



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Comprehensive

Department Name
Behavioral Sciences

Discipline Name
Gender and Women's Studies

Department Chair Name
Dillon Ryan Emerick

Division Name
Social and Behavioral Sciences

Website address for your discipline

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 vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.
Gender and Women's Studies AA degree

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

Dr. Devon Smith
Dr. Susan Miller

Full-time faculty (FTEF)

1

Part-time faculty (FTEF)

Classified & other staff positions that support this discipline

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

Additional hourly staff that support this discipline and/or department

none

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

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

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

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

Overall, we have been increasing our success with assessing SLO's for Women's Studies by reaching out to colleagues in order to collaborate on assessing the program as a whole. We have run into some difficulty with regular assessment because we are not allowed to offer some of our courses in a consistent manner. However, we are pleased that our core classes, Introduction to Women's Studies and Gender and Society now regularly fill above the 88% enrollment requirement and thus we are able to assess student outcomes regularly in those courses. In Introduction to Women's Studies Sociology 115 we use a short answer essay question and in Fall, 2018 72% of students passed the exam and demonstrated mastery of these theoretical perspectives. While a higher percentage of students (88%) passed the exam, when assessing the essay portion relevant to this program SLO, less students demonstrated a solid grasp of these theories. We plan to discuss ways to integrate theories more solidly into the content of the course. We will strive to find ways to obtain increased comprehension and ways to make the theories relevant and applied to student's experience.

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

As for other courses in our multidisciplinary program, we have gathered data from Women and History 130, who demonstrated 100% competency in understanding our program SLO on theories in that class. Psychology of Women 130 in which 72% of students passed the exam on gender theories. We were still working on collecting data for AIS 165, English 280 and Sociology 145 as those courses are offered intermittently making assessment somewhat more difficult.

For Sociology 125 (Human Sexuality) we believe that we could use other assessment tools to understand

the extent to which students are grasping the program SLO on diversity. Again, as with the theory SLO, it is difficult to assess because Sexuality is a broad survey course and information specific to just women is not the sole or primary focus of the course. We are considering introducing a section focused on this diversity using small group discussion and written reflections to better understand the extent to which students are grasping the diversity of women's experiences.

For Psychology of Women 130, we believe that we need to meet as an interdisciplinary group for this major to reflect and discuss how to better understand the extent to which students are learning about diversity. We, again, believe that we need to discuss various assessment tools that may be used to increase student comprehension of gender diversity in Psychology and a meeting would help to develop more student-centered learning tools that increase comprehension of this program SLO.

Com 105- Race, Gender and Media Effect - data for this course will be entered by the instructor, Wendy Nelson, who was on sabbatical in Spring 17 during the next offering of this class.

As for transfer expectations, we believe that while students, in general, do not focus on getting an AA degree in WMS at Palomar, we believe that our concentrated focus on advertising and promoting all the classes in this discipline provide strong preparation for a wide variety of majors at the University level. Students who take WMS 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 require students who are able to write well and, perhaps more importantly who understand the particular challenges that women face, socially and in the workplace. Issues around childcare, sexual abuse, family planning, and other topics relevant to young women entering the workforce are important topics that we unpack and discuss regularly, using a critical feminist lens. Our degree better prepares women for the challenges of working in a newly fast paced high tech world while incorporating an understanding of issues, such as pregnancy and parenting that affect their ability to compete.

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

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

We are in the process of developing a new model for assessing program learning outcomes. Now that we are able to collect slo data using canvas we plan to use the Gender and Women's Studies courses within Sociology (SOC 115, SOC 135 and SOC/PSYC 125) to pilot this process. Will develop rubrics within these courses for assessing student work in accordance with our learning outcomes. Once we have developed a model for the collection of slo data using Canvas we plan to meet with other disciplines that teach Gender and Women's Studies courses (for example, psychology and communications) to advise them on implementing the model for their courses.

Summarize the major findings of your program outcomes assessments.

We have been increasing our success with assessing SLO's for Women's as regularly as possible given the constraints imposed by the scheduling committee. We are pleased that our core classes, Introduction to Women's Studies and Gender and Society now regularly fill above the 88% enrollment requirement and thus we are able to assess student outcomes regularly in those courses. In Introduction to Women's Studies Sociology 115 we use a short answer essay question and in Fall,2018 72% of students passed the exam and demonstrated mastery of these theoretical perspectives. While a higher percentage of students (88%) passed the exam, when assessing the essay portion relevant to this program SLO, less students demonstrated a solid grasp of these theories. We plan to discuss ways to integrate theories more solidly into the content of the course. We will strive to find ways to obtain increased comprehension and ways to make the theories relevant and applied to student's experience.

