# Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

## Instructional Program - Women's Studies (WMNS )

## Executive Summary

**Describe the successes and challenges your unit has faced since the last comprehensive review.**
This is the first time that Program Review has been completed for Women's Studies.

WMNS 101 has been offered since Fall 2019, and enrollment has greatly increased over time.

With respect to successes in teaching, the biggest is the conversation that the class encourages outside of the classroom. The greatest achievement is that this material and the new knowledge actually gets used and spread out in the community and within families. Along with that, however, comes the greatest challenge -- the fact that the information and new conversations often bring about conflict and new awareness of abuse. Regarding the greatest achievement, the class successfully encourages conversation outside of the classroom. The knowledge acquired by course content is used and spread out in the community and within families. Yet this also coincides with the greatest challenge: the fact that information and new conversations can bring about conflict and new awareness of abuse. It gets tricky. Navigating "empowerment" in the real world isn't straightforward and it involves risk. Women's voices and contributions are often diminished compared to men. Outspoken or active women often become a target-- in the home, outside the home, everywhere.

Overall, the greatest challenge the Women's Studies program faces is the lack of a dedicated fulltime faculty member to develop curriculum, teach courses, and oversee all the work necessary to make Women's Studies a strong and vibrant program that will continue to serve the needs of our students in the long term.

2023-2024 Update: With respect to successes in teaching, since Fall 2019, all Women's Studies (WMNS) 101 offerings have filled. In fact for Fall 2023, we had to hire two new part time faculty members to teach additional courses.

With respect to curriculum and teaching, the greatest achievement is that the material of WMNS 101 gets students to critically examine gender roles and issues, intersectionality of gender and race, and encourages them to use this knowledge within their own communities. However, this also coincides with challenges: the fact that information and new conversations can bring about conflict and new awareness of abuse. It gets tricky. Navigating "empowerment" in the real world isn't straightforward and it involves risk. Women's voices and contributions are often diminished compared to men. Outspoken or active women often become a target-- in the home, outside the home, everywhere. Other challenges include ensuring that students know that a WMNS degree is applicable to their future transfer and career goals. Women's Studies is not just for women or women identifying students. Our challenge is to promote it to everyone from all gender identifying groups.

Overall, the most significant challenge the Women's Studies program faces is the lack of a dedicated full time faculty member to develop curriculum, including WMNS 102, teach courses, and oversee all the work necessary (Program Review, promoting the program) to make Women's Studies a strong and vibrant program that will continue to serve the needs of our students in the long term.

2024-2025 Update: In regards to teaching successes, Women's Studies (WMNS) 101 offerings consisted of 3 sections each semester (1 face-to-face and 2 online) and they all filled. Similar challenges continued from prior academic years to this year, especially with the lack of a dedicated full time faculty member to oversee the program and develop curriculum.

**If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.**
n/a

### Summary and Reflection

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**
2023-2024 Update: Due to the popularity of the course and high enrollments, we hired two additional adjunct faculty to teach them in Fall 2023.
2024-2025 Update: No update. No new resources were received.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**
Reviewed & Accurate

**Related Documents for Charts and Graphs**

**Executive Summary Complete**
Yes

## Data Reflection

**Trends observed in program/service area's data.**
Since the WMNS 101 was first offered in Fall 2019, enrollment has increased greatly over time. One section of the course was offered in Fall 2019, and 12 students enrolled in the course. There is now sufficient demand that three sections of WMNS are scheduled for Fall 2022.

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)**
The overall success rate, at 83.7%, is well above both the school success rate (73.2%) and the campus success rate (73.2%). The Latinx success rate does show an equity gap of -5.7%. Even so, the Latinx success rate, at 80.9%, is over 80%, so by the 80% measure no equity gap appears at all. There are no other equity gaps that are apparent when reviewing the data on the data dashboard.

**Related Documents for Charts and Graphs**

**Describe the discussion(s) that took place about the unit's learning outcomes assessment data.**
null

**Data Reflection Complete**
Yes

## Practice Reflection

**Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.**
The instructor who teaches WMNS 101 is purposeful in her teaching style to make it meaningfully guided discussion and is careful to watch for and encourage participation -- from all students, in a variety of ways so that everyone can find a path of comfortable communication. We will continue to review and assess the data in order to address any gaps that continue as we move forward.

