

IPBT Annual Program Review Update

I. Program Description

A. What is the primary mission of your program? (check all that apply)

<input type="checkbox"/>	Basic Skills	<input checked="" type="checkbox"/>	Cultural and Personal Enrichment
<input checked="" type="checkbox"/>	Transfer	<input type="checkbox"/>	Academic Support/Learning Resources
<input type="checkbox"/>	Career/Technical		

B. Program Description

1 If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.

[Http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm](http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm)CTE programs refer to CTE Program Review Addenda Reports: www.deanza.edu/gov/IPBT/resources.html

<input type="checkbox"/>	# Certificates of Achievement
<input type="checkbox"/>	# Certificate of Achievement-Advanced
<input checked="" type="checkbox"/>	# AS, AA Degrees

2 If the program serves staff or students in a capacity *other than traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section II below.

a. How many people are served?

<input type="checkbox"/>	# Students	<input type="checkbox"/>	# Staff
<input type="checkbox"/>	# Faculty		

b. Number of employees associated with the program?

<input type="checkbox"/>	# Students	<input type="checkbox"/>	# Faculty
<input type="checkbox"/>	# Staff	<input type="checkbox"/>	# Part-Time Faculty

II. Methods of Evaluation and Assessment

A. Attach the "Program Review Data Sheet". Briefly, address student success data relative to your program by answering the items listed below (refer to the link): www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm

1 Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Explanation:	Students in targeted groups rose from 24% of the total number of students in sociology in 2007-2008 to 28% of the total number of sociology students in 2009-2010.
--------------	--

2 Trends related to closing the student equity gap relative to the college's stated goals, refer to

<http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf>, p.16

IPBT Annual Program Review Update

Explanation:	The Sociology Department has seen increased success rates for De Anza's targeted student groups—African-Americans, Filipinos and Latinos—since the 2005 program review. In 2004-2005, only 57% of Black students, 70% of Filipino students, and 59% of Latino students passed sociology classes with a grade of C or better (relative to 73% of White students and 78% of Asian students). By the 2009-2010 academic year, 72% of Black students, 75% of Filipino students, and 66% of Latino students passed with a C or better (relative to 78% of White students and 82% of Asian students). The success rate for all student groups went up since the 2005 program review, with a striking 15 point increase for Black students. Overall, the success rate for students in targeted groups was 70% in 2009-2010, compared to 79% for students in non-targeted groups. In 2009-2010, there was only a 2% gap in retention between targeted (90%) and non-targeted groups (92%).
--------------	--

- 3 What progress or achievement has the program made relative to the plans stated in the 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap?

see: www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

Explanation:	We continue to have a diverse faculty. These faculty members continue to take on staff development activities in order to improve our teaching.
--------------	---

- 4 Overall enrollment growth or decline of all student populations

Explanation:	Due to the cutting of sections in 2008-2009 and 2009-2010, our enrollment for the last two years has hovered around 2100 (WSCH at roughly 9000). However, from 2005-2008, the enrollment in sociology remained fairly steady: from 2300 (WSCH at roughly 9800) in 2005-2006 to 2360 (WSCH at roughly 9800) in 2007-2008.
--------------	--

- B. Did your program implement any curriculum, program reorganization, etc. changes as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program?

Change:	Sociology is one of the first majors to be outlined as a result of SB1440. One of the classes included in this major is a Sociology of Race Relations class. Coincidentally, one of the full-faculty members worked with a member of IIS division to cross-list the Sociology of Race as a sociology class.
Explanation:	There is only one more class included in the Sociology major curriculum for SB 1440 that we currently do not offer. Full-time faculty plan to develop the curriculum for that class (Introduction to Social Research). Other than that, our curriculum at De Anza matches very well with the curriculum outlined by the state committee.

- C. Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

see: www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports, 2009"

IPBT Annual Program Review Update

Explanation:	In the last program review, we identified student equity, community engagement and interdisciplinarity as three areas for continued growth. All three goals continued to be developed by Sociology's participation in the First Year Experience program, which is targeted to traditionally disadvantaged students, has a community engagement component, and features interdisciplinary collaboration with Reading and Writing faculty.
--------------	--

- D. Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html

IPBT Annual Program Review Update

Identify any significant trends that may affect your program relative to:

- 1) Curriculum Content;
- 2) Future plans for your program e.g. enrollment management plans.

<input type="checkbox"/>	No significant changes
Impact:	
Explanation:	

E. *Career Technical Education (CTE)*, provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.

<input type="checkbox"/>	No significant changes
Impact:	
Explanation:	

III. Select IIIA or IIIB below:

Note instructions and materials for these sections can be found at: <https://www.deanza.edu/slo>

- A. For programs whose PLOs primarily align to the Institutional Core Competencies, ICCs: Attach the 2010-11 "Mapping Program Level Outcomes to Institutional Core Competencies" sheet(s) and "Program Level Outcome Assessment Plan" sheet(s).

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

<input checked="" type="checkbox"/>	course-embedded	<input checked="" type="checkbox"/>	surveys
Other, describe here:			

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

<input type="checkbox"/>	NA	<input type="checkbox"/>	8 classes	complete	<input type="checkbox"/>	1 class	in progress	<input type="checkbox"/>	to be assessed
--------------------------	----	--------------------------	-----------	----------	--------------------------	---------	-------------	--------------------------	----------------

3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

The entire sociology faculty has contributed to development of our SLOS, the revision of those SLOs, the assessment of those SLOS and the reflection and enhancement. Our original SLOs were developed during 2009-2010, one class was assessed, and those SLOs were revised in September 2010. During the Fall 2010, eight sections (5 SOC1, SOC20, SOC28 and SOC35) assessed SLOs. During the Winter 2011, the department reflected on the outcomes of those assessments and suggested enhancements for next year. There is one more class, only offered in the Spring, that will be assessed during Spring 2011.

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

IPBT Annual Program Review Update

summarize results:	We found that students who have taken previous sociology classes are 9-14% more likely than students taking their first sociology class to analyze a scenario from a sociological perspective.	Plan/Enhancement:	The Sociology Department plans to discuss how we can focus more specifically on the sociological imagination during 2011-2012, perhaps with a department-wide assignment.
summarize results:		Plan/Enhancement:	

B. For programs whose PLOs primarily align to the Strategic Initiatives: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s).

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

<input type="checkbox"/> course-embedded	<input type="checkbox"/> surveys
Other, describe here:	

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

<input type="checkbox"/> NA	<input type="checkbox"/> complete	<input type="checkbox"/> in progress	<input type="checkbox"/> to be assessed
-----------------------------	-----------------------------------	--------------------------------------	---

3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

--

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:		Plan/Enhancement:	
summarize results:		Plan/Enhancement:	

IPBT Annual Program Review Update

Department Summary

IV. Attach 2008-09 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.

See: www.deanza.edu/gov/IPBT/program_review_files.html, "Program Review Reports 2008-09"

V. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

A. Please submit up to three faculty and/or staff requests below in ranked order:

(copy this section as needed)

1	Rank	x	replacement		growth
	Position:	Full-time Sociology Instructor			
	Department :	Sociology		Contact Person, ext.	myhrejeniffer@deanza.edu

1 Briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

With a third full-time faculty member, we could offer more sections of SOC1. Three of the Strategic Planning Initiatives are at the core of what we do in sociology. Our curriculum explicitly addresses issue of Cultural Competency by teaching students about culture and allowing them to practice "taking the role of the other" in regards to cultural perspectives. Several of our classes have service learning components, which address the Community Collaborations initiative. Sociology faculty have participated in several learning communities whose explicit goals involved Individualized Attention for Retention. Even double sections or two different sections of SOC1 offered at the same time during the primetime hours between 9:30 and 1:30 will easily fill, because of the demand for sociology classes and the popularity of our instructors. Sociology classes between 9:30 and 12:30 regularly have waitlists with dozens of students. The demand for sociology daytime classes suggests the need for a third full-time faculty member, which was the original size of the sociology department until our third position was given to the History Department eight years ago. A third full-time faculty member would offer students more continuity and could help develop the program. Sociology is part of the Social Sciences and Humanities Division, which has the highest WSCH of the college and the third highest productivity. We contribute our share to that achievement.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

We are currently out of compliance with the 75/25 ratio. For example, in the Fall of 2011 as currently scheduled, 12 out of our 14 sociology sections will be taught by adjunct faculty. In the Spring of 2011, adjunct faculty are teaching all of the sociology sections scheduled. The addition of a third full-time faculty member would help to rectify this.

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

IPBT Annual Program Review Update

We are lucky to have excellent and engaged adjunct faculty members in the Sociology Department. However, more full-time faculty means more continuity, greater access to students, and a greater capacity for campus-wide involvement. All of these things impact students in a positive way.

- 4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

We would hope to see the effects of a third full-time faculty member in increased WSCH, a smaller gap in student equity, and improved in meeting program level outcomes.

- B. As applicable, list your requests for:

Materials, "B" Budget, facility refresh, Measure C equipment Refer to:

www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit materials, "B" Budget, facility refresh, Measure C equipment, requests below in ranked order: (copy this section as needed). List 3 here, keep a prioritized list of all items on hand.

2	Rank	X	replacement		growth
Item Description:		We would like our B buget allocation to remain stable.			
Cost Estimate :		Same as it has been		Contact Person, ext.	

- 1 Briefly state how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

We do not require growth in this area. We have already benefited from Measure C improvements to the classrooms in which sociology faculty teach.

- 2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

- 3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

- 4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource upon your program below:

IPBT Annual Program Review Update

Dean's Summary

VI. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment

A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

Rank	replacement	growth
Position:		
Department :	Contact Person, ext.	

1 In addition to the Department's rationale and from a dean's perspective, briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

--

2 Address FTE, PT/FTE ratios and WSCH that support your request below:

--

3 In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:

--

4 It is an expectation that resource allocations (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below:

--

B. As applicable, list your requests for:

Materials, "B" Budget, facility refresh, Measure C equipment Refer to:

http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf

Please submit **materials, "B" Budget, facility refresh, Measure C equipment**, requests below in ranked order: (copy this section as needed) List 3 here, keep a prioritized list all items on hand.

Rank	replacement	growth
Item Description:		
Cost Estimate :	Contact Person, ext.	

IPBT Annual Program Review Update

From a Dean's perspective, are there additional factors to add to the Department's rationale for this resource request? How will the addition of this resource enhance or maintain the status quo of this program's plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program Goals? Use the following three sections below to state:

1 Additional factors:

2 Highlight FTE, PT/FTE ratios and WSCH that support the request below:

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4 It is an expectation that resource allocations (awarded 2 or more years prior to the next comprehensive program review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below: