

Entry #: 99 - Social and Behavioral Sciences

Status: Submitted

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**DRAFT****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.

**ALL PROGRAMS WILL COMPLETE AN ANNUAL PROGRAM REVIEW FOR 2023-2024.**

**BASIC PROGRAM INFORMATION****Division Name**

Social and Behavioral Sciences

**Department Name**

Behavioral Sciences

**Microsoft\_List\_ID****Discipline Name**

Sociology (SOC)

**Department Chair Name**

Dr. Jose Briceno

**Department Chair email**

jbriceno@palomar.edu

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

Susan Miller, Ph.D.

Jose Briceno, EdD.

**Website address for your discipline**<https://www.palomar.edu/sociology>**Discipline Mission statement**

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.

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

**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 links shown in red.

**Enter the number of 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?**

4.8

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

3.8

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

Sheri Frankfurth, ADA 100% shared with six disciplines

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

NA

## 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 to confirm that you have assessed each course SLO within the past three years.

[Link: Course Data](#)

## COURSE SUCCESS AND RETENTION

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

Increased

**Was this expected? Please explain.**

Yes, we have been working hard to ensure student success in all of our courses.

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

Increased

**Was this expected? Please explain.**

Yes. Many of our faculty have done numerous PD workshops and activities such as PETAI and Decolonizing Syllabi, to increase retention.

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

When or where (time of day, term, location)

Age

Modality (Online, Face to Face, Hyflex, etc.)

Ethnicity

Gender

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

**When or Where: What did you find and why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?**

Success and retention in this area are both above the institution standard of 70% and 90% respectively. On campus success is 77% and Distance Education is 71%. In terms of retention, on campus is 97% and Distance Ed is 92%.

**Modality: What did you find and why do you think differences based on the modality in which courses were offered exists? What do you need to help close the gap? (Please specify the modalities in which you see gaps, i.e. online synchronous or asynchronous, face-to-face, hybrid, hyflex, etc.)**

For Fast Track 1, General and Full Semester, Fast Track 2 success and retention are all above the institutional standard with the exception of Fast Track 2 success which is 60%. We are unsure why success rates between Fast Track 1 and 2 are so different and we need to investigate this further. It may be that they are not comparable because there more Fast Track 2's versus Fast Track 1.

**Gender: What did you find and why do you think gender differences exist? How can you close the gap?**

Success rates for females (72%) and males (74%) are both above the institutional standard of 70%. However, our non-binary (56%) and unknown (54%) success rates are lower. Our participation in the Pride Committee activities is designed to reach these students and provide opportunities for more success. Retention for female, male and non-binary is between 92 and 94%. However the unknown category is at 77% which is below the standard of 90%. However, this group represents less than 10 students.

**Age: What did you find and why do you think age differences exist? What do you need to help close the gap?**

The 50 year old (58%) and over have the lowest success rate when compared to the 19 and under, (74%), 20-24 year old (74%) 19-49 year old group (69%). We need to reach out to our older students via email and Canvas and offer more flexible office hours, tutoring services and expanded flexibility to accommodate working and parenting students. We see that retention is the same for all groups (91-93%) so our focus is on increasing success for older students.

**Ethnicity: What did you find and why do you think ethnicity differences exist? What do you need to help close the gap?**

In terms of success, Black students are at 59%, Hispanic (69%). All others are above the institutional average of 70%. We have been implementing strategies to increase success for Black and Hispanic students. Our faculty works to connect Black students to Umoja and to offer extra curricular events such as Black History Month. We also have engaged in PD workshops such as "Grading for Equity" to help us increase success. Also, our course content and new curriculum such as Soc 180 Social Justice Statistics are designed to help students from under-represented groups gain information and to present opportunities for inclusion. Retention is the same for all ethnic groups and is between 92 and 95% for all ethnic groups.

