Note: 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 CPR boxes on TracDat under Department Tab -> General Subtab. Save this word doc in the following format: s14cpr_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: pappemary@fhda.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	
I.A 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.
I.A What is the primary mission of your program?	Transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
I.B.1 Choose a secondary mission of your program.	Personal enrichment	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
I.B.1 Number of Certificates of Achievement Awarded	N/A	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program
I.B.1 Number Certif of Achievement-Advanced awarded:	N/A	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html leave blank if not applicable to your program
I.B.1 Number AA and/or AS Degrees awarded:	N/A	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html leave blank if not applicable to your program
I.B.2a Academic Services and LR: # Faculty Served	N/A	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

April 12, 2017

I.B.2a Academic Services and LR: # Student Served	N/A	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
I.B.2a Academic Services and LR: # Staff Served	N/A	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
II.A.1-Growth and Decline of targeted student populations	In 2012-2013, students from targeted groups made up 45% of all sociology students at De Anza, slightly up from 2011-2012 (44%) and substantially up from 2010-2011 (31%). Success rates for these targeted groups have fallen to 68% in 2012-2013, down from 71% in 2011-2012 and down from a high of 77% in 2010-2011. Retention of students in targeted groups was at 89% in 2012-2013, the same as 2011-2012, and hovering fairly stable around this number in the last several years.	Briefly, address student success data relative to your program growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: (Program reviews 2008-09 through 2012-13 available at: http://deanza.edu/gov/IPBT/program_review_files.html)
II.A.2 Trends in equity gap:	The gap in student success rates between targeted (68%) and non-targeted (79%) groups for 2012-2013 was 11%. This is up slightly from 2011-2012 (9%) and over twice as high as 2010-2011 (5%). It is not clear why this gap has increased. (It may be related to the fact that overall the Sociology Department has been serving more vulnerable students populations. In our previous comprehensive program review, targeted groups made up 25-28% of our total enrollment. In this program review, targeted groups make up 45% of our total enrollment.) Success rates for all groups except for Whites and Pacific Islanders decreased between 2011-2012 and 2012-2013. This decrease was only one or two points for most groups, but disturbingly sizable for African-American students (from 75% to 67%). (Success rates for Pacific Islanders went up from 47% to 63% but there are only a handful of Pacific Islander sociology students.) In 2012-2013, the Sociology Department did not meet the college-wide goal of less than a 5% gap between any two groups. We weren't sure why/how we had lowered the equity gap to 5% in 2010-2011 and we aren't sure why/how it has increased back up to 11% in 2012-2013. The Sociology Department has maintained its commitment to student centered pedagogies, multicultural curriculum, and quality teaching throughout both time periods.	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf , p.16. Briefly address why this has occurred.
II.A.3 Closing the student equity gap:	By the time of our last comprehensive program review covering the period 2008-2011, institutional research indicated that 66% of Black students, 75% of Filipino students, and 71% of Latino students passed with a C or better (relative to 71% of White students and	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:

	85% of Asian students). In 2012-2013, 67% of Black students, 74% of Filipino students, and 68% of Latino students passed with a C or better (relative to 78% of White students and 81% of Asian students. Clearly, we have not closed the equity gap with the numbers remaining fairly consistent since the previous program review, despite some movement in the time between.	http://deanza.edu/gov/IPBT/program_review_files.html If a rationale for your strategies was not stated in the 2008-2009 CPR, then briefly explain now.
II. A.4.a.Plan if success rate of program is below 60%	The Sociology Department's overall success rate is 74%.	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf If course success rates in your program fall below 60%, what are the department's plans to bring course success rates up to this level?
II. A.4.b. Plan if success rate of ethnic group(s) is below 60%	There are no ethnic groups with a success rate below 60% in sociology classes.	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf Are success rates by ethnicity at or above 60%, if not, what are the department's plans to bring the success rates of the ethnic group(s) up to this level?
II. A.4.c.Resources needed to reach institutional standard	The Sociology Department meets the institutional standard.	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf What resources may you need to bring the success rates of the program or ethnic group(s) up to the institutional standard?
II.A.5 Overall growth/decline in # students:	Our overall enrollment (2388 total students) has returned to the levels of the previous comprehensive program review (2360 total students). In our previous program review, targeted groups made up 25-28% of our total enrollment. In this program review, targeted groups make up 45% of our total enrollment.	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
II.B Changes imposed by internal/external regulations	Since the previous comprehensive program review, we completed the process for the AA degree for Transfer in Sociology. We added one course to the undergraduate curriculum, The Process of Social Research, which will be in the catalog as of Fall 2014. We don't anticipate any other changes to the department because of the AA-T because we don't expect high student demand for it. The anxiety produced by the accreditation process and the need to fulfill	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.)

	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 are 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 are deeply 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 will have 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.	
II. C Progress in "Main	In the previous CPR, we identified three main areas for improvement: 1)	Based on the 2008-09 Comprehensive Program Review, Section

Areas of Improvement"	providing equitable education to students across all racial/ethnic and class demographic groups; 2) increasing the amount of community engagement we expect from students; and 3) further develop our interdisciplinary connections. In regards to #1, as discussed above, our equity gap has fluctuated but has not been reduced. In regards to #2, little progress has been made in this regard. Only 2-3 instructors regularly include assignments with a community engagement component. Finally, in regards to #3, the department has continued to have ties with many departments across the college, but most especially with faculty in English. For example, the two full-time sociologists helped to plan a daylong workshop with the English and Reading departments that involved "swapping" best practices (the Spring 2013 Swapmeet).	I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.
II. D CTE Programs: Impact of External Trends:	N/A	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.
II. E CTE Programs: Advisory Board Input:	N/A	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.
III.A. 1 PLOAC Summary	100%	Give the percentage of Program Level Outcome statements assessed to date. Run report entitled "XXX PLOAC work" and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014.
III.A.2 Enhancement based on PLOAC assessment	None	State an enhancement that was enacted this year as a direct result of an assessment of a program level outcome. State PLO statement, enhancement and reason for choosing this enhancement. If none, write "NONE".

III.B.1 SLOAC Summary	95% (18/19) This number is not at 100% because of two brand new courses that just entered the catalog this year.	Give the percentage of Student Level Outcome statements assessed to date. Run report entitled "CIS SLOAC work" and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. This percentage may be over 100% or 0%. All courses and programs are to be assessed before the Comprehensive Program Review in Spring 2014.
III.B.2 Enhancement based on SLOAC assessment	None	State an enhancement that was enacted this year as a direct result of an assessment of a student learning outcome. State course, SLO statement, enhancement and reason for choosing this enhancement. If none, write "NONE".
IV. A Budget Trends	We are deeply 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 will have 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.	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 give you the information.
IV.B Enrollment Trends	Our enrollment is back up to its level at the previous comprehensive program review, and has been trending up for the last several years.	Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.
V. A.1 -Faculty Position Needed	Replace due to Vacancy	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy
V. A.2 Justification for	We have not forgotten the replacement position Sociology was given 8 ½	If there is a request for one or more new faculty state the SLO/PLO

Faculty/Staff Positions:	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 six 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 and winter (or spring) 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.	assessment data, reflection, and enhancement that support this need.
V. A.3 Staff Position Needed	Division Scheduler	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.
V. A.4 Equipment Request	Over $1000	A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested
V. A.5 Equipment Title and Description, Quantity	We would like to refresh the film library in Sociology. Many of the films we currently own were purchased over 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 warrantees etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . .)
V. A.6 Equipment	Such films would be available to any faculty members who wished to use	Who will use this equipment? What would the impact be on the

Justification	them and would enrich the curriculum for visual learners. They will help keep our course offerings current.	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.
V. A.7 Facility Request	A social sciences and humanities computer lab	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
V. A.8 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. 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.	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.
V.B.1 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.	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".
V.B.2 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?
V.B.3 Future plans	We have been making such requests for many years and have yet to see any of them granted. We would be happy to figure out how to assess their outcomes should we ever have any of the above requests granted.	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 864-8560	APRU writer's name, email address, phone ext.
Last Updated:		Give date of latest update (Set next box to YES when done and ready for Dean review).

April 12, 2017

8