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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
2020-2021

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Behavioral Sciences

Discipline Name
Sociology (SOC)

Department Chair Name
Jeffery Epstein/Netta Schroer

Division Name
Social and Behavioral Sciences

Website address for your discipline
https://www2.palomar.edu/pages/sociology/

Discipline 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, social stratification, and the scientific method used in behavioral sciences research. 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 TOP coded as vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.
Sociology AAT
Gender and Women's Studies AA-T
(* Both degrees are articulated pathways)

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 (on Sabbatical Fall 20)
Kalyna Lesyna, Faculty
Amber Colbert, Faculty

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: Permanent Employees Staff Count

Full-time Faculty (total number of FT faculty in your discipline)
6

Full-time Faculty (FTEF)   **Part-time faculty (FTEF)**
5   4.13

Classified and other permanent 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

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?
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, for transfer, and for the workforce. We currently have four program SLOs that cover sociological theory, the sociological imagination, critical thinking/research methods, and culture/socialization. These learning outcomes span the depth of sociology which, at its heart, is a study of systemic inequalities through understanding social stratification. We examine social inequality from a social scientific perspective, teaching evidence-based research methods and exploring current and relevant literature in our field. Our learning outcomes are closely aligned with both the scope and depth of our degree.

How do they align with employer and transfer expectations?
Sociology's learning outcomes are aligned with employer and transfer expectations. For employers, we align our outcomes to prepare students for the technological demands of the work place. Students are trained to build critical-thinking skills, through writing and research, and to use evidence, research and data in decision making. In addition, and just as importantly, our outcomes align with an acute awareness of the changing social demographic shifts in the workplace. Sociology emphasizes a deep understanding of cultural and social diversity. One prominent pillar of our program outcomes requires students to develop a "sociological imagination"-- an understanding of how their personal lives intersect with history and with the social structures and institutions they live in. Our outcomes align well with expectations of transferring four-year colleges and with employer expectations by providing both hard and soft skills.

In terms of transfer expectations, our program outcomes are closely aligned with those at four-year institutions. We focus on building skills for transfer success at the upper-division level. We continue to work closely with our sister colleges and universities (particularly CSUSM, SDSU, and UCSD) to ensure our students are competitive when they transfer. Through careful planning of our Pathways and continued assessment of our program outcomes, we ensure that students have the skills to complete their Bachelor's degrees in a timely manner.

Describe your program's plan for assessing program learning outcomes.
The sociology program at Palomar has broad-based student-learning outcomes. These include: (1) the sociological imagination (2) sociological theory (3) culture and socialization, and (4) research methods. We have updated and created a plan to delve more deeply into the extent to which our outcomes shed light on our teaching and the extent to which students are learning the material presented in our courses and program.

In the past year, we have made a lot of progress in implementing new assessment plans by integrating our outcomes into Canvas rubrics. This allows us to move beyond the multiple-choice Likert scale assessments from previous years and, instead, begin assessing student learning and critical-thinking skills around our program outcomes by using writing, discussion, and research assignments. We have decided to assess individual courses more often and use those results, particularly in our core courses, to understand and reflect more broadly on our program outcomes.

For 2021/22, we will implement the following plan:

1. Continue to embed SLOs in Canvas rubrics for all courses.
2. Teach and require all new hires to embed and assess outcomes in individual classes and to gather data in Canvas.
3. Meet each semester to analyze course-level data and reflect program outcomes.
4. Discuss and consider assessing outcomes at the beginning and end of a semester to measure learning.
5. Focus on comparing outcomes in the same classes offered in different types (4-week intersession, 8-week FT, and 16-week semester).
6. Compare online and synchronous course outcomes.
7. Based on outcome data, meet to discuss and implement changes in our course assignments and exams to improve student learning.
8.. Update Trac Dat and incorporate our new findings.
9. Develop an overall report on our findings for next year's PRP.

Note: We have struggled a bit this year due to the Covid-19 pandemic but are hopeful that we can accomplish more substantive reviews and collaboration between our full-time and part-time instructors this coming academic year, beginning in Spring 21.

Summarize the major findings of your program outcomes assessments.

