PALOMAR COLLEGE® Learning for Success — Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	Sociology
Department Name:	Social and Behavioral Sciences
Division Name:	Social and Behavioral Sciences

Please list all participants in this Program Review:

Name	Position
Susan Miller	Professor
José Briceño	Assistant Professor
Devon Smith	Associate Professor
Kathleen Grove	Professor
Kalyna Lesyna	Professor

Number of Full Time faculty	5	**Number of Part Time Faculty**	10

Please list the Classified positions (and their FTE) that support this discipline:

Sheri Frankfurth, ADA (shared with Psychology and AODS)

What additional hourly staff support this discipline and/or department:

Discipline mission statement (click here for information on how to create a mission statement):

The Sociology discipline at Palomar College seeks to provide students with a rigorous and intellectually grounded understanding of the social world. At its core, the study of sociology is rooted in social theory and the scientific methods. Our degree is intended to offer students preparation for many professions and areas of interest including law, public policy, public health, journalism, public administration, teaching, and nonprofit management.

List any new degrees and certificates offered within this discipline since your last comprehensive review:

none

PART 2: PROGRAM REFLECTION

1. Program Analysis:

Reflect upon and provide an analysis of your summary data.

If we examine Enrollment at Census, Seats, WSCH and FTES, we see an upward trend over the last five years. In a time of declining enrollment college wide, our numbers remain strong. In fact, our WSCH/FTEF has increased since 2013-14. Our fill rate has steadily increased over the past three years. Our Fill Rate in Fall 2014 was 88.37%; it Fall 2015, it was 91.5%; and in Fall 2016, it was 91.03% We fully expect to see continued growth in our discipline. We do not believe any of our current courses should be deactivated. Our two most recently added courses, Sociology 165 and Sociology 170, have experienced continued growth, and we hope to add another section of Sociology 170 (Social Justice) in upcoming semesters. We have had difficulty with enrollment in Sociology 145 (Aging in Society), but we believe that offering one section per year is warranted. In order to address our lower-enrolled courses, we plan to introduce some new and creative strategies to increase enrollment, such as offering a zero-textbook option along with an accelerated pathway to an AA-T in Sociology.

2. Standards:

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:
   A. **The College's institutional standard for course success rate is 70%.**
   B. **Review your discipline's course success rates over the past five years.**
   C. **Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success**

Standard for Discipline Course Success Rate:	**70%**

We believe that an overall success rate of 70% in Sociology is appropriate for demonstrating success while maintaining the rigor of our program. We are close to that number and believe that we can improve by all the various strategies mentioned previously. We are committed to student success. And we are proud to report that our current success rate of 71.7% for our face-to-face classes meets and exceeds our goal. Our overall student success rate of 66.5% is lowered by including success rates for DE. However, we are close to our overall goal and continue to work on improving both success and retention in DE.

3. Program Update:

Describe your proudest moments or achievements related to student success and outcomes.

We are are very proud of our success and retention numbers. For success, in our face-to-face courses, we meet and exceed the standard of 70% consistently. For retention, our numbers have also increased since 2014. For our face-to-face classes, we have gone from 91.2% to 95% in retention. For our DE courses, retention has remained steady for three years. In Fall 2014, DE retention was 82.0%; for Fall 2015, it was 81.4%; and for Fall 2016, it was 82.3%. Our current DE retention rate is the highest it has been in the past three years. We work hard to support student success and retention. For DE courses, retention is

more of a challenge, yet we continue to improve each year. Our overall retention rate for both face to face and DE is 91.1%. Unfortunately, our new Administration does not acknowledge or support these efforts by allowing us to choose our scheduled courses. Our outcomes are amazing, and we will continue to improve.

4. Program Improvement:

What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

Most of our full-time faculty have completely converted from Blackboard to Canvas LMS. Canvas offers a variety of retention mechanisms to help us increase student participation and success. We now are able to email those students who may be falling behind or who made need extra help by using features in Canvas such as "email students who have not participated, email those who have lower grades, etc." We are also interested in learning more about and utilizing STAR FISH. Using these tools will increase our success and retention, particularly for DE students.

