Entry #: 103 - Social and Behavioral Sciences   **Status:** Submitted   **Submitted:** 3/26/2024 10:47 AM

DRAFT

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

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

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

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

BASIC PROGRAM INFORMATION

Division Name

Social and Behavioral Sciences

Department Name

Behavioral Sciences

Microsoft_List_ID

Discipline Name

Gender and Women's Studies

Department Chair Name

Joe Briceño

Department Chair email

jbriceno@palomar.edu

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

Devon Smith Professor

Website address for your discipline

https://www.palomar.edu/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

BASIC PROGRAM NFORMATION: FACULTY AND STAFFING RESOURCES

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

To help you answer questions in this section, you will need the links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

1

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? (Part-time FTEF = PT hourly and overload.)

0

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

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

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

n/a

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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

After you complete your review of course success data, you are asked to confirm that you have assessed each course SLO within the past three years.

Link: Course Data

COURSE SUCCESS AND RETENTION

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

Increased

Was this expected? Please explain.

The success rate for SOC 115, which we are using as a barometer since it is the core course for the degree, was 84.6% for fall 23. In fall 22 it was 64.2% This is an increase that we expected as students return to campus and gain more confidence with face to face learning

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

Increased

Was this expected? Please explain.

The retention rate for SOC 115, which we are using as a barometer since it is the core course for the degree, was 92.3% % for fall 23. In fall 21 and 22 it was 88.2% This is an increase that we expected as students return to campus and gain more confidence with face to face learning.

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

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

The GWS program is working to create a ZTC degree that we hope will increase both success and retention. We applied for and received a grant to help us achieve this by fall of 25. As always, the multidisciplinary nature of the degree creates some challenges since we must get faculty members from over half a dozen different disciplines on board. But we are meeting weekly and working Anastasia to make this a reality.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

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

No

If you answered no, please explain.

Three course P?S 125, HIST 130 and CS 140 need to be assessed.

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

[XLS] [1. Most Recent Results, Actions, and Follow-up for Program Outcomes by Assessment Method.xls](#)
16.5 KB   ↓

PROGRAM INFORMATION

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

PROGRAM COMPLETIONS

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

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement.

Link: [Program Completions](#)

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

We have conferred one (1) GWST degree in the past 5 years.

PROGRAM LEARNING OUTCOMES

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

No

If you answered no, please explain.

p/S 125 HISt 130 and CS 140 need to be assessed

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

     1. Most Recent Results, Actions, and Follow-up for Program Outcomes by Assessment Method.xls
     16.5 KB

Program Review Reflection and Summary

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

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

The Gender and Women's Studies degree is articulated with Gender and Women's Studies programs at CSUSM, SDSU and UCSD. Palomar students complete undergraduate requirements that transfer to these majors and are therefore prepared to compete with peers at the upper division level at a variety of colleges and universities. Students 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 degree is also excellent preparation for careers 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 courses. Our students also 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 discuss. Our degree better prepares people for the challenges of working in a fast-paced world. We believe that any student who completes the AA, or simply by takes the affiliated courses as electives, is better prepared to be a critical consumer of information and a more informed citizen.

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

The main challenge to the program right now is the administrations's obsession with "efficiency". Courses that are deemed "inefficient" by stringent enrollment standards are in danger of being cancelled and possibly not offered again. Many of the courses associated with the GWS degree are niche and therefore tend to have enrollment below what the administration has deemed ideal. However, these courses are vital to the expansion of our students' worldviews. So when they are cancelled, Palomar Students lose another opportunity to hone their critical thinking skills and develop a expansive and inclusive worldview.

CAREER AND LABOR MARKET DATA

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

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

The following websites are for CTE related data:

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

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to O*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

Gender and 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 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 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: critical thinking, research, analysis, oral/written communication, presentation, and problem solving skills. Moreover, Gender and 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.

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

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identied a set of goals Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP Goals

Prior Year PRP Goal 1

Brief Description

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

Goal Status

Ongoing

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

We continue to 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.

Prior Year PRP Goal 2

Brief Description

Develop an accelerated online degree in GWS

Goal Status

Ongoing

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

We are willing to be innovative and creative in the way that we approach the future of GWS 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.

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

We continue to pursue the aforementioned goals. We have refined goal #2 as we focus on developing a ZTC pathway for GWS. We believe this will help to increase enrollment and retention as well as degree completions.

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

No

RESOURCES

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

The section is organized into the following five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's Vision Plan 2035.

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Are you requesting AA, CAST for Classified Staff?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the Benefits Worksheet for additional costs related to benefits for the position.

Title of new position

ADA assistant for Behavioral Sciences

Is the position request for AA, CAST, or Classified staff?

Classified

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

Part-Time

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

The number of ADAs at the college has been reduced from 35 to 13 over the last five years. Because of the size of Behavioral Sciences, we once had two full time ADAs. Our last ADA retired three years ago and was not replaced by the administration to save costs. Since that time, our current ADA has taken on all of the responsibilities of that second full time position. That means she is now responsible for the following disciplines: Anthropology, Archeology, Alcohol and Other Drug Studies, Philosophy, Psychology, Religious Studies, Sociology, Social Work, and Gender and Women's Studies. We require a part time ADA for twenty hours per week in order to support our ADA with the administrative tasks within our department. This includes all inputting of scheduling, staffing, budget support, purchasing, student support, faculty support (80 full and part time instructors), and website maintenance to name just a few things. Certain duties can be performed only by full time ADAs such as inputting the schedule and staffing. However, the following are areas where our current ADA requires support that can be performed by an hourly hire:
Answer phones
Post cancelled classes
Process absence reports
Process honorariums
Assist faculty (copy work)
Comet Copy pick up
Pick up and distribute mail (daily)
Assist students
Contact I.S., A.V., Konica repair, Facilities, Campus Police for varies issues
Receive syllabi and post on SBS Division Teams
Email reminders to faculty (new semester starting, syllabi, textbook adoptions, etc.)
Make reservations thru Facilitron
Follow up on work orders (Facilities & I.S.)
Process and follow up with Human Resources on new hires (PT faculty, student workers, etc.)
Contact faculty with new hire information and workshops
User Access request for new hires (email, Peoplesoft)
Run enrollment – Dept Look Up
Maintain updated information on main department bulletin boards
Update on-campus class spreadsheet
Collect office hours from full time faculty and post on SBS division teams

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

The current workload for our ADA means that her attention is distributed over so many disciplines that this position cannot reasonably be performed by a single person. The result is backlogs and inefficiencies. Thus, a part time hire will increase efficiency since the tasks noted can be performed by the part time hire, thereby allowing our current ADA to focus on eliminating inefficiencies in the most important areas of her position.

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.

This new position would help support students, faculty (full time and part time), department morale and organization, smooth operations, etc. Also, due to the student facing role of our ADAs (for example, our ADAs regularly direct students to open classes), this position will also help with student retention.

Educational Vision Plan 2035 Objective

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

If the position is not moved forward for prioritization, how will you address this need?

We will not be able to address this need if it the position is not filled.

PART 2: BUDGET REVIEW

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

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

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

No

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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

1. Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

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

Feedback and Review

Department Chair

I confirm that the PRP is complete.

Yes

Department Chair Name

Joe Briceño

Date

4/4/2024