**YEAR 2**

**ACADEMIC YEAR 2013-14**

Program Review and Planning Year 2 form is an evaluation of the progress on last year’s goals (Year 1 PRP) and is also planning of goals and activities for the current year (2013-2014).

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| **Discipline: Sociology** | **Date 01/25/14** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**Purpose of Program Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.).

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **Susan Miller, PhD**  **Devon Smith, PhD**  **\*\*We would like to acknowledge that we are using the Sociology PRP form for this first Women's Studies PRP. We were unable to have a dedicated Women's Studies PRP form generated by the PRP dealine. Per Dean Jack Kahn, we were told to use the Sociology PRP form this time. However, all information contained in this PRP pertains to the Women's Studies program exclusvely.** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The mission of the Women’s Studies Program is to provide students with interdisciplinary knowledge about women and gender, with a focus on women’s contributions to intellectual inquiry and academic scholarship. We offer an AA-T degree that integrates knowledge across established academic disciplines. The interdisciplinary and cross-cultural approaches to intellectual inquiry offered in our Women’s Studies courses give students the opportunity to study how gender in combination with race and ethnicity, social class, sexual orientation, national origin, and physical ability shapes the lives of people. Additionally, the program utilizes a variety of theoretical frameworks to help students achieve a global understanding and respect for people from diverse backgrounds.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The Women’s Studies Program provides a collaborative hub that furthers the mission of Palomar College. The Women’s Studies AA-T is a transfer degree, which supports Palomar College’s effort to help students achieve transfer-readiness by introducing students to a wide interdisciplinary course of study. The program’s learning outcomes provide a solid foundation for students to pursue a wide range of occupations and encourages self-empowerment, critical insight, and civic engagement. The program is also committed to encouraging intellectual excellence and scholarship on women and gender, which aligns with Palomar College’s goals for students to live responsibly and creatively in an interdependent and changing world.** |

**STEP I. Review and Evaluation of Year 1  
In this section, evaluate the program plans you described in last year’s Program Review and Planning Document.   
Refer to “STEP II: PLANNING” in your 2012-13 YEAR 1 PRP document at:** <http://www.palomar.edu/irp/PRPCollection.htm>.