**What other factors (internal or external) might also impact the above data trends and equity gaps?**
The equity gaps are not sufficient to cause alarm at this point. As mentioned above, we will continue to review and assess the data so as to address any gaps as we move forward.

**Related Documents for Charts and Graphs**

**Practice Reflection Complete**
Yes

**YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
Yes (see section for 2023-2024 updates)

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**
Yes (see section for 2023-2024 updates)

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**
Yes (see section for 2023-2024 updates)

**YEAR 3 Updates (2024 - 2025)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**
Yes (see section for 2024-2025 updates)

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**
Yes (see section for 2024-2025 updates)

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**
Yes (see section for 2024-2025 updates)

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**
Yes (see section for 2024-2025 updates)

**YEAR 4 Updates (2025 - 2026)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**
2025-2026 Update

1. Describe the successes and challenges your unit has faced since the last comprehensive review

In reflecting on success and challenges for Women's Studies, it is important to begin by clarifying the structure and state of our discipline at San Diego Mesa College.

Women's Studies is not a full academic program or department on our campus. All Women's Studies activity is currently being conducted by an interdisciplinary team of dedicated faculty members housed in the following fields: Anthropology, English, Art History, History, Asian American and Pacific Islander Studies, Political Science, Philosophy, Black Studies, Chicano/a Studies, Psychology, Sociology, Work Based Learning, Chemistry, and Japanese. Faculty members in the departments and programs listed above are members of the Women's Studies Advisory Committee (hereafter abbreviated WSAC) and/or teach core or elective courses for the Liberal Arts Women's Studies AA degree or Certificate of Achievement.

Successes that WSAC achieved in recent years included the creation of Women's Studies 101 (hereafter abbreviated WMNS 101) which is housed in the Social Sciences Department. WSAC members play a key role in the hiring and evaluation of adjunct instructors to teach the course, and ensuring that CLOs are assessed every academic year in compliance with accreditation requirements. In terms of degrees, there is currently an interdisciplinary Liberal Arts Social/Behavioral Sciences Women's Studies AA degree offered to our students.

## Summary and Reflection

There is also a certificate of achievement in Women's Studies.

Since WMNS 101 was first offered in Fall 2019 at Mesa College, demand for the course has increased. We quickly expanded from one section to three, and have a rotating list of three adjunct faculty members who teach the course, both face to face and asynchronous online. Conversations about designing a WMNS 102 course are taking place among WSAC members.

Considering we do not have an established program or department, and that all activity is conducted by WSAC faculty members across the campus on a volunteer basis, WSAC is proud of what has been accomplished so far. The passion of our faculty for Women's Studies, and the enthusiasm of our students for the subject is our greatest strength. Yet there are many challenges to this non-traditional approach of trying to sustain an academic program that does not have a permanent base of operations. WSAC faculty perform essential tasks such as program review, 6-year review of WMNS 101, and data collection for CLO assessment, but this is in addition to the demands of our home departments and programs, and we frequently find ourselves stretched thin, and tasks are completed in an ad hoc, "who's available" basis. For example, Program Review has been conducted by a different faculty member every year since we began in 2022-2023. We believe that the best way to ensure stability, permanency, and growth of Women's Studies is to hire a full-time tenure line faculty member. This faculty member would teach WMNS 101, design new courses such as WMNS 102, and WMNS 205, conduct program review, CLO assessments, oversee campus programming related to Women's Studies, and, most importantly, be a fulltime point of connection and mentor for our students.

2. If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review

No major curricular changes have been made since the last report. For WMNS 101, a WSAC faculty member has conducted the 6-year review for the course.

3. If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/ or action plan implementation.

There haven't been any new adjunct hires for the WMNS 101 course since Fall 2023.

