



2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Social and Behavioral Sciences

Department Name

Behavioral Sciences

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Sociology (SOC)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Jeffery Epstein/Netta Schroer

Department Chair email

jepstein@palomar.edu

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

Susan Miller/Faculty
José Briceño/Faculty
Amber Colbert/Faculty
Devon Smith/Faculty
Kalyna Lesyna/Faculty

Website address for your discipline

<https://ww2.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.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

The mission statement in sociology seeks to provide students with a rigorous and intellectually grounded understanding of the social world, which aligns with Palomar's Vision of transforming lives for a better future. Palomar's Mission of respecting students' experiences while supporting them to achieve academically is also aligned with the study sociology as it is rooted in social theory, social stratification, and the scientific method.

Link: [Vision, Mission, and Values](#)

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

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

☒ Yes ☐ No

Are any of your programs TOP coded as vocational (CTE/CE)?

☐ Yes ☒ No

List all degrees and certificates offered within this discipline.

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

AA, AS, ADT, Certificates, etc.

BASIC PROGRAM NFORMATION: 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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

5

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

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

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

4.40

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

Sheri Frankfurth 100% shared between six disciplines in Behavioral Sciences

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

None

4.33

Link: [FTEF Data](#)

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](#). 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? Please explain.

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

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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%

The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

Why did you choose this standard?

This is the standard set by Palomar College. Given the current conditions around enrollment and the effects of the pandemic on student learning, we believe this standard is reasonable.

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

☒ Increased ☐ Stayed the same ☐ Decreased

Was this expected? Please explain.

Our success rate, overall, has gone up slightly since last year (from 68 to 69%) Our success rate is very close to our standard.

We expected this result and were actually a bit surprised that our numbers has a very slight improvement over the past year.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

We want to increase success in our courses. We have taken a deep dive into the various categories of students that are struggling and analyzed success across a wide variety of demographic categories. We need to improve success for students from diverse backgrounds. 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 online 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 became more difficult due to the Covid-19 pandemic. We sincerely hope that with more students back in face to face classes and with some changes in Administrative policies about scheduling various modalities of courses, that we can improve success.

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

☒ Increased ☐ Stayed the same ☐ Decreased

Was this expected? Please explain.

We were extremely pleased to see the increase in retention over the past year. In Fall of 2020 our retention dipped to 83% and in Fall of 21 it went up to nearly 90% (89.6%). This is very encouraging. It demonstrates that students who enroll in our classes tend to stay in them.

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

- ☐ When or where (time of day, term, location) ☒ Gender
☒ Age ☒ Ethnicity
☐ Special Pop. (Veteran, foster youth, etc.)

Gender: Why do you think gender differences exist? How can you close the gap?

We see somewhat lower success rates for males (66%) as compared to females (70%). While these numbers are not wildly divergent, it is still important to be aware of that trend. Additional research is needed in the discipline to determine why these differences exist.

Age: Why do you think age differences exist? What do you need to help close the gap?

Our older students tend to do better than our our younger students in terms of success. We can see that those students that are 25 or older have higher success rates (by about 10 percentage points) than those who are under 25. It may be that students straight out of high school are less mature or ready for college. The fact that success rates shoot up for older students indicates that the older students are more committed to their education.

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

We can see that there are differences in success for Black and Hispanic students and there are likely a variety of reasons for these disparities. Students of color tend to poorer than their White and Asian counterparts and thus need more support. Often many of these students work full time or have family responsibilities that interfere with school work. There may also be a sense of isolation or of students not feeling that they "belong" on campus. Campus climate is important and we need to provide opportunities for our students of color to find community at Palomar. We support organizations such as Umoja, Puente, Transitions and Pride as well as doing outreach to students who may need extra support.

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

☒ Yes ☐ No ☐ N/A

Please share any best practice methods you use for online courses.

We use a lot of practice to ensure both success and retention in our online courses.

1. We hold regular zoom office hours
2. We use retention strategies in Canvas to reach out to students who don't submit assignments
3. We are extremely flexible with due dates for online assignments
4. We have regular interactive discussion boards
5. We offer a variety of extra credit opportunities on campus and on zoom that helps students connect learning to the real world. Examples include - Black History Month, LGBTQIA+ events, Women's History Month, and Political Economy Days

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.

Course level SLOs can be accessed through [Nuventive Improve](#)

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

N/A

What are some improvements in your courses that have been, or can be, pursued based on the key

findings from your course learning outcomes assessments?

During the pandemic, faculty and students were moved from a face-to-face learning environment to an online learning format. This transition required all faculty to adapt to the changing landscape. New materials had to be created while traditional strategies had to be adapted. Faculty put endless hours into this new modality for the benefit of our students.

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

☐ Yes ☒ No

If you answered no, please explain.

Yes, although we do have some courses that we can't offer such as Psych/Soc 145, and Soc 165.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

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

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

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

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

We are attempting to create a schedule that serves all student interested in our major. We are aware that many of our students are part-time and work in addition to other family responsibilities. Therefore, we offer our courses in every mode. This is especially true of our Intro to Sociology 100 course. As the Covid restrictions have eased, we have begun to offer more of our courses face to face on campus and at the centers. We currently offer at least 3 sections of 4 week online sections, we offer several 8 and 16 week sessions online and 5 sections face to face. We expect that face to face offerings will increase as student come back to campus and when enrollment increases.

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

Several of our courses are cross-listed with Psychology and we try to work with them to make courses available at different times and locations.

Does your discipline offer cross-listed courses?

☒ Yes ☐ No

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

We have a full time person designated to work on scheduling with a full time person in our cross listed courses. We divide up the SLO assessment.

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

No

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

No

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

We regularly review courses that have low enrollment and discuss deactivation.

Are there areas you would like to expand?

Yes, we have recently added a new Social Justice Stats class to our curriculum and are considering developing a research methods class as a complement to that course.

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

We review our courses in Trac Dat and Meta with regular updates. We do regular evaluations of adjuncts and full time faculty. We meet regularly to discuss the schedule and how to maximize enrollment for our discipline.

Examples of other data and factors include, but are not limited to: external accreditation requirements, state and federal legislation, 4-year institution guidance

To answer the next two questions, you will need to review your [program maps](#) and program information in the [College Catalog](#).

Is the content in the program mapper accurate?

☐ Yes ☒ No

What needs to be corrected in the mapper?

The map looks good. We need to add Soc 180 (Social Justice Stats) to the map but we are waiting until all the articulations are done so that students will be able to take that class as a transfer option.

Is the content in the catalog accurate?

☒ Yes ☐ No

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?

☒ Yes ☐ No

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

We have done a wide variety of things to embed diversity into curriculum. We have developed new curriculum in the area of quantitative methods with our Social Justice Stats 180 course. This class is designed to address race and equity in math education. We also have participated in workshops this past year. Several of our full time faculty has participated in a Decolonize Your Syllabus workshop, in the Strong Workforce Faculty Institute, in the CALM workshop to make our materials more accessible. Sociology, at its core, studies racial, ethnic, gender and social class inequality and thus we are very attuned to the need offer course content that addresses diversity and equity.

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 O*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

Careers associated with our program include counseling, case management, advocacy, urban planning, education and child development, community relations, development/fund raising, lawyer, law enforcement, forensics, corrections, probation, victim services, rehabilitation, human resources, marketing, public relations, planning, resource management, nursing, clinical director, program manager in health setting, public health, gerontology.

Link: <https://www.onetonline.org/>

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

Deep knowledge of sociology including understanding of culture, diversity and equity, basic literacy skills, basic quantitative reasoning skills, computer technology, writing and communication.

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

Our program helps students develop all of the above mentioned skills. Our classes are designed to not only build on basic skills that all college level courses do, such a reading and writing, but also to develop a very broad world view of diversity. We teach cultural awareness incorporating group activities and discussions to facilitate gaining deep knowledge about the social world.

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 ☐ No

What have you done to integrate work-based learning?

We have incorporated service learning in several of our courses, including social problems and intro sociology. We also have sponsored several students with internships and work based learning. We hope to increase opportunities for students to work with us.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Students learn how to communicate effectively with various members of the community. In an internship, students not only learn basic office and computer skills they also are able to observe the dynamics of the workplace. All potential occupations require that student work cooperatively with various partners. An internship or service learning opportunity gives students a chance to experience the real world and get academic credit.