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**   **Curriculum (Step II.A. of Year 1 PRP)**   1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**   **It should be noted that this is the first year that Women’s Studies has submitted a PRP. Additionally, because our program is interdisciplinary, we currently have only limited access to SLO data. We are in the process of gathering data for each class in the program (spanning History, English, Communications, American Indian Studies, etc.) and we will be able to more accurately assess our program needs and future plans. It was recommended that we contact the Chairs of each department to determine their willingness to share data. Although we have not gotten firm support from all depatments we believe that with further discussion we will be able to gather enough data to offer a far more complete PRP in the future. We look forward to continued dialogue on this issue.**  **A major goal of this first year PRP is to request resources to achieve our goals of building and strengthening the Women’s Studies Program at Palomar College.**  **Over the past 2 years we have developed a new course for the Women’s Studies program, Sociology 135: Gender and Society. The reason we created and implemented the new Gender and Society course was due to the strong student interest and enrollment in Soc 115: Introduction to Women’s Studies. We felt that a course that broadened an analysis of gender was warranted given the strong enrollment and positive SLO outcome data. For example, SLO data taken during Fall semester, 2013 indicates that students are averaging an 82.5% comprehension rate on the two SLOs. Clearly our SOC 115 students are grasping the material presented in class. After analyzing the strong and continued enrollment in Sociology 115, we felt it was important to add the Sociology 135 and even more importantly, to hire someone to take over the Women’s Studies program and to build on it. We were fortunate to be able to hire Devon Smith, Ph.D. as a new full time faculty member devoted to the program.**   1. **How did you implement and evaluate those curriculum changes?**   **Professor Smith was hired and has been teaching both the Sociology 115 and 135 classes for the past 3 years (first, as an adjunct, then this year full-time). She has worked on developing and implementing SLO’s for both classes. These SLO’s have demonstrated strong student interest and show us that we need to continue offering courses in the Women’s Studies program to meet student demand.**  **Our analysis here is limited by the fact that we have access only to Sociology and Psychology SLO and enrollment data. In order to present a full picture of our needs and to plan more effectively, we need to have full access to SLO and enrollment data for all courses in the program. We understand that our program is unique in that is spans a wide range of departments and divisions but until we are granted access to the courses in the WMS program as a whole we cannot plan as effectively as we would like.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **We have begun to schedule the Sociology 135 each semester in prime time slots. Through trial and error, we have come to realize that 8 a.m. and night time classes are not ideal for either Soc 115 or 135 at this time (although this is subject to change as the program grows and becomes more well known campus-wide). Therefore we plan to schedule these classes at prime times between 9:30 and 3 pm Mondays through Thursdays.**  **We would like to coordinate the scheduling of these classes with other classes in the program so that students have a clear path to the AA degree. However, we need to have planning meetings with other disciplines to map out the times/days of all of our program classes. In addition, we need to have regular meetings with other disciplines to begin the process of assessing program SLO’s. We have developed two overarching program SLO’s and have assessed them as best we can but clearly, we need to work on mapping all of the courses associated with the degree to get a better picture of how the program is doing.**  **Recently it was suggested that it might help to cross-list all Women’s Studies courses with Women’s Studies as a whole, so that all courses would have a Women’s Studies moniker (Ex. “History 130- Women’s History in the U.S.” would become “WMS/HIST 130.”). We are investigating this option.**   1. **How did you implement and evaluate those class scheduling changes?**   **We looked at enrollment for Soc 115, which was very promising (95% enrollment in Fall 2012, 97% enrollment in Spring 2013 and 90% enrollment in Fall 2013). We anticipate continued interest in SOC 115.**  **The enrollment numbers for SOC 135 in prior semesters have been similarly promising (98% in Spring 2011 and 90% in Spring 2012). However this semester, due to the aforementioned scheduling issue (where, due to lack of room availability, we were forced to offer the class at 8am), enrollment has been less robust. We will make every effort to continue to offer SOC 135 at a prime time slot as we continue to spread the word about this new course.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **Last year the sociology department undertook a search for a new faculty member (Devon Smith) to teach a wide range of courses, but with an emphasis on gender and women’s studies.**   1. **What is the current status of the plan you articulated?**   **The Sociology Department hired Devon Smith to teach Sociology and Women’s/Gender Studies courses and to oversee the growth of the Women’s Studies program.** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)** 2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>   **Since the Women’s Studies Program is writing its first PRP ever, we have not requested funds before.**   1. **How were those funds spent?**   **See question #1**   1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>   **See question #1**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **See question #1**   1. **Number of students affected**      1. **Other**      1. **Describe unmet funding requests as they apply to your planning and priorities.**   **See question #1** |

**STEP II. Evaluation of Program & SLOAC Data**

**In this section, review and analyze updated program data, the results of SLOACs, and other factors that could influence your program plans for this upcoming year.**

