



College of Alameda

2023-24 Program Review SOCIOLOGY

Lead Author:

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Program Overview

Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a 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 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 (Full-Time)
Jody Campbell MA (Joint Appointment w/AFRAM; Ethnic Studies) (Full-Time)
Richard Harris MA (Part-Time)
Giselle Hendrie MA, MS (Part-Time)
Araceli Quezada MA (Part-Time)

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 the COVID-19 pandemic, we were initially able to fill only one in person course per semester (Spring 2022; Fall 2022; and Spring 2023). However, in Fall 2023 one in person course and one hybrid w/in-person class meetings filled. Students are utilizing the smart classroom in the new LSA building, well-designed common 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's Website, and 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.

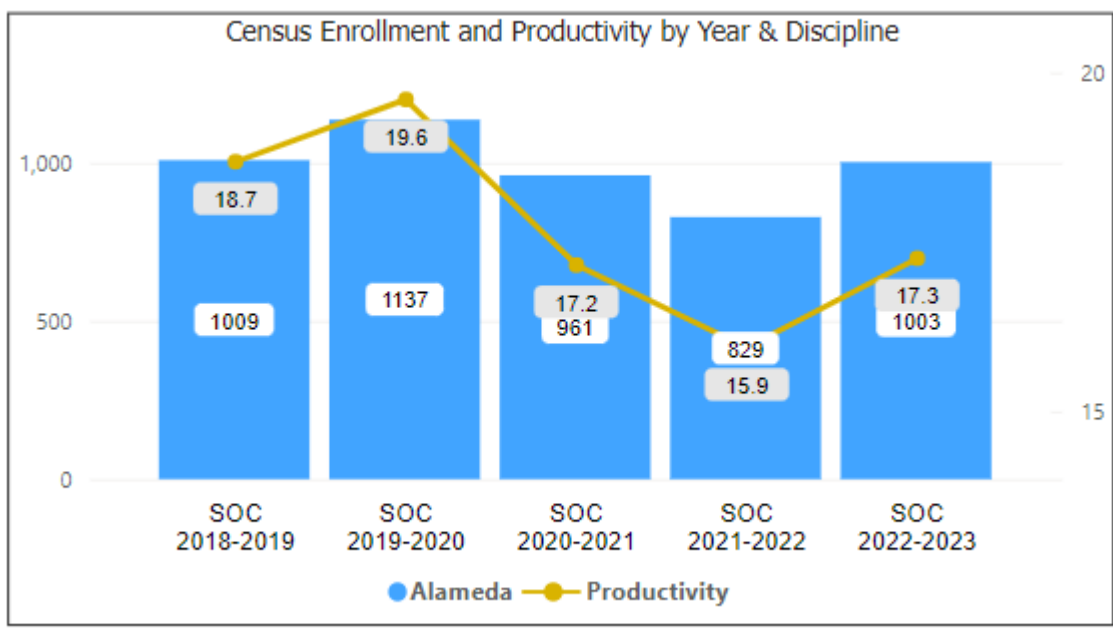
Program Goal	Define core concepts of sociology (sociological theories, social structures, culture, social inequality and stratification, race/ethnicity, gender, and globalization). [Foundational knowledge in Sociology]
Status: In-Progress or Complete?	Complete Assessed by meetings SLOs across courses taught in the department and analysis of course completion rates.
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?	Complete 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.
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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?	Complete 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 to 19 in 2023. This could be a result of the pandemic. Also, it is difficult to determine if students earned a terminal AA or AA-T degree or also transferred to a four-year institution. Nevertheless, degrees awarded in the academic year of 2022-2023 were slightly lower than the 2023 peak. The Spring 2023 exit survey of students may provide more data to have a full picture of where students (majors and non-majors) enroll.
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. Program Review – Annual Program Update – Page 5 (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.

Enrollment Trends

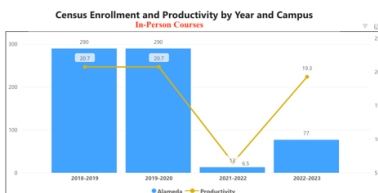
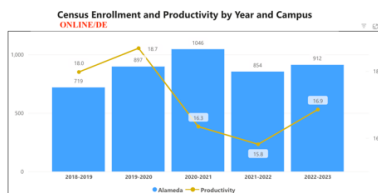


[Enrollment Trends Dashboard link](#)

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.

Enrollment is returning to pre-pandemic levels, although it is still short of our 2019-2020 high of 1137. This is largely due to circumstances beyond the district/college/department’s purview – the robust labor market, inflationary environment, and cost of living in the San Francisco Bay Area. Many of our students end up prioritizing work over higher education. While we schedule our courses in various modes and times in response to this, enrollment has not returned to our peak level. Pursuing our goal of offering more in-person instruction, led to several class cancellations and lost opportunities to increase enrollment and improve productivity. Nevertheless, in Fall of 2023 one in-person section of Sociology 1 filled to 33 students and one hybrid with an in-person component filled to 40 students. The department is attempting to offer a diverse array of our courses in-person, but they have not filled. For the Spring 2024 semester, we have strategized and hope to fill several late start courses in person. Comparatively, online enrollment remains robust.



