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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Social and Behavioral Sciences

Department Name

Behavioral Sciences

Department Chair Name

Jeff Epstein and Netta Schroer

Discipline Name

Gender and Women's Studies

Department Chair email

jepstein@palomar.edu

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

Susan Miller Professor of Sociology

Devon Smith Assistant Professor of Sociology

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.

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

Our mission statement aligns with and supports several aspects of the College's Vision and Mission:

Diversity, Equity, and Inclusion - As stated our mission, in part, is to work for equity and for a campus environment that is free of various forms of discriminatory treatment. Recently Palomar College has made diversity equity and inclusion major goals. We believe that our degree supports these important campus-wide efforts through it's course offering and the attendant academic programs.

Academic Excellence - Part of our mission is to encourage intellectual excellence, research, and scholarship on women and gender and to stimulating continued intellectual growth for faculty and students. As such, we support this part of the College's mission. Through continued SLO assessment we ensure that students in our program are able to attain these academic goals.

Community - Our program and the affiliated degree are extremely community focused. The classes that are part of the degree frequently invite community partners to contribute to the classes. We also host a wide variety of programs that both utilize community partners and are open to community members.

Transformation - We feel that personal, academic, and intellectual transformation are inherent in the goals and mission of our program as we seek to expand students thought processes with respect not only to gender but to a wide variety of social locations. With this knowledge students are empowered to pursue personal and social transformation.

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

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

Gender and Sexuality Pathway

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) [Permanent Faculty and Staff Count](#)

2) [FTEF LINK](#)

How many permanent or full-time faculty support your discipline (program)?

7

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

100%

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

0%

List the classified and other permanent staff positions that support this discipline.

Sheri Frankfurth, ADA 100%

List additional hourly staff that support this discipline and/or department

PROGRAM INFORMATION

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

PROGRAM LEARNING OUTCOMES

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

Our Program SLOs are as follows:

Describe and apply the major theoretical approaches to understanding gender and the social experiences of women in history and culture.

Identify cross-cultural differences in gender and variations of gender roles within the U.S. with regard to race, ethnicity, religion, and social class.

While it is difficult to articulate Program SLOs that completely reflect the nuances of a multi-disciplinary program, we believe that the aforementioned SLOs capture the essence of each course affiliated with the degree. Each course has its own theoretical underpinnings. Mastery of these is essential. Therefore, the first program SLO has broad importance.

The second SLO is slightly more specific and yet each course associated with the degree endeavors to discuss gender using an intersectional lens that can assess variations across race, ethnicity, religion and class.

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

We are pleased that we are finally able to access SLO data for all of the courses associated with the Gender and Women's Studies Degree. This has not been possible up until now. As a result, we are able to do a comprehensive assessment of the SLOs themselves, as well as the data for each, and determine how well they are supporting our Program outcomes. In our first assessment of these we are pleased that, overall, students are meeting the SLO expectations for each course.

Summarize the major findings of your program outcomes assessments.

Below is a summary of the Program outcomes:

PSLO 1 – Theories of Gender –

AIS 165 – Assessed in 2018 (the course has not been offered since then), 90% of students passed the SLO for AIS 165 that corresponds with the first Program SLO for Gender and Women's studies.

COMM 105 – In 2020, students wrote a paper on the effects of viewing violent media content. They had to use a media effects theory to explain the possible effects of the exposure. 75% of the students scored an 80% or higher on this part of the rubric.

CS 140 – In 2018 a majority of students demonstrated mastery of the SLO for CS 140 that corresponds with the first Program SLO for Gender and Women's Studies.

ENG 280 – While formal data was not available for this class. In 2020 English reported the following regarding the course SLO that corresponds with the first Program SLO, "Students demonstrate a strong ability to perform analytic close-reading of literary and cultural texts and a good sensitivity to general historical context. A lack of specific historical knowledge limits more nuanced interpretation."

HIST 130 – In 2020 a majority of students demonstrated mastery of the SLO for HIST 130 that corresponds with the first Program SLO for Gender and Women's Studies.

PSY 125 – The most recent data reported on the course SLO that corresponds to the first Program SLO is from 2012. The results were: In Fall 2012 students were given a series of multiple choice questions. 62% of students successfully answered this question. Results revealed that students struggle to correctly answer questions involving research. They faltered on questions about learning theory, the research of Simon LeVay and how to interpret findings on the genetic connection to sexual orientations.

PSY 130 – In 2015 (the most recent assessment year) 75% of students demonstrated mastery of the SLO for PSY 130 that corresponds with the first Program SLO for Gender and Women's Studies.

SOC 115 - In 2020 79% of students demonstrated mastery of the SLO for SOC 115 that corresponds with the first Program SLO for Gender and Women's Studies.

SOC 135 - In 2020 79% of students demonstrated mastery of the SLO for SOC 135 that corresponds with the first Program SLO for Gender and Women's Studies.

SOC 145 - This course was last taught in the Spring of 2019. At that point 100% of students demonstrated mastery of the SLO for SOC 145 that corresponds with the first Program SLO for Gender and Women's Studies.

SOC 175 - In 2020 70% of students demonstrated mastery of the SLO for SOC 175 that corresponds with the first Program SLO for Gender and Women's Studies.

PSLO 2 – Culture and Diversity –

AIS 165 – Assessed in 2018 (the course has not been offered since then), 90% of students passed the SLO for AIS 165 that corresponds with the second Program SLO for Gender and Women's studies.

COMM 105 – In 2020, students were assessed using a paper focusing on the stereotypes in a children's show. They had to identify the stereotypes and provide evidence. Over 80% of students met this outcome.

CS 140 – In 2018 a majority of the class was able to show that they understood the class SLO (Culture as Knowledge and Women of Color) and more specifically understood how Chicana feminism and activism constantly engages "culture as knowledge" through cultural productions.

ENG 280 – While formal data was not available for this class. In 2020 English reported the following regarding the course SLO that corresponds with the second Program SLO, "Students demonstrate a strong ability to perform analytic close-reading of literary and cultural texts and a good sensitivity to general historical context. A lack of specific historical

knowledge limits more nuanced interpretation.”

HIST 130 – In 2020 a majority of students demonstrated mastery of the SLO for HIST 130 that corresponds with the first Program SLO for Gender and Women’s Studies.

PSY 125 – The most recent data reported on the course SLO that corresponds to the second Program SLO is from 2012. The results were: 79% of students in an online class (N=24) and 82% of students in a face to face class (N=32) were able to successfully master this topic.

PSY 130 – In 2020 (the most recent assessment year) 67% of students demonstrated mastery of the SLO for PSY 130 that corresponds with the second Program SLO for Gender and Women’s Studies.

SOC 115 - In 2020 82% of students demonstrated mastery of the SLO for SOC 115 that corresponds with the second Program SLO for Gender and Women’s Studies.

SOC 135 - In 2020 81% of students demonstrated mastery of the SLO for SOC 135 that corresponds with the second Program SLO for Gender and Women’s Studies.

SOC 145 - This course was last taught in the Spring of 2019. At that point 100% of students demonstrated mastery of the SLO for SOC 145 that corresponds with the second Program SLO for Gender and Women’s Studies.

SOC 175 - In 2020 70% of students demonstrated mastery of the SLO for SOC 175 that corresponds with the second Program SLO for Gender and Women’s Studies.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

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

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), 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.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

Several of the courses associated with the Gender and Women's Studies program (such as SOC 135, SOC 115, SOC 125 COMM 105 and HIST 130) support a number of GE/ILOs. Many classes include group projects, which support the GE/ILO of Creative, Critical, and Analytical Thinking (teamwork and problem solving). Also, the GE/ILOs of (written) communication is met by the wide range of assessment tools used in these courses including essays, research papers, reflection assignments and media analysis. Finally, the courses in this Program disproportionately (compared with other programs) meet the GE/ILO of Community, Multicultural/Global Consciousness and Responsibility (intercultural knowledge) due to their focus on cross-cultural analyses of gender.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

In 2020 students in Women in U.S. History (HIST 130) were assessed on the diversity SLO using essay questions. A majority demonstrated proficiency in understanding aspects of diversity in women's historical experiences. This directly relates to the GE/ILOs of written communication. Likewise, in 2020 COMM105 was assessed using an essay focusing on the stereotypes in a children's show. They had to identify the stereotypes and provide evidence. Over 80% of students demonstrated proficiency, thus supporting the GE/ILO of written communication and critical thinking.

In 2020 students in SOC 115 (Intro to Women's Studies) were assessed using a short answer essay question focused on diversity in women's experiences with respect to ethnicity, class, gender and other social location characteristics. 82% of students passed the essay. This is related to the GE/ILO of Intercultural Knowledge as well as Creative, Critical, and Analytical Thinking.

Similarly, CS 140 also met the GE/ILO of written communication as well as Creative, Critical, and Analytical Thinking in 2019 when a majority of the class was able to show that they understood how Chicana feminism and activism engages "culture as knowledge" through cultural productions.

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 do they align with employer and transfer expectations?

It is no secret that we have a small number of majors in Gender and Women's Studies. However, given the wide variety of multi-disciplinary courses that we offer, a significant number of students each year interact with the course content that makes up the degree. Furthermore, with the addition of the Women Gender and Sexuality Pathway, we are hopeful that even more students will be pursuing degrees with these emphases. We also continue to make a concentrated effort to advertise and promote all the classes in this discipline. Therefore, we feel that our program and the attendant degrees provide strong preparation for a wide variety of majors at the University level. Students who take Gender and Women's Studies classes develop critical thinking as well as writing skills and are well prepared to compete with peers at the upper division level in both the UC and CSU systems in California.

Employers in an array of fields seek employees who are able to write well and, perhaps more importantly who understand the particular challenges that people face with respect to race class gender and other social locations. Issues around childcare, career planning, and other topics relevant to young people entering the workforce are important topics that we unpack and discuss regularly, using a critical feminist lens. Our degree better prepares people for the challenges of working in a fast-paced, high tech world while incorporating an understanding of significant issues. We believe that any student who engages in our courses, whether by getting the AA-T, completing the Pathway, or simply by taking the courses as electives are better prepared to be critical consumers of information and a more informed citizen.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to **Program: Completions**

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

Only 4 years were available in the data provided:

Row Labels 2016-17 2017-18 2018-19 2019-20

AA/AS

Associate in Arts Degree 1 1 1 5

AA/AS Total 1 1 1 5

Grand Total 1 1 1 5

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

Increased

What factors have influenced your completion trends?

We are very pleased that we have more completions in our program. We believe that a number of factors contribute to this increase. We continue to work diligently at promoting the program. Every semester we advertise the degree and the affiliated classes campus-wide. We also host campus programming that mirrors the program focus, which we believe advertises the degree and generates interest in the materials covered in the program. We have also added some new and interesting courses to the degree (LGBTQI Studies and Chicana Feminism), which we believe help to add interest and draw students to the program. Finally, the topics discussed in the courses associated with the degree are more timely than ever and resonate very strongly with students. As a result, more students are seeking out our degree and the affiliated courses.

Are the courses in your discipline required for the completion of other degrees/certificates?

No

Do you have programs with 7 or fewer completions in the last 5 years?

Yes

What steps are you taking to address these completions?

Given the increase in completions in the last year we will continue to focus on spreading the word about the degree both through general advertising and by way of the many programs we sponsor on campus. We are also working to increase the articulation of our degree with similar degrees on local 4-year campuses. For example, under the advisement of our articulations officer we are adding to two required courses (COMM 105 and ENG 280). These are required courses for the Gender and Women's Studies degree at CSUSM and will help our degree to articulate there. We believe this will help to increase interest in and completion of the degree.

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

What is your program standard for program completion?

7

Why did you choose this standard?

We chose this standard because it would require more work on our part to achieve it, and yet it is a reasonable goal for a small program. We would prefer to have a higher number of completions but we continue to build the program, which is no small feat given the climate of low enrollment and course cuts. As we have mentioned above, we have already demonstrated measured progress in building our program. We believe that with administrative support and their commitment to strong critical pedagogy we can make this program a success and improve this number.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

What is your stretch goal for program completion?

10

How did you decide upon your stretch goal?

10 program completions would DOUBLE the number of completions we currently have. This indeed seems like a stretch, but there has been a significant increase in completions just in the last year. If we can maintain (or even build) that momentum (using the aforementioned strategies) it is possible to reach our stretch goal in a just a few years.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to [Program: Enrollment Trends](#)

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)
Increased

Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)
Increased

Were these trends expected? Please explain.

Yes, given the previously stated increase in program completions, which was the result of, among other things, a concerted effort at advertising the program, we did expect that our enrollment and efficiency measures would improve. We do not have data for the program as a whole. However, using data for SOC 115 (the required course for the degree) as an example, our enrollment went up from 31 in 2018 to 41 in 2019. Our WSHC/FTEF rate went up from 527 in 2018 to 697 in 2019. This exceeds the WSCH/FTEF goal of 527 by a significant margin. We look forward to a continuation of this trend.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

Overall we have seen improvement on all measures in the last year. Our program completion rate is up as are our enrollment and our efficiency. We have worked diligently to promote and advertise the degree and its affiliated courses. We continue to work with articulations to fine tune the degree and with counseling to make sure that our students are getting accurate information about the degree. We host numerous educational programs on campus that appeal to a wide range of student interests and help to familiarize them with the program. We will continue these efforts and hope for more success in the future.

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

Most recently, factors such as enrollment and course cuts (which have been exacerbated by the pandemic) have presented challenges to things like degree completions. Students need access to a minimum number of units to complete the degree. When courses are cut or are offered infrequently, this makes it VERY challenging for students to complete the degree. For example, one of the courses associated with the degree, ENG 280, has not been offered since F 2019. It was cut that semester due to low enrollment. We are considering making this course a required course for the degree. English has agreed to offer it every 2 years. This will still make it challenging for students, once it becomes required. If it is canceled due to low enrollment this will make it nearly impossible for students to complete the degree. We hope that the administration will take issues like this into consideration when assessing things like degree completions for the Gender and Women's Studies degree.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

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

70.0%

Why did you choose this standard?

We chose this standard because it reflects Palomar College's standard. We would prefer to have a higher standard but we are still in the process of building the program, which is a long-range, time-consuming project. As we have mentioned above, we have already demonstrated measured progress in building our courses (For example SOC 115, SOC 135 and HIST 130). We believe that with administrative support and their commitment to the program we can improve this standard.

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

Increased

Was this expected? Please explain.

Yes this trend was expected

Using the data in the link provided we see that overall the course success rates have increased for many of the key courses. Data for our core course, SOC 115, in spring 21 showed an overall success rate of 81%. This number is above our personal standard and that of the college. For another key course in the program, SOC 135, rates are similar. The success rate was 81% for spring 2021. Similarly, for SOC 125, the success rate was 79%.

What is your stretch goal for course success rates?

80.0%

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.

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

Increased

Was this expected? Please explain.

Yes this trend was expected

Using the data in the link provided we see that overall the course retention rates have increased for many of the key courses. Data for our core course, SOC 115, in spring 21 showed an overall retention rate of 97%. This number is well above our personal standard and that of the college. For another key course in the program, SOC 135, retention rates are similar. The retention rate was 97% for spring 2021. Similarly, for SOC 125, the retention rate was 97%.

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

Age

Ethnicity

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

Younger students showed a marginally higher success rate than other age groups. We imagine this is because they are able to dedicate more time to their studies. Older students are more likely to have jobs and families that take time away from course work. There was not a significant difference in retention based on age. All age groups are retained at a rate about 90%, which is good.

