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 Department Chairs/Program Leads: Please press the edit symbol in the right-hand corner to update. 

Below, the text in bold corresponds both to the name of the box when editing this page and also to the first-column on the APRU worksheet. If you have questions, please contact: papemary@fhda.edu.

▼  **Dept - (SSH) Sociology**

For 2017-18 Submitted by:: Jennifer Myhre

APRU Complete for: 2017-18

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 Achievement Awarded:

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

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 36

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

I.C.1. CTE Programs: Impact of External Trends: n/a

I.C.2 CTE Programs: Advisory Board Input: 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 Full time faculty (FTEF): 5.6

I.E.2 #Student Employees:

I.E.3 % Full-time : +26.9% (Full Time faculty=39.0% up from 12.1%)

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources: We have had one more full-time tenure track faculty who will now be entering Phase III of tenure.

II.A Enrollment Trends: Enrollment decreased for our department as it has for the rest of the college between 2015-16 (2,624) and 2016-17 (2,395), after having consistently increased over the prior two years.

II.B.1 Overall Success Rate: Our current success rate is 78%, which is 1% higher than

the college wide average. We have seen a 2% increase in overall success rate over the last three years.

II.B.2 Plan if Success Rate of Program is Below 60%:

II.C Changes Imposed by Internal/External Regulations: As discussed in previous program reviews, the anxiety produced by the accreditation process and the need to fulfill the ACCJC's particular emphasis on a technocratic and bureaucratic student learning outcomes assessment process as well as the District's falling enrollments and their impact on the budget has meant that the rich and community building conversations that we used to hold about pedagogy and curriculum through the Conversation/Application/Reflection process in the Social Sciences and Humanities process were replaced by paperwork and enrollment management. This has led to an overall degradation of a community of practice in our division in addition to decreasing morale.

In addition, we continue to be concerned about the punitive effects of the Student Success Act implementation, especially for those students without access to middle class cultural capital. Furthermore, this legislation fundamentally undermines the mission of the community college as a democratic institution responsive to local communities and committed to the principle of lifelong learning.

Furthermore, we continue to be concerned about the disappearance of a budget for photocopying. For students who have limited Internet and printer access, moving course materials online with no option for instructors to provide paper copies creates a problem of adequate student access to course content. Ending the use of printed materials in class is therefore an equity issue that has a disproportional impact on the most vulnerable students. Because all classes are now limiting printed instructional materials to students, the burden on students for printing many different materials for each class has led them to prioritize the printing of some things for their classes (typically graded assignments) over other things (typically required readings or worksheets). This has led to students not being adequately prepared for classes, not learning as effectively with the support of these learning resources, and not being engaged as much as before in class discussions and activities. All of these things have contributed to a lowering of learning outcomes in our courses, particularly for the least academically prepared and least resourced students. Printed instructional materials are one of the most basic resources that students and teachers rely on to meet the most basic teaching and learning needs. The ability to provide students with necessary materials for courses can indeed be enhanced by using online and other paperless technologies, but these technologies do not replace the need for providing printed instructional materials to students. Several of our faculty either pay for printing out of their own pocket or spend additional time printing materials on division printers and then collating and stapling by hand hundreds of documents.

III.A Growth and Decline of Targeted Student Populations: We saw a very slight decline in the enrollment of targeted populations in the sociology department. For AY 2016-17, targeted groups comprised 47% of the overall students enrolled in sociology



courses, down from 48% in the previous year.

III.B Closing the Student Equity Gap: Targeted groups in the Sociology department had a success rate of 74%, compared to 82% for non-targeted groups. We have not yet reached our goal of a less than 5% equity gap and the equity gap decreased 2% from AY 2015-2016. However, our success rate for targeted groups is 4% higher than the college-wide average.

In the 2013 Comprehensive Program Review, the department made a commitment 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 continued to participate in our cohort programs that serve targeted students, such as FYE, PUENTE, REACH and the Umoja program. In addition, faculty in sociology have been Co-Chairs of the DARE taskforce to better meet the needs of our most vulnerable students. Through DARE work, the faculty have also been involved in professional development geared toward targeted groups in developmental courses.

III.C Plan if Success Rate of Targeted Group(s) is Below 60%:

III.D 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 Developmental and Readiness Education taskforce, the Student Success and Retention Services programs, the Equity Core Team, and the Equity Advisory Council. Our faculty have continued to be involved in staff development focused on developmental and targeted groups.

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 50%

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 73%

V.A Budget Trends: As discussed above, we are deeply concerned about the disappearance of a budget for photocopying.

What we are most concerned about now is the layoff of adjunct faculty as a result of the system wide enrollment crisis. Though Opening Day rhetoric stressed over and over again that there would be NO layoffs this academic year, the practice of very early class cancellation policies has meant that in reality, adjunct faculty ARE being laid off.

