College of Alameda
2022-23 Annual Program Update – Sociology

Program Overview

Please provide your program's mission statement and program's learning outcomes

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 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 & Ethnic Studies)
Richard Harris MA (PT)
Giselle Hendrie MA, M.Ed. (PT)
Araceli Quezada MA (PT)

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

Beginning Spring 2022 our department returned to in person instruction in College of Alameda's new building. Due to a decline in enrollment, we were only able to fill one in person course per semester (Spring 2022 and Fall 2022). Students are utilizing the smart classroom, well-designed space conducive for group work and discussions, as well as the College of Alameda library. As we remain primarily virtual, the department utilizes technological and virtual facilities available at COA and PCCD (ex. Canvas LMS, Educational Applications, the Library Website, COA's website).

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	Define core concepts of sociology (sociological theories, social structures, culture, social inequality and stratification, race/ethnicity, gender, and globalization). [Foundational knowledge in Sociology]
Status: In-Progress or Complete?	In-Progress Assessed by meetings SLOs across all courses taught in the department
Which college or district goal is aligned with your program goal?	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.

Program Goal	Apply a working sociological imagination to everyday life with a commitment to social justice and equality in our diverse world. [Critical Sociological Thinking]
Status: In-Progress or Complete?	In-Progress Assessed by meeting SLOs of all courses taught across the department

Which college or district goal is aligned with your program goal?	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.

Program Goal	Successfully transfer to a four-year college/university with robust sociological training [Personal Enrichment & Lifelong Learning – Sociological Efficacy]
Status: In-Progress or Complete?	In-Progress Assessment of this program goal involves examination of the number of AA-T degrees awarded and an exit survey students complete at the end of the Spring semester. The number of AA-T degrees awarded has declined from a peak of 32 in 2019. This could be a result of the pandemic. Also, it is difficult to determine if students earned a terminal AA degree or also transferred to a four-year institution. Nevertheless, degrees awarded rebounded in 2021 and remain relatively flat in 2022. **Awards Trend** 20 (2017-2018), 32 (2018-2019), 10 (2019-2020), 22 (2020-2021), 21 (2021-2022)
Which college or district goal is aligned with your program goal?	Aligned to COA ILOs: (1) solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

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Program Update

Using the dashboards, review and reflect upon the data for your program.

Course Completion and Retention Rates – Instructional Dashboard

Course Completion and Retention Rates – Student Services Dashboard

Enrollment Trends and Productivity Dashboard

Degrees and Certificates Dashboard

Course Completion and Retention Rates by Subject

Academic Year	Campus	SUBJECT
2021-2022	Alameda	SOC

Gender	Headcount	Census	Success	Success Rate	Retention
X	27	33	26	78.8%	87.9%
M	257	283	219	75.0%	88.0%
F	487	533	412	75.7%	85.7%
Total	**771**	**849**	**657**	**75.6%**	**86.5%**

Ethnicity	Headcount	Census	Success	Success Rate	Retention
White	109	123	94	75.8%	83.9%
Unknown / NR	16	21	15	71.4%	85.7%
Two or More	49	53	37	69.8%	79.2%
Pacific Islander	7	9	6	66.7%	88.9%
Hispanic / Latino	215	242	171	67.9%	82.9%
Black / African American	186	194	146	72.3%	86.6%
Asian	188	206	188	90.8%	94.2%

Age Range	Headcount	Census	Success	Success Rate	Retention
16-18	113	125	106	80.9%	90.8%
19-24	407	451	357	77.4%	88.5%
25-29	96	107	75	69.4%	76.9%
30-34	61	70	45	64.3%	78.6%
35-54	82	81	62	74.7%	86.7%
Under 16	8	10	8	80.0%	90.0%

Service Area	Census Enrollment	Success Rate	Retention
DSPS/SAS	80	80.0%	86.3%

Service Area	Census Enrollment	Success Rate	Retention
First Gen	490	71.0%	83.3%

Service Area	Census Enrollment	Success Rate	Retention
Low Income	659	73.9%	85.0%

Service Area	Census Enrollment	Success Rate	Retention
Pell Grant	376	76.1%	87.8%
BOGG Promise	617	74.9%	85.3%

