

**Peralta Community College District  
Annual Program Update 2013-2014**

**DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters**

<b>I. Overview</b>			
BI Download:	10/23/2013 17:41	Dept. Chair:	Siri Brown
Subject/Discipline:	SOC	Dean:	Thompson
Campus:	Merritt		
Mission Statement	<p>The sociology curriculum helps students understand the workings of societies, their institutions, organizations and groups by exposing them to the history, knowledge, theory and methods of the discipline. By introducing students to the concepts, theoretical frameworks, and methodological techniques of sociology, students are aided in developing a 'sociological imagination,' leading to a deeper understanding of the relationships between personal experience and the larger social world. Sociology is a core discipline in Social Sciences/ Liberal Arts generally and has been a part of the college curriculum for decades. Although there used to be several FT faculty in the discipline, currently there are none. Course offerings have dropped as a result, however enrollment continues to be strong in the courses currently taught by PT faculty.</p>		

<b>II. Enrollment</b>					
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Census Enrollment F10	254	434	538	113	1339
Census Enrollment F11	209	440	431	129	1209
Census Enrollment F12	113	423	389	155	1080
Sections F10	5	10	11	2	28
Sections F11	5	11	10	2	28
Sections F12	3	10	8	3	24
Total FTES F10	25.4	42.58	50.76	11.3	130.04
Total FTES F11	20.9	43.74	40.21	12.9	117.75
Total FTES F12	11.3	42.3	38.9	15.5	108
Total FTEF F10	1	2	2	0.4	5.4
Total FTEF F11	1	2.2	1.81	0.4	5.41
Total FTEF F12	0.6	2	1.6	0.6	4.8
FTES/FTEF F10	25.4	21.29	25.38	28.25	24.081
FTES/FTEF F11	20.9	19.88	22.18	32.25	21.7652
FTES/FTEF F12	18.83	21.15	24.31	25.83	22.5

**III. Student Success**

	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Total Graded F10	233	393	506	110	1242
Total Graded F11	197	409	403	125	1134
Total Graded F12	106	402	376	150	1034
Success F10	108	264	342	83	797
Success F11	74	246	272	102	694
Success F12	40	248	275	111	674
% Success F10	0.46	0.67	0.68	0.75	0.64
% Success F11	0.38	0.6	0.67	0.82	0.61
% Success F12	0.38	0.62	0.73	0.74	0.65
Withdraw F10	66	74	98	4	242
Withdraw F11	85	87	82	19	273
Withdraw F12	46	87	51	13	197
% Withdraw F10	0.28	0.19	0.19	0.04	0.19
% Withdraw F11	0.43	0.21	0.2	0.15	0.24
% Withdraw F12	0.43	0.22	0.14	0.09	0.19

<b>IV. Faculty</b>					
	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Contract FTEF F10	1	0.57	0	0	1.57
Contract FTEF F11	1	0.4	0	0	1.4
Contract FTEF F12	0.6	0.8	0	0	1.4
TEMP FTEF F10	0	1.4	2	0.4	3.8
TEMP FTEF F11	0	1.4	1.81	0.4	3.61
TEMP FTEF F12	0	0.8	1.6	0.6	3
Extra Service FTEF F10	0	0.03	0	0	0.03
Extra Service FTEF F11	0	0.4	0	0	0.4
Extra Service FTEF F12	0	0.4	0	0	0.4
Total FTEF F10	1	2	2	0.4	5.4
Total FTEF F11	1	2.2	1.81	0.4	5.41
Total FTEF F12	0.6	2	1.6	0.6	4.8
% Contract/Total F10	1	0.29	0	0	0.291
% Contract/Total F11	1	0.18	0	0	0.259
% Contract/Total F12	1	0.4	0	0	0.29

<b>V. Qualitative Assessments</b>	
<p><b>CTE and Vocational:</b> Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.</p>	
<p><b>Transfer and Basic Skills:</b> Describe how your course offerings address transfer, basic skills, and program completion.</p>	<p>Sociology is a core discipline in Social Sciences/ Liberal Arts generally and is an critical part of the most popular major (Soc and Beh Science) for AA and transfer ability. All courses transfer to the UC and CSUs</p>

**VI. Course SLOs and Assessment**

	<b>Fall 2013</b>
Number of active courses in your discipline	3: Intro, Women, Social Problems
Number with SLOs	3
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	2 (we have not offered Social Problems for some time but it is in the Spring '14 schedule and will be assessed then)
% Assessed/SLOs	100% of active
Describe types of assessment methods you are using Adjunct faculty use written exams, term projects such as interviews, and term papers.	
Describe results of your SLO assessment progress Results have been all above the 75%	
Describe how assessment results and reflection on those results have led to improvements. Adjunct are now using rubrics on assignments and being more descriptive in their written instructions to students.	

