De Anza College
Program Review – Annual Update Form
Sociology Department

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

   In our feedback from RAPP our department was commended on our alignment with the campus Mission Statement and our focus on problem solving, critical thinking, and civic engagement were also commended as was our department's work making our students more socially aware. That noted, we were asked to examine our equity gap for African American student success which is of concern. Since the pandemic, like most departments, we saw an immediate overall drop in black student enrollment and in all enrollment, but numbers have been increasing since. From 2022-2023 to 2023-2024 we saw a rise in black student successfully passing our courses from 87 to 134 black students within these academic years[1].

   Additionally we were reminded to complete SLOs updates for our Sociology courses and this work is to be completed Winter and Spring 2025.

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#)).

   Our overall student success rate went down since the last Program Review. Our success rate overall was 74% back between summer 2022 – spring 2023 and more recently our 2023-2024 data shows 72% success rate, a 2% decline within this grouping.

   In terms of African-American student success rates in comparison to all other students, **the gap in summer 2022 – spring 2023 was -17% with a 58% success rate**. In the summer 2023 – spring 2024 the equity gap decreased in comparison to other groups: **-14% gap** but the success rate went down to 57%. (The comparison group went down from 75% to 71%.)

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[1] That noted, our goal is to stimulate discussions about how we are being inclusive of black authors and topics relevant to our black and other minoritized students to influence better student success as well as participate in the SSH Student Voices panel discussion concerning our division as well as the campus aggregate student success gaps as well. Sociology is focuses largely on social awareness and we must do better in this area. Our department will examine the student success gaps and receive d student feedback during our participation in Student Voices this quarter and then meet and strategize on decreasing these gaps. Our goal is to complete these tasks by the end of Spring 2025.

In our last Program Review feedback we were also asked to examine the **Labor Statistics information about careers in sociology**. After reflecting on the website content I decided to post the main link to my homepages so students taking my courses can learn (at least broadly) what the field focuses on and the kinds of educational degree requirements, pay, and tasks sociologists do. It also made me interested in discussing this with my fellow sociology department members to get us thinking about how we have been sharing career ideas with students in our classroom conversations. Our department will add more career information tour Sociology Website by the end of Spring 2025.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

   One goal is to promote our major and the second is to create GE courses to attract more sociology majors. We have begin posting labor data and career information on our website, added our department faculty pictures, and have plans to enhance our department website more this academic year. In terms of creating new courses, some member of our department with outside support are compiling texts toward a new course: Sociology of technology and Change. The department chair is to write an annotated bibliography for the new course proposal.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

   We don't have any requests for resources at this time and have not set new goals as of yet.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

   In Fall 2024 we added two fulltime faculty to our Sociology department and the impact is yet to be seen but, my hope and efforts are invested in onboarding them effectively and working together to develop our department in the areas of increased majors and decreasing equity gaps through more RSI and inclusive teaching strategy sharing as well as collaborating on a new course and enhancing our presence on our website toward increasing enrollment.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

Not having enough fulltime affects the departments' campus presence and our ability to promote the major beyond the classroom as part time faculty are not available more most on campus work outside of teaching. Our students can only benefit from the new FT faculty presence and future collaborations should be very fruitful.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (https://www.deanza.edu/slo/) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	
Method of Assessment of Learning Outcome (please elaborate)	For SOC 1: Learners correctly apply social theory by first defining at least three concepts and then offer personal experiences and observations as examples. This was a research paper focused on describing the social forces that shape one's social identity. Sociological concepts were to be used to explain the structural challenges one faces.
Summary of Assessment Results	33 A went above and beyond expectations, 6 performed above average, and 3 approached expectations while 7 did not complete the analysis.
Reflection on Results	For this asynchronous online course
Strategies Implemented or Plan to be Implemented (aka: enhancements)	To improve the number of learners attempting the assignment (given the 7 Fs for non-attempts) We plan to scaffold these types of complex

	analytical assignments more. Create instructional videos explaining the learning outcomes more and doing more than one Q/A recorded synchronous session so students can ask questions and get immediate answers.

Done? Please email this form to your dean/manager.

8.   Dean Manager Comments:

Over the past five years, the Sociology Department experienced a decline in full-time faculty due to resignations, which led to a reduction in course offerings. However, the department is now regaining momentum. We have successfully hired a new full-time faculty member and welcomed another who transferred from a different department, bringing the total to three full-time faculty members. This expansion presents an opportunity for growth, as these faculty members bring diverse expertise in various subfields, enriching the department's course offerings. Additionally, we are exploring evening and late-start courses to meet enrollment demands. The Sociology faculty, with strong backgrounds in social research, are well-positioned to contribute to key college initiatives such as VIDA, the LEAD Program, and the Equity Action Council. With an engaged and active faculty, the department is once again on a solid path forward.