As mentioned in last year's (2019) PRP, we have begun to assess our courses more based on embedded assessments attached to rubrics in Canvas. Whereas we were formerly assessed intermittently on the three-year cycle, we now are beginning to assess regularly each semester. We plan to assess every outcome in our program each semester. Because our new assessment plans are not yet fully implemented, these findings describe only a small portion of our outcomes.

For this report, we will focus primarily on several courses in our Introduction to Sociology 100 course because the outcomes for this course mirror the overall outcomes for our program. These findings are drawn from our Canvas-based assessments and thus not readily comparable to the former Likert scale multiple-choice assessments we used prior to embedding outcomes in Canvas. We also want to emphasize that we are just beginning to implement our new outcome-assessment strategy, so the findings for this year are partial and describe trends as opposed to being an in-depth report. Next year, our plan should be fully implemented, and we will be able to give a clearer picture of our outcome assessments. As our strategy becomes more institutionalized within our discipline and includes adjunct and full-timer data, we look forward to compiling a more complete report next year.

Results:

Overall, for Sociology 100, results indicate that students are, by and large, meeting expectations for our outcomes. Using the following selection of Intro courses we were able to do some useful preliminary comparisons between full-semester and 4-week summer intersession sections.

The first outcome we analyzed was on "Culture and Socialization." This outcome expects that students will "Understand the process of social interaction and describe the role of culture and socialization in the development of the self." At the beginning of the Fall 19 term, the SLO on "culture" had mixed results for the full-semester courses compared to the 4-week sections. For example, in one course, near the beginning of the semester, approximately 28% of students fully met this program outcome, and 56% nearly met this outcome. Also, 17% of students did not meet this outcome. In that same full semester section, we re-assessed and saw dramatic improvements. The second assessment showed that 96% of students met this outcome while only 4% still did not by the end of the semester. This analysis demonstrates that significant learning occurs over the course of the 16-week term. When we analyzed this same outcome in our 4-week intersession course, results indicate that 32% of students did NOT meet expectations, while 57% did meet expectations, and 11% exceeded expectations for this outcome on culture and socialization. Unfortunately, we are unable to do a direct comparison because we did not assess twice in the 4-week class. But these results lead us to hypothesize that less learning may occur in our 4-week sections compared to our full semester, and we believe that we can use outcome data to test this idea. Until we do a systematic comparison of all class types to compare differences in outcomes, we can only guess at the differences between class types. In future assessments, if we collect our data systematically, we will be able to compare outcomes between class types (including online versus synchronous.) For this report, results must be read with caution as they represent only partial data, which, in most instances, is not comparable. Next semester, we will have more concrete answers to our questions about student learning using assessment data.

More preliminary results:

We assessed the outcome on "Research" which expects that students will "understand basic principles of quantitative and qualitative research in sociology." Results for our full-semester class indicate that 72% of students met (62%) or exceeded (10%) expectations for this SLO, while 28% did not demonstrate mastery of this SLO. This outcome was not assessed in the 8-week FT sections, so we can not make a comparison by class type. However, we suspect that there may be less learning in our 4-week sections, and we plan to approach assessment next semester using a more comparative framework to determine the extent to which outcomes are being met by our students.

We analyzed results for the outcome "Sociological Imagination" in both our 16-week and 4-week intersession courses. This SLO asks students to "describe the sociological imagination and apply its emphasis on the interconnections between individuals and macro-level social forces to a better understanding of their own lives and the society in which they live." For full-semester students, 75% of students met (59%) or exceeded (16%) expectations in terms of mastery of this concept. In the four-week section, as we saw in our "culture and socialization" outcome, there was a significant drop in "meeting or exceeding expectations". The sociological imagination is a concept that runs through every sociology class from the beginning to the end. We believe it is one of our most important outcomes. If we want to meet our goal of 80% mastery, we may need to reflect more deeply and completely on our data and make comparisons that shed more light on the extent to which this outcome is being met. At this point, we need to more fully understand how learning is taking place in all of our courses. We are very curious and concerned about how much learning is occurring in our new accelerated courses and believe that outcome data will help us do good comparisons between those classes and traditional full-semester and 8-week fast-track classes.

