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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Social and Behavioral Sciences

Department Name

Behavioral Sciences

Department Chair Name

Jeff Epstein and Netta Schroer

Discipline Name

Sociology (SOC)

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

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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 AA-T

Social Justice: Women, Gender and Sexuality Studies AA-T

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**2) **FTEF LINK****How many permanent or full-time faculty support your discipline (program)?**

6

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

4.40

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

5.07

List the classified and other permanent staff positions that support this discipline.

Sheri Frankfurth 100% shared between six disciplines in Behavioral Sciences.

List additional hourly staff that support this discipline and/or department

None

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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 couple of years, 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 TracDat and incorporate our new findings.
9. Develop an overall report on our findings for our comprehensive PRP.

Note: It's been a bit of a struggle due to the Covid-19 pandemic but we are hopeful that we can accomplish more substantive reviews and collaboration between our full-time and part-time instructors this coming academic year.

Summarize the major findings of your program outcomes assessments.

As previously mentioned, 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 continuing 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. As time progresses, 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.

Results:

Overall, for Sociology 100, results indicate that students are, by and large, meeting expectations for our outcomes. 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." The results show that 85% of students demonstrated competency in grasping and critical thinking about these topics.

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 80% of students were able to distinguish types of research methods and relate them to critical understanding of social problems.

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, 92% of students were able to successfully master the concept and make connections between their personal struggles and the social works in which they live.

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 to Sociology. Results from the full semester Fall 19 course indicates that 97% of students met expectations.

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. As we continue our practice of implementing SLO rubrics into Canvas, 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.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

2015-16: 19
2016-17: 42
2017-18: 33
2018-19: 61
2019-20: 93
2020-21: 86

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

Decreased

What factors have influenced your completion trends?

While degrees and certificates awarded are down by 7 awards between 2019-20 and 2020-21, the overall trend over the past 5 years shows awards up by more than 4x. During the COVID-19 pandemic, awards have increased from prior years. This is potentially due to our continuous outreach efforts, advertising, and dual-enrolled classes offerings in high schools, the Vista Detention Facility, 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 and are currently proposing a Social Justice Statistics course. 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.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

Our efficiency/enrollment and completion numbers speak for themselves. We continue to grow each year. Our program is successful because it is relevant to the social world we find ourselves, particularly in this pandemic. 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 as we have been well above the college efficiency goal of 525 for 4 of the past 5 years, illustrating a continuing trend.

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

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 to 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.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/>)

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, but are down a bit in 2020.

Success: Our success rates have increased in an upward trend in 4 of the past 5 years. In 2016, our overall success rate was 66%, and in 2019, that number climbed to 72%. In 2020, we dropped to 68%.

Retention: In the past 6 years, retention remained between 90-92%, except for 2020 where the rate was 83%.

Based on this data, clearly we are able to keep students enrolled and need to focus on increasing success rates.

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 the 2020 dropped to 68%. However, we do note factors contributing to the pandemic has impacted the lives of our students drastically, which can be contributing factors to success and retention in 2020. 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.

COURSE STUDENT LEARNING OUTCOMES (SLOs)**Summarize the major findings of your course level student learning 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 Program section.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

Yes

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? 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 builds 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. They have opportunities to engage in the community to foster community building, empowerment, and social relations.

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?

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. In the past, we focused on first-time voters and provided information to help students and their families for voting. We often 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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description

To continue to build our Sociology program by increasing enrollment

Is this a new or existing goal?

Existing

Goal Status

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 have implemented our new Gender and Women's Studies Social Justice AA-T, pathway degrees. We work individually on a variety of antiracist activities in curriculum and course organization. We offer a wide variety of online and short-term courses, and we work hard on developing OER ZTC courses. One faculty member 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

6/1/2022

Goal 2

Brief Description

Outcome assessments in Canvas

Is this a new or existing goal?

Existing

Goal Status

Ongoing

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

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?

Our goals align with preparing students not only in the discipline of sociology, but as practitioners in any educational and career pathway.

Expected Goal Completion Date

6/1/2022

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 Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

Our Pathway is attracting many students. Four out of the last five years, our degrees have been trending up. In fact, they're up more than four times what they were five years ago.

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 six 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. We are looking at a 50% reduction in our full-time faculty.

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. 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. 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.

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

Our last ADA retired three years ago, 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 fiscal year 2019, 2020, 2021. 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, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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

Technology Request 1

What are you requesting?

Apple Ipad, Fine touch pens

Provide a detailed description of the item requested. What is it, and why do you need it? Please be as descriptive as possible. Include in your description how the requested item aligns with your discipline's PRP goals, analysis of PRP data, SLO/SAOs.

An Ipad is a computer tablet. Fine touch pens are pens that can be used to write directly on the tablet. We have online courses that require computer technology. Both the Ipad and the fine touch pen are necessary for our instructor to effectively teach courses online.

Estimated Amount of Request.

\$600.00

If any, list ongoing costs for the technology (licences, support, maintenance, etc.)

Do you already have a budget for this request, or will you need additional funds?

No

What PRP plan goal/objective does this request align with?

Providing quality education for our students, completing outcome assessment on Canvas.

What Strategic Plan 2022 Goal/Objective does this request align with?

2:4

3:1

3:2

3:5

If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

Do you think that your request for technology will require changes to a facility?

No

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 11/19/2021.*
 - *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.*

Part 4: Facilities Requests

Do you have resource needs that require physical space or modification to physical space?

No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

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