**YEAR 2**

**ACADEMIC YEAR 2013-14**

Program Review and Planning Year 2 form is an evaluation of the progress on last year’s goals (Year 1 PRP) and is also planning of goals and activities for the current year (2013-2014).

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| **Discipline: Sociology** | **Date 12/08/13** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**Purpose of Program 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.).

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **Kathleen Grove, Kalyna Lesyna, Susan Miller, Devon Smith** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The Sociology program teaches students to use theoretical, methodological, and statistical tools to develop global awareness, active citizenship, and social responsibility. Through the study of Sociology and Womens Studies, students are able to understand and critically evaluate the dynamics of social relationships and to perceive the social structures and patterns upon which everyday life rests. The Sociology program additionally strives to enable students to appreciate and respect diversity and proactively engage in community building and work toward social justice. The discipline and the two AA degrees provide a strong foundation for students to pursue a variety of educational and occupational pursuits. Social justice and service learning are strong components of a thriving Sociology program.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The Palomar College Sociology program offers two AA degrees: one in Sociology and one in Women's Studies. Both degrees are transfer degrees, per the College Mission statement supporting students for transfer-readiness and general education. Our course offerings all stress diversity and provide opportunities for students to study and appreciate the intersectional nature of social identity and social structures. Several courses are designated multicultural, and many courses implement service learning as part of their pedagogy. Our students achieve the learning outcomes necessary to contribute as individual and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.** |

**STEP I. Review and Evaluation of Year 1  
In this section, evaluate the program plans you described in last year’s Program Review and Planning Document.   
Refer to “STEP II: PLANNING” in your 2012-13 YEAR 1 PRP document at:** <http://www.palomar.edu/irp/PRPCollection.htm>.

