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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
2020-2021

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Behavioral Sciences

Discipline Name
Gender and Women's Studies

Department Chair Name
Jeffery Epstein/Netta Schroer (co-Chairs)

Division Name
Social and Behavioral Sciences

Website address for your discipline
<https://www2.palomar.edu/pages/sociology/womens-studies/>

Discipline Mission statement

The Gender and Women's Program at Palomar College is committed to the preservation, expansion, and transmission of knowledge about women and gender. The Gender and Women's Studies program encourages intellectual excellence, research, and scholarship on women and gender and to stimulating continued intellectual growth for faculty and students. This program is committed to working for educational equity and for a campus environment free of sexism, racism, and other forms of discriminatory treatment.

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

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.
Gender and Women's Studies AA degree

Please list the names and positions of everyone who helped to complete this document.
Dr. Devon Smith, Faculty (on sabbatical Fall 20)
Dr. Susan Miller, Faculty
Dr. Catherine Christensen-Gwin, Faculty

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

1

Full-time Faculty (FTEF)

Part-time faculty (FTEF)

Classified and other permanent staff positions that support this discipline

Sheri Frankfurth, ADA; 100% appointment split among 6 disciplines

Additional hourly staff that support this discipline and/or department

none

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

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

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

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

The program learning outcomes for the Women and Gender Studies Program effectively communicate the scope and depth of the degree offered. Given the interdisciplinary structure of the program, the established objectives—which include “Theoretical Perspectives on Gender” and “Cross Culture and Diversity”—encompass fundamental competencies reflected in courses throughout various departments and disciplines. Despite divergent methodologies and literacies, vastly different courses such Native Women in the Americas and the Psychology and Sociology of Aging similarly establish the key concepts and theoretical frameworks central to understanding gender systems. And yet, systematizing and aggregating data from seven different departments has made SLO assessment a bit more challenging. Nonetheless, student outcomes in the program's core courses, Introduction to Women's Studies Sociology 115, and Gender and Society Sociology 135, reflected almost 90% competency on both theoretical and diversity SLOS. Overall, we have been increasing our success with assessing SLO's for Women's Studies and will be meeting in spring with affiliated faculty to establish means of systematizing SLO data via Canvas rubrics.

How do they align with employer and transfer expectations?

The degree is well articulated with Gender and Women's Studies programs at CSUSM, SDSU and UCSD. Our students complete undergraduate requirements that transfer to these majors and are well prepared to compete with peers at the upper division level at reputable four year universities. Students who continue on a pathway to degrees in these areas are very competitive as transfers. They develop deep inter-disciplinary knowledge of history, sexuality, LGBTQ studies, sociology, psychology as well as elective courses across the spectrum of humanities and behavioral sciences. The degree in this area also prepares students with highly developed critical thinking, writing and research skills.

More importantly, students learn about the diversity of a changing workplace and are trained to understand and work with people from all backgrounds in terms of gender, ethnicity, and sexuality. This broad-based academic degree is also excellent preparation for career in law, human resources, education, health care fields and education.

Employers require students who are able to analyze, research, communicate proficiently, and write well – skills students develop in the Gender and Women's Studies program. Perhaps more importantly, our students understand the particular challenges of gender discrimination, socially and in the workplace. Issues around childcare, sexual abuse, family planning, and other topics relevant to graduates entering the workforce are important topics that we unpack and discuss regularly, using a critical feminist lens. Our degree better prepares women for the challenges of working in a newly fast paced high-tech world while incorporating an understanding of issues, such as pregnancy and parenting that affect their ability to compete.

We believe that any student who engages in our courses, whether by getting the AA or simply by taking the courses as electives are better prepared to be critical consumers of information and a more informed citizen.

