# College of Alameda

# Annual Program Update

## Supplemental/Revised Template 2014-2015

I.	Overview						
	BI Download:	September 19, 2014	Dept. Chair:	Sarah Peterson-Guada			
	Subject/Discipline:	Sociology	Dean:	Myron Jordan			
	Campus:	College of Alameda					
Mission Statement The mission of the COA Sociology Department (Henceforth "The Department to well-prepare our students to succeed academically as sociology transfer st to be able to think critically as workers and citizens. Through our array of lower sociology courses that provide training in research methods and exposure to cutting edge reearch, students build a solid foundation for sociological success.							

pring Courses						Fall Courses						Summer Courses							
	ALAMEDA SOCIS						ALAMEDA SOCIS						ALAMEDA SOCIS						
	TERM CATL DESCR SE	CT CENSUS	FTES TOTL	FTEF TOTL	PROD		TERM CATL DESCR	SECT CENSUS	FTES TOTL	FTEF TOTL	PROD		TERM CATL DESC	SECT	CENSUS	FTES TOTL	FTEF TOTL	PROD	
	Spring-14 MINORITY GROUPS		5.30	0.31	16.88		Fall-14 MINORITY GROUPS	1 51	5.10	0.20	25.50		Summer-14 MINORITY OROU		24	2.52	0.21	12.29	
	Spring-13 MINORITY GROUPS	61	6.17	0.38	16.12		Fall-13 MNONTY GROUPS	1 40	4.90	0.20	24.50		Summer-13 MNONTY ONOU	5 1	42	4.23	0.20	21.51	
	Spring-12 MINORITY GROUPS	34	3.40	0.20	17.00		Fall-12 MINORITY GROUPS	1 35	3.50	0.20	17.50		Summer-12 MNONITY ONOU	s 1	35	3.63	0.20	18.44	
	Spring-11 MINORTY GROUPS	48	4.80	0.20	24.00		Fall-11 MNORITY GROUPS	1 42	4.20	0.20	21.00		Summer-11 MNORTY GROU	s 1	47	4.74	0.20	24.08	
	Spring-10 MINORITY GROUPS	53	5.65	0.20	28.27		Fall-10 MINORITY GROUPS	1 51	5.10	0.20	25.50		Summer-10 MNDRITY GROU	8 1	54	5.91	0.20	30.07	
	Spring-09 MINORITY GROUPS	39	4.16	0.20	20.80		Fall-09 MINORITY GROUPS	1 40	4.27	0.20	21.33		Summer-09 MNONITY ONOU	5 1	54	6.17	0.21	30.08	
	Spring-08 MINORITY GROUPS	33	3.96	0.20	19.80		Fall-08 MINORITY GROUPS	1 29	3.09	0.20	15.47		Summer-08 MNONITY ONOU	s 1	38	4.34	0.21	21.08	
	Spring-07 MINORITY GROUPS	24	2.88	0.20	14.40		FalH07 MNORITY GROUPS	1 23	2.76	0.20	13.80		Summer-07 MNORITY GROU	\$ 1	20	1.97	0.19	10.29	
	Spring-06 MINORITY GROUPS		4.80	0.20	24.00		Fall-05 MNORITY GROUPS	1 23	2.76	0.20	13.80		Summer-06 MNORITY GROU		34	3.35	0.19	17.50	
	Spring-05 MINORITY GROUPS	26	3.12	0.20	15.60		Fall-05 MNORTY GROUPS	1 21	2.10	0.20	10.50		Summer-05 MNORITY GROU		37	3.65	0.19	19.04	
	ALAMEDA BOCIS						Fall-04 MINORITY GROUPS	1 24	2.40	0.20	12.00		Summer-04 MINORITY OROU	5 1	43	4.24	0.19	22.14	
	TERM CATL DEBCR	ECT CENSU	S FTES TOTI	L FTEF TOT	L PROD		ALAMEDA SOC:3						ALAMEDA SOC:1						
	Spring-14 SOCIOLOGY OF WOMEN		3.20	0.20	16.00		TERM CATL DESCR	SECT CENSU	S FTES TOT	FTEF TOT	L PROD		TERM CATL DESC	SECT	CENSUS	FTES TOTL	FTEF TOT	L PROD	
	Spring-12 SOCIOLOGY OF WOMEN	1 31	3.10	0.20	15.50		Fal-14 SOCIOLOGY OF WOMEN	1 35	3.50	0.20	17.50		Summer-14 INTRO TO SOCIOL	GY 2	60	6.31	0.41	15.36	
	ALAMEDA SOC:2						Fall-05 SOCIOLOGY OF WOMEN	1 27	2.70	0.20	13.50		Summer-13 INTRO TO SOCIOL	av 1	54	5.44	0.20	27.66	
	TERM CATL DESCR SE	CENSUS	ETES TOTI	STEE TOT	PROD		Fal-05 SOCIOLOGY OF WOMEN	1 32	3.84	0.20	19.20		Summer-12 INTRO TO SOCIOL	0Y 1	49	4.94	0.20	25.10	
	Spring-14 SOCIAL PROBLEMS		2.80	0.20	14.00		Fail-04 SOCIOLOGY OF WOMEN	1 25	3.00	0.20	15.00		Summer-11 INTRO TO SOCIOL	0Y 1	40	4.94	0.20	25.10	
	Spring-13 SOCIAL PROBLEMS	49	4.90	0.20	24.50		ALAMEDA SOC:2						Summer-10 INTRO TO SOCIOL		51	5.59	0.20	28.40	
	Spring-12 BOCIAL PROBLEMS		3.40	0.20	17.00		TERM CATL DESCR	SECT CENSUS	FTES TOTL	FTEF TOTL	PROD		Summer-09 INTRO TO SOCIOL		97	10.50	0.41	25.91	
	Spring-11 SOCIAL PROBLEMS	48	4.80	0.20	24.00		Fall-14 SOCIAL PROBLEMS	2 55	5.50	0.40	13.75		Summer-08 INTRO TO SOCIOL		28	3.20	0.21	15.53	
	Spring-10 SOCIAL PROBLEMS	47	5.01	0.20	25.07		Fall-13 SOCIAL PROBLEMS	1 47	4.70	0.20	23.50		Summer-07 INTRO TO SOCIOL		33	3.25	0.19	16.99	
	Spring-09 SOCIAL PROBLEMS	34	3.63	0.20	18.13		Fall-12 SOCIAL PROBLEMS	1 39	3.90	0.20	19.50		Summer-06 INTRO TO SOCIOL		62	6.16	0.39	15.97	
	Spring-08 SOCIAL PROBLEMS	37	4.44	0.20	22.20		Fall-11 SOCIAL PROBLEMS	1 36	3.60	0.20	18.00		Summer-05 INTRO TO SOCIOL		87	8.64	0.39	22.40	
	Spring-07 SOCIAL PROBLEMS	30	3.60	0.20	18.00		Fall-10 SOCIAL PROBLEMS	1 50	5.00	0.20	25.00		Summer-04 INTRO TO SOCIOL	GY 1	43	4.24	0.19	22.14	
	Spring-06 BOCIAL PROBLEMS	23	2.76	0.20	13.80		Fall-09 SOCIAL PROBLEMS	1 54	6.76	0.20	28.80								
	Spring-05 SOCIAL PROBLEMS	27	2.70	0.20	13.50		Fail-08 SOCIAL PROBLEMS	1 30	3.20	0.20	16.00								
	ALAMEDA SOC:1						Fail-07 SOCIAL PROBLEMS	1 23	2.76	0.20	13.80								
	TERM CATL DESCR S	ECT CENSUS	FTES TOTL	FTEF TOT	PROD		Fail-06 SOCIAL PROBLEMS	1 35	4.20	0.20	21.00								
		7 278	27.80	1.51	18.44		Fall-05 SOCIAL PROBLEMS	1 43	5.16	0.20	25.80								
	Spring-13 INTEO TO SOCIOLOSY		18.52	0.78	23.78		FalH04 SCORL PROBLEMS	1 26	3.12	0.20	15.60								
	Spring-12 INTRO TO SOCIOLOGY	2 88	8.80	0.40	22.00		ALAMEDA BOC:1												
	Spring-11 INTRO TO SOCIOLOGY	2 88	8.60	0.40	21.50		TERM CATL DESCR	SECT CENSU	FTES TOT	FTEF TOT	PROD								
	Spring-10 INTRO TO SOCIOLOGY	2 96	9.60	0.40	24.00		Fall-14 INTRO TO SOCIOLOGY	6 202	20.27	1.20	16.89								
	Spring-09 INTRO TO SOCKLOOP	4 185	18.72	0.80	23.40		Fall-13 INTRO TO SOCIOLOGY	3 145	14,50	0.60	24.17								
	Spring-08 INTRO TO SOCIOLOSY		18.14	1.00	18.14		Fall-12 INTRO TO SOCIOLOGY	1 39	3.90	0.20	19.50								
	Spring-07 INTED TO SOCIOLOGY	4 140	14.00	0.80	17.50		Fall-11 INTRO TO SOCIOLOGY	3 131	13.10	0.60	21.83								
	Spring-08 INTRO TO SOCIOLOGY	3 110	11.00	0.60	18.33		Fail-10 INTRO TO SOCIOLOGY	3 153	15.30	0.60	25.50								
	Spring-05 INTRO TO SOCIOLOGY	3 102	10.60	0.60	17.67		Fail-09 INTRO TO SOCIOLOGY	4 187	18.05	0.80	22.57								
							Fall-08 INTRO TO SOCIOLOGY		24,95	1.00	24.95								
							Fall-07 INTRO TO SOCIOLOGY	4 158	15.16	0.80	18.95								
							Fall-06 INTRO TO SOCIOLOGY	2 94	9.40	0.40	23.50								
							Fail-05 INTRO TO SOCIOLOGY	2 90	9.00	0.40	22.50								

Subject	Term Descr Long	Headcount	Census Enrollment	Course completio n	Completio n Rate	Retained	Retention Rate
SOC	2008 Fall	304	310	177	57%	270	87%
SOC	2009 Spring	253	259	132	51%	203	78%
SOC	2009 Fall	276	281	127	45%	167	59%
SOC	2010 Spring	213	219	110	50%	142	65%
SOC	2010 Fall	248	254	143	56%	167	66%
SOC	2011 Spring	213	221	110	50%	142	64%
SOC	2011 Fall	203	209	97	46%	112	54%
SOC	2012 Spring	179	187	92	49%	97	52%
SOC	2012 Fall	105	113	56	50%	60	53%
SOC	2013 Spring	287	294	233	79%	265	90%

IV.	Faculty –						
SUB	SECT	CENSUS	FTES	FTEF	FTEF	FTEF	FTEF
			TOTL	CONT	EXSV	TEMP	TOTL
FA13	5	241	24.1	1	0	0	1
SP14	10	391	39.1	1	0.27	0.95	2.22

V.	Qualitative Assessments	
	<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.	Last year I remarked on 2013 data from the Georgetown Public Policy Institute, detailing that recent sociology college graduates have lower rates of unemployment than their counterparts in economics and political science (Carnevale and Chea 2013). This suggests continued relevance and demand fo the sociology bachelors degree in our current labor market. Additionally, this is the era of big data. Starting in the Fall of 2015, the Department will offer a research methods course (already approved) and is planning on including a quantitative methods course with assistance from the math department.
	<b>Transfer and Basic Skills:</b> Describe how your course offerings address transfer, basic skills, and program completion.	The department mirrors the expereince that any student taking a lower division sociology course at a four year college or university would have. Courses are rigorous and include a perfect mix of classic sociological theory, contemporary research, and even exposure to gray publications (currently being considered for publication or conference proceedings). The department recently hired three new instructors (Prince-Ingram; Harris; and Levesque). These instructors have distinct sociological expertise in education, quantitative methods, and social

epidemiology. These new instructors are injecting the department with their respective academic training that will assist and encourage students to transfer, furthers their sociological imagination, and ultimately our increase in enrollment and student success.
The Department is also collaborating with sociology departments from our sister colleges to borrow additional course outlines and better plan the Fall and Spring schedules for optimal enrollment across the colleges. (Meeting to take place 10/17/2014) This will also help the ultimate goal of students transferring and completing the program.

### VI. Course SLOs and Assessment

	Fall 2014
Number of active courses in your discipline	
	9
Number with SLOs	
	5 SLOs
% SLOs/Active Courses	
	55%
Number of courses with SLOs that have been assessed	
	In Progress – Pre-Test Data Available through TaskStream
% Assessed/SLOs	50%

Describe types of assessment methods you are using

- Sociology 1 Pre-Test and Post-Test in 2 Sections of Sociology 1 (These are also DE courses, so the data will be useful to assess our online course offerings). The assessment assesses objective 1 of the department's mission – knowledge of basic/foundational sociological concepts. The assessment is the first activity students must complete to gain a baseline of their sociological knowledge. The Post-Test is administered on the last day of instruction. Average scores are compared as well as standard deviations from the mean. Currently, data from the Pre-Test is available in TaskStream.
- Assessment of objective 2 Critical Thinking in Sociology is assessed across the sections of Sociology 2 and Sociology 3 – by reviewing the semester long course research paper/project. Students are scored 1-4 on how well they critically analyze the relationship between individual actions and social structures. This data will be entered at the end of the Fall Semester in TaskStream as students are currently completing their papers/projects.
- 3. Assessment of Sociological Research Methods (quantitative/qualitative). Students should demonstrate the ability to assess quantitative and qualitative data and use appropriate techniques to present and explain data. Students are scored 1 (below satisfactory) through 4 (above expectations) on a short writing assignment that requires students to access, explain, and supplement data from the U.S. Census with qualitative data. This will occur mid-semester as the students are still completing the project.

