



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

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

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Behavioral Sciences

Discipline Name
Sociology (SOC)

Department Chair Name
Dillon Emerick

Division Name
Social and Behavioral Sciences

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

Discipline Mission statement

The sociology discipline at Palomar College seeks to provide students with rigorous and intellectually grounded understanding of the social world. At its core, the study of sociology is rooted in social theory and the scientific method. Our degree is intended to offer students preparation for many professions and areas of interest, including law, public policy, public health, journalism, public administration, teaching, human resources and non profit management.

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

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

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

List all degrees and certificates offered within this discipline.
Sociology AAT

Please list the names and positions of everyone who helped to complete this document.
Susan Miller, Faculty

Jose Briceno, Faculty
Kathy Grove, Faculty
Devon Smith, Faculty
Kalyna Lesyna, Faculty

Full-time faculty (FTEF)
4.6

Part-time faculty (FTEF)
4.53

Classified & other staff positions that support this discipline

Sheri Frankfurth 100% shared with several other disciplines in Behavioral Sciences

Additional hourly staff that support this discipline and/or department

none

PROGRAM INFORMATION

PROGRAM OUTCOMES

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

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

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

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

Our program SLOs in sociology are broad, yet they capture the extent to which Sociology prepares students to understand the world around them and to develop the critical-thinking skills required for college success. We currently have four program SLOs that cover sociological theory, the sociological imagination, critical thinking/research methods, and culture/socialization. We need to improve on these assessments by shortening the timeline between assessments so that we can do better comparisons and get at how well our students are learning. We believe that our program outcomes illustrate student competency and critical thinking required for most employment opportunities in the rapidly changing labor market.

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

Sociology has four program student learning outcomes. These include the sociological imagination, sociological theory, critical thinking and research methods, and culture and socialization. We plan to assess all program outcomes in Fall 2019 by assess our core courses; Introduction of Sociology, Social Problems, and Behavioral Sciences Statistics. We believe that our individual course outcomes will give us insights into our program goals and help us assess the overall AA-T program in sociology.

Summarize the major findings of your program outcomes assessments.

Our methods of program assessment are continually evolving. We believe we have room for improvement in this area. As mentioned previously, we plan to assess widely this semester and focus on our program SLOs. We are always working on developing better means of assessment. Currently, we use a series of multiple-choice questions in our Introduction to Sociology (SOC 100) course that may not truly reflect the extent of our students' learning. We currently use several questions embedded in exams that measure student understanding on a Likert scale. For example, on our Introduction to Sociology 100 SLO on culture and socialization we noticed some variability in pass rates (between 50% - 93%. Although these questions tap into core sociological concepts, we believe that we can better assess this using short-answer

essay assessment. We want to better understand student learning and to do that, we need to have them write more. Because there is so much variability in the 4- question Likert scales, we think that exploring more qualitative methods of assessment in future semesters may yield more insight into student learning and how to improve course content. We are also considering using portfolio's and or journals to better understand student learning. We plan to meet in Fall of 2019 to do an in-depth analysis of every SLO in each course and in our program. We would like to include our excellent adjuncts in this process and try to make more concrete connections between SLO assessment and our teaching. We think we can improve in this area having more regularly scheduled meetings to discuss assessment results.

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

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

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

PROGRAM COMPLETIONS

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

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

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

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

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

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

We are proud that 32 of our students completed the AA-T degree for transfer to a four year university.

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

Increased

What factors have influenced your completion trends?

While we experienced a slight drop in completions (10) in 2017-18, the overall trend indicates that we have been consistently increase the number of completions awarded.

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

improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

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

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

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

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

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

70.0%

Why did you choose this standard?

This is the standard set by Palomar College.

What is your Stretch goal for COURSE success rates?

85.0%

How did you decide upon the goal?

While we would love to have 100 percent, we realistically anticipate success rates at 85% based on historical trends. Between the academic years 2010-11 and 2015-16, students with a 2.5 or above have over a 90% success rate across the board. When overall success rates are averaged, the overall rate drops down to 68%, very close to the college's goal of 70%.

COURSE OUTCOMES

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

We plan to hold integrate SLO's into our Canvas courses using the rubric assessment method. In Fall 2019, we will collect data from all our Intro and Problems courses. This data will help us understand our student's comprehension of the program goals and the extent to which they are developing critical thinking skills.

Summarize the major findings of your course outcomes assessments.

This is in progress as we transition into Canvas assessment.

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Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop

3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

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

Goals

Goal 1

Brief Description

To continue to building our Sociology program

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We are participating in the Palomar Fair for high schools at the end of May/beginning of June. Offering Transitions course over the summer, building the Transitions program, implementing our new Women's Studies AA-T, offering online and short-terms courses, and exploring OER ZTC courses.

Outcome(s) expected (qualitative/quantitative)

We expect to enroll students at the high school fair and increase enrollment in all sociology courses.

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

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

Expected Goal Completion Date

6/1/2020

STAFFING AND RESOURCE NEEDS

Instructions

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

Are you requesting additional full-time faculty?

No

Are you requesting additional Staff, CAST or AA?

No