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

We have developed a new model for assessing program learning outcomes. We still need to complete work on embedding our program SLO's in Canvas rubrics across several disciplines. Our director, Dr. Smith, is on sabbatical for Fall 2020 and we are unable to fully analyze our program data until she returns in Spring 2021. However, now that we are able to collect SLO data using Canvas we plan to use the Gender and Women's Studies courses within Sociology (SOC 115, SOC 135 and SOC/PSYC 125) to pilot this process. We have developed rubrics within these courses for assessing student work in accordance with our learning outcomes. Once we are able to access and analyze this data, we will move to the second phase of assessment by meeting with instructors in Psychology, History, Communications, English, and American Indian Studies to train those disciplines our new method of embedding SLO in course rubrics. We expect by next Fall we will have sufficient data to do a deep reflection of all program SLO's.

Summarize the major findings of your program outcomes assessments.

Due to our Director's sabbatical coupled with limitations brought on by Covid19, we are unable to update these assessments currently. However, we can report on results from last year. We increased our success with assessing SLO's for our program but until our new plan is implemented, findings are incomplete and reflect our previous method of data collection. We were unable to assess regularly given the constraints imposed by the scheduling committee. For example, Psychology of Women and other core classes in our major suffer continual cuts limiting our access to data. Still, we are pleased that our core classes, Introduction to Women's Studies and Gender and Society now regularly fill above the 88% enrollment requirement and thus we are able to assess student outcomes regularly in those courses. In Introduction to Women's Studies Sociology 115 we use a short answer essay question and in Fall 2018 72% of students passed the exam and demonstrated mastery of these theoretical perspectives. While a higher percentage of students (88%) passed the exam, when assessing the essay portion relevant to this program SLO, less students demonstrated a solid grasp of these theories. We plan to discuss ways to integrate theories more solidly into the content of the course. We will strive to find ways to obtain increased comprehension and ways to make the theories relevant and applied to student's experience.

We are also pleased that students demonstrate higher levels of comprehension in the area of diversity compared to theories. For example, in Gender and Society 135, 82% of students demonstrated competency in understanding diversity. In fact, 88% of students in Sociology 115 demonstrated a clear and nuanced understanding of the myriad ways in which women come from diverse social and economic backgrounds. Particular attention is paid to race/ethnicity, sexuality, social class and disability. Students demonstrate a clear grasp of multiple perspectives from a critical lens. We believe that theories and diversity SLO's go hand in hand and we are seeking ways to synthesize this information so that students have a more holistic understanding of these complex, but important, concepts.

As for other courses in our multidisciplinary program for Fall 2018, we have gathered data from Women and History 130, who demonstrated 100% competency in understanding our program SLO on theories in that class. For the last section offered in Psychology of Women 130, 72% of students passed the exam on gender theories.

We were are still working on collecting data for AIS 165, English 280 and Sociology 145 as those courses are offered intermittently making assessment somewhat more difficult.

For Sociology 125 (Human Sexuality), we believe that we could use other assessment tools to understand the extent to which students are grasping the program SLO on diversity. Again, as with the theory SLO, it is difficult to assess because Sexuality is a broad survey course and information specific to just women is not the sole or primary focus of the course. We are considering introducing a section focused on this diversity using small group discussion and written reflections to better understand the extent to which students are grasping the diversity of women's experiences.

To sum, we are currently collecting data in Canvas and we feel confident that our program SLO's will have updated and throughout assessments beginning in Spring 2021.

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.

1 degree completed for Gender and Women's Studies in the 2018-2019 year

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

Stayed the same

What factors have influenced your completion trends?

The main thing that influences our low degree completion is the fact that most of the students who take Gender and Women's Studies courses take them in an a la carte way (i.e. they may take two to three classes associated with the degree) but not seek to complete the degree as a whole. Students then primarily transfer these courses towards a Women's Studies degree at CSUSM.

