

Annual Program Review 2024

1. Number of full-time faculty in the program.

2

2. Number of part-time faculty in the program.

6

3. Number of staff in the program.

0

4. Do the above numbers reflect any staffing changes?

no

5. Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new Strategic Goals.

Goals:

To stabilize our enrollment downturn, increase our enrollment, and work on reducing achievement gaps. We have added AD-T programs, keep our curriculum current, and include and reflect on diversity strategies and RSI. We are now in the process of adding a potential apprenticeship feature to our Social Work AD-T program. We are in the planning stages of partnering with the County of Santa Clara to do this.

It was recommended that we sharpen our Mission Statement. We met with our Dean about this and there was an overall decision that the Mission Statement (added here) was fine the way it was.

"The Mission of the Sociology program is to prepare students for the pursuit of advanced degrees in Sociology or related schools by educating them in the fundamental concepts, knowledge, techniques, and skills of the field and/or for employment in various Sociology--related areas. Foothill College's Sociology Program is committed to academic excellence in Sociology by offering a broad range of courses designed to prepare students for careers in Sociology and related areas. Our program values are Curiosity, Compassion, Integrity, Objectivity, and Transparency. Our program goals are to teach about and support students in the following ways... to critically evaluate and apply explanations of human social behavior and sociological research findings. To communicate (verbally and in writing) sociological knowledge to varied audiences. To gain mastery of sociological knowledge in all of our courses. A key goal is that students will be able to apply their understanding of sociology to their professional, personal, and civic lives."

We noticed that a part of the rubric for this review has been added which is "the program's responses are within the control of the program." We are conflicted about that - because we operate as embedded in the College and therefore see ourselves as partners. As well, as Sociologists, we see the context of all situations and know we cannot control many things such as enrollment.

We have and continue to develop student success strategies and keep our curriculum current and responsive to our field and other developments.

We were the first department in the College to offer an AD-T (Sociology).

We were the first department in the College to create a course for the California Virtual College's (CVC) Exchange (SOC 1 Online).

We have added 1 new AD-T 3 years ago (Social Justice).
We have added now another this year (AD-T Social Work).
We are expanding our community and professional outreach with the creation of the fieldwork course and seminar (SOC 50A and B).
Our Online Sociology Degree program has been ranked #1 in the Nation for All Colleges.
All of these developments are aimed at increasing opportunity and success for all of our students.

In the spirit of partnership and interest in student success, our top 3 Strategic Goals from the Comprehensive Review (2023-24) were and continue to be asking the College to:

1. Reinstate the First Year Experience program which was spearheaded by one of our Sociologists and then eliminated by our previous administration.
2. Place embedded tutors in all classes / provide academic coaches for all students
3. Require the Athletics department to have a required student study hall once per week that counts as a student-athlete volunteerism credit and as an athletic practice credit if it means our student-athletes are less over-scheduled. Because they are over-scheduled.

We have no additional or new strategic goals at this time.

6. What actions identified in the Comprehensive Program Review (or most recent Annual Program Review if no Comprehensive Program Review) have you completed this year?

We have continued to offer our Social Justice AD-T.
The 2023/24 academic year saw the first offering of our newly created Social Work AD-T.
We are partnering with outside agencies to offer new courses such as SOC 50A and 50B (Social Work Fieldwork and Seminar courses) - 2 required courses in the Social Work AD-T.

7. Explain your implementation timeline and if there have been any changes or updates.

The Social Work AD-T course roll-outs continue this academic year (2024/25) with the addition of the new SOC 50A and 50B courses which will be offered beginning in Spring 2025.

8. Explain the evidence the program used to evaluate progress and provide an update on progress.

Review of data from our Comprehensive Program Review of 2023/24.
The existence of the new SOC AD-T in Social Work program and related courses.
We are now in the process of adding a potential apprenticeship feature to our Social Work AD-T program. We are in the planning stages of partnering with the County of Santa Clara to do this.
We will continue to monitor and compare data such as the course success reports as we strive to reduce disparities among our student groups.

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.

https://foothilldeanza-my.sharepoint.com/:b:/g/personal/20078222_fhda_edu/EctjgGNEurtMIb1n6ZQ5k3kBNTejiE9G_kGSHMhfM1tsrA?e=yDcC7c

Identify the groups that are experiencing a disproportionate impact in the most recent year (highlighted in orange). In the text box below, provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group.

The following groups have statistically significant or pronounced achievement gaps.
Black (-13% of 87 students) (number of successes to erase gap = 11 students)

Latinx (-17% of 487 students) (number of successes to erase gap = 82 students)
Foster Youth (-33% of 10 students) (number of successes to erase gap = 3 students)
Low-Income (-15% of 622 students) (number of successes to erase gap = 93 students)

Our goal is to reduce achievement gaps.

So we will be looking to see less of a gap (a lower percentage of a gap and a lower number of students in each achievement gap group) with the above groups going forward.

We have implemented specific academic success strategies in our class including incorporating current material in our courses, elevating coverage of BIPOC-related material - including challenges and showing BIPOC successes, Universal Design for Learning, and Regular and Substantive Interaction. As well, creating a more seamless transition between work and college classes may help address the achievement gaps. We have two Certificates in Sociology (a General one and a Social Work one). We are planning on exploring a partnership with the County of Santa Clara to have students use the Certificates to ladder to our Social Work AD-T and then use that to connect to the BA and then MA in Social Work at SJSU. We are in talks with the County on this at present and are excited about the potential pathway program that would include free tuition, books, and paid internships throughout the whole program from K-12, to the Certificate to the BA and MA levels.

We will continue to monitor and discuss the achievement gaps to see if the above academic success strategies and the creation of more community partnerships such as the fieldwork class and programs that are more integrated from K-12, through College (such as the Social Work AD-T and our planned apprenticeship program link) help reduce the gaps.

We noticed that special groups such as "not low income" and "military" had higher success rates - and we are interested in how the support that these groups receive plays into their student success. We support the College in helping to level the playing field in terms of providing laptops, textbook purchase assistance, study, and counseling support to students in the achievement gap groups to increase success rates. We specifically mentioned the need for a study hall to support our student-athletes in our comprehensive review.

10. Use this opportunity to reflect on your responses in this document. Include your closing thoughts.

It is helpful to reflect on our progress and to use data to do so.

Closing thoughts are that we will continue to do our best to implement strategies that keep our curriculum current, relevant, and excellent at the same time as we work on decreasing achievement gaps based on empirical evidence.

Click on the link below to view the Annual Program Review Rubric.

https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/Ec2dqPH1B2RHinzFtnIz6sYB7-DOzW9lv1KkGyWdLuZkbg?e=CIfFMU

This form is completed and ready for acceptance.

Rubric Annual Program Review

Criteria

The program's responses...

- align with the program's goals
- align with data
- are informed by data
- are within the control of the program
- have measurable outcomes

- Meets Expectations
 Needs Improvement

Feedback

The Sociology Department has met expectations in their annual program review. They have engaged with their data in thoughtful and meaningful ways. They have some good ideas for how to address their achievement gaps.

This form is completed and ready for acceptance.