INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***Sociology***

2. Person(s) completing the questionnaire: *DeDen/Murphy*

3. Date of completion: *11-14-2007*

4. What are the primary purposes of the program? Check all that apply.

- ☒ WVC Degrees and Certificates
- ☒ Transfer Courses
- ☒ WVC General Education
- ☒ Lifelong Learning/Life Enrichment
- ☐ Occupational / Vocational Courses
- ☐ Student Support Services
- ☐ Academic Support Services
- ☐ Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The Department offers a sociology major at WVC. Students choose from among several courses which represent the field of sociology as commonly taught at the community college level: SOC 001 Introduction to Sociology, SOC 002 Social Problems, SOC 003 Social Psychology, SOC 040 Marriage and Family, and SOC 045 Sociology of Human Sexuality. All meet "IGETC Area 4" requirements. SOC 001 (Intro) and SOC 002 (Problems) transfer directly into the sociology major at SJSU and nearly universally elsewhere. The Progam has a commitment to diversity and tolerance throughout its curriculum and in other activities, such as refounding the campus Gay Straight Alliance. The department maintains a commitment to rigor and science.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

The Sociology Department leads the campus in innovation, being first to teach courses during a winter session, to adopt ANGEL, to offer courses at the new Campbell/San Jose Campus, and to offer courses in the late-start format. The Sociology Department draws students from other institutions, especially during the summer term. The Department had the distinction of offering three-fourths of all late-start GE courses in the district that began at the half way point of the Fall 2007 term. In previous years, we upgraded our room, SS56, to include LCD projection, but need corresponding speakers and laptops to be funded, installed, and serviced by the college.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a) No discernable trends or differences can be surmised from this level of detail of the data.

b) None.

c) None.

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a) Variations from year-to-year and between Sociology and WVC are as likely to be random as from any other factor, and too small for serious inference. Sociology, offering academic rather than vocational courses, does attract younger students than the college as a whole.

b) See above.

c) None.

3. Using the success data from table III from previous program, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a) Most frequently, Sociology has a success rate about 7% lower than the college as a whole.

b) First, Sociology maintains a commitment to scientific inquiry, comprehensiveness, and rigor that exceeds other programs. Therefore, the Program should logically have lower retention/completion rates. Because our courses are primarily intended to prepare students for transfer to 4-year colleges, we intend to represent the rigor students will face at that level. Second, Sociology has sought to serve students, not only through traditional format courses, but through distance learning courses, which notoriously have lower retention/success rates. Third, Sociology has traditionally sought to serve students by accepting as many late adds as our relatively larger rooms and sections could permit. Late add students are notoriously more likely to drop than their more organized and proactive classmates. We are currently moving toward setting our class limits in line with other social science courses.

c) See third rationale above. There are good reasons, stated above, why our retention rates are lower. We intend to offer a wide array of serious college-level courses that will prepare students for successful transfer and degree COMPLETION at the 4-year level and beyond. A notable number of our recent majors, including the 2005-2006 president of the Sociology Club, have transferred to Berkeley.

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

No.

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

The major may be revised to require Soc003/Social Psychology in addition to the required of Soc001/Introduction to Sociology. The former addresses social influence at the more microsociological level.

2. The attached excel document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

NA (per C. Pinet)

The SLO process has not been coherently articulated either before or after the last review.

a) In truth, the SLO process has not resulted in meaningful, additional insights to the ongoing needs and goals of Sociology. Note that Sociology has maintained a long term commitment to identifying and meeting student needs, course rigor, and appropriateness of course offerings and content.

b) The notable improvement in the program has occurred in the expansion of our distance learning offerings, which have attracted students outside the WVC community, particularly 4-year college students. Also, we addressed the student desire for a very practical and immediately applicable course in the social sciences, the addition (for the first time ever) of the Social Psychology course to the WVC curriculum. We have added more late-start courses.

c) Continued commitment to our students, our major, and our new and ongoing courses.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

   a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
   b) How might these influences form the basis for an action, objective, or request for resources?

      a) The external factors affecting the Sociology Department are not materially different than those affecting other social science programs. However, we can assert that we have made a core commitment to understanding the diversity in human social experiences, which is consistent with trends in academia, the workplace and society at large.

      b) We seek to continue our commitment to diversity in our courses and through support of other campus entities, including the Gay Straight Alliance.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

These have been mentioned previously in the document.

The Sociology Department leads the campus in innovation, being first to teach courses during a winter session, to adopt ANGEL, to offer courses at the new Campbell/San Jose Campus, and to offer courses in the late-start format. The Sociology Department draws students from other institutions, especially during the summer term. The Department had the distinction of offering three-fourths of all late-start GE courses in the district that began in at the halfway point of the Fall 2007 term.

Notably, we also initiated a very practical course from the microsociological perspective, Social Psychology (Soc003).

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

The department is meeting its goals and innovating in ways that further the goals of the college.

2. Program Strengths:

Quality and innovative spirit of the faculty.

3. Program Challenges:

None.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

Continue to make the constant necessary improvements to maintain the quality, timeliness, accessibility and relevance of our offerings. We will anticipate the late-start needs of the student population, in the face of the uncertainty as to how other programs will attempt to do so.

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

This is, of course, a continual process. We will meet college deadlines for planning our offerings for upcoming terms.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

The department has adequate resources to accomplish these tasks.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE:	☐ Yes ☐ No ☐ Partially
Associate faculty FTE:	☐ Yes ☐ No ☐ Partially
Classified Staff FTE:	☐ Yes ☐ No ☐ Partially
Classified Hourly (in dollars):	☐ Yes ☐ No ☐ Partially
Administrative Staff FTE:	☐ Yes ☐ No ☐ Partially
Facilities (brief narrative description):	☐ Yes ☐ No ☐ Partially
Equipment (brief narrative description with estimated total cost):	☐ Yes ☐ No ☐ Partially
Supplies (brief narrative description with estimated total cost):	☐ Yes ☐ No ☐ Partially
Staff Development (brief narrative description):	☐ Yes ☐ No ☐ Partially
Other (please specify):	☐ Yes ☐ No ☐ Partially

2. What have you been able to accomplish as a result of the resource obtained?
(E.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes….)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

The faculty members have, in most instances, used their own personal funds to make technological improvements, providing their personal laptops, storage devices, etc. The college provided the LCD projector a couple of years ago.

I. RESOURCE REQUESTS 2007-2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE

Associate faculty FTE

Classified Staff FTE:

Classified Hourly (in dollars):

Administrative Staff FTE:

Facilities (brief narrative description):

Equipment (brief narrative description with estimated total cost): *Two laptops and speakers for the LCD projector ($1800)*

Supplies (brief narrative description with estimated total cost): *Various memory storage devices and other organizational materials (file folders, etc.) $500*

Staff Development (brief narrative description):

Other:

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu