

BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college 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 that in mind, please answer the following questions:

Discipline Name: Women's Studies

Department Name: Behavioral Sciences

Division Name: Social and Behavioal Sciences

Please list all participants in this Program Review :

Name	Position
Devon Smith	Assistant Professor
Susan Miller	Professor

Number of Full Time Faculty: _____ **Number of Part Time Faculty:** _____

Please list the Classified positions (and their FTE) that support this discipline:

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

What additional hourly staff support this discipline and/or department:

none

Discipline mission statement: [Link to "How to Build a Mission Statement"](#)

The Women’s Program at Palomar College is committed to the preservation, expansion, and transmission of knowledge about women and gender. The 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.

List any new degrees and certificates offered within this discipline since your last comprehensive review:

No new degrees. Currently we have an AA degree.

Discipline Level Data: <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

SECTION 1: PROGRAM REFLECTION

1A. Program Analysis: Reflect upon and provide an analysis of your summary data.

The Women's Studies program at Palomar is strong and growing. While we have excellent retention (90.2%), we need to improve on our success rates (66.7% in Fall 2015). We have worked, in conjunction with our Dean, to reschedule and coordinate the times and days of all of the classes in the program. We realized that often, courses would overlap, making it impossible for students to obtain the necessary courses to complete the degree. Starting this Fall 16, our courses are now scheduled so that students can actually complete coursework in the degree in a timely manner. We believe these efforts will enable more students to pursue a degree in our program. We believe that scheduling has had a huge impact on preventing more awarded degrees and hope that our efforts to schedule coherently change that.

1B. Standards: ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) 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.

Discipline Level Course Success Rate:

- A. The College's institutional standard for course success rate is **70%**.
- B. Review your discipline's course success rates over the past five years.
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

Standard for Discipline Course Success Rate: 70

Why?

Over the past 5 years, we have had excellent retention in our core Women's Studies classes with our latest overall retention rate in Fall 2015 of 93%. Success has been harder to achieve because these classes are strongly focused on critical thinking and synthesis of theoretical aspects of gender and identity. In 2012-13 we had a success rate of 65.6% and we are happy to say that as of Fall 2015, that rate has increased to 70.3%. While this meets the minimum standard for success we would like to improve this number through more outreach to students who are struggling. We recognize that part of our job is to connect students to resources such as STAR tutoring.

1C. Program Update: Describe your proudest moments or achievements related to student success and outcome.

Our proudest moments for the Women's Studies program continue to be connected to the extent to which our campus programming impacts students. Each year we host a range of dynamic and inclusive campus programs that draw an increasing number of students. Every semester a member of the Women's Studies Program faculty participates in Political Economy Days. In fall 2016 Prof Wendy Nelson gave a presentation on women and sports with a special focus on the 2016 summer Olympics. Her talk was well-attended and sparked vibrant discussion. In the fall of 2016 the Gender and Women's Studies student club hosted a series of events designed to raise awareness about sexual assault (events included a tabling event with resources from community partners, the Clothesline Project, and a Take Back the Campus march). This is an issue that impacts a startling percentage of students on college campuses and we were pleased to bring awareness to it. In fall 2016 we also offered our first Start Smart workshop in conjunction with AAUW (American Association of University Women). These informative workshops are designed to help all students (not just women) prepare for the job market by helping them with salary negotiation skills and resume writing. This spring we hosted a week of events for Women's History Month in March. The theme this year was activism. We hosted a panel discussion with community partners speaking about issues that impact women disproportionately (such as domestic violence and sex trafficking). There was a lecture (by Palomar faculty) on civil disobedience and civil discourse. Our most dynamic event, however, was a student panel where current and former Palomar students discussed their ideas about and involvement in activism. There was a standing-room-only crowd of students in attendance. Numerous students spoke to me afterward about how the event positively impacted them. We believe that this event, in particular, speaks to the importance of the programming we do. The program content itself is always of vital importance; however, the fact that our programming tends to disproportionately address the needs of students from marginalized populations (people of color, LGBT students, etc.) makes it critical to student success campus-wide.

1D. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

We are engaging in some new and exciting tactics to grow the Women's Studies Program this year. As usual, it is a daunting task to engage in any coordinated effort given the multi-disciplinary nature of the program. However, starting in Spring of 2016 we began to take some unprecedented steps. This year we have focused on coordinating course offerings across disciplines. One of the main hindrances to course enrollment (and students completing the Women's Studies AA) has been the fact that too often Women's Studies courses in different disciplines are offered on the same day at the same time. Therefore, students must choose between them. Obviously this is less than desirable for a program that has struggled with enrollment. It is also problematic for students who would like to obtain the Women's Studies AA. Many Women's Studies courses are offered as one section, once a year. If that course is offered on the same day and time as another Women's Studies course that students need to complete the degree, they will be unable to meet the necessary degree requirements. So, in consultation with the various Women's Studies faculty, their chairs, and Dean Kahn we have implemented a schedule that coordinates course offerings across disciplines for fall and spring semesters. As part of the process we also consulted with certain disciplines about altering their course offerings for Women's Studies (for example, it was recommended that some disciplines reduce their course offerings from twice a year to once a year or offer one face-to-face section and one on line section instead of two face-to-face sections). We anticipate that this will increase course enrollment across disciplines.

As part of the overall effort to increase course enrollment we are taking several steps to increase the profile of the Palomar Women's Studies Program in the surrounding community. We are working with Dean Kahn to engage community partners (Women's Centers, LGBT Community Centers, etc.) who might be willing to advertise our program to their clientele. We are hoping to have the first meeting of community partners later this semester. Similarly, Devon Smith attended the 1st annual Palomar College/ CSUSM Social and Behavioral Sciences meeting in March 2017. This was an opportunity for Behavioral Sciences departments at Palomar and CSUSM to meet and discuss ways to support each other. Devon met with the chair of the Women's Studies Department at CSUSM. Although their department is in a state of flux currently, they were able to establish some points of collaboration for the future including: recruiting events for fall (outreach to local high schools) and spring (a Women's Studies career fair); inviting CSUSM Women's Studies faculty to Palomar to present their degree; joint collaboration between our student club and theirs on events. We are hopeful that this is the beginning of a long and mutually beneficial relationship between the two programs. In all, this year we are pleased to have pursued a number of things that we believe will improve our program.

1E. Unanticipated Factors: Have there been any unanticipated factors that have affected the progress of your previous plan?

The factor that has most affected the progress of our plan is not unanticipated, but it is escalating in terms of its negative impact. Devon Smith is the coordinator of the Women's Studies Program. Her job as coordinator continues to be very difficult because of the multi-disciplinary nature of the Women's Studies Program, which includes classes in English, Communications, History, Psychology, Sociology and American Indian Studies. Tasks that are crucial, but relatively simple, such as collecting program SLO data, are incredibly complicated for Women's Studies. The addition of the aforementioned efforts (such as coordinating course offerings across disciplines) add to the list of complex and challenging tasks. Devon Smith does these in addition to maintaining a 5 course teaching load as well as other obligations such as advising the very active Gender and Women's Studies club and overseeing the planning and implementation of Women's History Month events each year. We are in the process of requesting 20% release time for Devon so that she can properly dedicate herself to the management of the program. We believe this is a reasonable request given the fact that other, similar positions already receive release time (for example, the AODS program coordinator). We have also been made aware that release time is no longer being used by other programs (such as the Service Learning Program Coordinator) so we are hoping the board will see fit to extend this newly available release time to Professor Smith.

1F. SLOACs: Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? [Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/](https://outcomes.palomar.edu:8443/tracdat/)

Our SLO activities over the past year have focused on ways to gather data on Women's Studies program SLO's from a variety of interdisciplinary courses. We have two program SLO's in Women's Studies. The first is "theoretical perspectives on gender" that assesses the extent to which students are learning about the social experiences of women in history and culture. Our last assessment done in 2013-14 indicated that 81% of students in SOC 115, our introductory course, were proficient in understanding major theoretical concepts. Our second program SLO is focused on Cross culture and Diversity and assesses the extent which students understand differences in gender and variation in gender roles across cultures with regards to race, ethnicity, religion and social class. The last assessment of this program SLO was done in 2013-14 and indicated that 84% of students were able to write critically and demonstrate an understanding of culture and diversity as it relates to gender. Our program SLO's assess student learning through writing, either in the form of essay questions, journals or term papers. We are currently in the process of developing ways to capture more data from the other courses in this interdisciplinary program. These include AIS 165- Native Women in the Americas, COMM 105- Race, Gender and Media Effects, Eng 280- Women in Literature, Psych/Soc 125- Human Sexuality, Psych 130-Psychology of Women, Psych/Soc 145 - Psychology and Sociology of Aging. We have had difficulty getting data from the courses outside of the core classes (Soc 115 and Soc 135) because, often, these courses experience last-minute

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cancellations or are offered rarely. In addition, some faculty are still resistant to SLO's in general. We are developing plans to standardize program SLO assessment for Women's Studies by developing a short answer survey instrument and collecting the data by distributing the questions to faculty and also offering to visit these classes when they are offered. As of the writing of this PRP we have guarantees from History, Sociology, Psychology, and Communications that they will gather program SLO data this semester. We will schedule time to assess this data and construct a plan for future SLO assessment.

SECTION 2: PROGRAM GOALS

2A. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by checking the appropriate status box .

Goal	Completed	Ongoing	No Longer a Goal
20% release time request	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Work with counseling to increase awareness of WMS major	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Increase program outreach and advertising	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Collaborate with other campus entities on WMS programming	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Request funding for travel to academic conferences	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

2B. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

GOAL #1	
Program or discipline goal	Obtain 20% release time for Women's Studies Program Coordinator
Strategies for implementation	Submit release time request to board
Timeline for Implementation	one year
Outcome(s) expected (qualitative/quantitative)	We expect that the board will award this release time based on it necessity, the fact that similar positions already have release time, and the current availability of unused release time (Ex. Service learning).
GOAL #2	
Program or discipline goal	Increase advertising of the program with the intent of improving student enrollment in all Women's Studies classes
Strategies for implementation	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.
Timeline for Implementation	One year with ongoing maintenance
Outcome(s) expected (qualitative/quantitative)	We expect that this will help all Women's Studies courses to reach stable enrollment and will increase the number of Women's Studies majors.
GOAL #3	
Program or discipline goal	Obtain a full time Women's Studies faculty hire
Strategies for implementation	Over the next 3 years we plan to continue to grow the program to increase student demand for Women's Studies core courses (especially SOC 115 and SOC 135). Looking at enrollment rates you can see that attendance in these courses has improved significantly as of last year. If we continue this type of growth we anticipate the need for a second full-time faculty member.
Timeline for Implementation	Three years. With the successful growth of the program we believe another full-time faculty member will eventually be necessary. Also, once Devon Smith has obtained release time it will be even more crucial that we have a full time trained Women's Studies faculty who can take over some of her teaching duties.
Outcome(s) expected (qualitative/quantitative)	A second full time hire will increase the depth and scope of our department.

**Department Chair/
Designee Signature:** _____

Date: _____

Division Dean Signature: _____

Date: _____

Vice President Signature: _____

Date: _____