Ultimately, we believe that it is important to acknowledge that combining these classes in a Women's Studies program is extremely important. First, it allows us to bring the courses together as a unified whole for promotion and advertisement. We regularly develop information that includes all courses and advertise as widely as possible to increase enrollment. Palomar is focused on enrollment as the primary goal for deciding on whether or not programs and courses should be offered. We have spent the last few years building the core of our program. Introduction to Women's Studies and Gender and Society now regularly fill and hopefully we are not under threat of cancellation. We were grateful to work with Administration on sequencing the classes to make the program more viable. Now, currently, the same phenomena is happening in US Women's History. Catherine Christensen Gwin has steadily built enrollment in History 130 much the same way that Devon Smith has done with our core courses. We also worked with Psychology to change Psychology of Women to Psychology of Gender. Given the changes to the field of Gender Studies overall we believe that this will attract more students to the class and to the major as a whole. We believe that given the chance, we could strengthen the program and build strong enrollment

In Fall 2019 we have entered our degree as a Women, Gender and Sexuality Pathway. We have been assured by our dean that this will increase interest in the major and we hope will allow for consistent and stable scheduling of all requisite courses.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

Our program was completely overhauled beginning in Fall 20. We worked on developing a solid AAT Pathway for our degree. We are unable to report comprehensively on our Program as we are currently in our first year.

How have these factors presented challenges for your program(s)?

There are many challenges for our program. While we have worked with scheduling and Deans to keep our courses offered in a sensible rotating sequence to allow students to complete the Pathway, in previous years, our courses were subject to cancellations. Now that the degree has been re-created as a Pathway and fully articulated to four-year colleges, we are excited to see the extent to which these changes encourage students to major in this area. Again, because we are in the first semester of this Pathway and lack data, we need another year to full analyze this new program.

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?

We are pleased to report that success rates remain relatively stable over time. For Fall 19, success in our course Soc 115 is 71%, down slightly from Fall 2018 still meeting the standard for success set by the college. We would like to increase success in this course and now that we have access to disaggregated data, we can better understand difference by age, gender, ethnicity and other demographic variables.

Over the past 6+ years, we have had excellent retention in our core Women's Studies classes with our latest overall retention rate in Fall 2019 of nearly 98%. Students who enroll in our core course Introduction to Women's Studies (Soc 115) stay in the course. There is a steady increase in retention and each year we see an increase.

What is your stretch goal for course success rates?

78.0%

How did you decide upon the goal?

Given the rate of increase in our success rate in recent years this seems like a realistic and manageable goal, but one that will measurably improve the program overall. We hope to start an interdisciplinary meeting to discuss the data and develop plans to improve success. For example, LatinX students have a 64% success rate in 2019 whereas white students success rate is 86%. This data helps us to understand the need to reach out to our LatinX students to close that gap. We will consider broadening course material that speaks directly to POC groups to engage them more fully in meeting the outcomes in this class. By highlighting intersectionality and interlocking systems of oppression, we hope to expand interest in the program and also provide curriculum that manifestly reflects the program's diversity and cross-cultural learning goals.

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

Typically, the core program courses are always offered face to face, during prime time, on the main campus each fall. They are subsequently offered on-line in spring. However, because we only have Fall 2018 PRP data, and because of COVID-19 this fall, we are unable to make comparisons between different modalities. The course will be offered online in the spring, but again, without spring data we are unable to do any comparative analysis.

Gender: Why do you think gender differences exist? What do you need to help close the gap?

Here we also have a unique situation, where the core Women's studies class is almost entirely female. Each fall there are only a handful of male students who take the core course. Again, it would be interesting to compare the fall face to face section with the spring online section to see if more male students take the course online.

Overall, we strive to make the course appealing to students of all gender identities. Unfortunately, Women's Studies carries with it a stigma that it is related to a) the perception that it is only for women and b) that, because it focuses feminism, it will be a hostile environment to male students. As the instructor of the course, I work very hard to create a learning community where ALL students feel safe and welcome. I also hope that as we continue to offer Gender and Women's Studies programming on campus that the aforementioned stigma will be reduced and students will begin to see that all are welcome in our Gender and Women's Studies classes. What we need is support from the college to keep offering these classes and support for the programming we offer that helps to de-stigmatize them. The program's new Pathways designation as "Gender, Women and Sexuality Studies" might potentially broaden the program's appeal to male students. Presently one of the program's core classes, Sociology 125 Human Sexuality, reflects a more equal gender makeup with 42 males and 103 females in the Fall 2018. Moreover, since the pathway is conceptualized as Social Justice major, it presents even greater opportunity to reach male students less inclined towards Women's Studies.