## VII. Program Learning Outcomes and Assessment

	Fall 2013
Number of degrees and certificates in your discipline	0
Number with Program Learning Outcomes	0
Number assessed	NA
% Assessed	NA
Describe assessment methods you are using  NA Sociology is not a major at this time	
Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.  NA	

## VIII. Strategic Planning Goals

Check all that apply.  <input type="checkbox"/> Advance Student Access, Success & Equity <input type="checkbox"/> Engage our Communities & Partners X Build Programs of Distinction <input type="checkbox"/> Create a Culture of Innovation & Collaboration <input type="checkbox"/> Develop Resources to Advance & Sustain Mission	Describe how goal applies to your program.  We continue to seek a full-time faculty in Sociology who can create additional course offerings and then develop the major in alignment with the CSU-TA standards.
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## IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- X Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

## X. Action Plan

Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans/goals and specific action steps.

In the past year the chair in collaboration with the Dean has hired new adjunct faculty and advocated to have 5 sections for the fall, 2013 and spring, 2014 term. The aim of having 5 sections was to be able to demonstrate the viability of Sociology having a FT faculty. This December, 2013 the chair will be presenting once again the proposal to hire a FT Soc teacher and now that we can show 5 courses with high productivity our argument will be stronger. Once a FT faculty is hired the work can then begin in earnest to build what we believe can be a strong and popular major. The data above show strong success completion rates and demonstrate the increasing number of students enrolling in our Soc classes.

## XI. Needs

Please describe and prioritize any **faculty, classified, and student assistant** needs.

FT Soc position

Please describe and prioritize any **equipment, material, and supply** needs.

None

Please describe and prioritize any **facilities** needs.

None

<p>II.A.1 Number of program learning outcomes.</p> <p>How many of your program outcomes have been mapped to institutional outcomes?</p> <p>How is your program assessing its program outcomes? (“capstone” course, exam, clinicals, etc.)</p>	<p>NA no program</p>
<p>II.A.1.a. How is program assessment information incorporated into program planning and resource requests? Please provide specific examples or actions taken.</p>	<p>NA</p>
<p>II.A.1.b. What changes to delivery systems and modes of instruction have been made as a result of your assessment?</p> <p>How many of your course outcomes have been mapped to program outcomes? (If applicable.)</p> <p>Are course SLOs specific, measurable, attainable, results-oriented, and time based?</p>	<p>Increase use of rubrics and more detailed descriptions of assignments given to students.</p> <p>NA</p> <p>Yes they were approved by the SLOAC coordinator</p>
<p>II.A.1.c. How have you linked course SLO assessment to planning and resource requests? Please provide specific examples or actions taken.</p>	<p>NA</p>
<p>II.A.2.a Is the three year cycle for assessment of student learning outcomes for courses and programs current? If not, what is your plan for adjustment?</p>	<p>Yes they are current</p>
<p>II.A.2.b How is the criteria for success (not met, met, exceeded) of student learning outcomes established? (individual decision, common rubrics, department discussion, etc.)</p>	<p>The criteria were done in collaboration with the chair and then in collaboration with adjunct faculty at department meetings</p>
<p>II.A.2.d Describe the multiple ways in which student learning is assessed.</p>	<p>Essay exams, student conducted interviews, term papers/projects</p>
<p>II.A.3 How do your courses demonstrate student achievement of institutional learning outcomes?</p>	<p>Critical Thinking and Cultural Awareness are the two ILOs that are represented the strongest in the Soc assessment process. Students are taught to critically analyze</p>

	community, policy and the larger society. Issues of race, class, and gender are central to the curriculum.
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