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**   **Curriculum (Step II.A. of Year 1 PRP)**   1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**   **We developed an AA-T degree for Sociology and an AA-T degree for Women's Studies. In Year 2, Women's Studies was granted its own PRP. We worked on SLO assessment cycles and examined enrollment data to most efficiently address student needs. We have completed SLO assessment cycles in all of our classes, including the Sociology classes in the Women's Studies program. We wanted to incorporate Service Learning into some of our courses to develop students' analytic and writing abilities, to improve retention, and to develop a sense of civic responsibility. We wanted to protect our "Golden Four" classes (oral communication, written communication, critical thinking, and mathematical concepts and quantitative reasoning), and also increase accessibility by expanding our evening classes, online courses, and courses at satellite campuses. We have met with the Office of Planning to assess whether to add an English 50 prerequisite for our Introductory Sociology and Social Problems classes. We continue to reflect on ways to meet the needs of students in the area of writing. We have also participated with the Psychology discipline to redesign our SOC/PSYC 205 Statistics course to include a computer component; this redesign will change the course from a three-unit course to a four-unit course starting in Fall 2014. We believe this is a significant improvement that will help students as they move to research methods and other upper-division courses. We have also worked with the Psychology discipline to de-cross list our Social Psychology course to make it more relevant to Sociology majors. The new course, Self and Society (SOC 165), will be a multicultural course and be part of our AA-T degree.**   1. **How did you implement and evaluate those curriculum changes?**   **We have evaluated curriculum changes in a number of ways. Looking at enrollment data, we see that our courses continue to be filled at over 94%. Students have begun pursuing AA-T degrees in Sociology and in Women's Studies. Our newly created Gender and Society course has been well received. Our SLO data from SOC 110 and SOC 130 as well as student feedback and reflective writing support the value of Service Learning. Our concerns about the cross-listed Statistics class have resulted in important conversations with the Psychology faculty as well as with faculty at CSUSM, where many of our students transfer to. Based on these conversations, we have added a component on SPSS, a software program for statistical analysis in the social sciences, to our Statistics class. Conversations between Psychology faculty, Sociology faculty, and Gloria Kerckhoff and a review of curriculum at four-year colleges and universities in California led us to de-cross list the Social Psychology course. We now have a newly created Social Psychology course specifically for sociology students titled "Self and Society." We have worked with the Multicultural Studies committee and the Curriculum committee to ensure that this course replaces our former course. We continue to be concerned about students' writing abilities. These weaknesses show up particularly as we evaluate essay and other writing assignments as part of our SLO evaluations. We have begun discussions within our discipline on the possibility of requiring "eligibility for English 100" as a prerequisite for some of our Sociology courses.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **We carefully looked at the schedule in order to offer a good mix of courses during the daytime, in the evening, and online. We also evaluated course offerings to make sure that students working toward an AA-T in Sociology or Women's Studies could successfully move through the program in an appropriate amount of time. Our course-rotations considerations included making classes accessible to students during the daytime, in the evening, during the summer, and through distance education. We also made plans to offer courses at our satellite campuses (education centers).**   1. **How did you implement and evaluate those class scheduling changes?**   **We carefully have evaluated our enrollment and retention data and looked carefully at our course-rotation schedules. Budget cuts and erratic funding have challenged our ability to plan thoughtfully. However, when we have been able to add classes, we have focused on adding back classes we had to cut at our satellite campuses. And we have consulted with our partners at Camp Pendleton to ascertain their needs. When we have been able to add classes, they have filled at our satellite campuses at Camp Pendelton, Escondido, and Fallbrook, telling us that the demand for our courses remains strong. Our classes at the main campus are also full. We find that students have started pursuing our AA-T degrees. Overall, our courses continue to be filled at over 98%, and our retention in classes is also very high. For day and evening face-to-face courses, we have an average retention rate of over 95% over the past five years. For online courses, we have approximately an 85% retention rate. Overall, retention is very strong, with a combined retention rate of about 95% over the past five years.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **We stated in our last PRP that we have a pressing need to hire two more full-time faculty members as we have experienced the retirement of two faculty members. Our enrollment numbers continue to be strong, and our percent of total FTEP taught by part-time faculty had jumped from 70% in 2010 to 77% in 2011-12. Last year in 2012-13, the FTEP taught by part-time faculty was 67.44%. The ratio of full-time to part-time faculty is well above the state-mandated 75-25 ratio. Our enrollment load is very high, and our weekly contact hours are projected to increase. A new hire would help alleviate this imbalance between full- and part-time faculty.**   1. **What is the current status of the plan you articulated?**   **We hired Devon Smith last year. While she teaches our general Sociology courses, she was hired to primarily focus on teaching courses in the Women's Studies program, develop Women's Studies curriculum, evaluate SLOs in that program, monitor that AA-T degree, coordinate Women's History month, and now develop a PRP for that program. These responsibilities are significant. Although Sociology is the lead discipline in the Women's Studies program, Women's Studies is an interdisciplinary program. This means that Professor Smith must coordinate with faculty from History, English, AIS, Media Studies, Psychology, and other disciplines. Coordinating meetings, reviewing curriculum, and evaluating SLOs is hard enough. But, in addition to all that, Professor Smith must work with faculty outside of our discipline to ensure a robust program and begin assessing program SLOs for Women's Studies. In many ways the experience of gathering data and reaching consensus among a wide variety of academic disciplines is like herding cats, a difficult and often very frustrating task. Because of Professor Smith's many responsibilities and the need to divide her time between Sociology and Women's Studies, our need for additional faculty continues to be significant. Professor Miller, our main Sociology faculty member who teaches the cross-listed Statistics course (SOC/PSYC 205), has worked on implementing a tutoring program in addition to incorporating a new computer component to this course. While the tutoring program was ended after only one semester, Professor Miller continues to work with a faculty Tutoring Resources group to ensure that students have adequate access to tutoring resources for Statistics. SOC/PSYC 205 will change from a three- to four-unit course in Fall 2014. Sociology needs more representation in quantitative methods. We will request our next hire have a specialization in quantitative Sociology. As the field grows and as enrollment increases over the next few years, it is critical to maintain excellence in teaching in this area.** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)** 2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>   **$1500**   1. **How were those funds spent?**   **Professor Miller and Professor Grove each used her share of funds to attend the American Sociological Association Annual Meeting in August 2013. Professor Lesyna used her share to attend the 18th Annual International Conference & Summit on Violence, Abuse & Trauma in September 2013.**   1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>      1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **Professor Grove and Professor Miller attended a series of ASA workshops that allowed them to re-work a significant part of their Introductory Sociology classes. Professor Miller attended workshops on race and on teaching race/ethnicity in the classroom and gathered new techniques for teaching difficult subjects. In addition to attending workshops, both professors were able to have multiple conversations with other researchers and publishers, and these were invaluable resources. Adding material from Klinenberg's book "Going Solo" (did you know that people living alone are now 28% of U.S. households?), Hochschild's book "The Outsourced Life" (yes, people actually hire "wantologists" to help them figure out what they want), and new research on the workplace along with labor data helped Professor Grove to make linkages between the workplace, technology, and the family. In Professor Grove's class, students were introduced to new facts in a way that engaged their sociological imagination and allowed them to integrate and apply this material to their own life. Professor Grove was also able to rethink how to present material on consumerism and citizenship in a way that highlighted how work-spend cycles damage our community involvement and social institutions like the family. Since several of her students are also involved in Service Learning projects, this became an important springboard for class discussions, reflection, and debate.**  **Professor Miller was able to attend several presentations and round tables on the topic of Gerontology to help supplement her teaching in her Sociology of Aging (SOC 145) class. This is an increasingly important topic as Baby Boomers enter retirement age and become elderly.**  **Professor Lesyna attended the 18th Annual International Conference & Summit on Violence, Abuse & Trauma in September 2013 to gain knowledge about the fields of child abuse, intimate-partner violence, sexual assault, and other forms of interpersonal violence (including gun violence), subjects covered most extensively in her Marriage, Family & Intimate Relationships courses, but also covered in her Introduction to Sociology courses. Leading scholars in these fields--including Lenore Walker, Murray Strauss, James Garbarino, and David Finkelhor--attended this conference and gave presentations, and Professor Lesyna had a chance to converse privately with several of them about their research during the four-day conference. The workshops and panel discussions she attended, along with personal conversations Professor Lesyna had with various scholars, greatly increased Professor Lesyna’s knowledge about ongoing developments and controversies in these fields. She especially benefited from workshops and panel discussions on spanking as a form of discipline, media coverage of interpersonal violence, male survivors of domestic violence, failings of the court system when dealing with domestic violence and child-abuse cases, and workshops on how domestic violence and sexual assault affects people in the military, people in the GLBT communities, and people in various ethnic groups in the U.S. (Hispanics, Asian Americans, African Americans, and Native Americans).**   1. **Number of students affected**   **200 in Professor Grove's classes in Fall semester 2013.**  **200 in Professor Miller's clases in Fall semester 2013.**  **200 in Professor Lesyna's classes in Fall semester 2013.**   1. **Other**   **Future plans for Professor Miller's Sociology of Aging class include a mandatory Service Learning requirement. Working in conjunction with Professor Grove, Professor Miller is planning to update and expand the list of Service Learning agencies that serve the aging population in the community.**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **We need more travel funds. Sociology is an extremely dynamic field, and help with the ability to stay current in our respective areas of specialization is our primary funding need. Our social institutions continue to evolve daily (think about the rapid changes occurring with same-sex marriage, the disappearance of many newspapers and other traditional news sources, the changing attitudes toward the arrest of people using marijuana, the declining support for public education). As the demographics of our country and world shift, our understandings of community, advocacy, and social policy reflect these changes. How do we understand the aging of America and what this involves for caregiving and health institutions? How does technology change the workplace, and how do those changes impact family life? How have the growth of social media like Facebook and Twitter changed our patterns of social interaction? What are significant trends in crime and violence, whether we are talking about domestic violence or mass shootings? Does the death of Trayvon Martin articulate with our knowledge of the social psychology of prejudice, with changes in community policing, with public attitudes about gun ownership and gun use? On another note, how do sweeping demographic changes in California and the nation impact the social world and access to resources for our population? It is imperative that sociologists stay well informed on the content of the courses they teach.**    **As teachers we need to be able to convey the transformations in our social world to students. We do this through our research and our ongoing education which includes conference attendance and extracurricular activities with colleagues. One of the most important ways that we stay in sync with our field is to attend regional and national conferences. In the past, our discipline has participated in these conferences as attendees, and we have presented original research and pedagogical ideas to the Pacific Sociological Association, the Community College National Center for Community Engagement conference (CCNCCE), and the American Sociological Association. We understand that we are emerging from a significant recession and that budgets are tight. However, the mission of Palomar College, along with the mission of Sociology, is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The tools we need to do this are attendance at regional and national conferences. Our attendance at these conferences is in line with Strategic Plan Objective 3.3 (Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff) and Strategic Plan Objective 3.4 (Implement professional development opportunities that support faculty innovation in teaching and learning through action-based research).** |

