



Program Review and Planning 2019-2020

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2019-2020

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Behavioral Sciences

Discipline Name
Sociology (SOC)

Department Chair Name
Michael Lockett

Division Name
Social and Behavioral Sciences

Website address for your discipline
<http://www.palomar.edu/pages/sociology>

Discipline Mission statement

The sociology discipline at Palomar College seeks to provide students with rigorous and intellectually grounded understanding of the social world. At its core, the study of sociology is rooted in social theory and the scientific method. 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, human resources and non profit management.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.
Sociology AAT
Women's Studies AA

Please list the names and positions of everyone who helped to complete this document.

Susan Miller, Faculty
Jose Briceno, Faculty
Kathy Grove, Faculty
Devon Smith, Faculty
Kalyna Lesyna, Faculty
Amber Colbert, Faculty

Full-time faculty (FTEF)
2.6

Part-time faculty (FTEF)
6.27

Classified & other staff positions that support this discipline
Sheri Frankfurth 100% shared between six disciplines in Behavioral Sciences

Additional hourly staff that support this discipline and/or department
none

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

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. We believe that our program outcomes illustrate student competency and critical thinking required for most employment opportunities in the rapidly changing labor market.

Describe your program's plan for assessing program learning outcomes.

Sociology has four program student learning outcomes. These include the sociological imagination, sociological theory, critical thinking and research methods, and culture and socialization. We plan to assess all program outcomes in Spring 2020 by assessing our core courses; Introduction of Sociology, Social Problems, and Behavioral Sciences Statistics. We believe that our individual course outcomes will give us insights into our program goals and help us assess the overall AA-T program in sociology.

Summarize the major findings of your program outcomes assessments.

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 next 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. 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. We plan to meet in Spring 2020 to do more analysis of our SLOs. We would like to include our excellent adjuncts in this process and try to make more concrete connections between SLO assessment and our teaching. Starting Fall 2019 we will be having regular meetings to discuss our SLO assessment strategy.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

Are there differences in student learning outcomes between fast track and full semester courses? Are there differences in student learning outcomes between students in online and face-to-face classes? One Sociology faculty member has joined the Strong Workforce Project to assess success and retention that should help to answer these questions. This analysis will occur in Spring of 20.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

Many of the courses associated with the Sociology degree support a range of GE/ILOs. For example: the GE/ILOs of communication, critical thinking and intercultural knowledge are met by the assessment tools used in these courses including research papers, reflection assignments, media analysis, and cross-cultural assessments. Many classes also include group projects which support the GE/ILO of teamwork and problem-solving. Quantitative literacy and computation are supported by our Statistics for the Behavioral Science course.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

In Sociology 100, students were assessed on critical thinking/research methods and more than 70% reached this goal. In Soc. 110, close to 80% reached the goal. On the goal of culture/socialization, 70% of students in Soc. 100 reached this goal. These all address the GE/ILO goal of critical thinking and intercultural knowledge.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major

goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College.

In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

We are proud that 61 of our students completed the AA-T degree for transfer to a four-year university. This is almost double the number of students from the previous year (2017-18) of 33.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Increased

What factors have influenced your completion trends?

We have increased our outreach and advertising. We have visited high schools and spoken to students and counselors. We are offering courses in jails and in high schools as well as both Centers and Camp Pendleton. We have strong faculty and continue to collaborate on ways to increase student success and completion. We offer a breadth of courses that are attractive to students, such as Aging, Social Justice, Self and Society, and the Sociology of Health and Illness. Several faculty have served as mentors and we have increased our student advising.

Are the courses in your discipline required for the completion of other degrees/certificates?

Yes

Please list them

Soc 100, 105, 125, 130 are all options for the completion of the nursing degree.

Soc 205, a cross-listed course with Psychology is required for completion of the Psychology degree.

Soc.100 or Soc. 110 are requirements are AODS.

Soc. 115 is a core requirement for the WMS degree.

Soc. 100 and Soc. 110 are requirements for Psych and Social Services

Do you have programs with 7 or fewer completions in the last 5 years?

No

What is your program standard for program completion?

70.0%

Why did you choose this standard?

It is aligned with Palomar College's standard. We believe with administrative support and a commitment to strong critical pedagogy we make this program a greater success and improve the standard.

What is your Stretch goal for program completion?