COURSE LEARNING OUTCOMES

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

We have decided to put our course level SLO's into Canvas and assess them by embedding them in various assignments. Now that Canvas is able to easily incorporate SLO assessment, we hope to have all of our done this semester or at least poised to easily assess starting in Spring 20. Our assessment methods face some challenges. First, we have just created this pathway and it began this semester so we don't have data to assess at this time. Secondly, our director is on sabbatical so we are unable to access data from last Spring because the assessments are now embedded in Canvas rubrics. Starting in Spring we will have a deeper understanding of our improved methods of assessment and will be able to report on that next Fall.

We have reached out to SLO coordinators to conduct a workshop with all WMS faculty to also put the program SLO's into their courses and then the data will be not only collected but also comparable. We have plans to meet with other WMS faculty to facilitate these plans.

Summarize the major findings of your course outcomes assessments.

In previous years, before our program was expanded into a pathway, our major findings were that students really understand our PLO that explores diversity and understanding difference in identity between groups of people. We are less successful with our outcome that assesses a student's grasp on theory. Theories are difficult and we find that perhaps, not all students are able to truly handle complex scholarly academic reading. Our past assessments have led us to experiment with new teaching techniques, such as increased scaffolding for readings, skills building, and different modalities of learning. We hope incorporating service learning and other paths will help students really learn our course content. We are excited to see how the pathway coupled with more rigorous assessment in Canvas will shed light on our outcomes in the near future.

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This section is intentionally blank for annual PRPs. Please click "Next" to continue.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Women's studies majors may find employment in a variety of areas depending on their skills and experience. Some women's studies graduates choose to work in advocacy or social services-related positions, community development, business, journalism, education and government. Career-related internships or part-time jobs may be a prerequisite to finding professional-level employment after graduation in these and other fields. Well-known corporations such as The America Red Cross, Kaiser Permanente, Kaplan and The Nature Conservancy have expressly indicated interest in hiring Women's Studies majors in the past.

Some students decide to continue their education and do graduate studies of different kinds. A Women's Studies degree, along with other prerequisite requirements, can make you a desirable candidate for medical school. Women's Studies majors also go on to law school, business school, and graduate school in a number of fields in the humanities and social sciences, ranging from anthropology to the arts, counseling to library science, international studies to history, philosophy to public health, public policy to sociology. A growing number of Women's Studies graduates are seeking higher degrees in the sciences, engineering, and informatics.

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

Women's studies majors develop skills that are highly valued by employers. These skills include: critical thinking, research, analysis, oral/written communication, presentation, and problem solving skills. Moreover, Women's Studies majors are uniquely equipped with global perspectives and an understanding of diversity beneficial to any working environment.

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

The courses associated with the Gender and Women's Studies major disproportionately require students to build communication and critical thinking skills by utilizing assessment tools such as research papers, debates, reflection papers and group presentations. We also work with tutoring programs on campus for students who need help with their writing.

The interdisciplinary nature of the program facilitates intellectual dexterity among students engaging in a variety of academic practices, vocabularies and scholarship. Such flexibility cultivates readily teachable and highly adaptable individuals.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

What have you done to integrate work-based learning?

We encourage Service Learning as much as possible in our classes. We believe that putting our student in the community in a wide variety of community agencies greatly enhances their understanding of issues women face in the workplace. We will continue to work on incorporating Service Learning and other opportunities for work based learning.

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

Work based learning teaches a wide variety of skills. Students learn to communicate with people from diverse backgrounds, are able to see and experience the real life challenges in the work place. They learn basic competencies such as adhering to schedules, taking direction from supervisors, working in teams and solving problems that may arise from complex human interaction in a real world setting. While these may be "soft" practical skills, they are critical ones for future success in any career. Depending on placement, students also receive a wide variety of specialized skills, from computer proficiency to learning systems that operate in any given work environment.

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

We are in regular communication with CSUSM since they also have a Gender and Women's Studies major. We want to be sure that our major continues to articulate with theirs so that students can matriculate and complete their degree faster. We also invite the community to our annual Women's History Month events. This is a one- or two-week series of events that focus on a particular theme (e.g. Women in Sports, Diverse Voices etc.). We invite guest speakers from the community to share on various topics and have included exhibits and presentations from local institutions like the California Women's Museum. The program also coordinates with other departments at Palomar to provide joint programming and events. For example, in Spring 2019, we partnered with the Theater Department and were involved with their spring musical production, which was open to the community. Fall 2020 is an unusual semester due to Covid 19. However, our interim director Dr. Gwin, has continued to work with the community by creating and promoting events that are advertised campus wide. We recently held an event on Women in Politics, featuring our own Olga Diaz as speaker and will host subsequent events this fall focused on gender and criminal justice in San Diego.

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

Increase advertising of the program with the intent of improving student enrollment in all Gender and Women's Studies classes

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Work with affiliated faculty, chairs and our Dean to coordinate course offerings, obtain funding for advertising materials, and work with surrounding community partners and campuses to increase awareness of the program.

Outcome(s) expected (qualitative/quantitative)

We expect that this will help all Gender and Women's Studies courses to reach stable enrollment, will improve success and retention, and will increase the number of Gender and Women's Studies majors.

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

This goal aligns with the portion of our mission statement that says the Gender and Women's Studies program is committed to the preservation, expansion, and transmission of knowledge about women and gender.

Expected Goal Completion Date

12/18/2020

Goal 2

Brief Description

Obtain a dedicated Gender and Women's Studies space on campus

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We are eager to secure a dedicated campus space for our students. Obviously this is a major undertaking, but preliminary talks with Gender and Women's Studies faculty indicated that there is both an interest in and need for such space. We look to CSUSM's Gender Equity Center for guidance and inspiration.

Outcome(s) expected (qualitative/quantitative)

Having a Gender and Women's Studies space (even if it is simply an empty office) would not only facilitate meeting the needs of Palomar students it would aid in the grounding and institutionalization of the program and our ability to coordinate with other corresponding centers (like the Gender Equity Center at CSUSM).

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

This goal supports the part of our mission statement that says the Gender and Women's Studies program is committed to working for educational equity and for a campus environment free of sexism, racism, and other forms of discriminatory treatment.

Expected Goal Completion Date

5/28/2021

Goal 3**Brief Description**

Obtain 20% release time for Women's Studies Program Coordinator

Is this a new or existing goal?

Existing

Goal Status

Completed

How will you complete this goal?

In spring of 2018 Devon Smith was awarded 20% release time as the director of the Gender and Women's Studies program. We are very grateful for this reassign time. We will use this to promote our program and work hard on building it for the future.

Outcome(s) expected (qualitative/quantitative)

The 20% reassign time will help the program director to manage the considerable task associated with being the director of a multi-disciplinary program and it's affiliated degree, a job that includes tasks such as collecting program SLO data across English, Communications, History, Psychology, Sociology and American Indian Studies. In addition the director must coordinate course offerings across disciplines and oversee the planning and implementation of Women's History Month events each year. It will also help to recruit new faculty into the position of director in the future.

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

This goal aligned with the part of the program mission statement that states that the Gender and Women's Studies program encourages intellectual excellence, research, and scholarship on women and gender and to stimulating continued intellectual growth for faculty and students.

Expected Goal Completion Date

4/17/2019

Goal 4**Brief Description**

Develop an accelerated online degree in WMS

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We are willing to be innovative and creative in the way that we approach the future of WMS at Palomar. In that regard, we would like to explore putting classes in accelerated online formats and making them accessible to more students. Currently all of the classes associated with the degree are offered online at some point except for SOC 135, Psyc 130 and ENG 280. We would like to offer SOC 135 online beginning Summer 2021. Psychology has been hesitant to offer Psyc 130 online, but now that it is being retooled as a Psyc of Gender course (instead of Psyc of Women) we are hopeful they might also be open to offering it online. Abbie Cory, who is the instructor for ENG 280, is currently on sabbatical, but when she returns we hope to discuss the possibility of putting the class online.

