

Program Review & Planning (PRP)

PART 1: 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 Behavioral Sciences

Please list all participants in this Program Review:

Name	Position
Devon Smith	Associate Professor
Susan Miller	Professor

Number of Full Time faculty	2	Number of Part Time Faculty	1
------------------------------------	---	------------------------------------	---

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:

n/a

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

The Women's Studies 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 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:

Currently we have an AA degree

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

PART 2: PROGRAM REFLECTION

1. Program Analysis:

Reflect upon and provide an analysis of your summary data.

In examining the 2016-2017 data on Enrollment at Census, Seats, WSCH and FTES, we are disappointed to see a slight downward trend. Our WSCH/FTES ratio went down from 518 in 2015-2016 to 486 in 2016-2017 (although, this is *better* than the WSCH/FTES for 2014-2015 of 468). However, we firmly believe that the 2016-2017 year was unique for a number of reasons. In fall 2016 we saw unprecedented cuts to our classes due to the more rigorous enrollment management strategies. Also, in fall 2016 SOC 115 (Intro to Women's Studies) and ENG 280 (Women and Literature) were originally offered as a learning community which required that students sign up for BOTH courses at the same time. This destroyed enrollment in those two classes. Even though the courses were decoupled a few weeks before the beginning of the semester enrollment never recovered. ENG 280 was cancelled altogether. SOC 115 experienced an unprecedentedly low enrollment of 20. Other courses like Psyc 130 (Psyc of Women) and HIST 120 (Women in History) have new faculty at their helms (as of 2016-2017) who have only begun to grow their respective course enrollments.

We are happy to report, however, that this year (2017-2108) we implemented a plan 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. Of course this also had a negative impact on enrollment.

This, combined with a sizeable effort by the Women's Studies faculty to advertise their courses, has resulted in robust enrollments in **ALL** Women's Studies Courses across disciplines. Fall 2017 saw the following enrollments in the following courses: Psyc 130 - **38**; SOC 115 - **38**; ENG 280 - **37**; HIST 120 - **25**. Many of these courses have struggled to reach 20 students in the past and were frequently cut as a result. In the course of just one year most have passed the rigorous "85% test."

This year we are also working to change the name of the Women's Studies Program to the Gender and Women's Studies program. According to the directive from the administration, we are making this adjustment in the hopes that it will broaden the appeal of the degree and encourage more students to pursue it and the affiliated classes. As a result we expect enrollment in the affiliated classes to stabilize.

2. 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**

Standard for Discipline Course Success Rate:

70

Why?

Over the past several years, we have had solid retention in our core Women's Studies classes with our latest overall retention rate in 2016-2017 being 90%. Our retention rate has only dipped below 90% once in the last 5 years (and then, only to 87%). Overall

our success rates have fluctuated over the last five years with a low of 56% in Fall 2013 and a high of 70% in fall of 2015. Our pass rate in fall 2015 was 58%. We are struggling to understand what is responsible for these fluctuations. We believe it is in large part due to the intellectual rigor of these courses, which disproportionately deal with critical thinking and the synthesis of abstract theoretical aspects of gender and identity. Many Women's Studies professors have indicated that they put an extra emphasis on writing requirements in their courses, which many students find exceptionally challenging. One professor who was recently hired also indicated that her academic requirements were far too rigorous for her students in her first year at Palomar (which was 2016-2017). This may have had the effect of pulling down the success rate overall. We recognize that part of our job is to connect students to resources such as STAR tutoring. We also believe that more students need to be assessed by the Disability Resource Center to see if they qualify for accommodations that would facilitate their success.

3. Program Update:

Describe your proudest moments or achievements related to student success and outcomes.

We are very proud of our retention rate, which, in spite of administrative challenges and course cuts has remained at or above 90% over the years (retention rate for 2016-2017 was 90%). Clearly students who take Women's Studies courses are captivated by the material (despite its rigor) and stay in them. Overall, however, 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. Devon Smith has begun to collaborate with the AAUW (The American Association of University Women) to offer their Start Smart workshop every semester. This workshop offers students the chance to acquire skills that will help them to succeed in the job market. In the fall of 2017 the Gender and Women's Studies student club hosted The Clothesline Project as part of a collaboration with Student Health on Domestic Violence Unity Day. The event was designed to raise awareness about domestic violence and sexual assault and included a tabling event with resources from community partners. The club also hosted a campus-wide screening of the film *The Mask You Live In*, which addresses the challenges faced by boys and men in the U.S. It was screened in the Howard Brubeck Theater and was very well-attended. The students led a Q and A after the film that was very lively.

In spring 2018 we will host a week of events for Women's History Month in March. The tentative theme this year "Centering Marginalized Voices." We plan to host a variety of events designed to highlight the diversity of women's lived experiences. We would like a panel discussion focusing on Latina's. I have also been in contact with Hillary Wittington, a San Diego native who travels around the country talking about her experience as the mother of a transgender son. Finally, we would like to host an event designed to highlight the unique challenges faced by incarcerated women.

4. 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.

As indicated in our last PRP, 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 a problem for a program that has struggled with enrollment. It also hinders students from obtaining the Women's Studies AA. This is the first academic year that we have implemented a schedule that coordinates course offerings across disciplines for fall and spring semesters. We are proud to report that this fall (2017) all Women's Studies course offerings across disciplines met the minimum enrollment requirements. Most of them were enrolled at 36 students or more at census. We believe that this improvement in enrollment is due to the alterations in course offerings as well as the effort of the dedicated Women's Studies professors who have worked very hard to increase student enrollment in their respective courses.

As we mentioned earlier, we are in the beginning stages of instituting a Program name change. We would like to change the name to the Gender and Women's Studies Program. First, a change of this kind is very much in keeping with the evolution taking place within the discipline of Women's Studies. Many women's studies programs across the country are considering broadening the scope of their program. Although this can lead to contentious debates within programs (some think the name should not change at all) we have been fortunate to have a very collegial discussion about the options. Women's Studies Professors attended a meeting where we workshopped alternative program names. Ultimately we decided on The Gender and Women's Studies Program. Above all else, we feel that this name change will help us to comply with the directive from the administration that all programs must make necessary adjustments to improve student enrollment and retention. We believe that broadening the scope of the program will encourage more student interest in the degree and its affiliated courses. It also allows us to add courses to the degree, such as our new SOC 175 course (LGBTQ Studies). New courses such as this one will also broaden the appeal of our degree by bringing in students who may not have considered it otherwise.

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

In terms of increasing the number of new Women's Studies degrees, the main complicating factor is the existence of the University Studies degree. This degree is not fundamentally flawed or problematic, but it does have the effect of "poaching" students from other, more specific, liberal studies degrees such as ours. This is further complicated by the fact that the administration in general, and academic counselors specifically, are much more likely to support this degree and recommend it to students than more specific degrees like Women's Studies, Philosophy and Religious Studies.

6. 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/>**

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. The second is "cross culture and diversity" which seeks to assess students' cultural competency as it applies to sex, gender, race and class. While it is still challenging to access SLO program data from courses in an interdisciplinary program (spanning 5 disciplines) we are happy to report that as of spring 2017 we have much more comprehensive SLO data, including data on two courses we've been unable to assess previously: HIST 120 and PSYC 130.

Assessment of the first SLO (theoretical perspectives on gender) revealed the following results:

Women in U.S. History 130 - 100% demonstrated proficiency (class size of only 12)

Introduction to Women's Studies Sociology 115 - 72% of students demonstrated mastery of these theoretical perspectives.

Gender and Society Sociology 135- 76% of those students passed the theory portion of the assessment.

Human Sexuality Sociology 125 - 80% demonstrated proficiency in understanding the these theoretical perspectives.

Psychology of Women Psychology 130 - 72% passed the exam on the topic of gender theories.

Assessment of the second SLO (cross culture and diversity) revealed the following results:

Women in U.S. History 130- 92% demonstrated proficiency in understanding this SLO.

Introduction to Women's Studies Sociology 115 - 85% of students passed the exam and demonstrated mastery of diversity.

Gender and Society Sociology 135- 88% of those students passed the diversity portion of the assessment.

Human Sexuality Sociology 125 - 84% demonstrated proficiency in understanding diversity.

Psychology of Women Psychology 130 - 54% passed the question on diversity

The only classes that have not been assessed are:

AIS 165 (this course has not been offered recently)

ENG 280 (English does not wish to provide us with Program SLO data)

COMM 105 (the primary instructor for this course was on sabbatical in spring 2017 - we hope to get data in 2017-2018)

In looking at the SLO data above we are pleased that students seem to grasp the core concepts of Women's Studies in the vast majority of our courses. However there are some classes (for example Psyc of women) that seem to have a disproportionate percentage of students who struggled to master some of the core concepts. The low SLO pass rates from this class may be connected to the low 2016-2017 pass rate for Women's Studies (as discussed above). In speaking with the instructor for this course we are confident that she is seeking changes to her course that will improve comprehension and overall success.