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diversity SLO's go hand in hand and we are seeking ways to synthesize this information so that students have a more holistic understanding of these complex, but important, concepts.

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

One of the questions we have about students' learning in our program is how the knowledge they gain in one Gender and Women's Studies course impacts the knowledge they gain in another. The current assessment tools and the multi-disciplinary nature of the Gender and Women's Studies program (which plans over 5 disciplines) makes this difficult.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

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

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

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

Many of the courses associated with the Gender and Women's Studies program (such as SOC 115, SOC 135, SOC/PSYC 125 and HIST 130) support a range of GE/ILOs. For example, the GE/ILOs of written communication, critical thinking and intercultural knowledge are met by the wide range of assessment tools used in these courses including, but not limited to, research papers, reflection assignments, media analysis and cross-cultural assessments of the social construction of gender. Many classes also include group projects, which support the GE/ILO of teamwork and problem solving.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

In 2017 students in Women in U.S. History (HIST 130) were assessed on the diversity SLO using essay questions. 92% demonstrated proficiency in understanding aspects of diversity in women's historical experiences. This directly relates to the GE/ILOs of written communication and critical thinking.

In 2016 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. 85% of students passed the essay. This is related to the GE/ILO of

Intercultural Knowledge as well as written communication and critical thinking.

In 2016 in Human sexuality (SOC/PSYC 125) students were assessed using short answer essays about diversity and the intersections between race, class, gender and sexuality. 84% demonstrated proficiency on this subject. This relates to the GE/ILOs of Intercultural Knowledge as well as written communication and critical thinking.

PROGRAM COMPLETIONS

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

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College.

In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

1 degree completed for Gender and Women's Studies 2018

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

Stayed the same

What factors have influenced your completion trends?

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

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

As an aside, we do have concerns that our degree is not being supported in other areas of the campus such as counseling, where students have reported that they are dissuaded from pursuing the degree.

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?

We continuously offer to consult with counseling to impress upon them the value and utility of a Gender and Women's Studies degree. We are exploring the possibility of putting the entire degree online and reconceptualizing an accelerated form of the degree by offering 6 and 8 week options. Also, in January of 2019 Devon Smith completed the course mapping project for Gender and Women's Studies. She created a map for students to complete the Gender and Women's Studies AA in just three years (this includes all GE requirements). This information will be shared with counseling and Prof Smith will utilize it when she advises students one-on-one. All of the above point to our passion for preserving this degree through innovation and adaptation.

What is your program standard for program completion?

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 strong critical pedagogy we can make this program a success and improve this standard.

What is your Stretch goal for program completion?

75.0%

How did you decide upon your stretch goal?

We believe 75% in the next two years is a reasonable and attainable goal. Again, building a program is a slow process. We believe that with a measured approach to building the courses associated with the degree (with particular attention to increasing enrollment and improving success and retention) that program completion will gradually improve.

ENROLLMENT TRENDS

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).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?

What factors have influenced your efficiency trends?

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

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

70.0%

Why did you choose this standard?

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 2017 of 95%. Incredibly, this is an improvement from Fall 2015 when we had an impressive retention rate 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 fall 2017 we had a success rate of 72% which is an improvement over fall 2015, where our success rate was 70%. 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.

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

Increased

Was this expected?

Yes, it was expected.

What is your Stretch goal for COURSE success rates?

75.0%

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 was expected. As we continue to advertise the Gender and Women's Studies AA across campus and as Gender and Women's Studies professors individually and collectively adjust their courses to meet the needs of our diverse population of students, our students are TAKING MORE Gender and Women's Studies classes. They are also more likely to be RETAINED and to achieve SUCCESS in these classes.

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

When or where (time of day, term, location)

Gender

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

We are doing a great job of serving populations that get ignored in other courses. For example, we embrace and explain non-binary and trans identities. We help students increase their awareness of difference. We also have come to realize that many of our students, both those who take our courses and who participate in our Gender and Women's Studies club are from diverse backgrounds. We have students who are very poor, food insecure and those who have been formerly incarcerated. Those students often find a home in sociology. For our WMS and Gender courses, we are acutely aware that this class helps to decrease homophobia and increases tolerance. Our courses, while academically rigorous, give students from every walk of life the ability to learn about issues relevant to women and to those who may not fit mainstream identities. We hope to offer our new Intro to LGBTQ studies course soon so that we may continue our mission to educate and promote tolerance of all people on the Palomar campus.

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

Gender differences exist because, at Palomar, there is a new emphasis on STEM and CTE which tends to segregate students by gender due to old fashioned notions about "men" and "women's" work. Our class helps to explain discrepancies in wage gaps by gender and to encourage students to see work as work, rather than gendered. We feel especially lucky to be teaching in an era where gender and sexuality, as well as women entering what has traditionally been male majors (science, engineering, computers, etc) is now more common and accepted. We feel that this work is not done. Having Soc 115 or 135 are both gateways to understanding that women are capable of any career they choose. At the same time, we feel like we are giving men a chance to express their own emotional selves by breaking down stereotypes around masculinity and toughness. Our program and classes are important. We feel threatened every semester with possible cuts and/or extinction so we hope to continue to offer this program and our classes and expand rather than retract our mission to educate.

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

Yes

Do you have any best practice methods you use for online courses to share with the community?

Yes, there are differences. Many students love the idea of online coursework but often, once they try them, they realize that this is not the best option for learning. So, while retention is better in face to face classes currently, this may certainly change as students who have grown up with technology start to enter college. We are in a transitional phase with how we offer education. Often, students take online classes and bomb out, because they forget, or procrastinate, or they just don't have the kind of support one needs to work so independently.

Best practices for online course include:

Retention strategies in Canvas.

1. If students miss an assignment, notify them and offer to let them do late work for reduced credit. Just sending a friendly reminder email works wonders for retention in online classes.
2. Incorporate short videos and lots of interactive design-- student's attention spans are not super long. It is important to remember the "edu-tainment" part of teaching. Make is smart and snappy.

3. Utilize as much technology as possible. In addition to videos and short reflection discussions, incorporate things like "peer review" and as much discussion as possible

Please explain.

Not sure what we are supposed to explain here.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?

Our course outcome assessment for the Soc 115 and 135 is fairly straightforward. We assess using the usual short answer and multiple choice instruments that we have used for several years. Since we are only allowed to offer the classes intermittently, we assess them easily in Sociology.

As for the other courses in the major, from Women in History, to Women in Literature, to Native American Women and so forth, we have been less successful. It's no secret at this point that many other departments are not fond of SLO assessment so we continue to have difficulty getting solid data for our program assessment outcomes. However, at the course level, we have been able to get some data and hope to improve this in upcoming semesters.

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

We have decided to put our course level SLO's into Canvas and assess them embedded in various assignments. Now that Canvas is able to easily incorporate SLO assessment, we hope to have all of our done this semester or at least poised to easily assess starting in Fall 19.

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

Summarize the major findings of your course outcomes assessments.

Our major finds are that students are really understanding our PLO that explores diversity and understanding difference in identity between groups of people. We are less successful with our PLA that assesses a student's grasp on theory. Theories are difficult and we find that perhaps, not all students are able to truly handle complex scholarly academic reading. We are always experimenting with new teaching techniques, incorporating service learning and other paths to helping students really learn our course content.

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

1. Are students, campus wide, aware of our major and its possibilities as prep for a wide range of careers, from law, to education, to non profit management and so forth. We feel like we fly under the radar since there is some misunderstanding about what WMS is in our Counseling department.
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?

1. This question is so redundant but ok....we think that putting our outcomes in Canvas rubrics and assessing them across the discipline will help us meet our goals for assessment.

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.

How do your course outcomes help your students achieve their program outcomes?

This is difficult to assess because of the multicultural nature of our program and the fact that the writers of this PRP do not have access to the course outcomes for all of the affiliated courses. However, we can speak to the course outcomes for the Sociology courses in the program. For example, the core course for the degree (SOC 115) has the following course outcomes:

- 1) Theories of Gender - Describe and apply the major theoretical approaches to understanding gender and the social experiences of women.
- 2) Socialization - Describe the social-psychological theories of gender differentiation and socialization and their role in the development of the self.

Number one above is clearly connected to and supports the program outcome "Describe and apply the major theoretical approaches to understanding gender and the social experiences of women in history and culture."

Number 2 above supports the program outcome "Students will identify cross-cultural differences in gender and variations of gender roles within the U.S. with regard to race, ethnicity, religion, and social class." The fact that course SLO number 2 above focuses on the role of socialization in the development of one's gender identity will help students gain knowledge of the gendered experiences of women may vary across race, ethnicity, religion and social class.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

In January of 2019 Devon Smith completed the course mapping project for Gender and Women's Studies. She created a map for students to complete the Gender and Women's Studies AA in just three years (this includes all GE requirements). This information will be shared with counseling and Prof Smith will utilize it when she advises students one-on-one.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?