The third outcome assessed for this report was on "Theories where we expect that students will be able to "compare and contrast the three main theoretical paradigms in sociology and analyze social phenomenon using these different

perspectives" This is one of the most important and difficult topics in Introduction ot Sociology. Results from the full semester Fall 19 course indicates that 32% of students did NOT meet expectations, 57% did meet expectations and 11% exceeded expectations for this SLO. And the same pattern emerged in the 4 week class. Less learning, fewer students meeting or exceeding expectations. Because the data is incomplete, we cannot yet conclude that these differences are significant (we are only comparing results from on course to another). But this initial data does give us some insight and trends to think about. More importantly, it helps us craft a plan for a better assessment strategy. Having outcomes embedded in Canvas rubrics is a game changer for us in terms of outcome assessment.
As we move to a more systematic collection of data we will be better able to understand the differences in outcome assessments by class type. But for now, we are only scratching the surface as our strategy begins to take shape. Beginning in Spring 21, we will assess both at the beginning and end of the term for all class types and for all program outcomes. Next year, we will have a more complete evidence based analysis of our program outcomes. Once we have more complete results, data will help us improve our teaching and student learning.
Despite the problems with data collection, these results still allow us to reflect more closely on our teaching and on student learning for our program outcomes. Patterns are emerging here and we are excited to move forward in Spring 21 with an assessment plan that is far superior to our previous efforts.

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.
In 2019-20 we had 93 program completions, an increase of over 34% from the previous year.

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 offered dual-enrolled classes in high schools, in Vista Detention, at Camp Pendleton, in the Transitions program, and at all educational centers. We have advocated with various constituencies on campus to promote our degree and to increase awareness of Sociology as a pathway. 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. We continue to develop curriculum and have offered our first Introduction to LGBTQ studies in Fall 20. Several faculty have served as mentors to our students. Despite the loss of our campus hub where students would gather regularly in our offices, we continue to meet with students on Zoom and assist them with transfer planning and goals.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?
Our efficiency/enrollment and completion numbers speak for themselves. We continue to grow each year. We are up 34% in program completions over last year. Our retention rates are extremely high, as are our success rates. Our program is successful because it is relevant to to the social world we find ourselves in in 2020. Students are interested in studying the world and the factors that influence their lives, their employment opportunities, their personal relationships, and their families. Our outcome assessments help us understand the extent to which students grasp course material and beyond that, are able to incorporate sociological thought into practical decision making about their futures. Our degree is a suitable preparation for a wide array of professional fields, from law to medicine, to Human resources, to fields such as social work, or any career that requires critical thinking, writing, and knowledge about cultural, social, and economic diversity. Our students are following our Pathway and transferring successfully. Our WSCH per FTEF also indicated the growth and success of our program.

How have these factors presented challenges for your program(s)?
These factors present challenges in that our Administration often does not understand the value or importance of our program as a whole. Administrators are intent on crafting course schedules that jam students into 4-week courses that do a great disservice to the education of our students. They continuously cut courses before they have a chance to fill. One example of this in Fall 20, was a low-enrolled Intro 100 course that we had to beg be give a few more days to fill. That section not only filled to max 42, but got a wait list. This happens over and over. It's as if administrators have forgotten how college works, how students crash classes and fill schedules near the beginning of the semester. We understand that some enrolled courses have to be cut, but clearly, the plan here is to cut full-semester classes and replace them with 8-week or preferably 4-week sections. This efficiency approach does a huge disservice to students who do not want all 4-week online 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. We have exceeded this goal in 2019.

Success: Our success rates have increased over the course of the six years for which data is available. In 2014, our overall success rate was 65%, and in 2019, that number climbed to 72.4%,

Retention: In 2014, our retention rate was 89.3%, and in Fall 2019, our retention is 92.4%.

Clearly, we are able to keep students enrolled and need to focus on increasing success rates. Now that we have exceeded our 70% goal set last year, we would like to achieve a 75% rate next year for Fall 21 as our stretch goal.