We also continue to seek ways to improve instruction and assessment of these core concepts in order to improve student comprehension and success in Women's Studies courses across the board.

ANNUAL PROGRAM REVIEW AND PLANNING

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Collaborate with other campuses on programming		X	
Increase program outreach and advertising		X	
Request funding for travel to academic conferences		X	

2. 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	Complete the Program name change to Gender and Women's Studies program
Strategies for implementation	Submit to Curriculum committee for approval and then change all corresponding materials (course catalog, advertising materials, etc.)
Timeline for implementation	One year
Outcome(s) expected (qualitative/quantitative)	We expect that broadening the name of the program to something more inclusive will bring more students into the major and its affiliated courses.
Goal #2	
Program or discipline goal	Increase program outreach and advertising
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. We will make a resource request to fund posters, fliers, buttons and t-shirts.
Timeline for implementation	ongoing
Outcome(s) expected (qualitative/quantitative)	We have already seen how this initiative has helped Women's Studies courses to increase enrollment. Our hope is that with continued maintenance our courses will reach stable enrollment, which will ideally keep them from getting cancelled. .
Goal #3	
Program or discipline goal	Funding for travel to academic conferences
Strategies for implementation	Currently, due socio-political changes in the U.S. there is unprecedented interest in the fields of gender and women's studies. We would like to request funding, through the PRP process, for money to attend national, yearly academic conferences.
Timeline for implementation	One year
Outcome(s) expected (qualitative/quantitative)	We hope that the administration will see the value in sending us to an academic conference as it is one of the most dynamic ways to stay current in our field. This strengthens us as educators and benefits our students.

ANNUAL PROGRAM REVIEW AND PLANNING

Goal #4	
Program or discipline goal	Books and media for core courses
Strategies for implementation	We will do a resource request for funds for books and materials that will help us to supplement our core courses AND our new course SOC 175 - LGBTQ Studies, which will need start-up resources to get it on par with our existing courses
Timeline for implementation	One year
Outcome(s) expected (qualitative/quantitative)	We look forward to broadening our course offerings and to build them with updated books and media.

PART 4: FEEDBACK AND FOLLOW-UP

Devon and Susan, thank you for your work on your thorough and thoughtful annual review. (ML)

Confirmation of Completion by Department Chair

Department Chair	Michael Lockett
Date	11/07/2017

*Please email your Dean to inform them that the PRP has been completed and is ready for their review

Reviewed by Dean

Reviewer(s)	Justin Smiley
Date	11/21/2017

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

Good analysis of student needs to revise the name of the program to incorporate Gender Studies. Organizing outside events such as clothesline project and film screenings.

2. Areas of Concern, if any:

Enrollments are struggling. Perhaps the name change and additional marketing and outreach will positively affect this.

3. Recommendations for improvement:

none

*Please email your VP to inform them that the PRP has been completed and is ready for their review

Reviewed by Vice President

Reviewer(s)	Jack S. Kahn Ph.d.
Date	1/29/18

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

- I really like the mission statement- really well written and inspirational.
- Program analysis is well done and includes relevant data (though please include actual raw data for number of students)

etc.).

3. Success rate fluctuation is odd I agree. Hard to understand really. Doesn't mirror college trends etc.
4. Retention rates are definitely something to be proud of, reflects strong and dedicated faculty and dedicated students as well.
5. Program improvements are also excellent and make good sense.
6. SLO section is also well done- could include some results data here (see rubric) but discussion and narrative are excellent.
7. Goals are consistent with the narrative and discussion.

2. Areas of Concern, if any:

- a. Much of the analysis here is not considering the impact of the broader decline at the college and many other factors which may or may not be known at the discipline level. Colleges up and down the state are down in enrollment significantly from 7-8 years ago. So unfortunately our offerings will have to be significantly less as well.
- b. I'd suggest a focus on proactive work which will attract students to this important discipline. I don't think marketing will be enough. I'm willing and eager to help and will encourage our new dean to do the same.

3. Recommendations for improvement: