De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 6, 2022

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | Sociology |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | The Sociology program consists of undergraduate or lower division courses that provide a foundational understanding of the discipline, a breadth of coursework in the discipline, and preparation for university transfer. The mission of our lower division classes is to develop students' sociological imagination and deepen their awareness and understanding of the social world. This relates to De Anza’s mission and institutional core competencies as students who complete classes in our program are more informed and aware of social inequalities and how various parts of our society relate and connect. This knowledge and awareness is the basis for critical thinking and civic engagement, which are reflected in both the mission statement and institutional core competencies. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | General Education, Personal enrichment |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | None offered |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | None offered |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | 66 |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | N/A |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | We have seen a 14% increase in this last year in AAT awards while, interestingly there were no students during this time period doing completing the AADT award. We do not know what accounts for this drop in AADT and this growth in AAT. It could simply be student preference. It could also be the fact that Mari Tapia is no longer coordinating the FYE program, in which Sociology played a significant role. This program was a source of students feeding into AADT program pathways. There were 561 students who declared Sociology as their major for transfer in 2018-2019 so if these students follow this major plan, we expect to see the numbers of AAT completions continue to rise at least somewhat over the next year or two. |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | The Sociology program has been actively involved in guided pathways workshops, student voices workshops, and several learning communities. These strategies are ways that we can conduct outreach and teach students about the benefits of pursuing a sociology degree for transfer. In addition to this, there may be opportunities to link our Sociology department with Social Work bachelors programs at local universities. These options are being explored |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | N/A |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> | N/A |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 4.4 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | N/A |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 65.9% |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | N/A |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | The rapid shift to online learning during the pandemic, without the required resources or time to make sure that online classes were following best practices, designed for multiple learning styles and abilities, and were being delivered in a manner that was engaging and sufficiently rigorous, has made it difficult for faculty to support students to the best of their abilities. It is difficult to differentiate instruction in an online course with a cap of 50. What is needed are structural changes to the way the campus supports faculty in their online teaching, as well as a change away from large class cap sizes within our divisions. Instructors in our department are some of the most caring, devoted, student-centered instructors. But they cannot be expected to support the learning needs of all students in such large classes, and without the requisite prep time it takes to bring classes online from a face to face format. At the very least, given what appears to be a permanent shift to new online and hybrid modalities, faculty need compensation for their time in re-prepping their courses to meet current needs. |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | In the last five years, enrollment in our department has declined by 20%. While the college as a whole has suffered enrollment decline, ours is a significant decrease. A clue as to why our enrollment has decreased so dramatically lies in the decreased number of sections over this time period. Section offerings in our department have decreased by 24%. This is due largely to non-sensical and counterintuitive early cancellation policies that faculty in the department and larger division have decried on record for years and have pushed to change with no avail or response from administration.  Another contributing factor is the fact that 2 out of 3 full time instructors within the department have stepped away from working in learning communities which typically filled 2-4 sections of Soc 1 or Soc 20 courses. The college has not been able to make teaching within these learning communities sustainable because administration refuses to allow for reassigned time for learning community participation/coordination.  Our department hopes that the guided pathways framework will boost enrollment and interest in sociology and Sociology faculty continue to participate in guided pathways events and workshops. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | The racial and ethnic demographics of students in Sociology classes look generally similar to the demographics of the college as a whole, except that Sociology students are more likely to be Latinx and less likely to be White or Asian. 37% of sociology students are Latinx, more than any other single racial/ethnic group. We are also just slightly higher than the college average in our percentage of Filipinx and African American students. One thing that may account for this is the offering of sociology classes through the LEAD and First Year Experience programs. Another factor may be the fact that the study of structural racism is at the heart of the discipline, drawing in students whose lives have been harmed by structural racism. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | Our overall success in Sociology (79%) is about equal to that for the overall college as a whole (80%) and the success rates for our disproportionately impacted students (71%) are about equal to those for the college as a whole (72%). What is notable is during the period covered for this program review, the equity gap between our general population students and our disproportionately impacted student groups was reduced by half from the last time a program review was completed. In 2018-2019 this gap was 14%. Today this gap is 7% which is equal to the gap found between these two groups at the college level. Something that might account for this change is the increased flexibility in college policies with regard to excused withdrawals that might have otherwise resulted in non-passing grades, and increased flexibility in course policies with regard to late work as well due to the pandemic. These success rates might also be the result of the modality of online learning which allows for greater flexibility in student attendance, and allows students to work around (particularly in asynchronous courses) the many things that might pop up in students’ lives that might have otherwise derailed their progress in the course. In other words, it remains to be seen if we this decrease in the equity gap is the result of temporary measures or if many of the equity based practices that we have in place have had an impact. These strategies range from adopting no-cost college texts, participating in learning communities, implementing universal design in courses and creating suggested schedules each week to guide students through online learning throughout the pandemic. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | One notable difference is that success rates for African American students went up a significant 16% percentage points from last year. Whites, Asians and Pacific Islanders experienced modest increases in success rates as well. Filipinx success rates stayed the same. What is notable is that for this time period, Latinx success rates dipped slightly from 73% to 70%. We don’t know what might have accounted for the dip in Latinx success rates for this year, but it is well documented that Latinx communities in the bay area suffered disproportionate rates of unemployment, eviction, illness and even death during this pandemic. It is difficult to negate the impact of COVID in Latinx communities when analyzing success, enrollment or any other data indicator of student success.  