We continue to receive a small equity grant to support tutoring in Statistics 205. These tutors are embedded in our courses as well as holding office hours in the S.T.A.R. Learning Center in the library. Having student tutors has definitely helped student success in Statistics.

We continue our efforts at making courses ZTC. At this point we have an Introduction to Sociology 100 class that is ZTC as well as Soc 205/Behavioral Science Statistics. We plan to continue these efforts as new material becomes available. However, we plan to maintain the quality of our program by being selective about the materials we use in our courses.

5. Unanticipated Factors:

Have there been any unanticipated factors that have affected the progress of your previous plan?

Yes, we originally wanted to create a fully online ZTC Sociology AA-T degree. We explored doing this in some depth, attending OER conferences, participating in Palomar's CALM cohort, and doing independent research on available OER materials for all of our courses. We were unable to find adequate reading and other materials for courses such as Social Problems 110, Justice 170, Race 200, and Marriage and Family 105. It may be that there is just not enough good free material available, but we will continue to make ourselves aware when resources becomes available. The other problem we encountered with attempts at OER development were a lack of ancillaries, such as test banks, PowerPoint slides, and other materials that help us develop appropriate course materials.

Another impediment to our progress is the constant cutting of courses right before they are set to go because of the enrollment restrictions imposed by Administration. The 85% fill rate rule will essentially eliminate most of what we do (WMS 115, WMS 135, Social Problems 110, Sexuality 125, Race 200, Health 130, etc.). These courses will be eliminated from our program, and we consider that the most serious unanticipated factor impeding our plans to expand our program.

6. SLOACs:

Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

We are working hard to integrate SLO assessment into our program planning in Sociology. We currently have four program SLOs that assess theory, socialization, and other critical sociological concepts. As a result of our SLO assessment, which indicates students are developing awareness of the discipline, we have developed new curriculum (see above). We have met regularly to discuss results and to make necessary changes to our pedagogy based on student learning. For example, when examining essay results, we have noticed that students often do not grasp the connections between their personal biography and the larger social contexts that they live in (history, geography, social categories). This is the sociological imagination, which is a very important concept in our discipline. As a result, we have developed new methods for teaching this. In one class, students are required to research the day and year they were born and reflect on the advantages and disadvantages they face as a consequence of their place in history together with a deeply reflective understanding of their social locations (race, gender, social class, etc.) It is through SLO assessment that we learn what our students are learning and what their strengths and weakness are in sociological theory. We are working on integrating our SLOs into Canvas to simplify and streamline the

process. We will meet in Spring 2018 to plan the implementation. This will allow us to analyze the assessments to determine strengths and weaknesses in our current program.

Our methods of program assessment are continually evolving. We believe we have room for improvement in this area. As mentioned previously, we plan to assess widely this semester and focus on our program SLOs. We are always working on developing better means of assessment. Currently, we use a series of multiple-choice questions in our Introduction to Sociology (SOC 100) course that may not truly reflect the extent of our students' learning. We currently use several questions embedded in exams that measure student understanding on a Likert scale. For example, on our Introduction to Sociology 100 SLO on culture and socialization, we noticed some variability in pass rates (between 50% - 93%). Although these questions tap into core sociological concepts, we believe that we can better assess this using short-answer essay assessment or other writing assignments. We want to better understand student learning, and to do that, we need to have them write more. Because there is so much variability in the 4-question Likert scales, we think that exploring more qualitative methods of assessment in future semesters may yield more insight into student learning and how to improve course content. We are also considering using portfolios and/or journals to better understand student learning. Once we integrate our SLOs into Canvas, we plan to meet in Fall of 2018 to do an in-depth analysis of every SLO in each course and in our program. We would like to include our excellent part-time faculty in this process and try to make more concrete connections between SLO assessment and our teaching. We think we can improve in this area having more regularly scheduled meetings to discuss assessment results.

Our program SLOs in sociology are broad, yet they capture the extent to which Sociology prepares students to understand the world around them and to develop the critical-thinking skills required for college success. We currently have four program SLOs that cover sociological theory, the sociological imagination, critical thinking/research methods, and culture/socialization. We need to improve on these assessments by shortening the timeline between assessments so that we can do better comparisons and get at how well our students are learning. As previously noted, we plan to assess all of our program SLOs with the Canvas integration. We will meet to discuss results and make changes to our program based on these results.