Outcome(s) expected (qualitative/quantitative)

Increase in enrollement

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

It will accelerated transfers and provide a good education while promoting tolerance for diversity.

Expected Goal Completion Date

9/1/2020

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

ADA for Behavioral Sciences

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

Full Time

How does the position fill a critical need for current, future, or critical operations? e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability Untitled

Our last ADA retired last year and we require a new ADA in order to complete the administrative tasks within our department. Our current ADA is responsible for Philosophy, Sociology, Alcohol and Addiction, Religious Studies, Women's Studies, Psychology, and Anthropology.

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

This will increase efficiency since we do not currently have an ADA. The current workload for our ADA means that their attention is distributed over seven disciplines. Our current ADA has had to take on the work of two full time ADA's.

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

No

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

An ADA in behavioral sciences is imperative for the success of each discipline within behavioral sciences and their respective PRPs.

Strategic Plan 2022 Objective

1:5

3:5

4:1

4:3

5:1

5:2

If the position is not approved, what is your plan?

We really have no alternative. We cannot outsource the work of the ADA, which requires specific skill sets that most of the faculty do not possess.

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see **IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES**.

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

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

No

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

No

PART 4: 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?

Funds for speakers and publicity

Estimated Amount of Request.

\$1,000.00

Will you accept partial funding?

Yes

Budget Category

Supplies

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

Goal 1

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

2:3

3:4

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

Beyond the study of gender and sexuality in the classroom, we are committed to both campus awareness and community activism surrounding gender discrimination, inequality, and diversity. The program's theoretical groundings equip and inspire students with an intellectual framework to redress such inequalities, combat oppression and impact the world. The destabilizing effects of COVID-19, economic decline and the Black Lives Matter protests presents an especially opportune moment to mobilize students and raise consciousness about persistent racism, sexism, and the cause of social justice. As such, we are seeking financial resources to create a more robust program of campus and community engagement that would include funding for a speaker's forum and increased support of publicity efforts. These goals are in line with the college's commitment to anti-racism and diversity and presents exciting opportunities for civic engagement at Palomar.

Please upload a copy of the quote, if available.

I confirm that the Program Review is complete and ready to be submitted.

Yes

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

cchristensengwin@palomar.edu

Review

Chair Review

Chair Comments

Thank you, Susan and Catherine, for taking the lead on the PRP and for all the hard work to develop the new pathway. The program is so valuable, and even more so with the current cultural climate.

Chair Name

Netta Schroer

Chair Sign Date

10/23/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:

1. The program was overhauled beginning in Fall 2020 developing an AAT Pathway for the degree.
2. Over the past 6+ years, the program had excellent retention in core Women's Studies classes with the latest overall retention rate in Fall 2019 of nearly 98%.
3. The program is encouraging Service Learning in their classes and is developing an accelerated online degree in WMS

Areas of Concern, if any:**Recommendations for improvement:**

1. Encourage faculty to continue aligning their courses activities with the integrated SLOs within Canvas as they did with SOC 115.

Dean Name

Najib Manea covering for Dean Ly

Dean Sign Date

11/29/2020

IPC Review**Strengths and successes of the discipline as evidenced by the data and analysis:****Areas of Concern, if any:****Recommendations for improvement:****IPC Reviewer(s)****IPC Review Date****Vice President Review****Strengths and successes of the discipline as evidenced by the data and analysis:**

use of Canvas for outcomes assessment; strong analysis of outcomes; stability of program completions; work done towards sequencing of courses for program viability; development of AAT; strong course retention; integration of WBL; goal re: acceraterated online WMS -- looking forward to outcomes

Areas of Concern, if any:

when looking at results from essay portion of exam, e.g., are there discussions around next steps to be taken to help improve upon that result?

request for funding for speakers and publicity -- look to existing budget first?

Recommendations for improvement:

1. College will want to work towards presenting PRP data so that fall and spring comparisons may be made.
2. work with dean to connect programs to community marketing and provide publicity for speakers

Vice President Name

Shayla Sivert

Vice President Sign Date

12/31/2020