Service Area	Census Enrollment	Success Rate	Retention

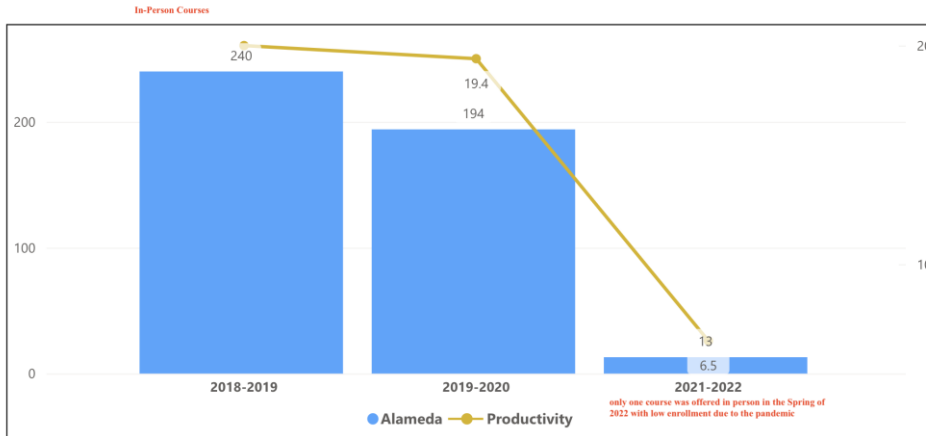*Note: Subgroups with less than 5 are not reflected in this dashboard*

Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students by using filters to disaggregate the data. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points to support your reflection.

Course completion and retention data for 2021-2022 reveals that student success (75.6%) and retention rates (86.5%) are above the wider college averages (70.7% | 84.9%). Success rates for Hispanic/Latino and Pacific Islander students are lowest among students, however group size for Pacific Islander students is low (7). By age, the majority of students are between the ages of 19-24 (407 | 53) with a success rate of 77.4% and retention rate of 88.5%. Success rates are lowest among 30–34-year-old students (64.3%). More research is needed to uncover what age-specific challenges this group faces. Labor market and family obligations may be challenges to successful completion of courses. Success and retention rates trend higher than the college mean for DSPS/SAS, First Generation, Low Income, Pell Grant, and BOGG Promise students.

Course Completion and Retention Rates by Subject

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No significant gender differences

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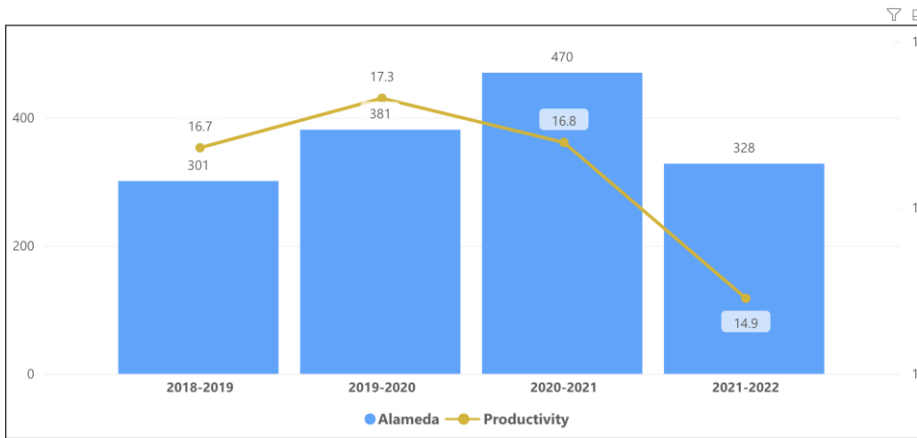Note: Subgroups with less than 5 are not reflected in this dashboard

In Spring 2022, the college offered one in-person section of Sociology 1. Enrollment was low due to the surge of COVID-19's Omicron variant. As a result, success and retention data for in-person courses seem low. The department has also offered one in-person section of Sociology 1 for the Fall 2022 semester and will increasing in-person course offerings in Spring 2023. Future data will present a more accurate picture of differences in student success and retention by mode of instruction.

Census Enrollment and Productivity by Year and Campus

In-Person Courses


only one course was offered in person in the Spring of 2022 with low enrollment due to the pandemic

● Alameda ━●━ Productivity

Census Enrollment and Productivity by Year and Campus

● Alameda ━●━ Productivity

In the last Program Review, the department identified that Black/African American Women students are disproportionally impacted (Black/African American/Female -9%<-13.82<9%). 18 Vlack/African American/Female Students Lost or Needed to Close the Equity Gap and 5 Two or More Female Students Lost or Needed to Close the Equity Gap.

Due to the COVID-19 pandemic, classes were no longer offered in person. As the college does not provide childcare, the department (in consultation with college and district policies) may offer policies on students bringing children to class. Also, additional inquiry is necessary to determine why these student populations are disproportionately impacted. For example, is the same true across the college, district, and state?

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) since the last Program Review/APU.

The department continues to assess student learning outcomes. The following list summarizes which SLOs have been assessed:

Institution	Department	Title	Type	Status	Reports
COA	A - BEHAVIORAL and SOCIAL SCIENCES	SOC 001 20770; 24338; 25379 SLO#1 Spring 2022	COA Assessment 1 - SLO Assessment	In Review	
COA	A - BEHAVIORAL and SOCIAL SCIENCES	SOC 002 21057 SLO#1 Spring 2020	COA Assessment 1 - SLO Assessment	In Review	
COA	A - BEHAVIORAL and SOCIAL SCIENCES	SOC 002 21057 SLO#1 Spring 2020	COA Assessment 1 - SLO Assessment	Active	
COA	A - BEHAVIORAL and SOCIAL SCIENCES	SOC 002 40891 SLO 3 Fall 2021	COA Assessment 1 - SLO Assessment	Active	
COA	A - BEHAVIORAL and SOCIAL SCIENCES	SOC 002 40891 SLO#2 Fall 2021	COA Assessment 1 - SLO Assessment	In Review	
COA	A - BEHAVIORAL and SOCIAL SCIENCES	SOC 003 20702 SLO2 Spring 2020	COA Assessment 1 - SLO Assessment	Active	
COA	A - BEHAVIORAL and SOCIAL SCIENCES	SOC 120 20936 SLO4 Spring 2021	COA Assessment 1 - SLO Assessment	Active	
COA	A - BEHAVIORAL and SOCIAL SCIENCES	SOC 120 21143 SLO3 Spring 2019	COA Assessment 1 - SLO Assessment	Active	
COA	A - BEHAVIORAL and SOCIAL SCIENCES	SOC 5 25309 SLO 3 SPRING 2021	COA Assessment 1 - SLO Assessment	Active	
COA	A - BEHAVIORAL and SOCIAL SCIENCES	SOC 5 46079 SLO3 FALL 2018	COA Assessment 1 - SLO Assessment	Active	
COA	A - BEHAVIORAL and SOCIAL SCIENCES	SOC120 20936 SLO1 Spring 2021	COA Assessment 1 - SLO Assessment	Active	

SOC 1 SLO 1 "Understand the relationship between social structures, institutions, and individuals."
95.65 % of students (66/69) answered the question correctly.
Performance across three sections with two modes of instructional delivery indicates that students meet the success criteria of SLO #1

SOC 2 SLO #1: "Examine and assess social problems from a sociological perspective by applying sociological theories."
100% of Students earned 70% or more on this assignment (excluding 2 0 values for non-submission).

SOC 2 SLO #2 "Develop and assess social solutions to social problems examined over the course of the semester"
76.67% of students were successful in this assignment. The SLO was met.

This data reveals that our instruction meets the student learning outcomes of our courses. Most of instruction over the last calendar year has been online/distance education. This suggests that despite the challenges of the pandemic and online delivery of instruction, we continue to provide excellent instruction.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

Brief description of funded request	Source (any additional award outside your base allocation)	Total Award Amount	Outcome/Accomplishment
Apple AirPods IPad Apple MacBook Pro Printer Ergonomic Keyboard Extra Monitor		$2,500	Improved instruction – new technologies allow instructors to deliver education in a seamless manner. Additionally, the faster the technology, the faster our department is in responding to student needs and meeting college deadlines.

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	Total Estimated Cost
Personnel: Classified Staff		
Personnel: Student Worker		
Personnel: Part Time Faculty		
Personnel: Full Time Faculty		

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	Mental Health First Aid Course for Educators PD Session on AP –550 Standards of Student Conduct	Unknown
Professional Development: Personal/Individual PD needed		
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals	• Subscription to the American Sociological Association w/access to Journals • ASA Writing Manual • Desk Copies of Textbooks	$400
Supplies: Instructional Supplies		
Supplies: Non-Instructional Supplies		
Supplies: Library Collections		
Technology & Equipment	Meeting Owl 3 Camera (Next Generation) - Quantity 2 COVID-19 has disrupted the delivery of education. Despite our goal of delivering 50% of courses in-person, many students miss class due to COVID-19 symptoms. Most of our in-person and online courses have live streamed components. As a result, a sophisticated camera that can capture the full experience of being in an in-person class is beneficial.	$2,430

	We can adequately share two cameras per our department of five instructors.	
Library: Library materials/collections		
Facilities: Classrooms/Labs		
Facilities: Offices		
Other		