

This is the review your department or program submitted in Spring 2008. For Questions #3 and #4 on this form, please provide a progress or status report on the plans you identified last year. For each item, type your progress report in the right column titled, Progress-2008-09. Also, please list the faculty and staff who participate in this progress report. Forward (1) a hard copy to Instructional Services for review by IPC and (2) an electronic copy to jdecker@palomar.edu no later than 3/2/2009

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Sociology

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	1,252	1,323	1,403	<i>Self Explanatory</i>
Census Enrollment Load %	99.37%	90.31%	92.49%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	3,882	4,074	4,337	Weekly Student Contact Hours
FTEs	129.41	135.80	144.58	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	7.20	7.80	8.40	Total Full-Time Equivalent Faculty
WSCH/FTEF	539	522	516	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	2.40	4.40	3.80	FTEF from Contract Faculty
Hourly FTEF	4.60	2.80	3.20	FTEF from Hourly Faculty
Overload FTEF	0.20	0.60	1.40	FTEF from Contract Faculty Overload
Part-Time FTEF	4.80	3.40	4.60	Hourly FTEF + Overload FTEF
Part-Time FTEF %	66.67%	43.59%	54.76%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	93.95%	93.84%	92.79%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	69.92%	70.19%	69.43%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	1	-	-	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	-	-	-	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	-	-	-	Total number of Certificates awarded for the Full Academic Year

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2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Sociology's overall enrollment numbers, WSCH and total FTEF have increased steadily over the last 3 years. Our most recent enrollment load of 92% is well over the college-wide total of 76%. Our classes, both online and primetime, continue to fill and this trend will most likely continue.

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3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>We are developing new courses such as the Sociology of Health which will transfer to UC and CSU and meets the multicultural requirement. We are also analyzing the feasibility of developing a criminal justice course to articulate with the required course at CSUSM for their Sociology/Criminal Justice program. We have been adding online courses to reflect student interest and we continue to consider the feasibility of developing an AA degree in Sociology.</p>	<p>Sociology 130, Introduction to the Sociology of Health, was approved and offered in Fall '08 for the first time.</p> <p>Considering the current budget restrictions and requests to cut class offerings, it is not feasible to add new courses at the present time as that could limit our ability to offer our core courses.</p>
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>Our primetime and online courses continue to fill, though limited classroom space has prohibited growth of the primetime offerings. We are rotating our specialty courses by offering our new Sociology of Health course once a year and alternating our face to face and online sections of Women Studies in order to meet student needs.</p>	<p>We have been severely limited in our ability to add courses (and in fact have had to cut sections) due to the current budget crisis. We continue to alternate our online and face-to-face offerings in response to student needs.</p>

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4. Discuss/identify the resources necessary to successfully implement the planning described:	
PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <p>Resources needed to implement our plan include state-of-the-art computers and data projectors in every classroom with any necessary remote control equipment such as Targus laser clickers for their use. We need to continually purchase ongoing educational media (DVDs) and equipment to more efficiently and quickly digitize media.</p>	<p>We anticipate that with the construction of the Multidisciplinary Instructional Building, all of our classrooms will have state-of-the-art technology within two years.</p> <p>We are still in need of approximately \$500.00 for the purchase of Videos/DVDs for use in our face-to-face and online classes.</p>
<p>b. Budget – budget development process, one-time funds, grants, etc.</p> <p>We need reliable funding for a service-learning coordinator, for dedicated honorarium funds for guest speakers and for general student support through honors and basic skills programs.</p>	<p>The college has allocated a portion of our NCHCA funding for 20% reassigned time to support a part-time service learning coordinator. We hope to have that increased and institutionalized as a permanent full-time position. We look forward to the additional opportunities and support this will provide our students and faculty.</p>
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p> <p>Additional classrooms are needed (2-3) to accommodate increased prime time course offerings as are additional faculty offices (2-3.) We look forward to the completion of the Multi-disciplinary building to accommodate some of these needs for more classrooms and offices. Facilities to accommodate online students' test taking now handled through the tutoring center need to be expanded in order to provide a quiet and secure environment.</p>	<p>We are still in need of additional classrooms in order to offer a comprehensive program. We also still desperately need more adequate facilities (i.e. quiet and secure environment) to accommodate online students' test-taking now handled through the tutoring center.</p> <p>We need replacement (of missing or broken) desks in our existing classrooms.</p>

