

Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: leewheatcoleen@deanza.edu if you have questions.

Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	Sociology	
Program Mission Statement:	The mission of our lower division classes is to develop students' sociological imagination and to introduce them to the discipline.	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.		Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Number Certif of Achievement-Advanced awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Number AA and/or AS Degrees awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Academic Services and LR: # Faculty Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program

<p>Academic Services and LR: # Student Served</p>		<p>Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
<p>Academic Services and LR: # Staff Served</p>		<p>Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support ,service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
<p># Faculty Employees</p>	<p>1</p>	<p>For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html)</p> <p>0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
<p># Student Employees</p>		<p>For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted.</p> <p>0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
<p># Part-time Faculty Employees</p>	<p>2</p>	<p>For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html)</p> <p>0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
<p># Staff Employees</p>		<p>For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs.</p> <p>0 = no change; (X)= decreased; X = increased; blank= not applicable to your program</p>
<p>II.A-Growth and Decline of targeted student populations</p>	<p>In 2010-2011, students from targeted groups made up 31% of all sociology students at De Anza, up a few points from the year previous.</p>	<p>Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African</p>

	<p>Success rates for these targeted groups went up 7% from 2009-2010 (70%) to 77% in 2010-2011, a striking increase. Retention of students in targeted groups also rose from 90% in 2009-2010 to 92% in 2010-2011.</p>	<p>Ancestry, Pacific Islander, Filipino) refer to the sites: (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html)</p>
<p>Trends in equity gap:</p>	<p>The 2010-2011 gap between targeted and non-targeted groups in Sociology was only 2%. The equity gap in Sociology has been decreasing since 2004-2005. For the moment, we have met the campus-wide goal for decreasing the gap between targeted and non-targeted groups to less than 5%. Filipino/a and Latino/a students in sociology made particularly strong gains since 2008-2009, from success rates of 74% to 82% for Filipinos/as and from 68% to 76% for Latinos/as. It is unclear why these gains have occurred, although Sociology's participation in the First Year Experience program, which largely serves Latino/a and Filipino/a students, may be one contributing factor. Another possible factor contributing to the decreasing equity gap was the addition of a new full-time faculty member, Maristella Huerta Tapia (Mari) in 2008-2009 academic year (who came in not as a new hire, but as a transfer from Foothill College as a replacement for the retirement of one of our senior faculty members that year). Mari has worked with both the LEAD and Puente programs to improve learning outcomes for Latino and other underrepresented students in her classes. In addition to this, research shows that the presence of faculty members of color within the classroom has a measurable, positive impact on student learning and achievement. While more research would be required to see precisely what is contributing to the closing trend in the equity gap for students in sociology courses, we feel it is important to continue our participation in cohort programs that have demonstrated success with boosting student achievement, as well as continuing to advocate for new faculty positions in sociology in order to build a department that approximates the diversity of our student population.</p>	<p>Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. Briefly address why this has occurred.</p>
<p>Closing the student equity gap:</p>	<p>In the 2008-2009 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. One faculty members has worked intensively with the LEAD program. Another faculty member completed a PDL project called "In Search of the Lost Canon in Sociology," a teaching resource guide to recovering the early contributors to sociology who were people of color or white women. Currently the</p>	<p>What progress or achievement has the program made relative to the plans stated in your program's 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation. If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.</p>

	SSH division is undergoing a C.A.R. cycle of discussion around diversifying the canon in the social sciences. In addition, Sociology classes continue to be at the core of the curriculum for the First Year Experience program.	
Overall growth/decline in # students:	The Sociology department experienced a small enrollment dip between 2008-2009 and 2009-2010, from 2186 to 1955. This enrollment dip seemed pretty even across student groups, and mirrored the overall college-wide dip in enrollment.	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
Changes imposed by internal/external regulations	We are in the process of completing the paperwork for the Transfer Model Curriculum for Sociology. We already offer the required classes that make up the core curriculum for the transfer major in Sociology. We don't anticipate significant changes to the program because of this, as the number of students who will choose to opt in is likely to be fairly small.	Address program changes implemented 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? (e.g. any curriculum, program reorganization, staffing etc.)
Progress in "Main Areas of Improvement"	The sociology department had 3 goals: 1) to provide equitable education to students across all racial/ethnic and class demographic groups, 2) to increase the amount of community engagement we expect from students as well, and 3) further develop our interdisciplinary connections. Our success rates for targeted groups suggest that we are doing a good job in meeting our first goal. Regarding the second goals, sociology faculty members have given assignments requiring community engagement and have also participated in learning communities with instructors in writing and reading.	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.
CTE Programs: Impact of External Trends:	na	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 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.
CTE Programs: Advisory Board Input:	na	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.
IV. A Budget Trends	Please refer to division summary.	Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with Budget, please ask your Division Dean to

