proof of submission. This assignment provides evidence of SLO 1: "Examine and assess a social problem from a sociological perspective by applying sociological theories." Students are asked to share whether their letter is published in the news venue.

Describe how you are measuring success. Success criteria should be determined BEFORE analyzing your data. What percentage of students would you want to perform at what level to consider the class successful with that outcome? For example, "80% of the students must earn at least 70% of the points in order to meet the expectations for this outcome."

Success Criteria

70% of the students must earn at least 70% on this assignment to meet the expectations for this outcome

Attachments may include rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.

Attached File

SampleLTE_SOC2.docx

Assessment Results

Outcome (Read only)

1. Examine an assess social problems from a sociological perspective by applying sociological theories.

Delivery Method Distance Education 100% Online

What do these results tell you about how well students are mastering the skills for:

Category SOC 002 - Social Problems

Number of students assessed 29

Students Meeting Success Criteria 29

Percent of students successful 100.00

Generally, results are likely to be numerical; analysis should be a brief narrative describing what you feel the numbers mean in the context of your program. What strengths did you find when you evaluated your students' work?

Results and Analysis

100% of Students earned 70% or more on this assignment (excluding 13 0 values for non-submission).

(Average Score 97.40%; SD: 11.79)

There may be some overlap with your analysis narrative. Learning gaps are the areas where students need to improve, and should be the main issues from the analysis that you will address with an action plan.

Learning gaps identified based on analysis

This assessment is based on students who submitted the assignment. The submission rate is 70%, meaning 30% of students did not submit the assignment. While 70% reflects a satisfactory response rate/submission rate, more inquiry into why 30% or 13 students, did not submit is necessary. These students earned a 0 score and were excluded from the assessment as there was no written work to evaluate.

Attachments may include *rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.*

Attached File

Reflection

Review previous action plan below, along with previous and current assessment results. Discuss the efficacy of planned actions from past assessments of the same SLO. Did your previous action plan result in better student learning? What worked, what didn't work, etc.? If you have never assessed this SLO before, please put N/A.

This assignment serves a capstone assignment for mastery of social problems - any of the three SLOs could be assessed through this assignment, however, it clearly illustrates how well students can examine a social problem from the perspective of sociology and also apply sociological theories. The department will continue to assign this assignment and assess the deliverable. More outreach and tracking on the part of instructors will determine how many letters are actually published and add a more nuanced layer to the SLO and PLOs in Social Problems and Sociology.

Action Plan

Results and Analysis entered on the results tab

100% of Students earned 70% or more on this assignment (excluding 13 0 values for non-submission).

(Average Score 97.40%; SD: 11.79)

Learning gaps identified on the results tab

This assessment is based on students who submitted the assignment. The submission rate is 70%, meaning 30% of students did not submit the assignment. While 70% reflects a satisfactory response rate/submission rate, more inquiry into why 30% or 13 students, did not submit is necessary. These students earned a 0 score and were excluded from the assessment as there was no written work to evaluate.

Actions to Take at Course Level

Increase interaction with students outside the class

Provide details of your action plan. Be specific and concrete. Attach Evidence on the Attach Files Tab.

Instructors will reach out to students who do not submit assignments (see remarks in reflection section).

Actions to Take Beyond Course Level

Other

Provide details of your action plan. Be specific and concrete. Attach Evidence on the Attach Files Tab.

Assess how many letters are published (see remarks in reflection section).

You should plan to assess all SLOs/SAOs for a program within a 3-year cycle, but you may want to assess more often if you feel it is critical to implement your action plan and assess the same SLO/SAO again.

Next Assessment

2021 Spring

Attachments may include *rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.*

Attached File

Attach Files

Attachments may include rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.