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<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p> <p>In the next 1-3 years we will have a pressing need for 1-2 more fulltime faculty members. We have experienced the retirement of two faculty members, our enrollment numbers continue to grow and our percent of total FTEF taught by part-time faculty is at 55% - well above the state-mandated 75-25 ratio. Our enrollment load of 92% is well above the college rate of 76% and our Weekly Student Contact Hours have continued to increase.</p>	<p>With the current budget restrictions, fully replacing our retired faculty has not yet been possible.</p>
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <p>We will have ongoing need for ADA support as well as increased Academic Technology and Information Services support. There is also need for increased staff support for the Tutoring Center’s test-proctoring function in order to provide a safe, quiet and secure test-taking environment.</p>	<p>The tutoring Center is still in need of additional staffing in order to adequately staff their testing facility.</p>
<p>f. Other</p>	

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5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

One of the goals of the discipline of Sociology is to add at least one more fulltime faculty member within the next 3 years. This is linked to Palomar College's Strategic Plan goal of Student Success, one of the five developed to achieve the mission of quality learning. Student Success as defined in the plan is designed to facilitate student learning and goal attainment by providing comprehensive educational programs and services in diverse, accessible formats and locations. A specific of that goal is to increase the number of full-time faculty while recognizing the need to increase diversity among full-time faculty.

6. Student Learning Outcome progress:
- a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

Some examples of desired learning outcomes in an Introductory Sociology course:

1. The student will master fundamental sociological skills including the ability to think with a "sociological imagination" and to learn methods of data collection and presentation.
2. The student will develop an understanding of the three main sociological perspectives and to be able to apply these perspectives to contemporary social life.
3. The student will develop insight into how they shape society and how society shapes them.
4. The student will develop insight into the critical link between social structures, social forces and individual circumstances.

An example of an assessment would be to have students analyze in extended writing, exam questions, classroom activities and journal responses to student learning activities, the connections between family dynamics, job loss and the larger economy.

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b. Discuss a learning outcome that is observable yet difficult to measure.

One learning outcome is for students to develop an appreciation for diversity of experience and to be able to have more than just a superficial understanding of the complexity of human behavior and social problems. We can gauge the latter by having students analyze in extended writing, exam questions and classroom activities the relationship between housing policy in the United States, inadequate mental health services and homelessness. What is more difficult to measure is a student's ability to develop an appreciation for the experience of homelessness. This can, however, be facilitated through readings, guest speakers and the shared life experiences of other students."

7. Describe a discipline accomplishment that you want to share with the college community.

In addition to increasing enrollments, developing new courses and encouraging our students' success, we have also increased our efforts at outreach to link our discipline content with the larger community. This includes student and faculty participation in service learning projects such as the Oceanside SUN event and Habitat for Humanity. We hope to develop this into a campus-wide Service Learning Program to be utilized by all disciplines in an effort to connect the lessons learned in all of our classrooms (be they English, Auto Mechanics or Sociology) to the community in which students live.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

Not at this time.

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

N/A

10. Other comments, recommendations:

Please identify faculty and staff who participated in the development of the reviewer's planning:

Kathy Grove

Kalyna Lesyna

Terry Humphrey

Susan Miller

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Department Chair/Designee Discipline Review and Signature Date

Division Dean Review and Signature Date

Please identify faculty and staff who participated in the development of the reviewer's progress/status report -
Input Names Here:

Kathy Grove Kalyna Lesyna Susan Miller Terry Humphrey
Department Chair/Designee Discipline Review and Signature Date

Division Dean Review and Signature Date