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

The sociology department is tech savvy. Beyond completing AB4015 compliance, the sociology faculty use LTIs like PADLET, Hpothes.is, FLIPGRID, and Zoom in teaching (to name a few). The sociology faculty continue to complete training in technology to stay current and engage students. Our faculty members have completed the Online Equity Training through PCCD and draw upon the Peralta Online Equity Rubric in course design. Additionally, all sociology faculty complete self-paced online courses through @One. During In-Person instruction, our courses also use LTIs like Slido.com, Kahoot.it, and the Google Suite for collaborative work. Beyond the classroom instructors use Zoom, communication features in CANVAS, and Google Voice to connect with students. Also due to the nature of our subject matter (society), all faculty follow current events, use updated material as we draw upon OER (Open Educational Resources) that are far more current than published textbooks. The department recently participated in COA's Open Educational Resources grant funded search and has updated all course outlines to include free and low-cost readings for all courses (See updates on CurriQnet). Additionally, lead FT Sociology Faculty (Sabeen Sandhu) has completed state certification in CPR and the Mental Health First Aid Training to promote a safe environment and wellness for students. Moreover, our attendance at PCCD and COA professional development trainings and those provided by our discipline through the American Sociological Association, Pacific Sociological Association, and a variety of other professional resources keep our courses relevant and cutting-edge. Recent trainings (2023) completed include:

- US Census Introduction to the American Communities Survey
- ASA's Public Service Sociology
- ASA's Immigration Policy in an Era of Enforcement
- Sociology Speaker Series w/Philip Cohen (PhD) "Sexual Orientation, Sex, and Gender Identity in Family Life"
- Institute for the Study of Societal Issues "Mass Incarceration and 21st Century Eugenics"

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?

Regardless of mode of instruction and duration of our courses, instructors in the sociology department follow the course outlines of record for consistent instruction. As mentioned above, all faculty engage in continued training and education to maximize delivery of content across all modes of instruction and platforms. As detailed above, all faculty have met (and even exceeded) the AB4015 requirement to teach online and hybrid courses.

Curriculum

Have all your course outlines of record in CurriQnet been reviewed within the past three years?



<https://peralta.curricunet.com/>

Yes No, please explain:

The Sociology Department offers the following six courses:
 Sociology 1: Introduction to Sociology (Last Updated Dec. 31st, 2022)
 Sociology 2: Social Problems (Last Updated July 5th, 2020)
 Sociology 3: The Sociology of Women (Last Updated July 5th, 2020)
 Sociology 5: Minority Groups (Last Updated Sept. 18th, 2023)
 Sociology 11: The Sociology of Health and Illness (Last Updated July 31st, 2022)
 Sociology 120: Introduction to Research Methods (Last Updated Oct. 2nd, 2020)

The dates where course outlines have been updated and approved by COA’s Curriculum Committee are within the 3-year guideline and noted above in red font. Each course outline of record is regularly reviewed by faculty in the department for currency and particularly updates to required readings.

Below is a screenshot of courses indicating active CORs on CurriQnet:

Institution	Subject	Course #	Title	Type	Status	Reports
COA	SOC	001	SOC 001 - Introduction to Sociology	COA Course Changes only in Non-Catalog Info	Historical	
COA	SOC	001	SOC 001 - Introduction to Sociology	COA Course Changes only in Non-Catalog Info	Historical	
COA	SOC	001	SOC 001 - Introduction to Sociology	COA Course Changes in Catalog Info	Active	
COA	SOC	002	SOC 002 - Social Problems	COA Course Changes only in Non-Catalog Info	Historical	
COA	SOC	002	SOC 002 - Social Problems	COA Course Changes only in Non-Catalog Info	Active	
COA	SOC	003	SOC 003 - Sociology of Women	COA Course Changes only in Non-Catalog Info	Historical	
COA	SOC	003	SOC 003 - Sociology of Women	COA Course Changes only in Non-Catalog Info	Active	
COA	SOC	005	SOC 005 - Minority Groups	COA Course Changes only in Non-Catalog Info	Active	
COA	SOC	008	SOC 008 - Crime and Deviance	COA Deactivate Course	Draft	
COA	SOC	011	SOC 011 - The Sociology of Health and Illness	COA New Course	Active	
COA	SOC	049	SOC 049 - Independent Study in Sociology	COA Course Changes in Catalog Info	Active	
COA	SOC	120	SOC 120 - Introduction to Research Methods	COA New Course	Active	
COA	SOCSC	013	SOCSC 013 - Introduction to LGBTQ Social Justice Studies	COA New Course	Active	
COA	SOCSC	125	SOCSC 125 - Statistics for the Social Sciences	COA New Course	Active	

Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, state-wide transfer model curriculum).