What is your stretch goal for course success rates?
75.0%

How did you decide upon the goal?
We realistically anticipate success rates can be achieved at 75%, based on historical trends. We still have work to do in this area as we are currently at 72.4%. However, we do note a slow but steady upward trajectory toward our goal of 75%. We believe that continued efforts at improving our instruction will allow us to reach this goal. It is important to bear in mind that we are constantly being pushed by our Administration to offer all of our courses in highly accelerated formats. Switching our courses from 16-week (full semester) to 8-week or 4-week formats presents a significant challenge to achieving our success goals. Many students are simply not equipped to learn difficult material online in extremely accelerated courses. However, we are attempting to adapt to Administrative goals without sacrificing the content and depth of our course offerings. We hope that we can continue to offer high-quality courses and reverse the overall trend of super-accelerated online offerings. This is becoming more difficult due to the Covid-19 pandemic.

Special Populations: Why do you think special population differences exist? What do you need to help close the gap?
Last year, in examining the data for various demographic groups, we noted that our success rates across the board 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.

This year we have more disaggregated data to examine and here are some of the findings:

Online classes have LOWER success rates than face-to-face classes (77% vs 65%). Retention rates by "class type" reveal a 97% retention for face-to-face versus 86% for Distance Education. Since currently ALL classes are distance education due to the Covid-19 pandemic, we need data that compares "class type" by length of class to analyze more closely success and retention. When analyzing success by location, the numbers are pretty stable (low to mid 70%'s for all locations except for "distance education," which are at 64% success. As for retention, numbers are high across the board in the mid 90%'s, with the exception of Camp Pendleton (84%) and distance education (86%).

Examining success and retention by disaggregated demographics, results are as follows:

Age: We can see that older students tend to be more successful than younger students. The "19 and under" age group has a 71% success rate; the "20-24" age group has a 72% success rate; the "25-49" age group has a 75% success rate; and the "over 50" age group has an 84% success rate. Clearly, maturity plays a role in success overall. For retention and age, we see a somewhat opposite trend. The youngest group, 19 and younger, has a 95% retention rate, and the older groups, 20-24 and 25-40, fall to a 91% retention rate. The oldest group has a retention rate of 90%. The differences in retention by age do not seem significantly different because all groups have 90% or more retention. Success is a more important indicator of age differences. Why do younger people succeed at lower rates? We believe it is because they are young and exploring their career and major interests. We realize that financial aid and other considerations create pressure on students to choose a major and go as quickly as possible through college. But we also realize that changing majors and finding one's true academic interests and passion may be more complicated than picking a major at 17 and never deviating from the pathway.

Gender: Women (73%) and men (72%) appear to do equally well in terms of success. The same can be said for retention (92% women and 93% men). Gender is not a factor for either success or retention.

Ethnicity: In terms of success, there are some differences by ethnicity, but these numbers should be read with caution because the numbers in some cells are so small as to be not useful in generalizing about these group's success rates. For example, Pacific Islanders have lower success rates (57%) than other groups, but there are only 14 students in that category. Most ethnic groups are in the mid 70's for success with the following exceptions: African Americans are at 65%, and Hispanics/Latinx are at 69%. Whites, Filipino, and Multi-ethnic categories are in the mid to upper 70%'s, and Asians are at 84% in terms of success. Therefore it is important to think about how to improve our success rates for both Black and Hispanic/Latinx students. Having this data disaggregated is helpful in understanding areas that we need to improve in. As far as retention goes, all ethnic groups are between 90-95% across the board, which tells us that we are able to keep students and need to focus more closely on success.

Foster Youth: We don't have much data for within-group comparison, but we can see they follow the patterns of other categories with 73% success rates and 92% retention.

Veterans: Success and retention data compares Vets to non Vets and demonstrates that Vets are more successful (79% versus 72%) and have higher retention (99% versus 92%). Clearly, Vets do better than overall students, perhaps because they are more practiced with discipline in the military along with needing to protect financial aid.

Summary: This data on special populations is important and insightful. We clearly need to work on making our classes better to increase our success rates, particularly for our Black, Hispanic/Latinx and Pacific Islander students.

COURSE LEARNING OUTCOMES

How have you improved course-level assessment methods since the last PRP?
We are continuing to integrate SLO's into our Canvas courses using the rubric-assessment method. In Fall 2019, we have collected course-level data from many of our Intro and Problems courses. This data will help us understand our students' comprehension of the program goals and the extent to which they are developing critical-thinking skills. We still struggle with how to access and analyze the data we have collected in order to give a coherent picture of the improvements we see across the board in success and retention.