Describe results of your SLO assessment progress

Only the Pre-Test results of the assessment have been entered into Taskstream Explanation/Description of assessments have been entered into Taskstream

Describe how assessment results and reflection on those results have led to improvements.

Currently N/A

	Fall 2014
Number of degrees and certificates in your discipline	2 (AA/AAT)
Number with Program Learning Outcomes	
	2 (AA/AAT)
Number assessed	
	In Progress of Assessment
% Assessed	0%
Describe assessment methods you are using	
Analysis of Peralta Colleges data on Student Success Rates	
The Creation and Implementation of an Exit Survey for Graduatin Information and Labor Market Placement)	ng Sociology Majors (Includes Transfer
Describe results of assessment. Describe how assessment of p certificate/degree program improvements.	program-level student learning outcomes le

II. Strategic Planning Goals	
Check all that apply.	Describe how goals apply to your program.
X Advance Student Access, Success & Equity X Engage our Communities & Partners X Build Programs of Distinction X Create a Culture of Innovation & Collaboration X Develop Resources to Advance & Sustain Mission	The Department's enhanced course offerrings are contributing to the goals checked on the left. For example, our distance education is creating more opportunities for advancing student access, success, and equity. The department is better able to provide courses to meet the schedules of students. Many courses include the option of a placement in an organization and/or research opportuniites which engage students and community partners. The Department is committed to rigorous academic standards. Course outlines and syllabi are informed by the currency of our instructors. All instructors (FT/PT) are active members of the ASA, PSA, and APHS.

# IX. College Strategic Plan Relevance Check all that apply New program under development X 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.

While the data from the SLOs are still pending, overall student success and enrollment data illustrates the promise and potential of the department. The department is expanding DE offerings in the Spring of 2015. The goal for Fall 2015 is to offer a DE course for every face-to-face course offered. This means additional opportunities to staff the courses with effective and engaging part-time instructors and perhaps another full time sociologist.

KI.	Needs
	Please describe and prioritize any <b>faculty, classified, and student assistant</b> needs. More part-time faculty and perhaps a full time sociologist
	Please describe and prioritize any <b>equipment, material, and supply</b> needs. Per feedback from CID and the recent approval of our AA-T degree, the Department must provide training in social science software packages. I request funding (\$940.99) for an academic license/instructor license for SPSS and ATLAS.ti. These are two software tools that every student taking sociology should be exposed to (even per CID). Additionally, as I have mentioned in the past, just because we are a community college without an IRB, does not mean we cannot expose our students to cutting edge research. We should obtain an academic subscription for JSTOR.org or at least a faculty one. (\$200 including professional memberships) With a goal of offering 6 DE courses, the Department would greatly benefit from special funding in the area of DE course development. The Department and College will benefit from a digital video camera with tripod to record lectures; video editing software.
	Please describe and prioritize any <b>facilities</b> needs. For our new C&D building, we should dedicate funds for a social sciences computer lab. The technology should be current and include the software that I listed above. We should additionally hire a computer technology instructor or staff member to assist students with use of the software and equipment. Also, perhaps a special room or area for DE services specifically for faculty (a recording studio, special software like COURSERA) to make our DE program even better. (I also made note of the above)

### College of Alameda

### MISSION

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

### VISION

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

### VALUES

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

- \* Academic Excellence
- \* Budgetary Competence
- \* Community Engagement

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

### District Strategic Goals & Institutional Objectives 2014-2015

The following are the Peralta Community College District's Strategic Goals and Institutional Objectives for the Academic Year 2014-15 (July 1, 2014 – June 30, 2015) which will be evaluated in Summer 2015.

**Strategic Focus for 2014-2015:** Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals & 2014-2015 Institutional Objectives	
A: Advance Student Access, Equity, and Success	<ul> <li>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</li> <li>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</li> <li>A.3 Student Success: Using baseline data, increase student engagement in activities, Student leadership development, service learning programs, learning communities, student employment, etc.</li> <li>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</li> </ul>
B: Engage and Leverage Partners	<ul> <li>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</li> <li>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</li> </ul>
C: Build Programs of Distinction	<ul> <li>C.1 Student Success: Develop a District-wide first year experience/student success program.</li> <li>C.2 Student Success: Develop an innovative student success program at each college.</li> </ul>
D: Strengthen Accountability, Innovation and Collaboration	<ul> <li>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</li> <li>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</li> </ul>