Attached File

ALL FIELDS
SOC 5 46079 SLO3 FALL 2018
Main

Assessment Type: Individual Instructor Assessment of Course Outcome

Assessment Information

Assessment Report Title SOC 5 46079 SLO3 FALL 2018

Originator Sandhu, Sabeen

Department A - BEHAVIORAL and SOCIAL SCIENCES

Semester Assessed Fall

Year Assessed 2018

Number of students assessed 36

Students Meeting Success Criteria 36

Number of students on roster 36

Subject

Sociology

Choose Course

SOC 005 - Minority Groups

Choose Course Version

SOC 005 - Minority Groups (10/23/2018 - Current)

Choose Course Outcome

3. Apply multiple sociological research methods to the study of social stratification (minority groups).

Co-Contributor

Sandhu, Sabeen (ssandhu@peralta.edu)

Assessment Methods / Tools

Assessment Methods / Tools

Check all that apply.

Description and additional details about the assessment method(s)/tool(s)

Students are required to search, select, retrieve, and analyze data from the US Census American Community Survey website. This assignment requires students to use quantitative research methods as well as qualitative in their assessment of the match between the data and their observations (multi-method data). Hence, they apply sociological research methods to the study of social stratification.

Describe how you are measuring success. Success criteria should be determined BEFORE analyzing your data. What percentage of students would you want to perform at what level to consider the class successful with that outcome? For example, "80% of the students must earn at least 70% of the points in order to meet the expectations for this outcome."

Success Criteria

70 Percent of Students Must Earn 70 Percent or Higher to Meet the Expectations of this Outcome.

Attachments may include *rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.*

Attached File

Assessment Results

Outcome (Read only)

3. Apply multiple sociological research methods to the study of social stratification (minority groups).

Delivery Method Distance Education 100% Online

What do these results tell you about how well students are mastering the skills for:

Category SOC 005 - Minority Groups

Number of students assessed 36

Students Meeting Success Criteria 36

Percent of students successful 100.00

Generally, results are likely to be numerical; analysis should be a brief narrative describing what you feel the numbers mean in the context of your program. What strengths did you find when you evaluated your students' work?

Results and Analysis

Students performance exceeded the performance rating of met for SLO 3. 100% of Students scored 99% or higher.

There may be some overlap with your analysis narrative. Learning gaps are the areas where students need to improve, and should be the main issues from the analysis that you will address with an action plan.

Learning gaps identified based on analysis

This is an online section where students may have more comfort with technology and data retrieval and analysis. Students see the clear connection between data, the research, and their experiences.

Attachments may include *rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.*

Attached File

Reflection

Review previous action plan below, along with previous and current assessment results. Discuss the efficacy of planned actions from past assessments of the same SLO. Did your previous action plan result in better student learning? What worked, what didn't work, etc.? If you have never assessed this SLO before, please put N/A.

Students understand the importance of data in their sociological analysis. COA's courses in sociology include multi-method data analysis and should continue to do so. Using existing data in assignments prepares students for success once transferring to a 4 year college/university as well as labor market placement.

Action Plan

Results and Analysis entered on the results tab

Students performance exceeded the performance rating of met for SLO 3. 100% of Students scored 99% or higher.

Learning gaps identified on the results tab

This is an online section where students may have more comfort with technology and data retrieval and analysis. Students see the clear connection between data, the research, and their experiences.

Actions to Take at Course Level

Other

Provide details of your action plan. Be specific and concrete. Attach Evidence on the Attach Files Tab.

Include more challenging assignments that require data retrieval and analysis from the General Social Survey or ICPSR websites (data sets and sites frequently used in sociology).

Actions to Take Beyond Course Level

Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods

Provide details of your action plan. Be specific and concrete. Attach Evidence on the Attach Files Tab.

Provide students with information about opportunities for summer/winter data workshops and courses.

You should plan to assess all SLOs/SAOs for a program within a 3-year cycle, but you may want to assess more often if you feel it is critical to implement your action plan and assess the same SLO/SAO again.

Next Assessment

2020 Fall

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Attached File

Attach Files

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Attached File