4. If you assess outcomes, please confirm that they have been reviewed for accuracy.

Done

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

2025-2026 Update

Data Reflection

Students interested in our Liberal Arts Women's Studies degree or certificate of achievement are expected to take core courses and electives offered in various departments across our campus. Since these courses are offered in their respective departments, data reflection for those specific courses should be conducted in their respective program or department's program review. For this report, the WSAC will focus on its data review on WMNS 101, which is a core course for the degree. The data focuses on the following academic years: 2024/2025.

Since this course was offered beginning in Fall 2019, overall success rate percentages have been holding steady at 81%. The academic year of 2024/2025 proved to be an outlier though, with success rates falling to 74%. This report seeks to explore the reasons for this dip, and whether any resources can be dedicated to ensuring that the percentage does not fall below 70%.

WMNS 101 Student Success Rates per academic year
Fall 2019/ Spr 2020 84%
Fall 2020/ Spr 2021 82%

## Summary and Reflection

Fall 2021/ Spr 2022 86%
Fall 2022/ Spr 2023 82%
Fall 2023/ Spr 2024 74%
Fall 2024/ Spr 2025 74%

A close investigation was conducted to compare success rates in the face-to-face course compared to the online course during AY 2024/2025. The success rate for the face-to-face course was 77%; the success rate for the online asynchronous course was 72%.

Further analysis of the face-to-face enrolled students reveals the following data story:

There were 83 students enrolled in the face-to-face section, with a success rate of 77.1%. Here are some notable statistics:
Female: 80.6%
First time college students: 72.2%
First-generation college students: 75.9%
Latine: 81.3%*

Majority of students were between the ages of 18-24, were not DSPS, not EOPS, not a parent, and not a military veteran.

The success rate of the Not Military students was 75.3% and a -24.7% equity gap. This is concerning and requires further discussion.

The success rate of the Latine student population increased to 81.3%* from last year's data of 68.2%.

One statistic that attracts attention is the success rates of first-generation college students compared to non-first generation college students. The success rate of first-generation college students was 75.9%, with an equity gap of -1.9%. This is compared to non-first generation college students, with a success rate of 76.1 with an equity gap of -2.3%.

Further analysis of the online asynchronous sections reveals the following data story:

There were 139 students enrolled in multiple sections, with a success rate of 71.6%.
Female: 73.9%
First time college students: 58.3%
First generation college students: 77.8%
Latine: 62.3%*
White: 81.6%*
Majority of students were not DSPS, not EOPS, not parents, not military veterans.

There is an equity gap of -16% noted for First-Time Students and a success rate of 58.3%. There is an equity gap of -16.5% for Latine Students and a success rate of 62.3%. For Not EOPS Students, there is an equity gap of -14.8% and a success rate of 70.9%.

The conclusion that is reached in this report is that modality itself (face-to-face or online asynchronous) is a factor in the equity gap. Overall, during AY 2024-2025, 96.4% students enrolled in the face-to-face course completed the course in a larger percentage than the students enrolled in the online course, 93.6%. 77.1%% students enrolled in the face-to-face course succeeded in a larger percentage than the students enrolled in the online course, 71.6%. This trend of students faring better for face-to-face than online asynchronous needs further discussion on how to better support students in the online environment.

An important issue uncovered in the data deep dive was the data suppression on race and ethnicity. When the student data was disaggregated for race and ethnicity with respect to the modality, online asynchronous versus face-to-face, only the data for White and Latine students were displayed. When the student data was not

disaggregated, meaning both modalities were combined, the data for Black/African American, Asian American, Multi-Ethnicity, Latine, and White students were displayed. This was done to protect data privacy for students when the student counts are less than 10. Though with good intentions, the data available limited the analysis of the equity gap between the modalities since only the full race and ethnicity data is available on the combined modalities. A reminder that the race and ethnicity data for Latine and White students discussed thus far was incomplete due to the data suppression of Black/African American, Asian American, and Multi-Ethnicity. An asterisk was placed next to the White and Latine student data to indicate the incompleteness of the full race and ethnicity data available.