Summarize the major findings of your course outcomes assessments.
We use course outcome assessments to reflect on program outcomes. In Sociology, our Intro course outcomes mirror our overall program outcomes, and there is a good deal of overlap. A more detailed analysis of course and program outcomes can be found in the next section.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

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?
Students majoring in sociology gain an in-depth understanding of human society, institutional processes, organizational behavior, systemic inequalities and the impact this has on individual and group behavior.

A wide variety of careers are available to Sociology majors, including: Human Services (counseling, case management, advocacy, urban planning, education, community relations, development/fund-raising), Criminal Justice and Law (excellent preparation for law school, law enforcement, investigation, probation and rehabilitation), Business (human resources, marketing and public relations, management), Research (Research and Evaluation manager, Research Coordinator, financial analyst, workforce planning and employee evaluation), Environmental sociology (planning, resource management, advocacy), Health Careers (clinical director, public health educator, gerontologist, excellent preparation for nursing and medicine).

A sociology degree is good preparation for any career that requires critical thinking, writing and teamwork.

We are in the midst of two major crises in our society: COVID-19 and racial reckoning. Meeting these challenges will require people with the unique skills set found among sociology majors. Individuals with a background in Sociology will likely see job growth in areas of public health education, program managers in health settings, planning and resource management, advocacy, and human resource departments. Consulting positions may experience growth as workplaces confront racism and strive to develop more inclusive hiring and promotion practices.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)
Technology Skills
Analytical or scientific software — ATLAS.ti; IBM SPSS Statistics Hot technology ; SAS Hot technology ; VERBI MAXQDA
Data base user interface and query software — Data entry software Hot technology ; Microsoft Access Hot technology ; Qualtrics Research Suite; Thomson Reuters EndNote
Electronic mail software — Email software; Microsoft Outlook Hot technology
Graphics or photo imaging software — Adobe Systems Adobe Photoshop Hot technology ; Microsoft Visio Hot technology
Web page creation and editing software — Adobe Systems Adobe Dreamweaver; Facebook Hot technology ; Social media sites Hot technology ; Web editing software
Hot technology Hot Technology — a technology requirement frequently included in employer job postings.

Knowledge
Sociology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
Mathematics — Knowledge statistics, and their applications
Computers and software - Office 365.
Knowledge of and sensitivity to ethnic, gender, sexuality and other forms of diversity in the workplace.

Skills
Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.
Writing — Communicating effectively in writing as appropriate for the needs of the audience.
Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.

Abilities
Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
Written Comprehension — The ability to read and understand information and ideas presented in writing.
Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
Written Expression — The ability to communicate information and ideas in writing so others will understand.
Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.

How does your program help students build these KSA's?
Sociology build these KSA's by offering students a rigorous academic program that teaches critical thinking and many of the basic skills listed above, but it also gives them an opportunity to do service-learning activities directly related to their areas of interest. One of our full-time faculty is the Director of Service Learning at the college and helps connect students to opportunities in the field that include medical, environmental, and social work agencies, and other places that allow students to build both a resume and learn how to operate in the workforce.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word 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?
Yes

What have you done to integrate work-based learning?
We regularly incorporate Service Learning into our classes. We also hire and mentor work-study students and give them

internships. We are very student-centered in Sociology and are interested in fostering even more connections between our students and work experience.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?
Service learning, internships, and mentorships are an important part of our program. We are currently trying to see how to resume some of these activities in light of COVID19.

Our students who do service learning are able to develop both soft skills (showing up on time, dressing appropriately, being responsible) and hard skills. Depending on the site, they may participate in the development of marketing campaigns and fund-raising, data entry and analysis, library research, and hands-on work such as building homes with Habitat for Humanity or working in food-distribution systems at Catholic Charities or the Food Bank. Students who participate in work-based and service learning are exposed to potential jobs, they get a glimpse of organizational culture, increase their skills, and build their resume.

Service-learning is intentionally tied to course work at Palomar College. We have seen that students who participate are able to deepen their understanding of course material and to be more successful in their classes.

How do you engage with the community to keep them apprised of opportunities in your program?
We regularly hold events that invite the larger community. This semester, we focused on first-time voters and provided information to help students and their families for voting. We teach as many courses as possible in dual-enrolled high school classes, in jails, and at Camp Pendleton. We are involved in Transitions, a program for formerly incarcerated students. We have learned that the success of our students often involves the recognition of their families, their parents, brothers, sisters, and so on. We invite families to our events and try to encourage education for all members of our community. We regularly reach out through social media and whatever avenues we can find to make others aware of our educational opportunities.

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 build our Sociology program by increasing enrollment

Is this a new or existing goal?   **Goal Status**
Existing   Ongoing

How will you complete this goal?
We will continue to participate in dual enrollment in 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 which included Soc 170, Introduction to Social Justice, as a main requirement of the program. Two full-time sociology instructors are faculty advisors for Transitions. We also participate in Political Economy Days, a variety of social justice-oriented campus events and presentations, and related activities that promote our program. We are currently implementing our new Gender and Women's Studies Social Justice AA-T, pathway degrees. We work individually on a variety of antiracist activities, including involvement with Umoja.

We offer a wide variety of online and short-term courses, and we work hard on developing OER ZTC courses. One faculty member is the Coordinator of Service Learning, another participates in 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 presentations, 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 in our major from our dual-enrolled 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. We believe that our student-centered activism raises the visibility of our program and will help us with this goal.

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

Goal 2

Brief Description
Outcome assessments in Canvas

Is this a new or existing goal?
New

How will you complete this goal?
-- Create a plan to put outcomes in all of our classes
-- Designate a full-time faculty member to analyze outcome data
-- Train part-time instructors to embed outcomes in rubrics
-- Meet to discuss results at least once per semester
(More detailed explanation can be found in the program outcome section)

Outcome(s) expected (qualitative/quantitative)
We expect that this assessment will help us reach our stretch goal of 75% success across all demographic categories. Outcomes will help us understand where we can improve our teaching, and collaboration within our faculty will lead to new and innovative approaches to teaching during a difficult time (in light of Covid-19)

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?
It aligns with all of the above.

Expected Goal Completion Date
7/1/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
Yes

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting
Sociology Tenure-Track Professor

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?
Our Pathway is attracting many students. We have had a 34% increase in degrees awarded since last year. A new full-time professor is needed, particularly in the areas of Introduction to Sociology, Social Problems, and Social Justice. We are looking for a generalist to teach these important core classes.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)
Due to high demand for our courses, we need new full-time faculty. Three of our current full-time faculty are on the cusp of retirement, and although we recognize that we can't request based on future projections, we believe that our discipline is currently growing and that demand for our courses will only increase.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.
This position is for accreditation. We have developed two new pathways that began this Fall 20, and in order to meet the demand, we need qualified full-time instructors.

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.
Our overall WSCH per FTEF for the Sociology program is 637 with a fill rate of 97%. Our courses overall are impacted.
When we examine these numbers at the course level, particularly for our core classes which are part of our Pathway, we see the following:
WSCH per FTEF for core courses:
Introduction to Sociology (SOC 100) is 664
Social Problems (Sociology 110) is 602
Intro to Social Justice (Sociology 170) is 689

We need a full-time instructor to teach in these core areas in order to help students meet Pathway goals.
In terms of career and educational needs, our discipline is growing.

Is your department affected by faculty on reassigned time. If so, please discuss.
Yes, we have faculty with reassigned time. Devon Smith (20%) is the Director of the Gender and Women's Studies program, which includes all the activities associated with managing the student club, creating multiple events each semester. She also oversees and plans Women's History Month (activities/presentations/events/panels) each Spring. In addition, she networks with community groups such as Planned Parenthood, The Clothesline Project on Sexual Assault Awareness, and other organizations to promote Gender and Women Studies students on campus. In addition to these activities, she is involved in creating the Gender and Woman's Studies pathway and mentors and advises students pursuing that degree. Jose Briceno (20%) is faculty director of Service Learning. This job involves working closely with faculty and staff to create, update, and implement service learning across the campus. Professor Briceno also works closely with the Transitions summer program advising and mentoring students as well as faculty for our Social Justice and Race/Ethnicity courses. Amber Colber will be serving as faculty advisor for Umoja (25%). In addition to these release-time positions, all other sociology faculty are involved in committees that require a great deal of time. Susan Miller serves on Faculty Senate, PC3H, is faculty advisor for Transitions (formerly incarcerated students), and is the PFF rep for the Climate Justice Taskforce.