72.0%

How did you decide upon your stretch goal?

We believe with administrative support and a commitment to strong critical pedagogy we make this program a greater success and improve the standard.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?

Our overall WSCH/FTEF is 545.44 This number has been very stable and above the college's goal for the past few years. In 2015-16 it was 553.52; in 2016-17 541.32; in 2017-18 is was 536.93.

Our retention rates have been consistently strong. Looking at 2018-19 data,

Soc. 100 92%
Soc 105 88%
Soc. 110 94%
Soc. 125 97%
Soc. 130 93%
Soc. 170 86%
Soc. 205 90%

What factors have influenced your efficiency trends?

We have worked hard to fill our classes and to offer a wide variety of platforms, including 8 week fast track, 4 week intersession and summer to improve efficiency.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?

Often, we have courses at Escondido and at the N and S Centers which would likely fill but are cancelled for low enrollment a week out even if 18 or 19 students are enrolled. We believe that these courses would fill if given a chance to enroll students the first week of class. We are aware that the Administration is exceedingly concerned about efficiency and that even though our Soc 100 and 205 classes are often over enrolled, it does not protect lower enrolled offerings. We feel strongly that we need to build our enrollment by offering rather than cutting courses.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

70.0%

Why did you choose this standard?

This is the standard set by Palomar College.

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?

Increased

Was this expected?

We have met the standard for success with a 70% success rate that has gone up gradually since 2016. We have gone from an overall success rate of 65% in 2014-15 to 70% in 2018-19. We are doing a good job with improving student success. More specifically, we can see that our Face to Face classes have a much higher success rate (75%) whereas the online success lower (59%). Retention shows a similar pattern with 95% retention on campus and 85% online.

What is your Stretch goal for COURSE success rates?

80.0%

How did you decide upon the goal?

While we would love to have 100 percent, we realistically anticipate success rates at 80% based on historical trends. Between the academic years 2010-11 and 2015-16, students with a 2.5 or above have over a 90% success rate across the board. When overall success rates are averaged, the overall rate drops down to 68%, very close to the college's goal of 70%.

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?

Increased

Was this expected? Please explain.

In 2014-15, our overall retention was 89%. In 2018-19 retention was up to 92%. Retention shows a similar pattern to success rates with 95% retention for on campus face to face classes and 85% online.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Special Pop. (Veteran, foster youth, etc.)

Special Populations: Why do you think special population differences exist? What do you need to help close the gap?

Our success rates across the board have improved for all of these groups. For Vets, success went from 65 to 70% over the past 5 years. For other groups, the rates have stayed steady ranging from 68 to 70%. Foster youth increased from 65% in 2014-15 to 70% in 2018-2019. Gender also improved from 65% to 70% in terms of success.

Are there differences in success/retention between on-campus and online courses?

Yes

Do you have any best practice methods you use for online courses to share with the community?

In 2014-15, our on campus success rate was 67% and increased to 75% in 2018-19. For online, our success rate increased from 58% in 14-15 to 59% in 2018-19. Retention for on campus in 14-15 was 91% and increased in 2018-19 to 95%. Online retention increased from 82% in 14-15 to 85% in 18-19. We have been working diligently to CALM our classes. To make online classes more accessible. We also have increased office hours since the Admin gutted our tutoring program in Stats. We recently received a small grant of 10k to serve as AB705 tutoring support for 25 section of Stats 205. This should allow us to hire 3 part time tutors to meet the needs of approximately 850 students that enroll in 205 per semester.

Please explain.

see above

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?

We have attempted to use Canvas rubric to embed assessments. However, when attempting to access that data, it seems to not exist. We would like to assess our classes using Canvas rubric but we believe that the system still has glitches. The goal is to make that work.

How have you improved course-level assessment methods since the last PRP?

We plan to hold integrate SLO's into our Canvas courses using the rubric assessment method. In Fall 2019, we will collect data from all our Intro and Problems courses. This data will help us understand our student's comprehension of the program goals and the extent to which they are developing critical thinking skills. However the data is not available according to our SLO coordinator.

Summarize the major findings of your course outcomes assessments.

This is in progress as we transition into Canvas assessment.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?

We are interested in how students will be able to absorb and complete difficult course material in 4 week classes in Sociology. Our discipline does not work well with a "National University McDonald's style of pedagogy". However, because the Administration is invested in providing primarily online 4 week and hybrid classes, we will try and adapt to the new vision of our Administration

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

Please allow us to offer our courses in a rational manner. 8 week fast track classes online are difficult for many students as indicated by our success rates which are lower for online than for on campus. We would like to offer more face to face sections despite the resistance of our Administration. One of our faculty members has attended several workshops for the Completion Academy. During these workshops where students are brought in as liaisons to evaluate our online and fast track programs, the feedback has been uniformly as follows "I would NEVER take an online class, especially a fast track, but it might work for some students." Given that we are student centered, we take this feedback seriously and believe that we

need more face to face classes to serve our students.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

If the Canvas rubrics actually worked and collect data for us to assess, we would likely be able to better answer this question. But currently, we have very little data.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

We have office hours where we meet students face to face. We advise them on pathways and on how complete their transfer goals. We also make flyers, and post information on our website. It is the face to face meetings that are the best method to guide and help students. Our online students get announcements. However, this is not as effective as a personal advisory session.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?

If Administration would work in collaboration with faculty maximum pedagogical effectiveness we feel we could establish a stable strategy for scheduling classes. We are at the mercy of the Admin's efficiency model and tend to add and cut classes in an ad hoc manner each semester. This makes it very difficult to assure students that the classes they need will actually be offered. We have experienced students in our offices with high anxiety and stress because they cannot complete the Palomar Promise because needed classes are cut so frequently.

We advise that the Administration give us an overall FTEF goal to meet and allow us to decide which classes and in what manner they should be offered in order to improve student access, success and retention. Until the Administration can trust faculty expertise in this area, we believe that the situation will remain unstable and a detriment to student goals for completing their educational goals.

How do you work with other departments that require your course(s) for program completion?

We collaborate with other disciplines (particularly in Gender and WMS which is interdisciplinary) to schedule classes in a manner that allow student to complete AAT degrees. However, more often than not, this careful planning is undermined with course cuts the week before the semester starts, even when there are 18 or 19 students enrolled. We believe that these cut classes would enroll more students if allowed to go for at least one week into the semester.

Does your discipline offer cross-listed courses?

Yes

How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling?

We work together to distribute classes between discipline.

Are there curriculum concerns that need to be resolved in your department? What are they?

Math 54 as a pre-req for 205 is currently our main concern but is being resolved through Curriculum. We need AB 705 funding support for tutors to serve over 850 205 students per semester.

Are there courses that should be added or removed from your program - please explain?

Yes, we would like to add an LGBTQ 175 course to our curriculum. There is student demand and interest in this area but we are extremely discouraged about the likelihood of any opportunity to offer this course due to the efficiency model. We have no opportunity to build or grow any part of our program that is not Intro 100 or Stats 205.

How is the potential need for program/course deactivation addressed by the department?

We are not deactivating anything.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

We would like to expand face to face offering and limit the "National University efficiency model" to summer and intersession only. We do believe there are some students who will be successful in the uber fast track 4 week platform. However, we are trying to prepare our Sociology students for transfer to 4 year institutions and to compete with their upper division peers. The 4 week classes do not adequately prepare them for that goal.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

We are not given the autonomy to determine this. Our administration is focused on the "National University model of 4 week online or hybrid" course offerings. We have been told by our Dean that these 4 week courses are our only options for adding online classes to our program. Therefore, this question would be better addressed those who actually do our scheduling.

Describe other data and/or information that you have considered as part of the evaluation of your program

SLO's, office contacts with students, degree completions, success and retention rates.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

How does your program help students build these KSA's?

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

How do you engage with the community to keep them apprised of opportunities in your program?

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

Goals

Goal 1

Brief Description

To continue to building our Sociology program

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We are participating in the Palomar Fair for high schools. We have put classes in high schools, in Vista Detention and at both Centers as well as Escondido.

We participate in the Transitions program over the summer, building the Transitions program. We are faculty advisors for

Transitions, we participate in Political

Economy Days presentations, weekly movie events. We are also implementing our new Gender and Women's Studies Social Justice AA-T,

We offer a wide variety online and short-terms courses, and we work hard on developing OER ZTC courses. One faculty member is the Coordinator of Service Learning, another runs the LGBTQ Pride Center and yet another faculty member is the Director of Gender and Women's Studies. All of these jobs include a wide variety of student involvement, including panel presentation, talks and outreach. We do Plenary activities and make flyers and work hard to advertise our programs and courses.