With the race and ethnicity data available on only Latine and White students for the online modality, the following success rates were revealed when broken down by race/ethnicity:
Latine students (61 enrolled): 62.3% (-16.5% equity gap)
White students (49 enrolled): 81.6%

When modalities are combined, the following success rates were broken down by race/ethnicity:
Asian (11 enrolled): 63.6% (-10.5% equity gap)
Black/African American (13 enrolled): 61.5% (-12.9% equity gap)
Multi-Ethnicity (13 enrolled): 69.2% (-4.7% equity gap)
White (68 enrolled): 80.9%
Latine (109 enrolled): 70.6% (-5.9% equity gap)

Race and ethnicity is an area of concern regarding the equity gap, with Latine and Black/African American students displaying lower pass rates than other enrolled students, particularly compared with white students in all three AY 2022/2023, 2023/2024, and 2024/2025. There is a new equity gap with Asian students showing a lower pass rate which was not the case in years prior, and it will be telling to see what happens in AY 2025/2026.

Previous years' data dashboard included the metric of students who were "transfer English status." This was an area of concern with an equity gap. Disappointingly, this metric was not included in the AY2024-2025 data dashboard for Course Outcomes. As a result, comparison, analysis, and progress tracking was unable to be continued this year.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**
2025-2026 Update

For WMNS 101, we have 4 CLOs that are assessed:
1 . Critical Thinking: think critically in reading, writing, and/or speaking about topics in gender and women's studies, thereby identifying problems, theses, arguments, evidence, and conclusions.
2. Communication
3. Personal Action and Civic Responsibilities
4. Global Awareness

We are currently in the 4th year of a 4-year assessment cycle. The Critical Thinking CLO was assessed in Fall 2023 during the 3th year. Currently, the Communication and Personal Action & Civic Responsibility CLO was assessed in Fall 2024 and the Global Awareness CLO was assessed in Spring 2025.

We currently have set the benchmark of competency for 70%. In Fall 2024, three sections were assessed for the Communication CLO. 80 students were assessed, and 74 met competency. This is a total of 92% demonstrating communication skills for the semester. Different types of assessments were utilized, including a media project and a written response designed by the individual instructors.

Also in Fall 2024, three sections were assessed for the Personal Action and Civic Responsibilities CLO. 80 students were assessed, and 69 met competency. This is a total of 86% demonstrating communication skills for the semester. Different types of assessments were utilized, including a critical writing response and an essay question designed by the individual instructors.

## Summary and Reflection

In Spring 2025, three sections were assessed for the Global Awareness CLO. 93 students were assessed, and 90 met competency. This is a total of 97% demonstrating communication skills for the semester. Different types of assessments were utilized, including a written response about the consideration of transnational feminism, and a cultural comparison project designed by the individual instructors.

We are happy with the following competency rates: 92% for the Communication CLO, 86% for the Personal Action and Civic Responsibilities CLO, and 97% for the Global Awareness CLO. Discussion will take place to ensure that this benchmark continues to be met at a high rate.

Our current unit goals for Women's Studies include:
Investigate the viability of creating a WMNS 102 course
Update the webpage for the program
Advertise the degree
New full time hire

The CLOs are specific to the teaching of the WMNS 101 course, while the unit goals identified above are specific to the growth of a Women's Studies program as a whole. A full-time faculty member, who actively addresses equity gaps in the course is essential to the maintenance of the current course, as well as the growth of a potential program. While our CLO competency rate is currently high, the WSAC wants to ensure that this level is sustained, particularly as the number of WMNS courses increase on campus. A full-time hire will also be able to develop and assess CLOs for new WMNS courses to be created in the future.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**
2025-2026 Update

1. Describe current practices your program/service area has engaged in you believe impact the above data trends and equity gaps

For this question, we want to first take time to focus on the positives and acknowledge the hard work of our adjunct instructors. They are doing a wonderful job breathing life and energy into their courses, encouraging students to think, write, and speak about issues pertinent to women in the 21st century, including societal inequalities and inequities rooted in structural racism, sexism, misogyny, gender discrimination, and class disparities. The WSAC believes the enthusiasm that our current adjunct instructors bring to the classroom is central to our high CLO competency rates. But we also want to reiterate the need for a full time faculty member in Women's Studies who would oversee CLO assessments, assess equity gaps, and lead discussions concerning pedagogical best practices to ensure the best academic experience possible for all of our students.

