Program Review, Analysis, and Planning

Department Name: Peace Studies

Data Analysis

Based on data provided by ORPIE:

1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)

    Answer - Based on the information on page 12 of the FTES/FTEF report, Peace Studies was above average in 2013-14 and 2015-16, but lower in 2016-17 and 2017-18, which is consistent with the decline in overall college enrollment. Also, there is a lack of understanding of how Peace Studies translates into various careers because it is not one of the traditional pathways students consider. However, once students are aware of the potential careers associated with Peace Studies, they are engaged and tend to transfer with a major that has been influenced by what they've learned in Peace Studies. Many Peace Studies students have entered into law and have become attorneys that defend human rights, help write children's safety laws, serve as mediators in the court system, or have joined law enforcement institutions. In addition, many have joined NGOs for global leadership. Students also enter into career professions that deal with trauma recovery after violence – whether that violence be domestic or global in nature.

2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)

    Answer – Peace Studies has been impacted by lower enrollment at Golden West College even more significantly than other majors (perhaps because of the lack of awareness about this program's strength and potential). Two plans are being undertaken to better advertise our program. Our plan includes familiarizing the counselors with the career pathways and transferability of the major (as well as also making counselors aware of various programs, such as the School of Ecology and the Blum Center for Alleviating Poverty at UCI, the School of Peace Studies at Chapman and at the University of San Diego). The second aspect to our plan is to develop a pipeline between the local high schools and our program. Many high schools now have social justice pathways and they are looking for programs to send their students to attend. The possibility of dual enrollment is also being explored.

3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve? (250 words limit)

    Answer – The stat from Page 6 indicates a bigger shift to white students taking Peace Studies courses (39%) than Hispanic/Latinx (26%) and Asians, (17%), American (2%) and Unknown (12%), which indicates inclusiveness with different backgrounds. The

numbers are even in terms of gender and popular with 18/19-year-olds and more so with 20-24-year-olds, which is when student become interested in learning how to make a difference. Perhaps some courses need to be offered in the evenings or in hybrid modes to welcome older individuals who are at work during the days and not able to attend these courses when they have been historically offered.

4. How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

Answer – In 2017-18 our retention rate was at 92% (compared to GWC's 71%), and our success rate was 86% (compared to GWC's 71%). Both are, obviously, significantly above Golden West College's overall rates. Our high retention and success rate are due to students being able to make direct connections between the course material and contemporary issues, as well as using critical thinking, information analysis and design solutions to work through real-world problems. The Peace Studies program is an extremely hands-on, relevant program that empowers students to see themselves as valuable members of contemporary society, which inspires them to stay with the program and complete the course material. In short, this program changes lives. It ties to our college's Mission Statement of creating an intellectually and culturally stimulating learning environment for our students. Further, the Peace Studies program helps our students improve their basic skills, and the nature of our courses and the quality of the information being presented to them helps to prepare them to compete with peers who are already attending 4-year institutions. And perhaps most importantly, this program motivates students to become lifelong learners who understand the value of a college education.

5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)

Answer – Looking at the success rates for different demographic groups indicates that they're all above Golden West College's rates. White students did better in 2014-15 than Hispanic/Latinx and Asian students, but in 2017-18 it was reversed, with Asian and Hispanic/Latinx students having higher rates of performance compared to whites. There are no lines for Black/African-American students or American Indian students, which mostly reflects GWC's demographics. Our plan is to identify a source that we can reach out to and invite these groups of students to the program. It is clear that more DSPS, Veteran, Foster Youth, and EOPS students need to be enrolled in this program. Therefore, our plan is to have a very robust outreach initiative to the Veteran's Center, DSPS, EOPS, and the Foster Youth program. In fact, there might be a misunderstanding about Peace Studies with the Veteran's group in particular. Peace Studies is not about an anti-war philosophy, rather, it is about building more peaceful, just societies. Likewise, with other programs, there might not be enough awareness about the possibilities of a Peace Studies curriculum.

6. Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)

Answer – Peace Studies grants an AA in Liberal Arts. The plan is to increase our presence in high schools and with our counselors to raise awareness about our transfer and career possibilities. Also, a more robust marketing strategy is in the process of being implemented. With the new marketing manager at GWC, we intend to intensify this effort.

7. Are students transferring to four-year institutions from your program? What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)
Answer – Yes, students transfer to 4-year institutions who grant them Peace and Conflict Resolution degrees. Cal State Dominguez Hills, Chapman University, University of San Diego, and Berkley grants Bachelor and Master's degrees.

GWC is fully articulated with CSUDH. Our lower-level Peace Studies courses satisfy their lower-division requirements. CSULB and UCI grants them a Minor in Conflict Resolution. Students can enter into an accelerated program at CSUDH to complete their MA degree faster. An arrangement has been completed with CSUDH to accept our students into their accelerated program. The plan is to meet with the counselors and provide more material to raise awareness about this program with our students.

8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit).
Answer – No. It's not related to the Peace Studies Major.

9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit) Answer – Yes.

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not? Answer – Yes.

Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

Since Our Last Program Review:

- Peace Studies established 4 new Peace Fellowships and successfully fundraised for each. Students receive $1,000 each to come up with new and innovative solutions on campus. They each receive mentorship from GWC faculty members who agree to mentor them for one full academic year.
- Peace Studies established a new course in Social Justice and Peacebuilding. This course familiarizes students with contemporary social justice issues with a commitment towards exploring solutions.
- Peace Studies hosted several conferences and peace-themed events, including the screening of documentaries and panel discussions. The issues being covered included childhood adversity, environmental justice, climate change, and the refugee crisis.
- For several semesters our program published a Peace Chronicle, which covered domestic and global issues concerning youth, with a spotlight on practicing kindness and social awareness campus. This publication was run by students under the supervision of faculty members.
- Established two interactive libraries in the Native Garden, both of which are extremely popular. The books are constantly changing. Many individuals—both students and faculty members—contribute books to these libraries. Many students are encouraged and inspired to read by seeing a variety of books in these libraries.

PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department want to accomplish in the next three years?

- Reach out to High Schools to create a pipeline for transfer (specifically, to create formal partnerships with at least two local high schools).
- Assess interest in a dual enrollment course for Peace Studies.
- Host career workshops to increase awareness about career paths in Peacebuilding, given that courses in Peace Studies can support students majoring in Criminal Justice, Nursing, Political Science, History, and English.
- Recruit Puente Program students, who can learn about social justice issues and solutions.
- Creating a pipeline with 4-year universities that are mentoring students on their transfer pathways.

Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
Goal 1: **Reach out to High Schools in our District and Create a pipeline for transfer**	The measurable result would be the number of High schools that have accepted our invitation to participate in creating Pathways.	Meet with at least two High Schools from our District every semester.	☐ Transfer ☐ Degrees ☐ Certificates ☐ Career advancement ☐ College readiness	☐ Student Success ☐ Equitable Achievement ☐ Learning Environment ☐ Communication ☐ Engagement ☐ Resource Optimization	Campus resources for connecting to High School Principles and Counselors.
Goal 2: **Look for opportunities for dual enrollment**	The number of schools that have accepted the invitation to participate in dual enrollment in particular classes	Meeting at least two High school districts for that purpose.	☐ Transfer ☐ Degrees ☐ Certificates ☐ Career advancement ☐ College readiness	☐ Student Success ☐ Equitable Achievement ☐ Learning Environment ☐ Communication ☐ Engagement ☐ Resource Optimization	
Goal 3: **Raise awareness for career paths in peace Studies.**	Number of workshops that reaches out to at least 200 students within the academic year 2019/2020.	Organizing workshops and inviting students to learn how peace studies can enhance their career choices.	☐ Transfer ☐ Degrees ☐ Certificates ☒ Career advancement ☐ College readiness	☐ Student Success ☐ Equitable Achievement ☐ Learning Environment ☐ Communication ☐ Engagement ☐ Resource Optimization	Campus resources in career counseling.