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| 1. **Program Data. Provide an analysis of the past six years (2007-08 through 2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**     * Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**    * Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**    * Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   **Describe your analysis and observations.**  **At this time, we are unable to analyze our data for the WMS program. Because this program is inter-disciplinary we need Research and Planning at Palomar to provide us with a comprehensive report that combines the following classes and information on success/retention as well as FTES and WSCH data on the program as a whole. This report should include the following classes:**  **Sociology 115 – Introduction to Women’s Studies**  **Sociology 135- Gender and Society**  **History 130- Women’s History in the U.S.**  **Soc/Psych 125 – Human Sexuality**  **Soc/Psych 145 – Psych and Soc of Aging**  **Psychology 130 – Psychology of Women**  **AIS 165- Native Women in the Americas**  **COM 105- Race, Gender and Media**  **English 280- Women and Literature**  **We have requested this data but we need both Dean Jack Kahn and our VP Berta Cuaron to authorize a report that allows us to analyze the program as a whole. It is our hope that this first PRP will serve as the catalyst to generate the data reports needed to analyze and plan the program effectively.**  **We have data for Sociology but that does not give a clear picture of the Women’s Studies program because Women’s Studies has always been a part of Sociology and we cannot analyze it independently without a report that combines the data for all the classes in the program.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **These data allow us to analyze SLO’s from out new Gender Studies course in addition to those for our core course Soc 115 (Intro to Women’s Studies). Both courses are focused on learning about diversity and the contributions of women to history and culture. Secondly, we focus on how gender inequality impacts both women and men in all political, social and economic spheres of society. To understand student learning out comes in these areas we strongly believe that a combination of written and multiple choice assessments best capture comprehension. In particular, essay questions capture critical thinking skills using written expression.**  **It may be helpful at this juncture to have a snapshot of the sociology discipline data, since that is the discipline that four Women’s Studies courses are associated with.**  **Since 2007, the Sociology disipline has maintained enrollment loads at Census time near or above 100%. In the latest year, 2012-13, their Census Load was 98.3%. This indicates there is high demand and student interest in Sociology courses.**  **The Sociology success and retention numbers are also very strong. The average retention rate for daytime face-to-face classes (of which SOC 115 is one) over the past six Fall semesters is 95.33%.**  **The success rates for daytime classes average nearly 70%. In sum, students who sign up for Sociology classes (which includes four Women’s Studies classes) stay, for the most part, and the majority of them also succeed.** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**   **Currently we only have SLO data for the Women’s Studies Program courses affiliated with Sociology. We are working with other departments to access the SLO data for their Women’s Studies courses. We have experienced various constraints in our efforts to obtain comprehensive SLO data from all Women’s Studies classes, but we are confident that instutionalization of the Women’s Studies program (beginning with this PRP) will help to streamline this process.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **Reviewing the data as a whole we are pleased that that a majority of students demonstrate proficiency in the core concepts. A continued focus on increasing enrollment in SOC 135 – Sociology of Gender – will ensure that we have a large pool of students in which to assess our SLOs for this course. We plan to make this a priority for this course.**  **The following is a detailed report of the SLO data that we currently have for Sociology courses:**  **SOC 135 - Gender and Society –**  **Our SLO for this course is: “Students will identify cross-cultural differences in gender roles and variations of gender roles within the U.S. with regard to race, ethnicity, religion and social class.”**  **We used essays to assess this SLO**  **They were assessed in 1 class in Spring 2012 (the class is only offered once a semester)**  **The results of the SLO were as follows: Students answered one essay that related to religion and gender and another essay that related to social class, intimate partner violence and gender. In the first case, 74% of students passed and in the second, 85% successfully passed.**  **SOC 115 – Introduction to Women’s Studies**  **The first SLO for this course is: “Theories of Gender: Describe and apply the major theoretical approaches to understanding gender and the social experiences of women.”**  **We used essay questions to assess this SLO**  **They were assessed in one class in fall of 2013 (the course is only offered once a semester)**  **The results were that 81% of students demonstrated proficiency with the material.**  **The second SLO for this course is: “Socialization: Describe the social-psychological theories of gender differentiation and socialization and their role in the development of the self.”**  **We used essay questions to assess the SLO.**  **They were assessed in one class in the fall of 2013 (the class is only offered once a semester).**  **The results were that 86% of students demonstrated proficiency with this SLO on socialization.**  **SOC 145 – PSYCH/SOC of Aging**  **The first SLO for this course is: “Theories of Aging: Students completing the course will be able to discuss the major theories applied to the experience of aging.**  **We used four multiple choice questions to assess the SLO.**  **They were assessed in one class in fall of 2013 (the class is only offered once a semester).**  **The results were that 77% of students passed the four multiple choice questions related to theories of aging.**  **The second SLO for this course is: “Diversity and Aging: Students completing the course will be able to identify the differing experiences and needs of the elderly based on sex, race, ethnicity, and social class.”**  **We used four multiple choice questions to assess this SLO.