Current changes to curriculum reflect best practices in higher education/community college instruction. Our department follows the PCCD and COA goal of equity through application of the PCCD Online Equity Rubric and use of Open Educational Resources to reduce the cost of required readings. The department is planning to develop three new courses: (1) Writing for Sociology/Social Sciences; (2) Global Sociology; (3) Introduction to Data Science or Applied Survey Research Methods (to replace Social Sciences 125: Social Statistics as it does not

enroll); and (4) The Sociology of Religion. These directions may improve enrollment, student success rates, and contribute to the department's larger program learning outcomes of successfully transfer to a four-year college/university with robust sociological training and applying a working sociological imagination to everyday life with a commitment to social justice and equality in our diverse world.

How is your program meeting the needs of students, and/or articulation with four-year institutions?

Every course taught in the Sociology department transfers to the CSUs and UCs (top transfer destinations for our students. As the degree data indicates, relatively few students earn an AA or AA-T in Sociology. (Insert numbers) This indicates that most students taking sociology courses are non-majors doing so to fulfill requirements. Additionally, many are degree holders in the process of applying to graduate programs in the health sciences which require sociology.

Student Learning Outcomes Assessment

List your Student Learning Outcomes

SOC 1 SLO #1 1. Understand the relationship between social structures, institutions, and individuals.
SOC 1 SLO #2 2. Apply the principles of sociology to the real world -or- have a working sociological imagination.
SOC 1 SLO #3 3. Understand, apply, execute, and assess sociological research methods.
SOC 2 SLO #1 Examine an assess social problems from a sociological perspective by applying sociological theories.
SOC 2 SLO #2 2. Develop and assess social solutions to social problems examined over the course of the semester.
SOC 2 SLO #3 3. Distinguish between personal troubles and social problems using the perspective of the sociological imagination.
SOC 3 SLO #1 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 2. Apply sociological research methods, concepts, and theories to understand the experiences of women across societies.
SOC 5 SLO #1 1. Apply the sociological imagination to the study of social inequality (minority groups).
SOC 5 SLO #2 2. Understand and assess published and pending sociological research on social stratification (minority groups).
SOC 5 SLO #3 3. Apply multiple sociological research methods to the study of social stratification (minority groups).
SOC 11 SLO #1 1. Apply sociological perspectives, theories, principles, and concepts to the study of health and illness.
SOC 11 SLO #2 2. Apply sociological research (multiple) to examine, assess, and interpret health outcomes and disparities across social groups.
SOC 11 SLO #3 3. Demonstrate and apply a sociological imagination and cultural competency in the study of social problems of health and illness

SOC 120 SLO #1 1. Identify all steps of the research process.
SOC 120 SLO #2 2. Explain the relationship between theory construction and social scientific research methodologies.
SOC 120 SLO #3 3. Exhibit critical thinking skills in understanding the nature and causes of social phenomenon.
SOC 120 SLO #4 4. Effectively plan, design, carry out and use the results of applied social scientific research.

Please provide a high-level summary and your program's interpretation of your SLO findings over the past year.

The following SLOs were assessed last academic year:
SOC 1 SLO #1
Spring 2022 – Exceeded Benchmark for Success
SOC 2 SLO #1
Fall 2021 - Exceeded Benchmark for Success
SOC 2 SLO #2
Fall 2021 – Exceeded Benchmark for Success
SOC 2 SLO #3
Fall 2021 – Exceeded Benchmark for Success
SOC 3 SLO #2
Spring 2020 – Exceeded Benchmark for Success
SOC 5 SLO #3
Spring 2021 – Exceeded Benchmark for Success
SOC 5 SLO #3
Fall 2018 – Met Benchmark for Success
SOC 11 SLO #3
Spring 2023 – Exceeded Benchmark for Success
SOC 120 SLO #3
Spring 2019 - Exceeded Benchmark for Success
SOC 120 SLO #4
Spring 2021 - Met Benchmark for Success
SOC 120 SLO #1
Spring 2023 - Exceeded Benchmark for Success
SOC 120 SLO #2
Spring 2023 - Met Benchmark for Success
SOC 120 SLO #3
Spring 2023 - Exceeded Benchmark for Success
SOC 120 SLO #4
Spring 2023 - Exceeded Benchmark for Success

Assessments						
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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	Active		
▶ COA	A - BEHAVIORAL and SOCIAL SCIENCES	SOC 002 21057 SLO1 FALL 2021	COA Assessment 1 - SLO Assessment	In Review		
▶ 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 SLO2 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 20944 SLO2 Spring 2023	COA Assessment 1 - SLO Assessment	In Review		
▶ COA	A - BEHAVIORAL and SOCIAL SCIENCES	SOC 120 20944 SLO3 Spring 2023	COA Assessment 1 - SLO Assessment	In Review		
▶ COA	A - BEHAVIORAL and SOCIAL SCIENCES	SOC 120 20944 SLO4 Spring 2023	COA Assessment 1 - SLO Assessment	In Review		
▶ 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	SOC11 CCN 23079 SLO 3 SPRING 2023	COA Assessment 1 - SLO Assessment	In Review		
▶ COA	A - BEHAVIORAL and SOCIAL SCIENCES	SOC120 20936 SLO1 Spring 2021	COA Assessment 1 - SLO Assessment	Active		
▶ COA	A - BEHAVIORAL and SOCIAL SCIENCES	Sociology Program Goal Assessment	COA Assessment 5 - Program Outcome by Section Aggregate	In Review		

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning?

Due to impact of the pandemic, instruction is primary online. In-person instruction is also aided by the CANVAS Learning Management Software. As a result, student do exceptionally well and are exceeding benchmark standards due to the integration of step-by-step video instructions and LTI use. For example, many of the SLOs require application of the sociological imagination or an assessment of research methods by reviewing existing research. Implementation of Hypothesis (hypothes.is) which is an LTI that enables social annotation, will foster collaborative learning and critical reading of published sociology. The department has future plans of including Hypothes.is in online and in-person courses to continue to exceed SLO benchmarks While the department meets and exceeds SLO benchmarks, zeros/students who do not complete assignments remain an issue. We harness the communication tools in CANVAS and also Google Phone to send reminders close to deadlines and also individually text students with unsubmitted assignments.

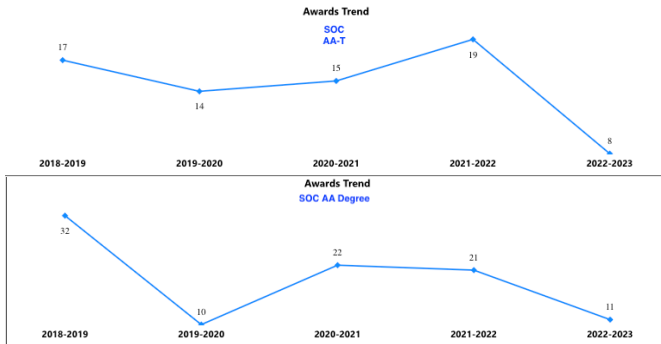
What percent of your programs have been assessed? (Mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

Two of the three (67%) PLOs of the Sociology Department have been assessed:

Program Goal #1:

After earning an AA degree in sociology, you will be able to transfer to a four-year college or university with robust sociological training.

This PLO is assessed by examining sociology degrees conferred and course completion data as the courses offered in the Sociology department are transferable to 4-year colleges/universities.



This PLO is met as have completed AA and AA-T degrees in Sociology. This sample is very small. Therefore, see the data on course completion rates w/trend closely with COA average values.

Note: The majority of students enrolled in Sociology courses are non-majors. Therefore, it may be better to conduct a survey of a sample of student across courses to determine whether they transfer to 4-year colleges/universities.

Alameda	Total Graded	Course Completions	Course Completion Success Rate
2021	1089	875	80%
SOC	1089	875	80%
Online	1089	875	80%
2020	1101	915	83%
SOC	1101	915	83%
In-Person	271	229	85%
Online	830	686	83%
2019	1007	793	79%
SOC	1007	793	79%
In-Person	328	263	80%
Online	679	530	78%

Program Goal #2:

After earning an AA degree in sociology, you will be able to apply your sociological imagination to promote the common good in business, the public sector, human service, and community contexts.

This PLO is assessed by aggregating SLO outcomes across the seven courses offered/taught in the Sociology Department:

If SLO benchmarks are met/exceeded in each course, the PLO is met/exceeded.

As of Fall 2023, the following SLOs were assessed. See the notation of met/exceeded.

SOC 1 SLO #1
Spring 2022 – Exceeded

SOC 2 SLO #1
Fall 2021 - Exceeded

SOC 2 SLO #2
Fall 2021 – Exceeded

SOC 2 SLO #3
Fall 2021 – Exceeded

SOC 3 SLO #2
Spring 2020 – Exceeded

SOC 5 SLO #3
Spring 2021 – Exceeded

SOC 5 SLO #3
Fall 2018 – Met

SOC 11 SLO #3
Spring 2023 – Exceeded

SOC 120 SLO #3
Spring 2019 - Exceeded

SOC 120 SLO #4
Spring 2021 - Met

SOC 120 SLO #1
Spring 2023 - Exceeded

SOC 120 SLO #2
Spring 2023 - Met

SOC 120 SLO #3
Spring 2023 - Exceeded

SOC 120 SLO #4
Spring 2023 - Exceeded

Program Goal #3 (Apply a working sociological imagination to everyday life with a commitment to social justice and equality in our diverse world. [Critical Sociological Thinking]) will be assessed this academic year (2023-2024).

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

The department has not assessed ILOs. Nevertheless, the Sociology Department's Program Learning Outcomes are aligned with College of Alameda's ILOs. Faculty will consult with the cluster chair(s) for instructions on how to do so.