Starting in Spring of 2016 we began to focus on coordinating course offerings across disciplines. One of the main hindrances to course enrollment (and students completing the Gender and Women's Studies AA) has been the fact that too often Gender and 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 Gender and Women's Studies AA. Many Gender and 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 Gender and 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 Gender and

Women's Studies faculty, their chairs, and our dean we 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 Gender and Women's Studies (for example, we 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.

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

Working with other departments is critical for a degree that is multidisciplinary. For example, as described above, starting in Spring of 2016 we began focusing on coordinating course offerings across disciplines. In consultation with the various Gender and Women's Studies faculty, their chairs, and our dean 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 Gender and Women's Studies. In each semester since then, Devon Smith has reached out to each of the core Gender and Women's Studies instructors in the various disciplines to ensure that the courses that make up the Gender and Women's Studies degree continue to support student 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?

The only cross listed course we offer is SOC/PSYC 125. We work closely with the psychology to ensure consistent course offerings. We meet each semester to assess how many sections will be offered (across all formats) and to schedule accordingly.

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

No

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

We would like to add CS 140 - Chicana Thought and Cultural Expression - to our Gender and Women's Studies major. It would be a very good fit and would contribute to the diversity of thought in the degree.

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

This is a difficult task due to the multi-disciplinary nature of the degree. Internally the Sociology department looks at the enrollment for all sociology-affiliated courses and also talks to our Dean to assess any need for deactivation of those courses. We rely on instructors in other departments working with their Deans to assess any deactivation needs.

Is your department pursuing non credit or not-for credit options at this time?

No

Are there areas you would like to expand?

We would like to add our Intro to LBGTQ course to our program but worry about enrollment. Therefore, we would like to explore more accelerated options for our classes and putting them online in OEI formats.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

We primarily offer our courses face-to-face. However, the core course for the major (SOC 115) is offered face to face in the fall and online in the spring to ensure students have access to it. Other courses in the major that have high demand (like SOC/PSY 125 and COMM 105) are offered in face to face and online formats to meet this demand.

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

n/a

CAREER AND LABOR MARKET DATA

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

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

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

Women's studies majors may find employment in a variety of areas depending on their skills and experience. Some women's studies graduates choose to work in advocacy or social services-related positions, community development, business, and government. Career-related internships or part-time jobs may be a prerequisite to finding professional-level employment after graduation in these and other fields. Well-known corporations such as The America Red Cross, Kaiser Permanente, Kaplan and The Nature Conservancy have expressly indicated interest in hiring Women's Studies majors in the past. Some students decide to continue their education and do graduate studies of different kinds. A Women's Studies degree, along with other prerequisite requirements, can make you a desirable candidate for medical school. Women's Studies majors also go on to law school, business school, and graduate school in a number of fields in the humanities and social sciences, ranging from anthropology to the arts, counseling to library science, international studies to history, philosophy to public health, public policy to sociology. A growing number of Women's Studies graduates are seeking higher degrees in the sciences, engineering, and informatics.

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

Women's studies majors develop skills that are highly valued by employers. These skills include: critical thinking, research, analysis, oral/written communication, presentation, and problem solving skills.

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.

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

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

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

We are in regular communication with CSUSM since they also have a Gender and Women's Studies major. We want to be sure that our major continues to articulate with theirs so that students can matriculate and complete their degree faster. We also invite the community to our annual Women's History Month events. This is a one- or two-week series of events that focus on a particular theme (2019 was Women in Sports). We invite guest speakers from the community to share on various topics. We also coordinate with other departments to provide joint programming. This year we partnered with the theater department and were involved with their spring musical production, which was open to the community.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

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

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

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

Outcome(s) expected (qualitative/quantitative)

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

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

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

Expected Goal Completion Date

5/22/2020

Goal 2

Brief Description

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

Is this a new or existing goal?

New

How will you complete this goal?

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

Outcome(s) expected (qualitative/quantitative)

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

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

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

Expected Goal Completion Date

5/28/2021

Goal 3

Brief Description

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

Is this a new or existing goal?

Existing

Goal Status

Completed

How will you complete this goal?

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

Outcome(s) expected (qualitative/quantitative)

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

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

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

Expected Goal Completion Date

4/17/2019

Goal 4

Brief Description

Develop an accelerated online degree in WMS

Is this a new or existing goal?

New

How will you complete this goal?

We are willing to be innovative and creative in the way that we approach the future of WMS at Palomar. In that regard, we would like to explore putting classes in accelerated online formats and making them accessible to more students.

Outcome(s) expected (qualitative/quantitative)

Increase in enrollment

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

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

Expected Goal Completion Date

9/1/2020

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

No

Are you requesting additional Staff, CAST or AA?

No