**  **They were assessed in one class in fall of 2013 (the class is only offered once a semester).**  **The results were that 82% of students were able to answer SLO questions related to diversity correctly.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **The first Program SLO is: “Theoretical Perspectives on Gender: Describe and apply the major theoretical approaches to understanding gender and the social experiences of women in history and culture.**  **We used essays to assess this SLO.**  **They were assessed in SOC 115: Intro to Women’s Studies in Fall 2013 (we currently do not have the ability to assess these SLOs in other disciplines; however, we plan to develop a strategy for this in the coming academic terms).**  **The results were that 81% of students in Sociology 115, Introduction to Women's Studies demonstrated proficiency in understanding major theoretical concepts.**  **The second Program SLO is: “Cross Culture and Diversity: Students will identify cross-cultural differences in gender and variations of gender roles within the U.S. with regard to race, ethnicity, religion, and social class.”**  **We used essays to assess this SLO.**  **They were assessed in SOC 115: Intro to Women’s Studies in Fall 2013 (we currently do not have the ability to assess these SLOs in other disciplines; however, we plan to develop a strategy for this in the coming academic terms).**  **The results were that 84% of students were able to write critically and demonstrate understanding of this SLO.**  **Clearly students are proficient in the core concepts of the course. A true assessment of student proficiency on these measures will of course require a broad assessment of them in each of the Women’s Studies courses across disciplines. Institutional support will enable the program to encourage SLO assessment in all affiliated Women’s Studies classes. As noted, we currently do not have data for all courses in the program. We believe that a coordinated effort across disciplines will help us to make Women’s Studies a strong and vibrant program at Palomar.** |
| 1. **Other Relevant Data and Information.** 2. **Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**   **It is important to note that a major goal of Women’s Studies is to connect our students to the broader community. We seek to strengthen alliances with campus groups such as LGBTQ and to strengthen our connections to Service Learning. We believe it is important to educate our students about tolerance and diversity as well as providing them with exposure to a wide range of possible career opportunities.**   1. **Given this information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**   **N/A** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **Our primary strength is the ongoing dedication and passion of the many professors who teach Women’s Studies courses in their respective disciplines. These professors have continually demonstrated their deep interest in communicating the core concepts of the Women’s Studies program not just in their classes but also through the implementation of programs aimed at the college as a whole. Each and every Women’s Studies professor is enthusiastic about Women’s Studies and the ways that the program’s courses can broaden and enhance the worldviews of Palomar College students. We have created a Women’s Studies faculty advisory group that meets each semester. This group is instrumental in helping us plan a wide range of activities on campus related to the Women’s Studies program. Through the effort of this group we have presented events such as: a film screening on the global status of women (Half the Sky), a film screening on Women in Media (Missrepresentation), and we have brought powerful women from across the San Diego political spectrum to campus to speak to and inspire our students. We have offered speaker’s panels on Women and HIV/AIDS, on puberty rituals across diverse cultures and on women’s voting participation in recent elections. We are currently planning an event for March of 2014 that will highlight the experiences of women in the Armed Services. We believe that students benefit immensely from the Women’s Studies program and its efforts to bring students into contact with the larger community of scholars and activists.**   1. **Weaknesses**   **Our primary weakness is also connected to the broad, interdisciplinary nature of our program. The fact that the program includes courses from so many, varied disciplines has made organizing and planning difficult. Again, one of the primary aims of this first PRP is to communicate the Program’s needs so that we may better plan the future growth of Women’s Studies, given its complex, multi-disciplinary nature. Secondly, the ability to grow the program and to continue to offer the extraordinary events and courses described above requires that our full time faculty member, Devon Smith, be given 20% release time to coordinate the goals and activities described in this PRP.**   1. **Opportunities**   **Planning and implementation of Women’s History Month activities has been a great opportunity for Women’s Studies faculty to connect and share ideas and, of course, has been a key way to advertise the program to students. In addition we envision that with our new hire, Devon Smith, we will be able to bring a wider range of exciting events to our campus. We would like to apply for a NCHEA grant so that we may make additional connections with other Women’s Studies program on other campuses. We believe that establishing a connection between Palomar Women’s Studies and other 4 year Women’s Studies programs will not only strengthen our program but will also help Palomar students who go on to major in Women’s Studies at 4 year institutions. We also hope that the institutional support garnered through his PRP will help us to include many other events that will increase student interest in the program.**   1. **Challenges**   **As we have stated more than once, the key challenge to the growth of the program is its complex interdisciplinary nature. In particular, this poses a challenge for assessing SLOs. We have not been able to gather SLO data from all of the affiliated courses, but we hope that this PRP helps to institutionalize the program in ways that will enable us to better meet this objective. Also, we believe that the amount of time and energy that would be required to adequately nurture and grow the program is beyond what a full-time faculty member (teaching a full course load) can provide. It is our hope that a 20% release time will enable a faculty member to dedicate the necessary attention to building and nurturing the program.** |

**STEP III. Updated Goals & Plans**

**Taking the analyses you completed in Steps I and II, describe your program’s goals and plans.**

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| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’s top priorities for the coming academic year.**   **For EACH goal provide the following:** | |
| **GOAL #1** | |
| **Program or discipline goal** | **We plan to request a 20% release time for the Director of the Women’s Studies program (currently Devon Smith).** |
| **Plans/Strategies for implementation** | **Based on feedback from our first PRP we will take the steps necessary to accomplish this goal by working in conjunction with the Administration and PFF.** |
| **Outcome(s) expected (qualitative/quantitative)** | **This will provide steady leadership for the Women’s Studies program. It will allow us to strengthen the program which in turn will increase enrollment in our courses across the disciplines and particularly in our Intro to Women’s Studies and our Gender and Society classes.We believe that all subsequent goals (most of which are related to the growth of the Women's Studies Program) are rooted in the accomplishment of this primary goal.** |
| **GOAL #2** | |
| **Program or discipline goal** | **Raise campus awareness of the Women’s Studies Program** |
| **Plans/Strategies for implementation** | **Our primary strategy for reaching this goal is outreach, which includes: meeting with Counseling to discuss the benefits of the program, creating and distributing fliers with information about the Women’s Studies AA; tabling in front of the Student Union to reach students directly; asking instructors to allow us to make announcements in their classes; ongoing informative and engaging campus programing concerning Women’s Studies topics** |
| **Outcome(s) expected (qualitative/quantitative)** | **Our enrollment data for SOC 115 and SOC 135 shows there is sustained interest in these courses. This is encouraging considering the fact that very few resources have been dedicated to increasing the campus profile of the program. Students clearly enjoy taking these courses. We anticipate that once appropriate resources are allocated, the courses will be in even greater demand.** |
| **GOAL #3** | |
| **Program or discipline goal** | **To continue working with students and Women’s Studies faculty in other departments in order to both build the Women's Studies Program and to raise student awareness of Women’s important roles and contributions to social and cultural life.** |
| **Plans/Strategies for implementation** | **We plan to continue to meet with faculty who teach Women’s Studies classes (those in History, English, AIS, etc,) at least 3 times an academic year. Some of these meetings will primarily focus on planning and implementing campus events (such as Women’s History Month events) that will help to both raise awareness of the program on campus and to educate students on women's contributions to culture. We look forward to continued student support in planning these events. We have secured funds previously from Student Services grants and will continue to plan events that include students as organizers and partners. Already in Fall 2013 Devon Smith has met with a student-run coordinating committee made up of students who are interested in planning Women’s History Month 2014 events.**  **However, some of the faculty meetings need to be dedicated to discussing strategies for building the program through the gathering of intersiciplinary SLO data. It is only through the thoughtful analysis of comprehensive SLO data that we can truly assess the strengths and weaknesses of the program. As was previously mentioned, we contacted the Chairs of each department to encourage them to share their course-specific data.** |
| **Outcome(s) expected (qualitative/quantitative)** | **We expect to have a huge impact on the Palomar student population through our events. They will learn about diverse cultures (an objective that ties into the Palomar College Mission Statement) as well as about the contributions of women to political and social life. We believe that ongoing conversations between Women's Studies faculty will shed light on the benefits of sharing SLO data and will encourage their cooperation. We look forward to continued dialogue on this issue and to obtaining the full support of all affiliated disciplines.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Staying up to date on the most current developments in the field of Women's Studies.** |
| **Plans/Strategies for implementation** | **We are fortunate to have a vibrant diverse group of professors in the Women's Studies program, all of whom are dedicated to staying current in their respective areas of study. We plan to continue to meet and share academic developments in the field of Women's Studies so that we may learn from one another. We would also like to begin to send a delegation of professors to annual Women's Studies conferences, as academic conferences are one of the best ways to familiarize yourself with developments in the field.** |
| **Outcome(s) expected (qualitative/quantitative)** | **We expect that travel to conferences and ongoing campus discourse will help us as Women's Studies professors to bring the most current and accurate information to the students in our Women's Studies classes.** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **The growth of the Women’s Studies Program would constitute the growth of an AA-T degree at Palomar, which supports Palomar College’s effort to help students achieve transfer-readiness.**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **Our goals are very similar. We promote educational excellence, diversity in learning environments, physical presence and participation in the community. We are also geared toward student success.**   1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**   **We need access to SLO data from disciplines in the program other than Psychology and Sociology in order to plan more effectively. We need institutional support for cross-disciplinary events and release time to coordinate and build this program.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/ Strategies (Step III).  First, identify all resource needs in each budget category.  You may have up to five (5) requests per budget category.  Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies.   \*Second, ALL your resource requests must be prioritized as one group; not prioritized within each budget category.  This means, you could have your #1 priority in Technology, your #2 priority in Short-term Hourly, and your #3 priority in Equipment, etc.  If you actually have five (5) requests in each of the five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized. Resource requests to simply replace budget cuts from previous years will not be considered.   PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

**Budget category a. Equipment (600010) (per unit cost is >$500). *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below. *Click here for examples of technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.** |  |  |  |  |  |  |
| **b2.** |  |  |  |  |  |  |
| **b3.** |  |  |  |  |  |  |
| **b4.** |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** |  |  |  |  |  |  |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** | **Travel** | **Staying up to date on the most current developments in the field of Women's Studies.** | **Goal 3 - which states that the college will support professional development opportunities.** | **1** | **Women’s Studies is a vibrant and growing field. Since one of the core values of Palomar College is excellence in teaching it is critical that Women’s Studies faculty stay current in the discipline. The best way to do this is to attend national conferences in order to engage with other scholars in the field. The National Women’s Studies Association (NWSA) conference is the most prestigious conference in the field of Women’s Studies. The amount of funding requested here is the total cost for two full-time faculty members to attend the annual NWSA meeting in 2014. The cost includes flights, hotels, food, and registration fees. Our attendance at these conferences is in line with Strategic Plan Objective 3.3 (Increase professional development opportunities to strengthen the technological knowledge and skills of faculty and staff) and Strategic Plan Objective 3.4 (Implement professional development opportunities that support faculty innovation in teaching and learning through action-based research).** | **3500.00** |
| **d2.** | **Printing** |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **Budget Category e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**STEP V. Classified and administrative (contract) positions requests for academic year 2014-2015**

**Classified, CAST, or Administrator positions:  Enter each position request on the lines below.  You may request up to five (5) positions and they must be prioritized to be considered by IPC.  Contract position requests may include vacancies due to retirements, resignations, lateral transfers, etc., as well as any new positions to be considered.  Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.**

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority Number for Position Requests in Step V Only** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** | **Release time** | **#1** | **# 3 support a diverse faculty and staff who are committed to student learning and achievemen -** | **1** | **Current SLO data indicate that there is strong and ongoing interest in Women’s Studies courses. We expect even more interest as we take steps to increase the program’s campus profile. However, due to the broad, interdisciplinary nature of the Women’s Studies program it is difficult for a full-time faculty member with a full teaching load to adequately act as steward in a way that is beneficial both to the program itself and, most importantly, to the students who take Women’s Studies courses. The Women’s Studies program as a whole will benefit more if it is overseen by a faculty member who can dedicate the requisite time to the vast responsibilities associated with running the program (such as coordination and collection of SLO data, organizing and running faculty and student meetings, being in charge of campus outreach that will raise awareness of the program, creation and implementation of campus programming, etc.). It is worth emphasizing again that these tasks are much more time consuming due to the complex interdisciplinary nature of the program.** | **20%** |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**