PART 3: PROGRAM GOALS

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Develop an ADT in 1-2-3 pathway for student who want to accelerate their path to transfer in Sociology. Ideally, the path would be part of a CALM cohort (low or zero cost books).		X	
To work collaboratively with other disciplines to develop a Center for Social Justice on campus		X	
Review and develop new curriculum. For instance, we will explore the feasibility of crafting one of our Introduction to Sociology classes with a focus on Medical Sociology and creating an LGBTQ course.	X		
Create a demographic and attitudinal survey for Palomar statistics students in SOC/PSYC 205. Use the survey as a tool to enhance active engagement in the classroom throughout the course. Create a data set and begin a longitudinal study of Palomar students to integrate into course curriculum that will be aligned with CALM (low- to zero-cost textbooks) objectives.		X	
Marketing to Sociology majors via advertising		X	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1	
Program or discipline goal	A series of meetings that focus on SLO assessment. Bring together full- and part-time instructors in Sociology to review and discuss SLOs. We would like to have at least one meeting per month where we can discuss topics like these: "Are our students learning what we think they are learning?" "How do we know what our students are learning?" "How can we better understand and assess learning in our classrooms?" We could also look at how we map our course and program SLOs to overarching GE/ILOs for the college.
Strategies for implementation	We are asking for a small sum of money to provide lunch and refreshments for a series of workshops to discuss teaching. We would love to pay our part-timers for this work, but we realize that in this current environment, that may not be feasible. However, we have dedicated faculty and believe that meeting once a month to discuss our SLOs within the context of our discipline will serve our students and the district by improving our teaching and our student learning outcomes.
Timeline for implementation	Academic Year 2018-2019
Outcome(s) expected (qualitative/quantitative)	Better overall assessment of SLOs and updating of our progress in TracDat. This will easily be measurable from a quantitative perspective via data reports in TracDat. More importantly, the qualitative return on investment will be more integration of part-time faculty with full-time faculty over our shared interests in effectively teaching Sociology.
Goal #2	
Program or discipline goal	Develop a cohort-based model, Transitions, to serve as a guided pathway for formerly incarcerated prisoners. We believe that our Sociology 170 course can serve as a core course to introduce students to college and the demands of critical thinking in the area of social justice. Therefore, we have asked to offer a section of Soc 170 in Summer 18 on the Palomar campus.
Strategies for implementation	Meet with Director Suzanne Sebring and associate faculty from CSUSM and Mira Costa to develop a pathway program at Palomar (similar to the Transitions program at Mira Costa). This guided pathway will begin Summer 2018.
Timeline for implementation	Starts Summer 2018
Outcome(s) expected (qualitative/quantitative)	Outcomes can be measured for this goal both quantitatively and qualitatively. Success and retention will be critical, and we expect that a cohort model may increase both of those measures of effectiveness. From a qualitative perspective, we believe that offering pathway to college for formerly incarcerated students will benefit both the students and the district by giving second chances to people who are often marginalized and therefore at high risk for recidivism. In addition, it will help increase enrollments for our discipline and the college.
Goal #3	
Program or discipline goal	Integrate Intro to LGBTQ Studies (SOC 175) course into our AA-T. We will

