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2019-20 Annual Program Review Update Submitted By: Jennifer Myhre

APRU Complete for: 2019-20

Program Mission Statement: The mission of our lower division classes is to develop students' sociological imagination and to introduce them to the discipline. 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.

I.A.1 What is the Primary Focus of Your Program?: Transfer

I.A.2 Choose a Secondary Focus of Your Program?: Personal Enrichment

I.B.1 Number Certificates of Achievment Awarded:

I.B.2 Number Certif of Achievment-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 51

I.B.4 # AA and/or AS Degrees Awarded:

I.B.5 Trends in # Degrees Awarded: In 2014-2015, there were 11 AATs in Sociology. That increased to 21 the following year, then to 36, up to 58 in 2017-2018 and down to 51 in 2018-2019. It's too soon to know if we are really trending down or if roughly 50 AATs per year is an indication of the actual demand for the degree. However, there are 561 students who have declared Sociology as their major for transfer as of 2018-2019, so we would expect the numbers of AAT completions to to rise at least somewhat over the next five years.

I.B.6 Strategies to Increase Awards: We don't see the AAT in Sociology as an inherently more worthy goal than an AA in general. However, the program mapping that Sociology completed for Guided Pathways in January may lead to more AATs if it is clearer to students what sequences of courses will get them through the requirements for the degree.

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics: n/a

I.C.2 CTE Programs: Labor Market Demand and Industry Trends :: n/a

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Fulll time faculty (FTEF): 4.1

I.E.2 #Student Employees:

I.E.3 Full Time Load as a %: +178% (Full Time faculty=73.1% up from 39.6%)

I.E.4 # Staff Employees:

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources: Because of class cancellations over the last several years and a shrinking number of sections being offered, we are down to only one adjunct who is consistently receiving one section per quarter, and one more adjunct who is getting 1 or 2 sections over the course of the year. In the last two years we went from 5 adjuncts down to 2, and of those two, one has lost access to health insurance.

II.A Enrollment Trends: Enrollment decreased for our department as it has for the rest of the college: dropping from 2,395 in 2016-17 down to 1,883 in 2018-2019, after having consistently increased over the prior several years.

II.B Overall Success Rate: Our current success rate is 78%, which is equivalent to the college wide average. We have held a steady overall success rate over the last three years.

II.C Changes Imposed by Internal/External Regulations: As discussed above, the brutal class cancellation policies have significantly decreased our course offerings in Sociology. We are down to as few as ten sociology sections (scheduled only by SOC) per quarter from regularly offering 20 or more. One of our classes, SOC5, is no longer being scheduled because each time it was offered it was canceled. Functionally, three of our adjunct faculty were laid off in the last two years, and of the two remaining one has lost health insurance because we do not have enough sections to offer him more than one or two a year.

III.A Program Success: Dr. Steve Nava and Mari Tapia worked with VIDA and the Equity office in 2018-2019 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, while Mari Tapia continues to teach and co-coordinate the First Year Experience program for traditionally marginalized students. Dr. Myhre won a Mellon/ACLS Community College Faculty Fellowship for a public sociology project on economic inequality in the U.S.

III.B Enrollment Trends – Equity Lens: 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.

III.C Success, Non-Success and Withdraw Rates: Targeted groups in the Sociology department had a success rate of 71%, compared to 85% for non-targeted groups. However, our success rate for targeted groups is 2% higher than the college-wide average. In terms of more specific disproportionate impacts, the most successful targeted subgroups in the 2018-19 academic year in Sociology, were Filipinx students, whose success rates matches the overall average for all students. The subgroups we are failing to support in academic success are Latinx students, whose success rates are 7% below the average for all students (with a 2% margin of error), African-American students, whose success rates are 17% below the average for all students (with a 3% margin of error) and Pacific Islander students, whose success rates are 22% below the average for all students (with a 1% margin of error; however sociology only had 23 Pacific Islander students last year, so this number should be interpreted with that in mind). Low income students had success rates 5% lower than the average for all students (with a 1% margin of error).

As sociologists, we are well aware of how structural racism and economic inequality shapes differential outcomes for traditionally disadvantaged groups, in ways that start before birth and persist through the life course. We know that such structures have power well beyond individual actions and intentions. In the words of C. Wright Mills, "Both the correct statement of a social problem and the range of possible solutions require us to consider the economic and political institutions of the society, and not merely the personal situation and character of a scatter of individuals." Individuals in the 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 top 10% to the bottom 50%. Here at the the organization level at De Anza, we need a much more diverse faculty, much more financial aid to students, 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 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.

III.D Equity Planning and Support: As individual faculty members, the resource we always need is time. Lower class sizes and lower loads would directly translate into more individualized attention for students.

III.E Departmental Equity Planning and Progress: Our department has historically had a high rate of participation in our department, division and campus wide activities related to equity, including for the C.A.R. activities and assessment, which is centered around issues that contribute to the equity gap and ways to improve teaching and content to address equity shortcomings, the (former) Developmental and Readiness Education taskforce, the Student Success and Retention Services programs, the Equity Core Team, the Equity Advisory Council, and the UndocuAlly trainings. Our faculty have continued to be involved in staff development focused on developmental and targeted groups. The fact that we continue to have equity gaps despite the fact that as a whole, the Sociology Department has been among the most active on campus in equity initiatives suggests that our equity gaps require institutional level solutions rather than individual ones (see above). A major campus investment in getting our students access to financial aid--not just tuition waivers and book vouchers, but work-study jobs and enough grant money to live off of so that students can reduce their off campus work hours, be more tied to on campus life and have more hours for studying--would be one major way to reduce equity gaps across the campus.

III.F Assistance Needed to close Equity Gap: No

IV. A. SLOAC Summary: In one of the cycles related to this learning outcome related to sociology's empathetic standpoint, Dr. Nava has been implementing various strategies regarding emotional intelligence in his classes.

IV.B Assessment Planning: SOC14
SOC29

V.A Budget Trends: 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.

V.B Funding Impact on Enrollment Trends: As discussed earlier, our enrollment is down from last year.

V.C.1 Faculty Position(s) Needed: None Needed Unless Vacancy

V.C.2 Justification for Faculty Position(s):

V.D.1 Staff Position(s) Needed: Growth position

V.D.2 Justification for Staff Position(s):: Division Scheduler, an analyst who can write the program reviews for the departments in our division, and who can coordinate SLOs for our department. Currently the scheduling for the division, as well as the coordination of SLO assessment, the writing of program reviews, interviewing new adjuncts, evaluating new and current adjuncts, and revising curriculum are all falling on faculty chairs to complete. These tasks, pull our already limited energy and time out of providing the best resources, support and feedback for our students, particularly the students who need us the most. When faculty must take scheduling assignments home, complete overly technocratic and complicated program reviews and curriculum revision processes (as many as 7 forms per course!!), schedule and conduct SLO and PLO assessments, it negatively impacts our teaching and therefore negatively impacts student success. It means that students get less feedback on assignments, are given less mentoring, and are exposed to less creative and innovative lessons and teaching techniques. Even as we write this program review, we are not giving feedback to student analytical essays.

V.E Equipment Requests: No Equipment Requested

V.F Facility Request:

V.G Other Needed Resources:

V.H.1 Staff Development Needs:

V.H.2 Staff Development Needs Justification:

V.I Closing the Loop:

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