<p>Enrollment Trends</p>	<p>Our department has suffered the same dips in enrollment that have affected the whole campus, likely in part due to public perceptions shaped by the California budget crisis.</p>	<p>give you the information.</p> <p>Assess the impact of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students.</p> <p>If you don’t work with Enrollment Trends, please ask your Division Dean to give you the information.</p>
<p>V. A -Faculty Position Needed</p>	<p>Replace due to vacancy</p>	<p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed</p>
<p>Staff Position Needed</p>		<p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed</p> <p>Only make request for staff if relevant to your department only. Division staff request should be in the Dean’s summary.</p>
<p>Justification for Faculty/Staff Positions:</p>	<p>We have not forgotten the replacement position Sociology was given 8 ½ years ago to replace a retired sociologist. This position had a hiring committee and a job announcement, but in the middle of that process, was taken from the Sociology Department and given to the History Department, not because of programmatic needs or student needs but because a hiring committee for a History position had two candidates they liked. The sociology department was not consulted about this, nor did we consent to the loss of this position. And as we have been told many many times in the years since then, once such a position is lost it is no longer a retirement replacement. As far as we are concerned this practice simply reinforces the original injustice. So in many of the years since, departments with more recent retirements have gotten replacement hires. And thus the original broken promise of our replacement position gets compounded over time, to the point that no one but us even remembers what happened. The Sociology Department needs a replacement because it does not meet the 75/25 ratio, and in fact dipped down as far as 18/82 in 2008-2009. The Sociology Department also deserves a new position, in the light of its centrality in the First Year Experience program. The annual report on Basic Skills compiled by the DARE taskforce cites the First Year Experience program as one of the college’s major accomplishments in the area of basic skills, and offers evidence to show superior retention and success rates for the program relative to comparative classes. For the last three years, one of the full-time sociology instructors has been teaching 60% of her load in the First Year Experience program, as sociology classes are at the center of the fall</p>	<p>Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.</p>

	and winter curricula for that learning community. This has led to unmet demand for morning sociology classes among the rest of De Anza population who would usually fill those classes. Finally, the Sociology Department deserves a new position, in the light of rising retention and student equity rates in the last six years for our department and the closing of the equity gap in our department (see data above)	
Equipment Request	Under 1,000	A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.
Equipment Title and Description, Quantity	We would like to refresh the film library in Sociology. Many of the films we currently own were purchased 5-10 years ago. We would like to acquire more current offerings. This request requires no other infrastructure.	Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardware access, electric, water or heat sources . . .)
Equipment Justification	Such films would be available to any faculty members who wished to use them and would enrich the curriculum for visual learners.	Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.
Facility Request	none	Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility
Facility Justification	none	Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc.
B Budget Augmentation	none	How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?

		If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".
Staff Development Needs	We will take advantage of the resources offered through the Staff Development Office and so make no additional requests here.	What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?
SLOAC and PLOAC summary	After the overall cost/benefit of the qualitative pre- and post-test survey we conducted to measure both SLO and PLO, we agreed to try a quantitative measure. We will apply for funds for the materials (eg. scantrons/copying) necessary to complete the cycle again in 2012-2013.	What did you learn from your SLOAC and PLOAC activities this year?
Future plans		How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Jennifer R. Myhre myhrejennifer@deanza.edu x8560	APRU writer's name, email address, phone ext.