2. What other factors might also impact above data trends and equity gaps?

For this question, we want to highlight trends that might influence our equity gaps. The concern we have of a program being entirely staffed by adjunct professors, and monitored by a group of faculty members scattered throughout campus with other responsibilities with their primary departments, is the sense of instability, or having to constantly work around fluctuations based on who is available. For example, who is available to teach our sections any given semester? Who is available to evaluate the adjuncts? Who is available to take CLO data and lead conversations? Who is available to write program review? Without a dedicated full time faculty member, important tasks are at risk of falling through the cracks.

Full time faculty members are expected and encouraged to carefully examine data trends and equity gaps, while adjunct professors are largely hired to teach a course. While members of the WSAC can lead such conversations, the fact is that a full-time subject matter expert with minimum qualifications in Women's Studies would have the necessary training and understanding of what is best suited for a Women's Studies classroom, and is more appropriately suited to holding important conversations with adjunct instructors about equitable assessment measures and classroom policies. This reinforces the need for a full time hire in Women's Studies, as they can devote consistent attention to addressing ongoing equity gaps in the course, as well as a campus wide equity gap concerning our LGBTQ+ population, who would benefit from a curriculum that examined historical and

contemporary issues surrounding gender, sexuality, and ongoing injustices that continue to impact the lives of our diverse student body.

During this time of racial and gender reckoning and attacks on DEIA, academic freedom, and specific programs that center gender studies, queer studies, and anti-racism, these spaces of scholarship and resistance are more crucial than ever. Across the nation, such programs and divisions are being dismantled and eliminated. Women Studies course offerings are in high demand, and classes are consistently filling. Students are craving these spaces, and at Mesa, we have the responsibility and the privilege to provide these safe havens of knowledge production and dissemination in which our students are seeking.

**YEAR 5 Updates (2026 - 2027)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.**

# Unit Goals, Action Plans, and Updates

## Goal 1: Investigate the viability of creating a WMNS 102 course.

**Unit Goal**: Goal 1: Investigate the viability of creating a WMNS 102 course.

**Goal Status**: Active

**Beginning Year**: 2022 - 2023

**Projected Completion Year**: 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

| Action Plans | Updates |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** Review equivalent course offered at SDSU and assess potential for articulation of a WMNS 102 course at Mesa.<br>**Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023 | |
| **Action Plan Status:** Active<br>**Action Plan:** Create a course outline of record and begin the approval process via CurricUNET.<br>**Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023 | |

# Unit Goals, Action Plans, and Updates

## Goal 2: Update the webpage for the program.

**Unit Goal**: Goal 2: Update the webpage for the program.

**Goal Status**: Active

**Beginning Year**: 2022 - 2023

**Projected Completion Year**: 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

| Action Plans | Updates |
| --- | --- |
| **Action Plan Status:** Active<br>**Action Plan:** Contact relevant staff to assist with updating the webpage. | |

# Unit Goals, Action Plans, and Updates

| Action Plans | Updates |
| --- | --- |
| **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023 | |

## Goal 3: Advertise the degree.

**Unit Goal**: Goal 3: Advertise the degree.

**Goal Status**: Active

**Beginning Year**: 2022 - 2023

**Projected Completion Year**: 2025 - 2026

**Mapping**

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

| Action Plans | Updates |
| --- | --- |
| **Action Plan Status:** Active<br>**Action Plan:** Publicize the degree on appropriate program webpage.<br>**Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023 | |
| **Action Plan Status:** Active<br>**Action Plan:** Work with the Office of Communication to market the degree beyond the program webpage.<br>**Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023 | |

## Goal 4: New full time hire

**Unit Goal**: Our goal is to hire new women's and gender studies full time faculty

**Goal Status**: Active

**Beginning Year**: 2024 - 2025

**Projected Completion Year**: 2025 - 2026

| Action Plans | Updates |
| --- | --- |
| **Action Plan Status:** Active<br>**Action Plan:** Will apply for a joint WMNS-PHIL hire<br>**Action Plan Cycle:** 2024 - 2025 | |