**Special Populations: What did you find and why do you think special population differences exist? What do you need to help close the gap?**

Currently we have very few foster youth (less than 10) and therefore we have not data to report. Veterans success (80%) and retention (96%) are both above the institutional standards of 70% and 90% respectively. .

**Please share methods that your department is using to improve retention and success rates in your courses. If you are focusing on a specific group like online students or a demographic group please include that information in your answer.**

As mentioned above, we participate significantly in PD opportunities geared toward increasing success and retention. These include PETAL, Decolonizing Syllabi. We also maintain a presence on campus for office hours, promote tutoring and equitable grading practices. We also participate in OFAR Open for Anti-Racism teaching practices.

## COURSE STUDENT LEARNING OUTCOMES (SLOs)

**Excluding courses that haven't been offered in the last three years, do you confirm that all of your courses have been assessed since August 2020 (Result Summary Date)?**

Yes

**Upload a copy of your SLO report from Nuventive ("Report 0. Last Result Date and Action Date for All Active Course Outcomes")**



[Sociology - Report 0.xls](#)  
10 KB



## PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including the annual number of completions, and their program learning outcomes,

### 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.

Link: [Program Completions](#)

**Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.**

Sociology AA-T

Academic Year AT APD Student Count Column Labels

Row Labels 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22

AA/AS

Associate in Arts Degree for Transfer 42 33 61 93 86 86

AA/AS Total 42 33 61 93 86 86

Grand Total 42 33 61 93 86 86

## PROGRAM LEARNING OUTCOMES

**Do you confirm that all of your programs have been assessed since August 2020 (Result Summary Date)?**

Yes

**Upload a copy of your SLO report from Nuventive ("Report 2. Last result, action, and follow-up date for each active program outcome").**



[2. Last result, action, and follow-up date for each active program outcome.xls](#)  
5.5 KB



## Program Review Reflection and Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, 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.**

Sociology works hard on student success. Factors include our PD efforts in DEI and our ongoing efforts to improve curriculum by developing new courses relevant to equity and inclusion. For example, we have created a Social Justice Statistics (SOC 180) class to complement our Introduction to Social Justice (SOC 170). We have also created an Introduction to LGBTQIA (SOC 175) and have worked hard to introduce students to social problems and issues around social inequality and stratification. We hired Amber Colbert who is deeply committed to Umoja and to organizing educational opportunities for Black students. We participate actively in all departmental effort to improve the quality of education at Palomar.

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

There are several challenged that prevent success for our program. The first is the "efficiency model" used by our administration to cancel classes and put them into 2 year rotations and then cancel them. This causes student to seek out other colleges to complete their degrees. Covid was also a challenge because it put all of our classes online and coming back had developed into a situation where there is no incentive to schedule face to face classes because when we do, they are cancelled. We also don't feel supported due to effort to remove our ADA, Sheri Frankfurth. We also lost an ADA to retirement who was never replaced, essentially doubling the workload for our one remaining ADA with no increase in salary. We are a department with 8 unique programs. The lack of support staff to manage these programs makes it very challenging to provide quality education to our students. There is also a lack of support for faculty to attend conferences and workshops or to provide memberships for relevant organizations. This lack of support prevents us from staying relevant in our fields. Perhaps the biggest challenge is the decrease in morale in faculty due to utter lack of support from the administration for our work.

## 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.

**The following websites are for CTE related data:**

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

**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.

**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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

## 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

**Prior Year PRP Goal 1****Brief Description**

Continue to build our Sociology program by increasing enrollment.

**Goal Status**

Ongoing

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

We work hard at increasing enrollment through a variety of strategies from scheduling to advertising. Enrollment has 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.

**Prior Year PRP Goal 2****Brief Description**

Building our program at alternative locations. We have expanded dual enrollment opportunities as well as offering classes at Vista Detention Center and will continue to work in this area. We also continue to expand the Rising Scholars program and to place full time faculty at the Fallbrook North Education Center.

**Goal Status**

Ongoing

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

**Prior Year PRP Goal 3****Brief Description**

Outcome Assessments in Canvas

**Goal Status**

Ongoing

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

We continue to integrate SLO outcome assessments into our Canvas courses.

**Prior Year PRP Goal 4****Brief Description**

Develop a new Research Methods course.

**Goal Status**

Completed

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

This course (SOC 210) was developed and approved in Curriculum.

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

No significant changes. We will continue to work on our previous ongoing goals.

**Do you have any new goals you would like to add?**

No

## 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 [Vision Plan 2035](#).

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?**

No

### REQUEST FOR ADDITIONAL FULL-TIME FACULTY

**Are you requesting AA, CAST for Classified Staff?**

Yes

### 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

**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 Team

**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?**

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.

**Educational Vision Plan 2035 Objective**

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

**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

Request that your ADA provide you with your *Available Budget Report* and complete this section.

Review your recent Budget/Expenditure reports and consider your three-year PRP plan.

**Do you have any ongoing needs or needs to augment your regular budget?**

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 and 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.

1. 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

### Technology Request

#### Technology Request 1

**What are you requesting?**

New iPads for 5 full time faculty

**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?**

Full time faculty. Replacement for 3 full time faculty and new iPads for 2 new faculty.

**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)**

We regularly use iPad technology in the classroom and need to update/replace old equipment and provide this resource to new faculty. We also use this resource to develop unique classroom activities and applications that we can use creatively in the online environment. Currently, only 3 faculty have iPads and they are outdated.

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

Students will benefit and this resource also allows faculty to improve teaching and learning. We need to stay abreast of current technology.

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

We believe that incorporating new and updated technology into our classrooms, particularly online, will benefit and enhance student 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 (licenses, support, maintenance, etc.).**

Five iPads with Apple Pencils and keyboards at a cost of \$10,000. (approximately 2000 each). Note: we are willing to trade in our old iPads for credit which should reduce the overall cost.

**Do you already have a budget for this request?**

No

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

Goal 1: Reimaging and redesign instruction and student services to increase student success. Goal 2: Invest in our people and processes. Goal 3: Optimize enrollment for fiscal stability and growth. Goal 5: Build a unified Palomar College District while allowing each location to establish a unique culture and programs to serve its student population and create community connections.

**What Educational Vision Plan 2035 Goal/Objective does this request align with?**

1:4	1:7	2:5	3:6
1:5	1:9	2:6	3:7
1:6	2:4	3:4	5:4

**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)?**

None

**Will you accept partial funding?**

No

**PART 4: FACILITIES REQUESTS**

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

Yes

**Facilities Requests****Facility Request 1****What are you requesting?**

Computer desk holders for MD 130 lab class.

**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 personnel who are constantly required to replace broken 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**

ASAP

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

Approximately \$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 Educational Vision Plan 2035 Goal/Objective does this request align with?**

2:1

2:2

2:3

2:4

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

2

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

Installation.

**Will you accept partial funding?**

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?**

Yes

### 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)

Six 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

Pacific Sociological Conference March 2025

American Sociological Association Conference August 2025

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

\$2000.00 each for a total of \$12,000 for travel

\$500.00 each for Association memberships for a total 3\$3000.00



**Do you already have a budget for this request?**

No

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

Goals 1 through 4 align with this.

**What Educational Vision Plan 2035 Goal/Objective does this request align with?**

1:1	2:2	3:4	4:5
1:2	2:3	3:5	4:6
1:3	2:4	4:1	4:7
1:4	3:1	4:2	
1:5	3:2	4:3	
2:1	3:3	4:4	

**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)?**

None

**Will you accept partial funding?**

Yes

**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.**

Yes

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

smiller@palomar.edu

## Feedback and Review

### Department Chair

I confirm that the PRP is complete.

Yes

### Department Chair Name

Jose Briceno

### Date

4/2/2024