Course Completion

Alameda	Total Graded	Course Completions	Course Completion Success Rate
2023	326	224	69%
SOC			
Hybrid	8	5	63%
In-Person	26	19	73%
Online	292	200	68%
2022	698	540	77%
SOC			
Hybrid	14	11	79%
In-Person	12	8	67%
Online	672	521	78%
2021	1105	891	81%
SOC			
Online	1105	891	81%
2020	1101	915	83%
SOC			
In-Person	271	229	85%
Online	830	686	83%
2019	1007	793	79%
SOC			
In-Person	328	263	80%
Online	679	530	78%

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

[Course Completion Dashboard link](#)

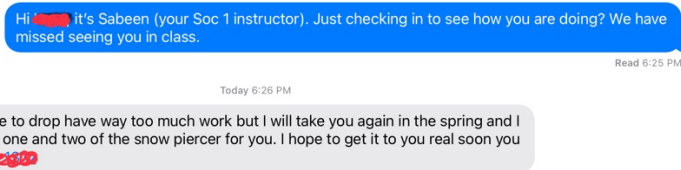
How does the course completion rate for your program or discipline compared to your college's Institution-Set Standard for course completion of 72% and the stretch goal of 78%?

The 2023 Course Completion Rate data is **not** a full academic year of enrollment data. A better comparison would be year-to-date data. Overall, course completion rates continue to exceed the institution-set standard of 72% and are close institutional-set stretch goal of 78%. Based on the historical average online Course Completion Rate, the department forecasts that the 2023 online course completion rate will be approximately 74% and the in-person will likely remain on trend.

These are still a bit lower than the historical average. These trends are likely unrelated to the quality of instruction. Instead, there are many structural factors that have contributed to lower course completion success rates: (1) strong demand in the labor market for jobs that do not require a college degree; (2) higher inflation is likely causing students to work longer hours and prioritize employment over schoolwork; and (3) the YOLO culture.

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?

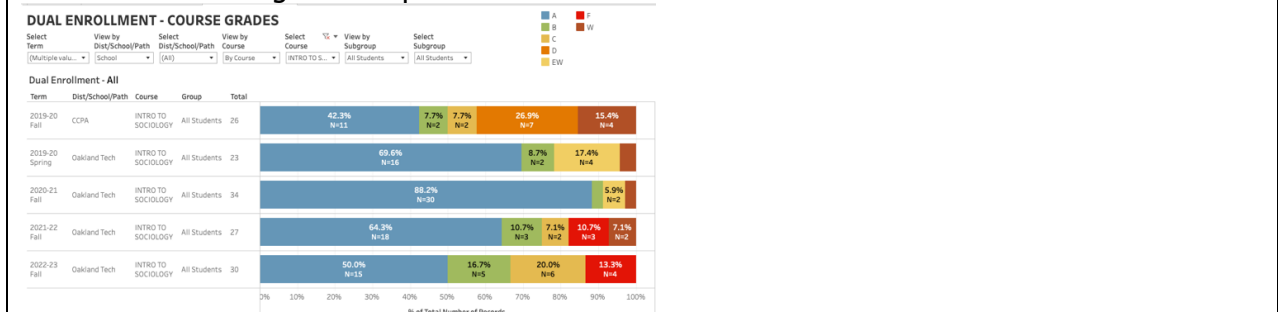
The samples sizes of the hybrid and in-person courses post 2021 are far too small to make meaningful and significant comparisons about rates of completion. As detailed above, in the question regarding integrity and consistency of instruction across modes, regardless of mode of instruction and duration of our courses, instructors in the sociology department follow the course outlines of record for consistent instruction. All faculty engage in continued training and education to maximize delivery of content across all modes of instruction and platforms. All faculty have met (and even exceeded) the AB4015 requirement to teach online and hybrid courses. We continue to deal with the challenge of attrition due to factors beyond the control of the instructor and institution. Each faculty member engages in outreach to students, but despite our best effort and encouragement have little success. Consider the following correspondence:

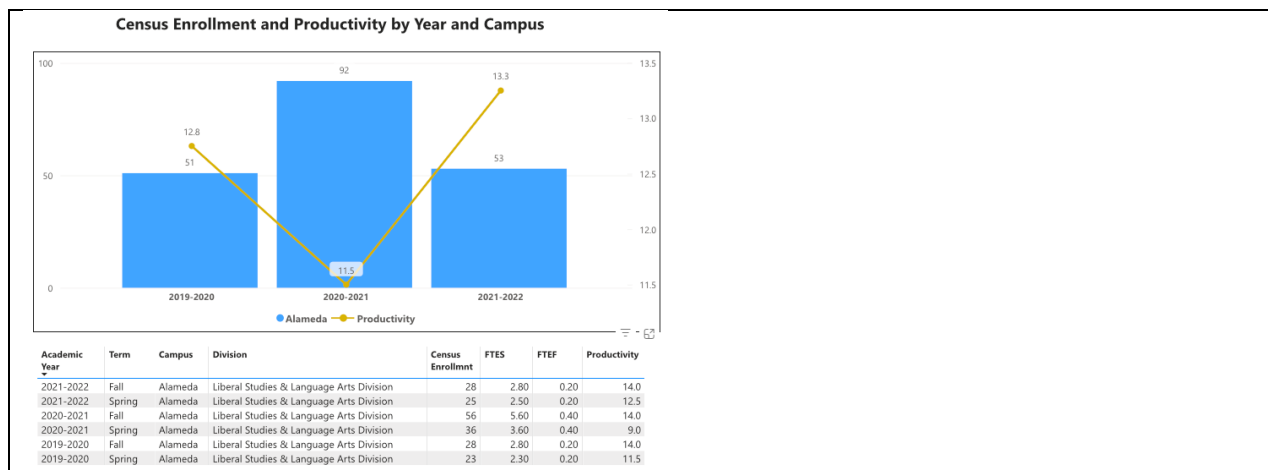


Student report having “too much work” and that they hope to take the course again in the future.

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

The Sociology Department has offered SOC 1 and SOC 2 as dual enrollment courses for past three academic years. See the data below on enrollment and productivity and dual enrollment course grades. Course completion rates mirror overall program rates. In 2023, our department is offering a series of Contract Education Sociology courses with a Chinese University. We look forward to assessing the completion and success rates for these courses.





Alameda	Census Enrollment	Total Retained	Course Retention Rate
2023	326	262	80%
SOC			
Hybrid	8	5	63%
In-Person	26	21	81%
Online	292	236	81%
2022	734	603	82%
SOC			
Hybrid	14	14	100%
In-Person	12	10	83%
Online	708	579	82%
2021	1146	957	84%
SOC			
Online	1146	957	84%
2020	1219	986	81%
SOC			
In-Person	309	254	82%
Online	910	732	80%
2019	1029	862	84%
SOC			
In-Person	329	296	90%
Online	700	566	81%

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?

Course retention rates for the Sociology department mirror that of the wider college. The three-year average retention rate for COA is 85 percent and approximately 83 percent for the Sociology department. As detailed above, instructors make outreach efforts to student to encourage retention and course completion. We care about each student. Additionally, one of our Program Learning Outcomes is: "Successfully transfer to a four-year college/university with robust sociological training" [Personal Enrichment & Lifelong Learning – Sociological Efficacy].

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). Using the percentage point gap method to identify DI, subgroups whose course completion rate falls more than -3 percentage points below the All-Students success rate are highlighted red. The Margin of Error value (MOE) is used to determine the presence of DI using the Point Gap Method. Values lower than the corresponding MOE are reflective of disproportionate impact (i.e., pink highlighted cells). Groups with 10 students or less are excluded from the analysis.


SOC		2022-23				
Cohort Name	Cohort Count	Outcome Count	Success Rate (SR)	PPG-1 Index	MOE	DI Identified
Asian	267	224	83.9	19.1	-5.50	FALSE
Black / African American	182	96	52.7	-21.1	-6.66	TRUE
Hispanic / Latino	277	180	65.0	-6.9	-5.40	TRUE
Two or More	91	59	64.8	-5.6	-9.42	FALSE
Unknown / NR	24	18	75.0	5.2	-18.34	FALSE
White	149	119	79.9	11.7	-7.36	FALSE
Female	609	419	68.8	-3.0	-3.64	FALSE
Male	345	246	71.3	2.1	-4.84	FALSE
Unknown Gender	41	31	75.6	5.9	-14.03	FALSE
Not Foster Youth	955	677	70.9	23.4	-2.91	FALSE
Foster Youth	40	19	47.5	-23.4	-14.21	TRUE
Not First Gen	344	240	69.8	-0.3	-4.85	FALSE
Unreported	121	92	76.0	6.9	-8.17	FALSE
First Gen	530	364	68.7	-2.7	-3.90	FALSE
No Disability Reported	951	660	69.4	-12.4	-2.91	TRUE
Disability Reported	44	36	81.8	12.4	-13.55	FALSE
	995	696	69.9			
			Overall SR (Includes Comparison Group)			
			69.9			


The Sociology department hesitates to interpret the data without the full appendix of how the PGI and MOE were calculated. If the calculations follow the report from the CCCCCO (California Community Colleges Chancellor's Office) the department interprets the data according to "Table 1. Margin of Error (E) Thresholds in Identifying Disproportionate Impact." Based on data presented in the table above, students who identify as Black/African American, Hispanic/Latino, and Foster Youth are disproportionately impacted.

- Black/African American $182 * -.211 = -38.402$ (38 Black/African American Students are lost or needed to close the equity gap).

- Hispanic/Latino 277*-.069=-19.113 (19 Hispanic/Latino Students are lost or needed to close the equity gap). Note – despite DI, the success rate for this group is 65%.
- Foster Youth 40*-.234=-9.36 (9 Students who are Foster Youth are lost or needed to close the equity gap).

These trends differ from the last Sociology Program Review (2021-2022); Black/African American Women and Multiracial Women experienced an equity gap. Perhaps, the robust offering of online and hybrid courses has helped close the gap. Additionally, COA free tuition programs, information regarding many services like childcare, and emergency grants have helped.

Alameda 	Total Graded	Course Completions	Course Completion Success Rate
☐2021	1089	875	80%
☐SOC	1089	875	80%
Online	1089	875	80%
☐2020	1101	915	83%
☐SOC	1101	915	83%
In-Person	271	229	85%
Online	830	686	83%
☐2019	1007	793	79%
☐SOC	1007	793	79%
In-Person	328	263	80%
Online	679	530	78%

Alameda 	Census Enrollment	Total Retained	Course Retention Rate
☐2021	1130	941	83%
☐SOC	1130	941	83%
Online	1130	941	83%
☐2020	1219	986	81%
☐SOC	1219	986	81%
In-Person	309	254	82%
Online	910	732	80%
☐2019	1029	862	84%
☐SOC	1029	862	84%
In-Person	329	296	90%
Online	700	566	81%

What can your discipline, department, or program do to improve course completion for disproportionate impacted groups?

COA has a Student Equity and Achievement Committee that may be helpful in contacting regarding these concerning findings of disproportional impact. It may be useful to include qualitative data from the groups identified to determine which variables are responsible and actionable to equitize student outcomes. What can we do on institutional and department levels...? Without qualitative insight, I hesitate to forward suggestions. What we have done

thus far is applied to PCCD Online Equity Rubric to our courses. Our classes are inclusive, promote student centered learning experiences, and focus on how society can be more equal. This instruction empowers students.

Each instructor in our department engages in outreach to students who are absent from class or fail to complete or turn in assignments/deliverables. For example, sociology instructors use technologies like Google Voice and Apple's iMessage/FaceTime to engage in outreach. Often, students do not check their PCCD email and Canvas messages but will respond to text and iMessages. The PCCD might consider transitioning to a text-based platform for student communication. More inquiry and professional development regarding TBI (Text Based Learning) may also help.

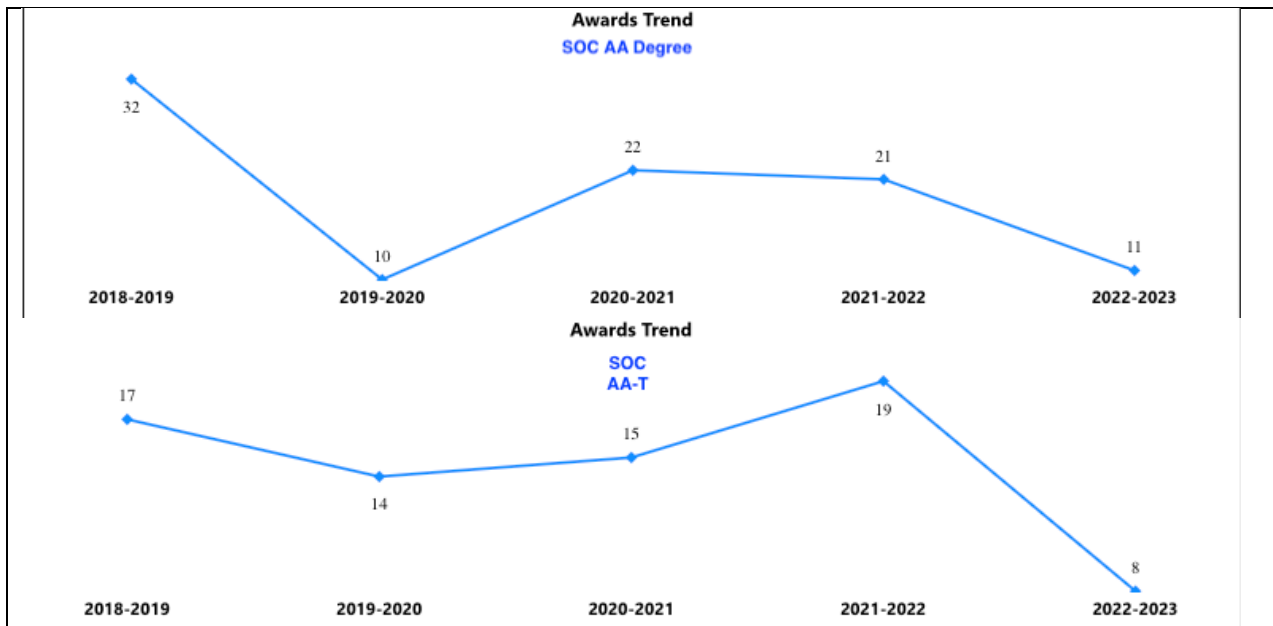
It may be prudent to establish faculty-student mentors for groups experiencing DI. More opportunities for campus involvement may help also. Consider Schlossberg's research on marginality and mattering (1989: 5): "Involvement creates connections between students, staff and faculty that allow individuals to believe in their own personal worth. This involvement creates an awareness of our mutual relatedness and the fact that the condition of community is not only desirable, but essential for our human survival."

Degrees & Certificates Conferred

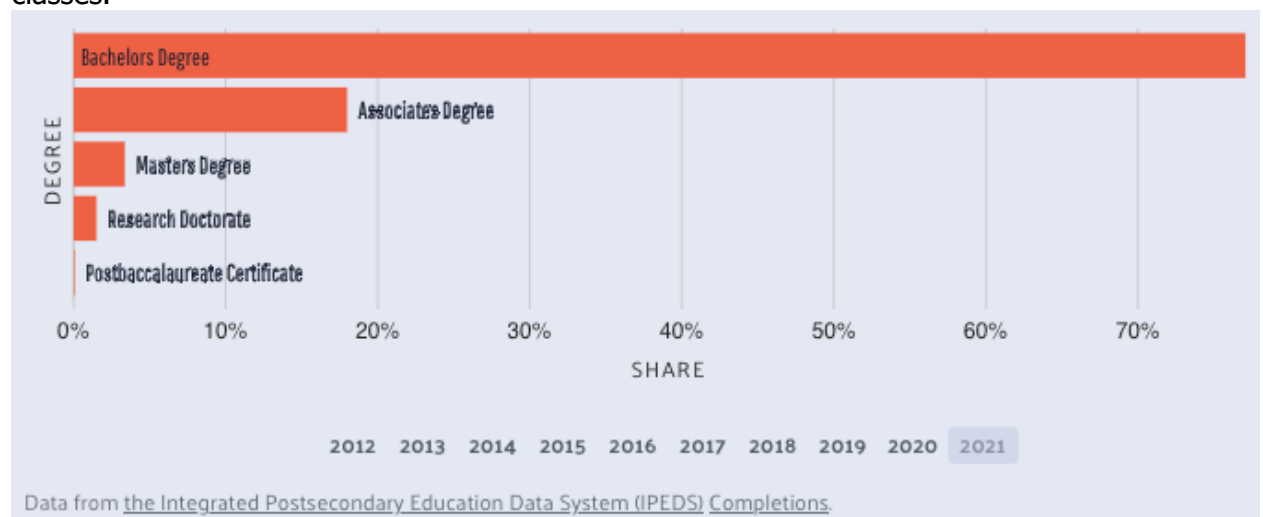
Does your program offer any degree/certificate programs? If your program does not, skip this section and continue to **Engagement**.

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

The department offers both an AA and AA-T in Sociology. Only about two-percent of students who take sociology courses earn an AA or AA-T degree. This suggests that the majority of students who take sociology courses are non-majors. This is true across institutions – sociology instructors typically teach the subject to non-majors. The upward trend from prior years could be largely based on higher overall enrollment; the proportional percentage is likely the same.



National data shows little demand for Sociology Associate degrees (IPEDS 2023). In fact, this is why our program outcome is for students to successfully transfer to a four-year college or university. Moreover, the minimum credential required for an entry level career in sociology remains a bachelor’s degree and now even a graduate degree. The department has been at the forefront of the Guided Pathways Initiative to increase the number of AA and AA-T degrees awarded. We continue to promote these pathways and course maps on our syllabi and in classes.



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 Sociology Department actively participated in the Guided Pathways Initiative at College of Alameda. At the end of this academic year (2023-2024) we hope to administer a comprehensive survey to our students to uncover more data on enrollment and academic and career outcomes even after leaving COA and the PCCD. Meanwhile, we continue to work with student services to promote our courses, and the Guided Pathways educational plan for Sociology, and make students aware of the AA and AA-T degrees obtainable in sociology.

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 (Full-Time Sociology Instructor)
Committees:
Health & Safety
Facilities and Technology
Accreditation ISER Standard III Co-Author

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

ASA, PSA, CSA Members
UC Berkeley Public Health Policy Colloquium Series
UC Berkeley Sociology Colloquia Series
Mental Health First Aid Training
CPR Certification

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

We make no distinction between adjunct and full-time faculty members in the Sociology Department; we are sociology colleagues who collaborate on course outlines, curriculum, scheduling, and all departmental decisions. We are guided by the American Sociological Association's code of ethics which requires professional competence:

Sociologists strive for the highest levels of competence in their work; they recognize limitations of their expertise; and they undertake only those tasks for which they are qualified by education, training, or expertise. They recognize the need for ongoing education in order to remain professional, technical, and administrative resources needed to ensure competence in their professional activities. They consult with other professionals when necessary for the benefit of their students, research participants, and clients" (ASA Code of Ethics).

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resources 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	Workplace Bullying Institute (Workplace Bullying Training) Workplacebullying.org/university	Unknown
Professional Development: Personal/Individual PD needed	Memberships in American Sociological Association (\$246 * 4 Faculty)	\$984
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals	Journal Subscriptions to stay current on research/teaching in Sociology	\$300
Supplies: Instructional Supplies	Miscellaneous Classroom Supplies	\$500
Supplies: Non-Instructional Supplies		
Supplies: Library Collections	Desk Copies of OER Textbooks (several OER resources publish hard copies in textbook format)	\$300
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 or other health issues. 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. While all smart classrooms should be outfitted with OWL cameras, the reality is that they are not. Use seems relegated to campus flex days and division meetings. With our ILO of communication and technology, consider how teaching, engagement with students, and equity could be fostered.	\$2,300.

Library: Library materials/collections		
Facilities: Classrooms/Labs	Whiteboard Cleaner Unscented and Nontoxic Cleaning Solution for Faculty Console in Smart Classrooms Keyboard Cleaner for Shared Smart Classrooms (Compressed Air/Disinfecting Wipes) (Could these cleaning products be inserted into wall-mounted holders close to the console)	Institutional Cost
Facilities: Offices		
Other	Request to post "No Eating or Drinking" Signs on Shared Smart Classroom Console	Unknown