**STEP II. Evaluation of Program & SLOAC Data**

**In this section, review and analyze updated program data, the results of SLOACs, and other factors that could influence your program plans for this upcoming year.**

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| 1. **Program Data. Provide an analysis of the past six years (2007-08 through 2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**     * Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**    * Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**    * Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   **Describe your analysis and observations.**  **Over the past six years, many changes have occurred in the discipline of Sociology at Palomar College. In 2009-10, state-budget concerns led to slashing many course offerings, and only recently were we able to add back many of the courses lost as a result of the Great Recession of 2008. However, Sociology at Palomar is alive and well, and we look forward to building our program in the upcoming years. This section of the report will analyze our program by looking through Enrollment and Enrollment Load data, WSCH and FTEF data, course success and retention data, and our AA-T degrees that have been awarded. We will consider the influence of these data sources to help us assess future goals and resource needs for Sociology.**  **Before turning to enrollment data, it is important to note that we have developed and implemented a new AA-T degree in Sociology. For those who are planning to transfer, the AA-T degree allows them to effectively plan their undergraduate coursework for transfer to a four-year college or university. We have recently hired a new faculty member, Devon Smith. However, we need to hire more faculty, not only to reach our former status quo of five full-time faculty members, but also to reflect the growth in enrollment in our discipline. The data point to the need for at least six full-time faculty members in Sociology. Professor Smith was hired specifically to build and run the Women’s Studies AA degree program. Interest in Women and Gender Studies has grown over the past few years, and Palomar is gearing up to meet student interest in this dynamic field. We have requested and received permission to write a separate PRP for the Women’s Studies program. We feel strongly that the Women’s Studies program deserves its own resources and report. This PRP report focuses primarily on Sociology at Palomar.**  **An analysis of the Load Enrollment, WSCH, and FTEF data shows that Sociology is thriving at Palomar. Since 2007, we have consistently maintained enrollment loads at Census time near or above 100%. In the latest year, 2012-13, our Census Load was 98.3%. This indicates there is high demand and student interest in Sociology courses. This is not surprising considering Sociology is composed of many general-education courses that fulfill a wide range of AA-T requirements across many disciplines. Many of our core courses satisfy the multicultural requirement for an AA degree in any field. In addition, there is consistently high demand for courses such as Marriage, Family & Intimate Relationships (SOC/PSYCH 105) for Nursing students and those in Psychology. Our Statistics course (SOC/PSYC 205) satisfies the math requirement for a wide variety of majors. Our total FTEF%, the number which indicates the full-time to part-time faculty ratio, remains high at 67.44%. This indicates that more than two-thirds of our classes are taught by part-time adjuncts whereas only a third of our classes are staffed by full-time professors. Although we were pleased to hire Devon Smith in Fall 2013, we still urgently need to hire at least one more faculty member to replace the retirements of the past years. Our goal is to request a new hire in 2014-15, and we believe that our enrollment numbers definitely justify a new position.**  **Our success and retention numbers are also very strong. The average retention rate for daytime face-to-face classes over the past six Fall semesters is 95.33%. Retention for evening classes is also strong, averaging over 95% over the past six years. The retention picture for online classes is traditionally slightly lower (average of 87%). In sum, we do not feel we have a problem with retention. Students who sign up for our classes stay, for the most part, and the majority of them also succeed.**  **Our success rates for daytime classes average nearly 70%. For evening classes, the success rates are nearly the same, at an average of 71.45%. In Fall 2012, our success rate for daytime classes was 66.1%; for evening classes, 72.7%. Distance education (online) courses have a lower success rate. In Fall 2012, the rate was 62%. However, in 2007-08, the online success rate was only 54.4%, so we are steadily increasing success rates and learning how to deliver solid and rigorous sociology classes online.**  **Online success rates concern us, but we believe that with institutional support, we can increase these success rates across the board for all modes of classes. We can see from the data that particular attention should focus on distance education (online) classes. Possible solutions to increasing success and retention in online courses would include requiring POET training for faculty as well as a potential workshop for students to more thoroughly understand the online environment and its expectations. We find it very difficult to hire and schedule part-time faculty for online classes. In the absence of adding adequate full-time faculty who can teach online, we would like to request resources to train our part-time faculty to teach online. We think that requiring our part-timers to complete Lillian Payne’s POET training may be the best way to improve success rates for online classes. Another issue is the increase in administrative work required of full-time faculty. The PRP writing process alone takes significant time away from teaching. Another full-time faculty member to help shoulder administrative responsibilities would ultimately help us improve success rates by allowing us to focus less on administrative report writing and more on developing strategies for improving student success.