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

We participate in Palomar's service learning program and with work-based internships. We also, offer a variety of opportunities for students to use federal work study and other avenues to work with an academic component.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Famiila, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Goal 1

Brief Description

Continue to build our Sociology program by increasing enrollment

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Despite Covid restrictions in the last year, we worked hard at increasing our enrollment through a variety of strategies from scheduling to advertising. Enrollment decreased campus-wide and Sociology was no exception to the loss of students. Fortunately, our success and retention numbers are strong and we are prepared for more students in the future.

Goal 2

Brief Description

Outcome assessments in Canvas

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

This has also been very challenging due to Covid and the need to work at home last year. We are hoping to make more progress on this goal starting in Spring 23 when our faculty is back on campus and we can work more efficiently and in collaboration.

The Strategic Plan 2022 includes the College's Vision for Success (VfS) outcomes. Review the VfS goals and reflect on how your unit supports these outcomes. Identify one strategy your unit will implement to help the college meet these outcomes.

Sociology supports the Palomar Strategic Plan 2022 by providing our students with an engaging teaching and learning environment. We pay particular attention to the diverse backgrounds of students in our classrooms. We support and encourage students in their academic goals, whether they are here for a certificate or to transfer to a four year institution. The mission, vision and values outlined in the collage plan reflects those of the Sociology program. We are fully committed to our students, to their success and their overall growth as life long learners and as productive members of the community.

[Click here to access the Strategic Plan 2022.](#)

Describe any changes to your goals or three-year plan as a result of this annual update.

Our goals have changes over the years as a reflection of the current cultural, social and political climate of the United States. We are involved in and stay up to date with concerns that directly affect our students, their health and their education.

In the previous sections of this PRP, 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.

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

Establishing New Goals and Strategies for the Next Three Years

Goal 1

Brief Description

We will continue to participate in dual enrollment in high schools. We have put classes in high schools, in Vista

How will you complete this goal? Include Strategies and Timeline for Implementation.

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 2022, and /or Guided Pathways?

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

Expected Goal Completion Date

6/1/2023

Goal 2

Brief Description

Outcome assessments in Canvas

How will you complete this goal? Include Strategies and Timeline for Implementation.

- 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.

How does this goal align with your department mission statement, the college Strategic Plan 2022, 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

6/1/2023

Goal 3

Brief Description

Develop a new research methods class

How will you complete this goal? Include Strategies and Timeline for Implementation.

We are currently working in Meta to launch a Sociological Research Methods course that will partner with our new Social Justice Statistics course to approach both quantitative reasoning and research methods from a critical race perspective.

Outcome(s) expected (qualitative/quantitative)

We expect that our Sociology majors will learn the basic principles and concepts taught in introductory course but with an emphasis on diversity, equity and social justice.

How does this goal align with your department mission statement, the college Strategic Plan 2022, and /or Guided Pathways?

We are aligned with preparing students to compete in the labor force

Expected Goal Completion Date

6/1/2023

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

☒ Yes ☐ No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Professor of Sociology tenure track full time

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.

We experienced the retirement this year of one of our most valuable full time professors and are seeking a replacement. We would like to hire some to teach in our newly created courses, Social Justice Statistics and Research Methods. We would also like this person to teach Introduction to Sociology.

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

Yes. It is difficult to find faculty who are competent and qualified to teach both introduction to sociology and also introduction to statistics. Statistics, especially, is a specialized field and for our classes, we need someone who is not only quantitatively literate but who can also incorporate the specialize emphasis in diversity including race/ethnicity, gender and social class. We are committed to an anti-racist framework for our discipline and are seeking sociologists who are sensitive to diversity issues and also to the special needs of the community college population.

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

No

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

Enrollment has remained steady in the fall semesters over the past years, while it increased in each of the three years leading up to the COVID-19 pandemic for the spring semesters. Fill rates were consistently over 90% in four of the past five years in the fall semesters, but dropped to 84% in the fifth year. However, in the spring semesters fill rates were consistently between 87%-94% over the same period despite the pandemic. WSCH per FTEF ranged from 602 to 637 in the years prior to the pandemic, but dropped to 510 in 2021.

Refer to data and other analysis earlier in this document.

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

We do have faculty with 20% reassigned time in Gender and Women's Studies.

Are you requesting AA, CAST for Classified Staff?

☒ Yes ☐ No

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

Title of new position

ADA for Behavioral Sciences

Is the position request for AA, CAST, or Classified staff?

Classified

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

☒ Full Time ☐ Part-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.)

The number of ADAs at the college has been reduced from 35 to 13 over the last five years. Because of the size of Behavioral Sciences, we long had two full time ADAs. Our last ADA retired three years ago and was not replaced by the administration to save costs. Since that time, our current ADA has taken on all of the responsibilities of that second full time position. That means she is now responsible for the following disciplines: Anthropology, Archeology, Alcohol and Other Drug Studies, Philosophy, Psychology, Religious Studies, Sociology, Social Work, and Women's Studies. We require another full time ADA in order to support our ADA with the administrative tasks within our department. This includes all inputting of scheduling, staffing, budget support, purchasing, student support, faculty support (80 full and part time instructors), and website maintenance to name just a few things. Certain duties can be performed only by full time ADAs such as inputting the schedule and staffing. However, the following are areas where our current ADA requires support that can be performed by another hire:

Answer phones

Post cancelled classes

Process absence reports

Process honorariums

Assist faculty (copy work)

Comet Copy pick up

Pick up and distribute mail (daily)

Assist students

Contact I.S., A.V., Konica repair, Facilities, Campus Police for varies issues

Receive syllabi and post on SBS Division Teams

Email reminders to faculty (new semester starting, syllabi, textbook adoptions, etc.)

Make reservations thru Facilitron

Follow up on work orders (Facilities & I.S.)

Process and follow up with Human Resources on new hires (PT faculty, student workers, etc.)

Contact faculty with new hire information and workshops

User Access request for new hires (email, Peoplesoft)

Run enrollment – Dept Look Up

Maintain updated information on main department bulletin boards

Update on-campus class spreadsheet

Collect office hours from full time faculty and post on SBS Division Teams

Does the position assist in establishing more efficient District operations through either of the following: reorganization/restructuring OR use of technology?

Yes. The amount of work expected of our one ADA is completely unreasonable. We need another person to help with the myriad of duties and responsibility around scheduling and maintaining our department on every level. This will become even more critical once students start coming back on campus. The current workload for our ADA means that her attention is distributed over so many disciplines that this position cannot reasonably be performed by a single person. The result is backlogs and inefficiencies.

Is there funding that can help support the position outside of general funds?

☐ Yes ☒ No

Describe how this position helps implement or support your three-year PRP plan.

Clearly, our PRP plans are supported by staff that assists us in scheduling, maintaining our classrooms, organizing events and various other activities. It helps support students, faculty, PTers, department morale and organization, smooth operations, student retention (she directs students to open courses all the time), etc.

Strategic Plan 2022 Objective

<input type="checkbox"/> 1:1	<input type="checkbox"/> 1:2	<input type="checkbox"/> 1:3	<input type="checkbox"/> 1:4
<input checked="" type="checkbox"/> 1:5	<input type="checkbox"/> 2:1	<input type="checkbox"/> 2:2	<input type="checkbox"/> 2:3
<input type="checkbox"/> 2:4	<input type="checkbox"/> 3:1	<input type="checkbox"/> 3:2	<input type="checkbox"/> 3:3
<input type="checkbox"/> 3:4	<input checked="" type="checkbox"/> 3:5	<input checked="" type="checkbox"/> 4:1	<input type="checkbox"/> 4:2
<input checked="" type="checkbox"/> 4:3	<input checked="" type="checkbox"/> 5:1	<input checked="" type="checkbox"/> 5:2	

Refer to the Palomar College <https://www2.palomar.edu/pages/strategicplanning/files/2020/01/FINAL-Strategic-Plan-2022.pdf>

If the position is not moved forward for prioritization, how will you address this need?

There is no alternative plan since the work of the ADA cannot be outsourced.

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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?

☐ Yes ☒ No

PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate

groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

☒ Yes ☐ No

Technology Request

Technology Request 1

What are you requesting?

Computers, keyboards, computer mice, monitors, computer desk holders for MD-130 lab class.

Is this a request to replace technology or is it a request for new technology?

Replacement of Technology

Who is the current user of the requested replacement technology?

Students in our lab classes.

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

Student computer use in lab classroom (MD-130). Students use statistical software in an in-class lab environment.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Students who use the computers, faculty who teach courses in the lab classroom, and IT personnel who are constantly need to replace broken computer components.

c. What are the expected outcomes or impacts of implementation?

The ability to teach classes without broken equipment where students can focus on learning.

d. Timeline of implementation

As soon as possible.

What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

\$10,000

Do you already have a budget for this request?

No

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

Teaching and Learning

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

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> 1:1 | <input type="checkbox"/> 1:2 | <input type="checkbox"/> 1:3 | <input type="checkbox"/> 1:4 |
| <input type="checkbox"/> 1:5 | <input checked="" type="checkbox"/> 2:1 | <input checked="" type="checkbox"/> 2:2 | <input checked="" type="checkbox"/> 2:3 |
| <input checked="" type="checkbox"/> 2:4 | <input type="checkbox"/> 3:1 | <input type="checkbox"/> 3:2 | <input type="checkbox"/> 3:3 |
| <input type="checkbox"/> 3:4 | <input type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

N/A

Will you accept partial funding?

☐ Yes ☒ No

PART 4: FACILITIES REQUESTS

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

☐ Yes ☒ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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?

☒ Yes ☐ No

Requests

Item 1

What are you requesting?

Conference memberships and travel

Provide a detailed description of the the request. Include in your response:

a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

PSA and/or ASA Memberships and travel expenses.

b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Five sociology faculty

c. What are the expected outcomes or impacts or implementation?

The Pacific Sociology Association and American Sociological Association conferences provides the opportunity for professionals involved in the scientific study of society to share knowledge and new directions in research and practice, which benefits the college and students. These associations are committed to serving sociologists—faculty and students—by providing opportunities for networking and professional development designed to advance scholarly research, promote high-quality teaching and mentorship, and encourage applied sociology for the public good. They strive to create a professional community that reflects the diversity of our communities and enhances the diversity of our discipline. They are committed to inclusivity and equity, promote social justice by examining and challenging the structural and institutional barriers in our discipline, and to building pathways for the next generation of sociologists. Core values of Palomar College are "access; diversity, equity, and inclusion; academic excellence; student focused; and community." Sociology is a very dynamic field, and staying current in our respective areas of specialization is essential to our being excellent instructors, implementing effective pathways, academic programs and services to improve student progress and learning, and defining career pathways for students. Going to conferences such as the annual meeting of the Pacific Sociological Association and/or American Sociological Association helps us tremendously in our efforts to keep up in our field.

d. Timeline of implementation

PSA is March 30-April 2, 2023
ASA is August 17-21, 2023

What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).

\$1,500 x 5 faculty = \$7,500

Do you already have a budget for this request?

No

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

Teaching and Learning

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

- | | | | |
|---|---|---|---|
| <input checked="" type="checkbox"/> 1:1 | <input checked="" type="checkbox"/> 1:2 | <input checked="" type="checkbox"/> 1:3 | <input checked="" type="checkbox"/> 1:4 |
| <input checked="" type="checkbox"/> 1:5 | <input checked="" type="checkbox"/> 2:1 | <input checked="" type="checkbox"/> 2:2 | <input checked="" type="checkbox"/> 2:3 |
| <input checked="" type="checkbox"/> 2:4 | <input checked="" type="checkbox"/> 3:1 | <input checked="" type="checkbox"/> 3:2 | <input checked="" type="checkbox"/> 3:3 |
| <input checked="" type="checkbox"/> 3:4 | <input checked="" type="checkbox"/> 3:5 | <input type="checkbox"/> 4:1 | <input type="checkbox"/> 4:2 |
| <input type="checkbox"/> 4:3 | <input type="checkbox"/> 5:1 | <input type="checkbox"/> 5:2 | |

Refer to the Palomar College [STRATEGIC PLAN 2022](#)

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

What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

NA

Will you accept partial funding?

☐ Yes ☒ No

Budget Category

Travel Expenses for Faculty

Please upload a copy of the quote, if available.

☒ I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

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

jbriceno@palomar.edu