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

The only ethnicity reported using the data provided for SOC 115, our core course, was Hispanic. The data was 84% success and 100% retention rate for Hispanic students. We are pleased by these rates.

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

N/A

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

For our online courses we utilize a range of learning formats and assessments including discussion boards, quizzes, exams and short papers. Students are provided with lecture videos and power points slides in conjunction with the textbook. Short videos, articles and links to various websites are also provided to enhance their learning. Students are encouraged to meet with the professor during zoom office hours to ask questions.

COURSE STUDENT LEARNING OUTCOMES (SLOs)**Summarize the major findings of your course level student learning outcomes assessments.**

Overall our students have a firm understanding our Learning Outcome that explores diversity and understanding differences in identity between groups of people. They demonstrate a slightly less successful understanding of our Learning Outcome that assesses a student's grasp on theory. We see difficulty with this learning outcome come up time and time again. Theories are difficult to grasp and we find that perhaps, not all students are able to truly handle complex scholarly academic reading. We are always experimenting with new teaching techniques, incorporating service learning and other paths to helping students really learn our course material.

content.

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

1. We wonder if our students, campus wide, are aware of our major and its possibilities as preparation for a wide range of careers, from law, to education, to non profit management and so forth. As a small program, we feel like students may not understand the broad applicability of our degree.
2. How can we assess our SLO's and PLO's more consistently and easily? We think Canvas may be the solution to data collection but we still feel that we need time and perhaps, compensation, for proper analysis of SLO data at the program level.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

We believe we can perhaps use more learning assessments to help students grasp the complexity of the theoretical perspectives in our courses. We can also help students to make better use of campus resources such as the tutoring center and academic counseling to support them in their learning.

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

No

If you answered no, please explain.

A handful of our courses (SOC 145, ENG 280 and AIS 165) have not been offered in the last three years. This has prevented them from being assessed.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

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

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

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

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

Several years ago we worked with then-Dean Jack Kahn to map the courses associated with the degree so that they do not overlap. This is vitally important since the degree contains courses in different disciplines and some of these courses are offered infrequently. We do not want students to experience scheduling challenges due to courses being offered on the same day/time. We have several classes offered in 8 week and 16 week formats. Almost all of the courses are offered online at some point. Recently we moved a section of SOC 125 to a fast track 2, 8 week format to help vary the way this course is offered (it was only in the 16 week format).

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

No other departments require our courses for program completion.

Does your discipline offer cross-listed courses?

Yes

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

The only course that we offer that is cross listed is SOC/PSYC 125. We work closely with psychology to assess the SLOs for this course and ensure that curriculum stays consistent. We also meet regularly with Psyc to outline the schedule for this course. As mentioned above, we collectively decided to move one section to a fast track 8 week format.

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

Right now there are no curriculum concerns within our department.

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

There is one course, SOC of Aging, that we have not been able to offer in quite some time due to low enrollment. If we are unable to field this course in the next couple of years, we will consider removing it from the degree. However, we are hopeful that the administration will see the value of this course and support our efforts to offer it.

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

We have not had any courses deactivated. However, given the interdisciplinary nature of our program, we would first defer to the parent discipline regarding course deactivation.

Are there areas you would like to expand?

The area of Masculinity Studies is a burgeoning area of research within the field of Gender Studies. We would like to explore offering a course on this topic in the future. It is currently a course that is offered at a number of 4 year campuses.

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

n/a

To answer the next two questions, you will need to review your [program maps](#) and program information in the [2021-2022 Catalog](#).

Is the content in the program mapper accurate?

Yes

Is the content in the catalog accurate?