**  **In terms of degrees and certificates awarded, we are very pleased with the launch of our new AA-T degree in Sociology, and in Fall 2013, we awarded seven degrees. While this number is small, the program is in its infancy. We hope to increase these numbers as students become more aware that there is an AA-T degree in Sociology at Palomar. Resources should be allocated to advertising the program across campus and to informing counseling about these new AA-T degrees.**  **Overall, the entire Fall Load/WSCH/FTEF numbers along with the degree/certificate data indicate the discipline of Sociology is growing and is currently doing a great job with student retention. As noted, we can work on our success rates, particularly for online students. Sociology would like to hire another full-time faculty member to meet student demand and to lower the Part-time/Total FTEF % and to help with the increasing administrative demands of departmental activities.**  **­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Does this data reflect your planning, goals, and activities? If not, why?**  **Yes, the data reflect our efforts at student outreach, success, and retention, and the areas where we still strive to improve. We have used the data consistently as we have considered our course offerings and course rotations. The data have informed our discussions and decision-making about our AA-T degrees and our on-going discussions about prerequisites.** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**   **SLOs have been developed and implemented for each course in Sociology, including those which are cross-listed with Psychology. The initial assessments were done, for the most part, in 2010, and updated assessments were done for most courses in 2012-13. In the last round of assessments, we were pleased to note that the majority of our students were performing at proficient levels in areas of critical thinking and course content.**  **For example, in Sociology 100 in 2013, there are four SLOs.**  **1. Compare and contrast the three main theoretical paradigms in sociology and analyze social phenomena from these different perspectives. 2. Describe the sociological imagination and apply its emphasis on the interconnections between individuals and macro-level forces to a better understanding of their own lives and the society in which they live. 3. Demonstrate the ability to think critically about knowledge, how it is defined, generated, and interpreted and understand the basic principles of quantitative and qualitative scientific research methods. 4. Understand the process of social interaction and describe the role of culture and socialization in the development of the self.**  **We assessed eight sections of SOC 100, and the average success rate for short-answer critical-thinking questions was 77%. For assessments using a multiple-choice measure, the success rate was higher, ranging from 91-97%. This indicates that our students are grasping basic theoretical perspectives and concepts. The overall mean for our most core course, SOC 100, was 77%.**  **Our second SLO in SOC 100 assesses the sociological imagination. We feel confident that students understand the concepts of sociological imagination and are able to apply this concept to understanding social structure and their own experiences within society. These results are consistent across all four SLOs in sociology. For critical thinking and research methods (SLO #3), we have assessment results from four instructors (three full-time and one part-time). Pass rates are lowest for these difficult concepts, and pass rates range from 50-93%. Our fourth SLO in SOC 100, on the role of culture and socialization in the development of the self, tells us that we are doing a good job teaching these concepts. Using a multiple-choice assessment, we found a pass rate of 62-92%. For the professor who used an essay exam to measure this SLO, the pass rate was 84%. We are pleased that these numbers are strong for our core course in Sociology.**  **For Social Problems (SOC 110), another core course in sociology, SLO assessments in two classes taught by a full-time faculty member were conducted in Spring of 2012. Social Problems asks students to learn sociological theory, to demonstrate critical thinking, and to understand the role of social movements and activism in sociology. Students were given a choice of essay assignments and were asked to analyze, using a sociological perspective, the problem of income inequality and/or homelessness. Of the 66 students who took the exam, 66% were able to write a successful essay. The remaining SLOs in Social Problems had high pass rates with a few exceptions. Pass rates in Social Problems had the highest variability, ranging from 37% pass rates to 87% pass rates. We found that our current approach of lecturing about sociological theory is a good start and that students are able to grasp basic ideas and differences between theories in Social Problems. However, more attention needs to be given to helping students develop this understanding of theory and to help them apply theories to social problems. Overall, these numbers are good, but we feel that with more institutional support, we can improve these SLO assessments.**    **There is some variability in assessment results across classes. It may result from the differences in assessment methods; for example some questions are assessed with multiple choice, whereas others use essay questions, therefore results are not always easily comparable. Core courses are also taught by a range of faculty, full-time and adjunct. More meeting time between all faculty might help us to standardize presentation of some material, as well as assessment instruments. At this time though, our adjuncts are overworked and underpaid and it is not easy to request this. Non-instructional pay for adjuncts would facilitate better SLO assessment.