Outcome(s) expected (qualitative/quantitative)

We expect to enroll students at the high school fair and increase enrollment in all sociology courses. We also expect that our degree completions will increase. If we disaggregate data from students who acquire University Studies degrees, we know that there are many more Sociology majors than our AAT degrees indicate.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

We offer high quality education, prepare students for transfer, and serve underrepresented groups of students.

Expected Goal Completion Date

6/1/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

Yes

Are you requesting additional Staff, CAST or AA?

Yes

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Professor of Sociology

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

We need a faculty member to teach Statistics and Introduction to Sociology, our most impacted courses.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

Yes, particularly for Statistics which is a course that has a specialized skill set.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

Yes, to maintain accreditation standards.

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

According to the Bureau of Labor Statistics, employment for sociologists is projected to grow 9 % from 2018 to 2028, faster than the average for all occupations. It is critical that we have qualified and committed faculty that are well trained to prepare our students in this burgeoning field.

Is your department affected by faculty on reassigned time. If so, please discuss.

Yes, 3 of our faculty have reassigned time in positions that are critically important to our discipline. These include Service Learning, LGBTQ Pride Center and Gender and Women's Studies.

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)

2

REQUEST FOR ADDITIONAL STAFF, CAST, AA

Staff, CAST, AA request 1

Title of Staff position you are requesting

ADA for Behavioral Sciences

How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

We had an ADA retirement in B.S. Currently our 1 ADA has to manage 6 disciplines including Anthropology, AODS, Philosophy, Psychology, Sociology and Religious Studies. She is overworked and we DESPERATELY need another ADA to help with the workload.

Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

Apparently. There has been no replacement to cover the retiree's workload.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

Yes. Health and Safety are paramount here. We need to keep up with a wide variety of demands from students and Administration that include scheduling, regulations, legislative policy changes, guided pathways and all the additional work (cutting and adding classes, continuous adoption of new management systems and so forth).

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?

No

Are there processes that need to be examined to ensure we are being the most efficient with

funding?

No

Are there ongoing needs in your department budget that you currently do not have the resources for?

No

Do you have non-general fund sources of funding?

No

One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?

No

Review

Chair Review

Chair Comments

Thank you Sociologist for completing your comprehensive review. Your discipline has done a fantastic job of outreach and participating in campus events. You should be commended for experimenting with teaching Sociology in the high schools and the Vita Detention Center, and for your commitment to serving underrepresented students.

Chair Name

Michael Lockett

Chair Sign Date

10/29/2019

Dean Review

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

Excellent work with increased AA-T SOC completions and working with colleagues to develop the new AA-T in Women, Gender, and Sexuality studies to launch Fall 20. I agree with chair comments above commending the departments commitment to Social Justice and expanding access to marginalized groups.

Areas of Concern, if any:

There is incorrect information about online class scheduling - no discipline is required to add 4-week online classes and I've worked with disciplines to add classes in 8 week and 16 week online formats as appropriate and based on student demand.

Career and Labor Market section was not addressed.

Recommendations for improvement:

Add hourly staffing (mostly students and short-term) for supporting department, Transitions, and embedded tutoring.

Dean Name

Dean Sign Date

IPC Review

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

Honest appraisal of SLOs, concrete plans for improved assessment and analysis of success. Honest and deep felt concern for student's success and well-being, especially around cancellations. Strong growth in completion rate of Sociology AA-T. Good work on developing Social Work AA-Ts. Leadership in Pride Center and Women & Gender studies.

Areas of Concern, if any:

Left out Career and Market data, but I agree that not every discipline fits into the data. Some comment would have been appropriate, even if it did not "fit". Recommend putting some sort of statement regarding the absence of appropriate data.

Recommendations for improvement:

Recommend completing Career and Market data section.

IPC Reviewer(s)

Ellen Weller, Suzanne Sebring, Barb Kelber, Sarah
De Simone, Justin Smiley

IPC Review Date

11/21/2019

Vice President Review

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

See above. Outcome data is very interesting.

Areas of Concern, if any:

Incomplete information in career section and some inaccuracy in discussing scheduling.

Recommendations for improvement:

Vice President Name

Jack S. Kahn Ph.D.

Vice President Sign Date

2/2/2020