At least one of our adjunct faculty will have lost health benefits this year due to early class cancellations; several others are in jeopardy. 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 on the De Anza website. 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.

V.B Funding Impact on Enrollment Trends: As discussed earlier, our enrollment is down from last year (though we remain +0.3% from 5 years previous).

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, 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.

V.E.1 Equipment Requests: Over \$1,000

V.E.2 Equipment Title, Description, and Quantity: • 60 ipads

- 20 digital cameras with movie recording function
- 20 external hard drives.
- Adobe Premiere Pro Editing Software for all laptops and ipads
- New Film Titles in Sociology

The ipads and laptops will require wireless internet.

V.E.3 Equipment Justification: The films would be available to any faculty members who wished to use them and would enrich the curriculum for visual learners. They will help keep our course offerings current. The other requested equipment would be used by Sociology students. The justification is below:

As shown in our SLO reports, while our targets have been met, we still have room for improvement with regard to pass rate. This equipment will be used by students enrolled in sociology courses. Increasingly in our C.A.R. conversations, sociology instructors have pointed to the importance of engaging students in real-world or project-based learning as a means to boost not only student learning outcomes but also student success rates among targeted groups. The First Year Experience, SANKOFA and PUENTE cohorts that our faculty have taught have used the medium of documentaries to engage students in analyzing their communities through a sociological perspective, but also to call attention to, and advocate for change in their respective communities. In general- population courses, photo essay projects have also



been used to help students develop a sociological perspective and deep understanding of the value of an ethnographic approach to viewing and studying communities. In addition, these particular projects facilitate the development, if not the mastery of the following institutional core competencies:

Information literacy (as students must research the subjects of their projects and learn how to evaluate particular resources), civic capacity for social justice and advocacy (as students learn about social injustice within their communities as the focus of their film and photo essay projects and call attention to changing them through the medium of these projects), strengthening of communication skills and critical thinking (as students must learn about rhetorical devices both visual and written in constructive effective presentations and also must think critically about how to reach, effect and/or persuade audiences).

V.F.1 Facility Request: A social sciences and humanities computer lab, \$92,125.00

V.F.2 Facility Justification: Currently, there is no computer lab on campus that can be reserved by faculty in the Social Sciences and Humanities for the purposes of teaching students in real-time data analysis techniques, online research, library and web-based research, and writing. There is no computer lab available for SSH students working on SSH assignments. This will become an increasing disadvantage for SSH students with the termination of student fees and the increasing use of electronic documents. In addition, students without space to conduct or work on projects for the project-based learning approach in our courses will be at a disadvantage compared to their well-resourced counterparts. We could go on at great length about the need for such a lab—feel free to contact us for a full pitch on the subject.

V.G Equity Planning and Support: As mentioned above, C.A.R. conversations have called attention to the need to secure technology for project based learning and active learning approaches within our classrooms to reduce the equity gap. However these approaches are only effective if students have equal access to resources. Because of the digital divide, many students have internet access only through their cell phones, if at all. Some students use their phones to compose essays for class. This is how the ipads and laptops mentioned above, not to mention the social science computer lab, can greatly impact student success rates and help our department narrow the equity gap.

V.H.1 Other Needed Resources: J-STOR subscription, \$28,338.95

V.H.2 Other Needed Resources Justification: The available databases such as Proquest does NOT include any of the core journals for sociology. We would cultivate students' research skills, as well as their ability to parse and critique academic scholarship if our college actually had access to the most commonly used database of academic journals, which is J-STOR. We would also be able to prepare our students better for transfer, because students will be expected to be familiar with the J-STOR database at their receiving institutions. This subscription would benefit the entire campus as well. For example, it includes dozens of discipline-specific teaching journals (such as Teaching Sociology) that would enhance pedagogy across all specialties.

V.J. "B" Budget Augmentation: We will need a sizable increase in our B budget for



copying fees with the elimination of student fees. Many will argue that all materials should simply be placed online but there is a significant DIGITAL DIVIDE among our students and many of them do not have consistent access to a computer. Requiring students to access documents online will systematically disadvantaged those students who are already most marginalized and vulnerable.

V.K.1 Staff Development Needs: Funding to send all full time and part time faculty to the American Sociological Association Conference on a yearly basis as well as to pay the dues for each sociology instructor for the association.

V.K.2 Staff Development Needs Justification: Attending this conference would help to give part time instructors equal access to the staff development opportunities of this professional conference. Paying for faculty to attend this yearly conference would help to keep us current in our field, introduce us to new methods for teaching sociology as well as keep us connected to a community of sociologists. All of this would help to improve our teaching within the classroom, help us refresh our course content as well as our pedagogical strategies.

V.L Closing the Loop: We can assess the impact of any additional resources by looking at whether our targets for our SLOs are met with higher pass rates and comparing newer pass rates or overall student success rates with those of previous years. We can also use previous year's project grades and compare them to new project grades to determine if access to these resources had an impact.

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