Sociology department made a commitment years ago to maintaining diversity in our faculty and continued professional development in the areas of student equity and multicultural curriculum. We have maintained faculty diversity since then. We have also continued that professional development. Faculty members in sociology have participated in our cohort programs that serve targeted students, such as FYE, PUENTE, REACH and the Umoja program. Faculty in Sociology have been active both in college and division service around developmental level education and also equity work. And the department individuals will continue their individual and departmental work around issues of equity, which is one of our core values. However, such individual actions will not be sufficient to address the failures of our economic and political institutions. We need significant taxpayer support for and investment in the public school system, investment in poor and segregated communities that ensure that children grow up in safe and healthy environments, reparations for the legacy of land theft, slavery and housing segregation that has undermined the economic wellbeing of people of color, and redistribution of concentrated wealth from the top10% to the bottom 50%.  At the organizational level, De Anza needs much more diverse faculty, much more financial aid to students, an investment in campus housing or a creation of community partnerships to address the housing problem, work-study jobs that pay students enough to live and keep them on campus, much lower class sizes that would allow for the kinds of individualized attention and mentorship that would improve the success of students who don't enter academia with middle class cultural capital and/or with learning disabilities, and significantly more tutoring, peer mentoring, counseling, and academic support. Finally, we are waiting to see over time if AB705 and the loss of Reading classes may also be impacting our success rates or perhaps even our enrollment. |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | The most obvious change to our department during this program review period, is the need to switch from in person instruction to online learning. Prior to the pandemic we were offering about half of our sections online . We have been able to get all offered Sociology courses approved for online and/or hybrid instruction as well as prepared to be offered online. The lasting impact of bringing more classes online remains to be seen and studied but we anticipate that a larger proportion and variety of online class offerings will have an overall positive impact on enrollment.  During this period of time due to Coronavirus, the college also relaxed its requirements for “excused withdrawals” to account for the ways in which the pandemic has impacted students. The ability to take an EW may have lowered our overall non-success rate but that remains to be researched.  Non policy based externally imposed changes are the persistence structural inequalities that negatively impacted our students prior to the pandemic and were only exacerbated by the pandemic. Homelessness and the high cost of housing continues to impact our student populations. Students are experiencing food insecurity, grieving the loss of ones lost to the pandemic and are experiencing mental health challenges at unprecedented levels. |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | Our department intentionally has focused support for undocumented students of all racial and ethnic backgrounds, as well as students with learning disabilities across all racial and ethnic backgrounds. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | Dr. Steve Nava and Mari Tapia worked with VIDA and the Equity office to develop and implement the UndocuAlly series of professional  development workshop to create a more welcoming and culturally competent  environment for our undocumented students. Dr. Nava, Ms. Tapia and Dr. Myhre have  also added civic engagement components to their sociology classes. Dr. Nava through  the Social Sciences and Humanities Equity Core Team has continued to implement  Student Voices workshops to focus attention on equity issues from a student centered  vantage point and is collaborating with the LEAD program. Dr. Myhre won a Mellon/ACLS Community College Faculty Fellowship for a public sociology project on economic inequality in the U.S. Mari Tapia has collaborated with the Office of Professional development to deliver programming about supporting students with learning disabilities through universal design of online learning environments. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | Yes, equity work requires reassigned time or substantial additional pay. It requires an instructional design coach or training for faculty within our department for instructional design and e-learning best practices given the shift to online instruction. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | As mentioned above, our department would benefit from an instructional design or e-learning best practices coach given the shift to online instruction. We could also use an embedded counselor or educational specialist within our division to help students navigate college during this pandemic. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | Yes. |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | One enhancement that was added as part of an SLO assessment combined with the division activity of Conversation Application Reflection (C.A.R.) in which the division read the book The Sum of Us by Heather McGee, was to create an assignment around several chapters that focused on structural underpinnings of race and helps students understand one of our SLO’s the sociological imagination. |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | Sociology 29, Sociology 5 |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | The most major impact we are seeing is the shrinking of course offerings due to the enrollment crisis. We believe that the following changes might begin to stem the downward spiral of enrollments: 1) Remove information about Total Seats Available and Seat Open from the Open Course listings from Myportal. These figures are working to depress enrollment in low enrolled classes during the registration period. Right now students are avoiding low enrolled classes because they know there is a good chance such classes will be canceled and they do not want to have to make major changes to their schedule when this happens. 2) Do not cancel classes until the first day of the quarter. This was the way that De Anza College originally built its enrollment when we first were founded. We have found that classes that have had enough enrollment to make it past the cancellation dates have picked up as many as 15 students or more in the last few days before the quarter starts.  3) Continue to allow for online course offerings as we enter a post pandemic phase rather than setting arbitrary targets for in person classes (e.g. the push for a return to 50% in person offerings). Students are still needing online classes and online enrollment has, we believe, prevented a larger loss of enrollment across the college and in our particular department. If we are made to move more classes back to in person teaching, at the very least the college must ensure that it will not cancel low enrolled courses as in person attendance starts to normalize post pandemic. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | As mentioned above, enrollment continues to decline due, in part, to the college’s policy of early cancellation driven by budgetary concerns in part. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | None needed unless vacancy |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. |  |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | N/A |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | N/A |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | Document cameras for at home use/ hybrid; microphones for instructors for teaching in person courses. |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | Hyflex classrooms, computer labs for SSH |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | SSH Counselor, Educational Specialist for students with learning disabilities, Funding for all tutoring, PAL program, Print Budget for when we return to campus |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | Continuing staff development opportunities in the areas of online learning, retention, and boosting student success rates using technology and built in channels for communication would be helpful. |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | Given the shift to fully or partially online modalities, faculty need more training in the area of online learning in order to make classes engaging, and universally accessible. |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | We have consistently been denied the resources requested so we have no data. |
|  | Submitted by: | APRU writer’s name | Maristella Tapia |
|  | Last Updated: | Give date of latest update | 5/20/2022 |