Yes

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

Yes

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

We are pleased that issues related to Diversity Equity and Inclusion are already a major part of the curriculum for our program. We offer courses that reflect on issues of diversity and equity within the disciplines of History, English, Communications, Chicano/a studies, Psychology, Sociology and Multicultural studies. Students are encouraged to think critically about equity issues and the way that gender intersects with other social locations to impact people's life chances. A high number of our faculty are engaged in equity workshops and trainings including campus book clubs and equity-focused committees. We also host regular campus programming that focuses on these issues, such as our annual Women's History Month events. As an example, the Women's History Month events of 2021 focused on the challenges faced by currently and formally incarcerated women.

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? If so, how would the new or emerging careers impact your future planning?

Gender and Women's studies majors are employed in a wide range of areas depending on their skills and experience. Some Gender and women's studies graduates choose to work in advocacy or social services-related positions, community development, business, 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 Gender and Women's Studies majors in the past. Some students decide to continue their education and do graduate studies of different kinds. A Gender and Women's Studies degree, along with other prerequisite requirements, can make you a desirable candidate for medical school. Gender and 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 Gender and 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)

Gender and Women's studies majors develop skills that are highly valued by employers. These skills include, but are not limited to, critical thinking, research, analysis, oral/written communication, presentation, and problem solving skills.

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.

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?

Professor Smith has used service learning in her SOC 135 - Gender and Society - course.

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

By using Service Learning students are able to not only see the real-world applicability of the concepts discussed in class, the work they do through service learning helps to further hone their communication and critical thinking skills, both of which are highly prized by employers in a wide range of occupations.

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

Professor Smith works with the Service Learning program, which is engaged with employers in the community who are willing to host Palomar Service Learning students.

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](#).

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

Goals

Goal 1

Brief Description

Increase advertising of the program with the intent of improving student enrollment in all Gender and

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

We continue to 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 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. Given the recent increase in Program completions we believe our efforts in this area are effective.

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

5/1/2023

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

5/1/2026

Goal 3**Brief Description**

Hire additional Gender and Women's Studies Faculty

Is this a new or existing goal?

New

How will you complete this goal?

We will complete a hiring request when the campus opens up the next round of hiring applications.

Outcome(s) expected (qualitative/quantitative)

With the new increase in Gender and Women's Studies Program completions (a trend that we expect to continue) we would like to hire more faculty trained in the area of Gender and Women's Studies. This faculty member will be embedded in the Sociology department (which is the "parent" department for Gender and Women's Studies) and will therefore also contribute to teaching the course offerings there.

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

This goal aligns with the part of our mission statement that says, "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

5/1/2023

RESOURCES

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

The section is organized into the following 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?

Yes

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.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Assistant Professor of Sociology

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back to your PRP goals and three year plan.

As mentioned in our goals, with the new increase in Gender and Women's Studies Program completions (a trend that we expect to continue) we would like to hire more faculty trained in the area of Gender and Women's Studies. This faculty member will be embedded in the Sociology department (which is the "parent" department for Gender and Women's Studies) and will therefore also contribute to teaching the course offerings there. This means that we would be able to meet the needs of two disciplines with ONE faculty hire. Two for one!

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

Yes, it is very difficult to find part time faculty who are qualified to teach Gender and Women's Studies courses. This is one reason why Prof Devon Smith teaches ALL of the Gender and Women's Studies courses offered within Sociology.

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

n/a

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

As previously outlined, the discipline is growing. We have more than doubled the number of degrees awarded from last year.. The Gender and Women Studies Social Justice pathway and AA-T degree is new and needs time to become more established. We believe this degree prepares students for a wide variety of career paths that are in high demand in the labor force. The critical thinking and writing skills that students learn and apply in our courses prepare them to compete in the labor market of the 21st Century. In particular, this degree prepares students for transfer to four-year universities. Additionally, this discipline lays the groundwork for careers in law, healthcare, policy, business and education.

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

Yes, Prof Smith has 20% release time. This limits her ability to teach courses in this area. As stated previously, this exacerbates the problem of scarcity of part time instructors who can teach these subjects.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. Consider your three-year PRP plan.

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

How to Request the Available Budget Report

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

No

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

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

Part 4: Facilities Requests

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

No

PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

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

Yes

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

dsmith2@palomar.edu