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)
We have gained 2 professors over the last 10 years, but as evidenced by our WSCH per FTEF number, it is clear that we need another full-time faculty member.

Are you requesting new Classified, CAST or AA positions?
Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position
ADA Behavioral Sciences

Is this request for a full-time or part-time position?
Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability Untitled
Our last ADA retired last year, and we require a new ADA in order to complete the administrative tasks within our department. Our current ADA is responsible for Philosophy, Sociology, Alcohol and Addiction, Religious Studies, Women's Studies, Psychology, and Anthropology.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?
This will increase efficiency since we do not currently have an ADA. The current workload for our ADA means that their
attention is distributed over seven disciplines.

Is there funding that can help support the position outside of general funds?
No

Describe how this position helps implement or support your three-year PRP plan.
An ADA in Behavioral Sciences is imperative for the success of each discipline within Behavioral Sciences and their respective PRPs.

Strategic Plan 2022 Objective

1:5	3:5	4:1	4:3
5:1	5:2		

If the position is not approved, what is your plan?
We really have no alternative. We cannot outsource the work of the ADA, which requires specific skill sets that most of the faculty do not possess. Currently, our one ADA is managing the workload of 2 full-time positions. She covers SEVEN disciplines, doing all the scheduling and duties associated with an ADA. Our current ADA is overworked. Please approve a new classified position.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
Yes

Technology Request

Note about technology requests:

All technology requests will now go through a review process before prioritization.

- *Your dean/director will send you a Technology Request Checklist (aka Technology Proposal Analysis Checklist).*
  - *You must complete this checklist and return it to your dean no later than 10/30/2020.*
  - *Once the dean approves the form and the request, the dean will send the document to the Technology Review Committee to determine IS resources needed, any integration issues, and/or potential overlap with existing technology.*
  - *The results of the review will be sent to the dean and chair with feedback.*
  - *The dean will determine whether or not the request moves forward for prioritization and/or implementation.*
    - *Requests for one-time funding will move forward for prioritization.*
    - *Requests that use funding from your department budget may move forward for purchase.*

Do you have resource needs that require physical space or modification to physical space?
No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

I confirm that the Program Review is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
smiller@palomar.edu

Review

Chair Review

Chair Comments
Thank you, sociologists, for your hard work on preparing this PRP and your in-depth reflection on outcomes and assessments. Your plan to increase and diversify outcome assessments, along with offering courses through so many programs, confirms your dedication to your students' learning and their overall success.

Chair Name
Netta Schroer

Chair Sign Date
10/26/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
1. Excellent work with increased program completions (93), an increase of over 34% from the previous year.
2. Success rates have increased over the course of the six years (overall success rate was 65%, and now is 72.4%).
3. Retention rates have increased over the course of the six years (from 89.3% to 92.4%).
4. The department continues to integrate SLO's into Canvas courses using the rubric-assessment method.

Areas of Concern, if any:
This is not a concern. I just noticed that the answer was yes to the following question without adding any technology request.
Will you be requesting any technology (hardware/software) this upcoming year?

Recommendations for improvement:
Continue streamlining their courses to make their online classes accessible by aligning them using the CVC-OEI Course Design Rubric that has been adopted by Palomar College Faculty Senate.

Dean Name
Najib Manea covering for Dean Ly

Dean Sign Date
11/20/2020

IPC Review

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

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
use of Canvas in outcomes assessments; use of data from outcomes with stated intent to improve teaching and learning; strong increase in # of program completions; participation in dual enrollment; connection to WBL and Career Continuum

Areas of Concern, if any:
see above

Recommendations for improvement:
Thank you.

Vice President Name
Shayla Sivert

Vice President Sign Date
12/31/2020