

## Comprehensive Program Review

### A. Department Information

#### Mission

Please enter your department's mission statement here.

The Sociology Department's mission is to develop students' critical 'sociological imagination' and deepen their awareness and understanding of their important roles in cultivating their selves and their social world in a nurturing learning environment. This is accomplished through exploration of how social systems work and how social forces shape their structural formation over time.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

- The Sociology Department teaches students to explore their own and their peers' perspectives on key social issues encouraging our learners to develop and effectively communicate their perspectives in social science writing and verbal communication styles.
- Learners grapple with complex social theories and concepts and apply them to real life examples as they creatively problem solve.
- Our faculty encourage learners to critically imagine better social systems, toward healthier communities through critical analyses of current and past production and consumption processes (and their effects on our diverse communities' well being).
- The sociology department challenges its students to think critically and imaginatively, both locally and globally at the levels of: institutions, social systems, and global relations. We support learners' confidence in acting civically towards improving their global, cultural, social, and natural environment.

#### Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Increase Sociology majors	Share the benefits of a sociology degree with our students more intentionally.	Faculty; academic counselors (in conversation), and SSH Dean	Counselors and our SSH Dean	Promote our major in Villages.	Examine data on the number of majors over time.	Examine data on the number of majors over time.
Increase Sociology GE course offerings	Create new courses that for GE level learning that draw high student interest and enrollment.	Sociology Chair and FT Faculty*	Faculty with our SSH Dean and Curriculum Committee	Promote our major in Villages	Examine data on the number of students taking new courses over time.	Examine data on the number of students taking new courses over time.

#### Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

LOSS OF PERSONNEL: Sociology Department lost two of three fulltime faculty. We have five part time faculty but one is retiring most likely this academic year. We are in desperate need of at least one fulltime faculty hire.

### B. Enrollment Trends

#### Enrollment Variables and Trends

##### Enrollment Trends

Social Sciences and Humanities - Sociology-FD

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
<b>Unduplicated Headcount</b>	1,615	1,542	1,638	1,580	1,524	-5.6%
<b>Enrollment</b>	1,883	1,821	1,926	1,857	1,754	-6.9%
<b>Sections</b>	44	45	47	49	47	6.8%
<b>WSCH</b>	2,508	2,433	2,568	2,476	2,339	-6.8%
<b>FTEF (end of term)</b>	169	164	173	167	156	-7.7%
<b>FTEF (end of term)</b>	4.1	4.0	4.4	4.4	4.2	2.3%
<b>Productivity (WSCH/FTEF)</b>	611	606	584	563	557	-8.9%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

#### Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

Our goal as a department is to intentionally engage as many students as possible in critical analysis of social issues and creatively think through potential solutions through academic work and in our actions. Moving to online teaching created this challenge during the pandemic's height. This fluctuation (-5.6%) of unduplicated headcount is most likely due to the effects of the pandemic on our's and our students' lives during the periods shown in the data. During the height of the pandemic our numbers increased (perhaps UC and CSU students chose community college versus paying high tuition for classes that didn't meet in person). Students may have sought to save on tuition by attending a community college due to the universities' reliance on Zoom which was (mostly) not the same quality of education at that stage of (online teaching) adaptation. Moreover, during 2020-2021 the emotional climate of the classroom was many days melancholy. Some families were experiencing death and illness and as instructors we felt the weight of these emotions daily.

I think that after the pandemic some potential students scrambled to return to their universities or they had time to reflect on new ideas for other career options and opted out of community college. Since enrollment is down -6.9%, this also points to the need to more directly address community health and how technology is used in our classrooms and our larger society. One of our goals is to stimulate students' interests in improving their diverse communities' wellbeing. As a department, we must continually ask ourselves: How are we using new technologies wisely while maintaining quality teaching and learning and how does this use affect our social and interpersonal relationships and social wellbeing? What is the effect on teaching and learning? How can we all be part of the solution?

#### CTE Programs - Statewide and Regional Labor Market Trends

N/A

## D. Course Success

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### Course Success

Sociology-FD

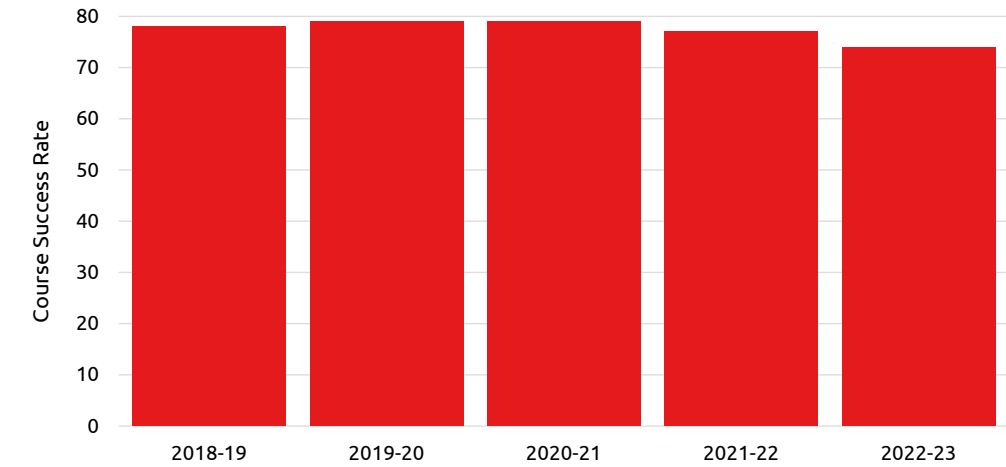
**Who uses this report:**

All users who want to further explore their enrollment or course success data.

**What is this report:**

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

**Limits:**



**Limits:**

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
<b>Measures</b>	1,883	78%	1,472	1,821	79%	1,445	1,926	79%	1,519	1,857	77%	1,423	1,754	74%	1,300

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

### Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: [https://www.deanza.edu/ir/documents/How\\_to\\_Access\\_Your\\_Program\\_Review\\_Data.pdf](https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf))
4. How do course success rate trends align with your program goals?

1. It is disappointing to see our department maintain a 78% average success rate drop to 74% in 2022-2023. The causes of this trend is not fully clear, but I would examine the following variables: (1) faculty morale (pre- and post-pandemic); (2) effects of asynchronous courses on course completion numbers and performance due to comparative disengagement; (3) varying levels of innovations in teaching post-pandemic; (4) class caps and teacher-to-student attention.

2. It is disappointing to see a drop in full-time enrolled students (-7.7). Indeed, promoting our major and being more involved in Villages events can really boost these numbers. Fulltime employed faculty has been steady (2.3%) however the Sociology department as of Spring 2023 lost 2-of-3 Full-time Faculty therefore, these numbers do not reflect our most current difficulties. We truly need at least one new faculty as soon as possible to really breath some new life into our department's work. In terms of "productivity", although our numbers are above the 525 standard contact hours, with new faculty and a thoughtful promotional campaign I'm pretty confident these numbers would increase. Our website for one, has not been updated.

3. Yes, our SOC 5 Sociology of Globalization and Global Change was not drawing enough students as a hybrid course and SOC 35 Marriages and Families course did not fill in Spring 2023 due to a scheduling miscalculation whereby a section was created during an unpopular time slot. These issues are being addressed by making SOC 5 asynchronous (which increased enrollment greatly) and being more strategic in scheduling by mode and time slot. We are also considering creating new GE courses that address popular topics: Sociology of Art in Society and Sociology of Technology in Society.

## Course Success with Disproportionate Impact (credit and non-credit)

**Limits:** 2022-23

**Who uses this report:**

All users who want to explore student equity and disproportionate impact in course success.

**What is this report:**

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

**How to interpret the data:**

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

**New Features:**

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

**Success rate**

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

**Comparison success rate**

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

**Additional successes needed to erase percentage point**

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

**Legend:**

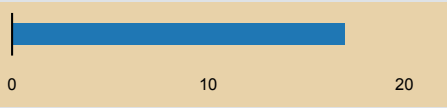
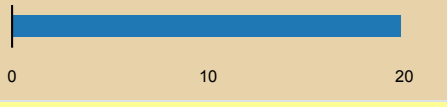
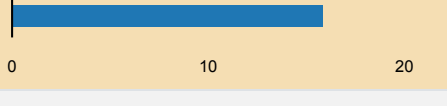
**Yellow:** Student groups experiencing a negative percentage point gap that is not statistically significant

**Orange:** Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method<sup>1</sup>

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

[Click here to show and compare disproportionate impact with .](#)

Hide cells with fewer than  students

Social Sciences and Humanities - Sociology-FD						2022 Summer to 2023 Spring	
Number of sections: 47							
Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap	
All Students (Sociology-FD, 47 sections)	1,754	74%	74%	0			
Asian	593	86%	68%	+18			
Black	93	58%	75%	-17		16	
Filipinx	127	81%	74%	+8			
Latinx	611	61%	81%	-20		122	
Native American	N/A						
Pacific Islander	11	73%	74%	-1		1	
Unknown ethnicity	72	89%	73%	+15			
White	242	75%	74%	+1			
Female	1,089	75%	73%	+2			
Male	643	72%	75%	-3		19	
Non-Binary	0						
Unknown gender	22	82%	74%	+8			
Foster youth	N/A						
Individuals with disabilities	50	64%	74%	-10		6	
Low Income	830	66%	82%	-16		132	
Not Low Income	924	82%	66%	+16			
Veterans	13	92%	74%	+18			

<sup>1</sup>The PPG-1 method follows the CCCC method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap

- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

## Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

1. Black and Latinx students as well as low income students tend to perform lower than average. Non-low-income students perform at a plus 16%.
2. I'm not surprised at these differences when I reflect on the rising cost of living and gentrifying housing patterns, which affects students more than other groups. As faculty we can continue to offer focused support on the needs of our students of color from working poor communities.
3. The issue of class/race intersection is a primary topic in sociology but it is not a topic addressed by our larger college community to the same degree. I would like to see more community conversations about this topic perhaps lead by our faculty and others.
4. I chose the non-low income group because of the wide gap of +16% because it speaks to the challenges faced by students from impoverished communities and the disadvantages they face in comparison. Our community should discuss class awareness in new ways to show we understand the challenges faced by our struggling students. De Anza College has done much to address these issues through resources but culturally there is much work to be done in this regard.

## Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

1. Allowing students to makeup work seems to help the most. Increasing the amount of scaffolding lessons is also key. In addition, allowing students to get to know each other in the beginning (onboarding) first two weeks of class meetings is so crucial as well. Given the data showing the huge gap in success for working poor students, I see this flexibility as one important intervention. Also teaching about social class at least shows some awareness despite the gap in standard of living between our students and faculty in terms of how they relate to each other. How do we build trust and understanding across class differences when there is little conversation or awareness? For this reason the classroom is where a lot of cultural work can happen to move the dial in this area of low income student achievement. It's not an easy conversation to have and some students will be uncomfortable but this is the nature of this work. Overall, being mindful of our rapport with students would be the key intervention along with allowing makeups and sharpening our teaching skills.
2. We value our students' stories and we want them to see us as guiding them towards their professional roles in developing solutions to our worlds' biggest social challenges. Teaching learners to believe in their own power to transform them selves and their world into the kind of environment they want to live in is our mission. If they are struggling we need to acknowledge this disadvantage and help them to catch up. A little encouragement goes a long way for our low income and marginalized groups.
3. Teaching to our learners' strengths is also important for growing our success. Reminding ourselves that students learn best based in their uniqueness on these levels: visual; auditory; read/writing and kinesthetic. Teaching in different modes, mixing it up, is a way to gather more students' attention.

## Trends in Awards

saved report - pivot

## Degrees and Certificates by Ethnicity

Sociology-FD

**Who uses this report:**

All users who need degree and certificate data.

**What is this report:**

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Arts-Transfer	Asian	11	8	13	10	8
	Black		1	4	4	1
	Filipinx	4	2	4	3	2
	Latinx	27	39	40	20	21
	Native American	1				
	Pacific Islander	2			2	

White	6	4	5	8	6
<b>Total</b>	51	54	66	47	38
<b>Total</b>	51	54	66	47	38

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show;

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

## Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

1. There is a drop in Associate Degrees for Transfer awarded.  
 2. If our goal is to draw more students to learning how to be effective social change agents and to better see their role in this change, we must be more explicit about this intention through our teaching as well as how we do outreach. A video explaining the benefits of a sociology transfer degree would greatly help in this regard. collaboration between marketing, academic counseling and faculty would help greatly in this regard.

## Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

1. SOC 14 the Process of Social research has been mostly taught in Winter quarter and once every academic year. I will propose teaching another section in Spring 2024 with the hopes that it will make enrollment minimums. If we increase Sociology majors over time, offer it in convenient modes, this low enrollment issue will slowly disappear.  
 2. No awards will be removed.  
 3. A new certificate has not been proposed by previous Sociology Chairs. As a new Chair I am open to exploring ideas with the SSH Dean and faculty.

## Staffing Trends

### Faculty Workload

Faculty Workload Social Sciences and Humanities - Sociology-FD						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
<b>Full Time Load</b>	3.0	2.2	2.9	2.0	1.7	-43%
<b>Full Time %</b>	73.1%	55.2%	65.9%	45.5%	40.5%	-45%
<b>Overload</b>	0.2	0.4	0.2	0.5	0.0	-100%
<b>Overload %</b>	4.9%	9.6%	4.5%	11.4%	0.0%	-100%
<b>Part Time Load</b>	0.9	1.4	1.3	1.9	2.5	177%
<b>Part Time %</b>	22.0%	35.2%	29.5%	43.2%	59.5%	171%
<b>Total FTEF</b>	4.1	4.0	4.4	4.4	4.2	2%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %



the data trend shows no change in Full Time %

## Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

1. We need to hire two full-time faculty to replace Jen Myhre and Maristella Tapia who both left our department officially. In order to reach our department goals: (a) increased majors through more awareness and marketing; (b) updating website information; (c) new course offerings; (d) more dialogue in updating existing courses; (e) Enhancing the community engagement piece in our courses; (f) developing certificates, we will more than one full-time faculty.
2. Classified staff could help departments update the website and promotional materials by helping with some of the leg work.
3. When we do J1 evaluations we make sure to offer honest productive feedback to our part-time (and full-time) faculty so that we can improve our teaching and equitable engagement. We try our best to offer schedules and modes that our faculty can best perform based on their preferences. We do this in the hopes that our students are receiving our best teaching and engagement.

## Assessment Cycle

### Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

1. The course SLOs should be updated to represent the uniqueness of each course in terms of the area (of the discipline) it focuses on (ex: global issues; role of artistic expression in society; social problems; etc.).
2. We plan to further update SLOs to improve in the above regard.
3. Our mission is to empower our learners through knowledge about how our institutions operate and define their roles in improving society. By further defining the uniqueness of each course and emphasizing the unique areas (through promotion of courses and being more descriptive in our printed course descriptions) we can perhaps draw more interest and re-enforce our efforts.

## Dean/Manager Comments

I have no other comments but to support the request of full time faculty in the area given that Sociology is a strong discipline historically making its enrollment numbers/goals.

**STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.**

This form is completed and ready for acceptance.