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **The course SLO results indicate to us there is some variability between both teaching ability and/or student understanding. We believe that we can do a better job and would like to work on a more consistent way to measure SLOs across different sections at the course level. It is difficult to ask part-timers to do the work of SLO assessment, and we think that devoting some non-instructional pay to help with these tasks would allow us to better assess SLOs. We would also like to offer workshops that help us standardize our SLO assessments across sections so that we can get a better picture of what our students are learning at the course level. Keeping track of part-timer participation is challenging at best, so we have not assessed the SLOs in Social Problems as widely as we would like. Our goal is to assess every SLO in every sociology class taught at Palomar because we believe that these data will augment student evaluations and guide us in refining our courses.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **On the program level, we have four SLOs that reflect the course level SLOs of our core courses (described above). We have used the data from SOC 100 and SOC 110 to assess the overall success of our new AA-T degree, which is the centerpiece of the Sociology program.**  **In our two core courses, SOC 100 and SOC 110, we did our first assessments in 2012. Students have been successful overall. For example, in SOC 100, students were able to answer multiple-choice questions about research methods with a 78% success rate. In SOC 110, 84% of students were able to demonstrate critical thinking by applying scientific data to interpret and analyze social problems. Faculty emphasize critical thinking and research methods throughout our courses. We have included more primary source documents and devoted more lecture time to helping students interpret data. We continue to be concerned about our students' level of preparedness in the areas of Math and English. We plan to assess this program goal again in Fall 2014.** |
| 1. **Other Relevant Data and Information.** 2. **Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**      1. **Given this information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **Our greatest strength is the professional dedication of our faculty. We work hard to participate in professional-development opportunities, attend conferences, and read and analyze the professional literature so that we remain current in our field. We work together to coordinate curriculum and scheduling to best meet the needs of our students. We continually reflect on the work that we do and how to improve our courses and curriculum, including making important changes to our courses and developing AA-T degrees. We are strong at curriculum development (Sociology of Health, Gender and Society, Self and Society), meeting the ever-changing needs of students. We are active in our community through Service Learning with our students as well as individual volunteering because we support the goals of community involvement, citizenship, and advocacy. We are all active in our campus community, serving on various committees (Learning Outcomes Council, the IPC, the Distinguished Faculty committee, the Service Learning committee, the Professional Development Advisory Board, and several TERB evaluation committees), planning the Women's History Month, developing a tutoring lab for Statistics students, and coordinating the Service Learning Program. We believe that all these activities help us educate our students in Sociology and meet the goals of our mission statement.**   1. **Weaknesses**   **Our evaluation of SLOs is difficult, in part because of the signficant numbers of part-time faculty teaching in our discipline. We need to work on more uniformity in our evaluation of SLOs and in our approaches to teaching theory and critical thinking, two areas where our students struggle.**   1. **Opportunities**   **We feel very fortunate to have new opportunities in our discipline based on our active and ongoing curiculum development. In the past few years we have added three new courses (Sociology of Health, Gender and Society, and Self and Society), which allow our faculty to teach courses focused specifically on their areas of specialization. In addition, we have revived an existing course that had not been taught for several years, Sociology/Psychology of Aging, which is extremely relevant in today's world. We have also worked hard to incorporate Service Learning in many of our courses and provide access and resources campus-wide for Service Learning. Having an institutionalized Service Learning program helps us support students interested in community service and applied sociology. Our AA-T degrees, our outreach to other Sociology departments through NCHEA grants, and the further development of our comprehensive sociology website will help us support our students as they move through the curriculum and on to four-year degree programs. We are proud of our accomplishments in these areas, and we look forward to continuing to build our program with new and diverse courses and programs.**   1. **Challenges**   **A major challenge for all of us in the discipline is dealing with the increasing non-teaching workload, finding time to do the extremely time-consuming administrative tasks such as SLO reports and PRP reports. Although we see the value of reflection, we spend an inordinate amount of time with these tasks, and they pull us away from our main job, which is teaching. We believe that our students would be much better served if we could spend more of our time developing curriculum, keeping up with new developments in sociology, and teaching and advising our students. The lack of an adequate number of full-time faculty members to share in these administrative tasks really exacerbates the problem.** |

**STEP III. Updated Goals & Plans**

**Taking the analyses you completed in Steps I and II, describe your program’s goals and plans.**

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| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’s top priorities for the coming academic year.**   **For EACH goal provide the following:** | |
| **GOAL #1** | |
| **Program or discipline goal** | **To be the best teachers possible, integrating new research and pedagogical techniques** |
| **Plans/Strategies for implementation** | **Attend regional and national sociological conferences, take part in Professional Development activities, participate in Service Learning activities** |
| **Outcome(s) expected (qualitative/quantitative)** | **New knowledge and resources gained from these activities will be incorporated into the classroom in teaching methods. We expect to continue to attract and retain students to our classes, to challenge students, and to prepare interested students to be successful in sociology-related academic and career pursuits.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Continue to bolster enrollment in our classes that are not widely known to exist by students. Particularly, newer courses such as SOC 135, SOC 130, and SOC 165 need to be widely advertised; this will allow students to be made aware of the opportunites to take these critical thinking and UC/CSU transferrable classes.** |
| **Plans/Strategies for implementation** | **Develop advertising materials and disseminate them throughout Spring and Summer 2014 in anticipation of the Fall 2014 launch of SOC 165. We plan to make sure that the word gets out by advertising through all possible avenues on campus, including the main Palomar website, our Sociology website, and the widespread distribution of flyers and outreach cards. Getting the word out also includes informing Counseling Services of these new class options and how they fit in to degrees in Sociology or Women's Studies and other AA degrees on campus.** |
| **Outcome(s) expected (qualitative/quantitative)** | **We would expect to see increased enrollments in SOC 130, SOC 135, SOC 165, and SOC 145 if we focus advertising efforts on these classes.** |
| **GOAL #3** | |
| **Program or discipline goal** | **Make more students aware of the AA-T degree in Sociology.** |
| **Plans/Strategies for implementation** | **Tabling at the beginning of Fall semester. Advertising via flyers, outreach cards, and website announcements. Informing Counseling Services about the Degree and its applicability to the labor market.** |
| **Outcome(s) expected (qualitative/quantitative)** | **An increase in Sociology AA-T degrees along with increased enrollment in Sociology courses.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Develop SPSS materials for the newly upgraded SOC/PSYC Behavioral Science Statistics course and get a printer for "Go Print" student use in MD 130 to support the newly added computer component in Statistics.** |
| **Plans/Strategies for implementation** | **Start a work group with Psychology to develop materials for SPSS. Between Spring and Summer 2014, create five modules to teach students the fundamentals of using SPSS that can be shared across Sociology and Psychology faculty.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Modules created and implemented. New printer installed to handle the volume of SPSS assignments in the MD 130 Stats classroom.** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **Our stated goals align with Palomar's Mission in that we are seeking to "provide an engaging teaching and learning environment" by inviting students to experience Sociology courses. Sociology is primarily the study of diversity and culture, and one of the major core values expressed in Strategic Plan 2016 is to empower students and ensure them access to a first-rate education. We seek to do that by continually improving our program, through curriculum development, and through continuing to update our own skill sets as well as ensuring that students are aware of the wide range of opportunities available in Sociology. We are proud that our discipline brought Service Learning to this campus, and we need to continue to encourage students to learn the skills necessary to, as Palomar's Mission states, "contribute as individuals and global citizens living responsibly, effectively and creatively in an interdependent and ever-changing world." Our goals will allow us to do this and to improve the educational experience of Palomar students.**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **Our goals are very similar -- educational excellence, diversity in learning environments, physical presence and participation in the community, student success.**   1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**   **We need access to a robust Service Learning program to be able to continue to meet our students' needs. Among the core values of our college and discipline are "physical presence and participation in the community" as well as "diversity in learning environments" and "educational excellence". The Strategic Plan's Goal 2 (Partnerships: Strengthen educational, business, and community partnerships to increase college connections and student learning experiences), is also served through Service Learning.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/ Strategies (Step III).  First, identify all resource needs in each budget category.  You may have up to five (5) requests per budget category.  Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies.   \*Second, ALL your resource requests must be prioritized as one group; not prioritized within each budget category.  This means, you could have your #1 priority in Technology, your #2 priority in Short-term Hourly, and your #3 priority in Equipment, etc.  If you actually have five (5) requests in each of the five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized. Resource requests to simply replace budget cuts from previous years will not be considered.   PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

**Budget category a. Equipment (600010) (per unit cost is >$500). *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below. *Click here for examples of technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.** | **)** |  |  | **#2** |  | **$2967** |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** | **SPSS license for Stats 205**  **(see Psych PRP for more detail)** |  |  | **#2** | **Each computer used for Statistics should have SPSS installed. Psychology is requesting this resource in their PRP.Statistics 205 was changed from a 3 to 4 unit Stats course because we want to be consistent with articulations and provide students with the support they need to be successful in pinnacle courses in our field like experimental psychology, research methods, and other course that require an understanding and analysis of research etc . Having SPSS in our computer labs will allow us to teach students this important computer component of the course. This will make our Statistics class in alignment with other institutions and satisfy our articulation agreements. Also having SPSS in our computer labs will provide students with marketable skills.** |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** | **Travel funds for conferences** |  |  | **#1** | **A core value of Palomar College is "excellence in teaching, learning, and service." Sociology is a very dynamic field, and staying current in our respective areas of specialization is essential to our being excellent instructors. Going to conferences such as the annual meeting of the American Sociological Assocation helps us tremendously in our efforts to keep up in our field. The amount of funding requested here is the total cost for the four full-time faculty members to attend the annual ASA meeting in 2014. The cost includes flights, hotels, food, and registration fees. Our attendance at these conferences is in line with Strategic Plan Objective 3.3 (Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff) and Strategic Plan Objective 3.4 (Implement professional development opportunities that support faculty innovation in teaching and learning through action-based research).** | **$7520.00** |
| **d2.** | **Advertising funds** |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **Budget Category e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**STEP V. Classified and administrative (contract) positions requests for academic year 2014-2015**

**Classified, CAST, or Administrator positions:  Enter each position request on the lines below.  You may request up to five (5) positions and they must be prioritized to be considered by IPC.  Contract position requests may include vacancies due to retirements, resignations, lateral transfers, etc., as well as any new positions to be considered.  Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.**

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority Number for Position Requests in Step V Only** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**