	continue to work with the Articulation Officer on this course development.
Strategies for implementation	Schedule SOC 175 in Fall 2018 or Spring 2019.
Timeline for implementation	Develop in the upcoming academic year.
Outcome(s) expected (qualitative/quantitative)	We anticipate low enrollment when this class is first offered, although we will advertise and work hard to fill this course. We strongly believe that our students will benefit from exposure to a part of sociology that affects so many of their lives. We are aware that the 85% efficiency rule may eliminate any opportunities to teach this class. We ask that faculty be part of a collaborative process in introducing new curriculum that is important and timely and directly addresses issues of social diversity and social justice.
Goal #4	
Program or discipline goal	Create a demographic and attitudinal survey for Palomar statistics students in SOC/PSYC 205. Use the survey as a tool to enhance active engagement in the classroom throughout the course. Create a data set and begin a longitudinal study of Palomar students to integrate into course curriculum that will be aligned with CALM (low- to zero-cost textbooks) objectives.
Strategies for implementation	Using a laptop with SPSS downloaded software specifically reserved for this purpose, we will meet to develop a survey instrument and begin collecting data in Fall 2018.
Timeline for implementation	To begin in Fall 2018 and ongoing. Summer 2018--meet to craft survey; Fall 2018--begin data collection. This project will be ongoing.
Outcome(s) expected (qualitative/quantitative)	This project will have multiple outcomes: (1) It will provide us insight into a large section of students in the Behavioral Sciences. (2) It will be a teaching tool, as data will be used in 205 classes to learn SPSS. (3) We will be able to examine attitudes and demographics from a longitudinal perspective, tracking trends and changes.
Goal #5	
Program or discipline goal	Marketing to Sociology majors via advertising
Strategies for implementation	Design and order stickers, buttons, flyers, and shirts to promote our discipline and AA-T degree. Distribute materials widely across campus, to students, and particularly to Counseling.
Timeline for implementation	Fall 2018 and ongoing
Outcome(s) expected (qualitative/quantitative)	Increase enrollment in Sociology

Goal #6	
Program or discipline goal	Update and refurbish furniture in MD 130 Computer Stats lab.
Strategies for implementation	Work with Facilities and IT to raise the desks in MD 130 in order to install slide-out trays for keyboards and mice.

Timeline for implementation	Fall 2018
Outcome(s) expected (qualitative/quantitative)	Currently, the computer lab is in terrible disrepair and in constant need of attention due to the design of the desks. We believe that raising the desks and installing slide-out trays will protect the computers. Currently the keyboard and mice are jammed into trays that are not sufficient to protect the equipment. Fixing this problem will save the District a lot of money by reducing the need for constant repairs. Please note that this is a cross-listed request from both Sociology and Psychology.

Goal #7	
Program or discipline goal	To utilize technology to provide students with various opportunities for learning via Ipad-based applications such as Educreate, BrainPOP, Chirp, Doodle Buddy, Shake It Up. We are newly committed to using the latest technology in our classroom and especially in our online pedagogy.
Strategies for implementation	We request one more Ipad to help develop and implement new teaching techniques that utilize technology, especially for our online classes.
Timeline for implementation	Fall 2018 and ongoing
Outcome(s) expected (qualitative/quantitative)	Our efforts will engage students, help them learn, and increase success and retention, especially in DE offerings.

PART 4: FEEDBACK AND FOLLOW-UP

Thank you sociologist for your work and this very thorough Annual PRP report! May all your goals be fulfilled! (ML)

Confirmation of Completion by Department Chair	
Department Chair	Michael Lockett
Date	11/06/2017

*Please email your Dean to inform them that the PRP has been completed and is ready for their review

Reviewed by Dean	
Reviewer(s)	Justin Smiley
Date	11/21/2017
1. Strengths and successes of the discipline as evidenced by the data and analysis:	
Excellent analysis and an impressive number of goals and initiatives!	
2. Areas of Concern, if any:	
none	
3. Recommendations for improvement:	

none

*Please email your VP to inform them that the PRP has been completed and is ready for their review

Reviewed by Vice President	
Reviewer(s)	Jack S. Kahn, Ph.D.
Date	1/29/18

1. Strengths and successes of the discipline as evidenced by the data and analysis:

1. Program analysis is excellent- include raw data for enrollments for one more step – and analysis is logical and well discussed
2. Rationale for success rates makes sense
3. Success and retention here is very much to be proud of
4. Thank you for the CANVAS info—the new STARFISH system will have some of this ability as well as you mentioned- appreciate you making this connection for me.
5. I hope you don't dive up on the Z degree- it's such a great idea
6. I agree- we should be looking to cut courses earlier rather than waiting but sometimes we get asked to wait, and then its last minute. Can't be both ways of course. Let's discuss.
7. SLO narrative is really well written and interesting. It was one of the best sections I saw across the college. uses data, sets context, well written etc. Superb.

8. Goals are also excellent, fits the narrative and well done.

9. Sociology is a leader in providing important content, pushing the college to be innovative and managing an effective program. Thank you for all you do.

2. Areas of Concern, if any:

3. Recommendations for improvement: