**Program Efficacy Report  
Spring 2011**

**Name of Department**: Sociology/Anthropology

**Efficacy Team: Sandra Waters, David Smith, Herbert English**

**Overall Recommendation (include rationale): CONTINUATION**

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| **The Sociology/Anthropology Department has provided a clear description of the department and program goals, challenges and opportunities backed by assessment and data analysis.** |

| **Strategic Initiative** | **Institutional Expectations** | |
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| **Does Not Meet** | **Meets** |
| **Part I: Access** | | |
| ***Demographics*** | *The program does not provide*  *an appropriate analysis regarding identified differences in the program’s population compared to that of the general population* | *The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.*  *If indicated, plans or activities are in place to recruit and retain underserved populations.* |
| **Efficacy Team Analysis and Feedback: MEETS**  **Demographics are thoroughly analyzed. The identified differences in the program population and the general population are identified and discussed. Both programs skew toward female populations, which is to be expected with the nursing emphasis linked to Anthro 102. The department is committed to providing gender-neutral career options. They are also developing brochures for both programs that highlight career options.** | | |
| ***Pattern of Service*** | *The program’s pattern of service is not related to the needs of students.* | *The program provides evidence that the pattern of service or instruction meets student needs.*    *If indicated, plans or activities are in place to meet a broader range of needs.* |
| **Efficacy Team Analysis and Feedback: MEETS**  **Both anthropology and sociology programs are mindful of providing a pattern of instruction that serve the needs of a variety of student populations as well as the community and the local CSU and UC universities.**  **They have one on line courses (40-50%), Friday, evening, and short-term course offering. Independent study is on hold due to lack of a FT instructor.** | | |
| **Part II: Student Success** | | |
| ***Data demonstrating achievement of instructional or service success*** | *Program does not provide an adequate analysis of the data provided with respect to relevant program data.* | *Program provides an analysis of the data which indicates progress on departmental goals.*  *If applicable, supplemental data is analyzed.* |
| **Efficacy Team Analysis and Feedback: MEETS**  **The program provides a through analysis of the data indicating progress on departmental goals. Also the included supplemental data is adequately narrated.**  **Sociology’s decline in success rates is clearly analyzed (Loss of FT faculty, three interim division deans, transition to more online classes). Last year had a six-percent uptick.**  **Anthropology success is within campus norms, despite transition to 40% online classes.** | | |
| ***Student Learning Outcomes*** | *Program has not submitted student learning outcomes for all courses certificates or degrees. Does not have a three-year plan on file.*  *Program has not analyzed assessment results and implemented changes where appropriate.* | *Program has submitted student learning outcomes for all courses certificates or degrees. Program has a three-year plan on file.*  *Program has analyzed assessment results and implemented changes where appropriate* |
| **Efficacy Team Analysis and Feedback: MEETS**  **Both departments have SLOs for all courses. SLOs were updated 9/10. Program has a three-year plan on file.**  **??? CTA Issue** | | |
| **Part III: Institutional Effectiveness** | | |
| ***Mission and Purpose*** | *The program does not have a mission, or it does not clearly link with the institutional mission.* | *The program has a mission and it links clearly with the institutional mission.* |
| **Efficacy Team Analysis and Feedback: MEETS**  **Mission statements for both departments are clearly linked with SBVC mission statement. Success and retention rates are acceptable as described.** | | |
| ***Productivity*** | *The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.* | *The data shows the program is productive at an acceptable level.* |
| **Efficacy Team Analysis and Feedback: MEETS**  **The data shows the program is productive at an acceptable level. Core classes fill quickly each semester. Explanation is given for the fact that with control of FTES’s, faculty cannot manage roster at census dates with as much flexibility as before.** | | |
| ***Relevance, Currency, Articulation*** | *The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.* | *The program provides evidence that curriculum review process is up to date. Courses are relevant and current to the mission of the program.*  *Appropriate courses have been articulated with UC/CSU or plans are in place to articulate appropriate courses.* |
| **Efficacy Team Analysis and Feedback: MEETS**  **Curriculum for both programs is current.**  **Courses are relevant and current to the mission of the program. All courses are transferable to CSU and UC in both disciplines. With no FT instructor, Anthro 222 (Ind. Study) has not been offered in 2 years. Replacement is a Top 10 priority; so class has not been discontinued.** | | |
| **Part IV: Planning** | | |
| ***Trends*** | *The program does not identify major trends, or the plans are not supported by the data and information provided.* | *The programidentifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provides data from internal research or research from the field for support.* |
| **Efficacy Team Analysis and Feedback: MEETS**  **Program addresses how trends will affect enrollment and planning. The narrator refer to research from the field. The on-campus challenges (no FT faculty, disproportional budget cuts) are related to state budget issues and also CTA labor concerns (which are not clearly described). This section could be more distinctly fleshed out with regards to external trends.** | | |
| ***Accomplishments*** | *The program does not incorporate accomplishments and strengths into planning.* | *The program incorporates substantial accomplishments and strengths into planning.* |
| **Efficacy Team Analysis and Feedback: MEETS**  **The program incorporates accomplishments and strengths into planning. Success rates and retention rates have continued to influence course offerings. Outlined strengths focus on: strong online curriculum, quality adjunct staff and improving success/retention rates.** | | |
| ***Weaknesses/challenges*** | *The program does not incorporate weaknesses and challenges into planning.* | *The program incorporates weaknesses and challenges into planning.* |
| **Efficacy Team Analysis and Feedback: MEETS**  **The program incorporates weaknesses and challenges into planning. Need for additional Fill time faculty. There is a need for more sections of anthropology course due to popularity. New transfer sociology degree and the budgetary cuts are concerns for the programs.**  **Division is committed to resolving low success rates, laying plans to solve issue of unprepared students by setting up prerequisites. Also addressed are the new transfer sociology degree and the budgetary impact on the program.** | | |
| **Part V: Technology, Partnerships & Campus Climate** | | |
|  | *Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate.*  *Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate* | *Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.*  *Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.* |
| **Efficacy Team Analysis and Feedback: MEETS**  **Both department offers between 40% to 50% online courses. Have plans to develop websites for both programs. Future plans to create partnerships with other disciplines and colleges through learning communities. All faculty have access to EduStream.**  **Faculty is receiving training and attending conferences in online education. Faculty chair has prepared an extensive Blackboard departmental shell for faculty communications tool.**  **Plans are briefly mentioned to improve partnering with other disciplines and colleges.** | | |