

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Social Justice: LGBTQ Studies **Academic Year** 2025 - 2026

1. Has your program mission or primary function changed in the last year?

No.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

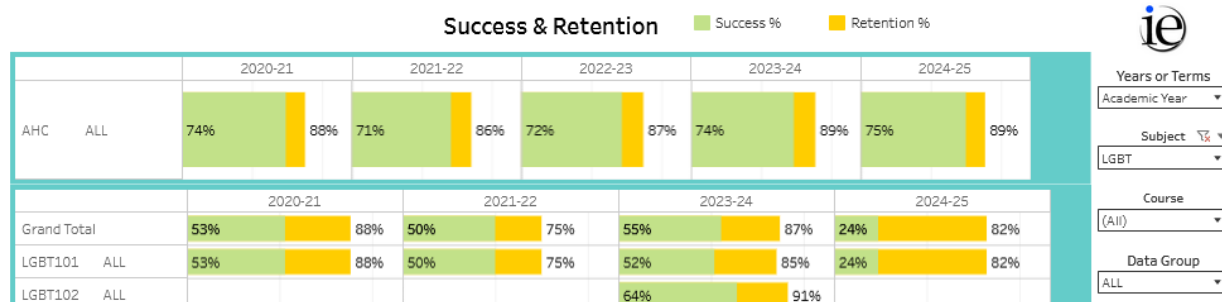
Enrollment/Headcount showed a decrease from 2023-24 to 2024-25 academic years by roughly 100% (38 to 17) and FTES also decreased from 3.9 to 1.8 (see table below).

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



The overall success & retention of students taking LGBT 101 decreased during the 2024-2025 academic year. Success decreased from 52% to 24% and retention dropped from 85% to 82% between the 2023-2024 and 2024-2025 academic years (see table below).

PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE



3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

No, the LGBT 102 course was not offered during 2024-2025 academic year.

4. Were there any staffing changes?

TBD

5. What were your program successes in your area of focus last year?

None.

Learning Outcomes Assessment

a. Please summarize key results from this year's assessment.

n/a

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

n/a

c. Please summarize recommendations and/or accolades that were made within the program/department.

n/a

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

n/a

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

n/a

- b. What were some key findings regarding RSI?

n/a

- Some strengths:

n/a

- Some areas of possible improvement:

n/a

- c. What is the plan for improvement?

n/a

CTE two-year review of labor market data and pre-requisite review

- a. Does the program meet documented labor market demand?

n/a

- b. How does the program address needs that are not met by similar programs?

n/a

- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

n/a

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

n/a

- e. Have recommendations from the previous report been addressed?

n/a

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*

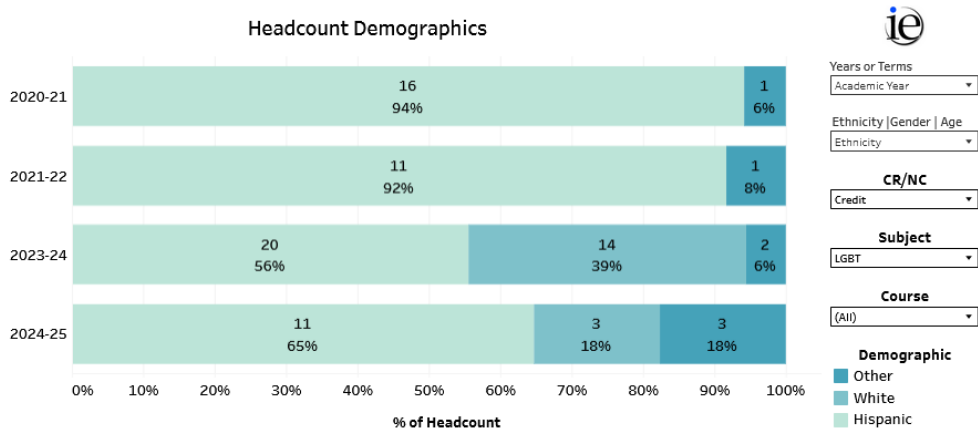
Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
<p style="text-align: center;">Description:</p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p><input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705</p> <p><input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.</p> <p><input type="checkbox"/> Title V</p>	

The Program Review: Enrollments & Headcount - Ethnicity

Due to the low enrollments for this program, the changes demographic patterns based on ethnicity are negligible. However, there was a significant decrease in “White” students between the 2023-24 to the 2024-2025 academic years (see table below).

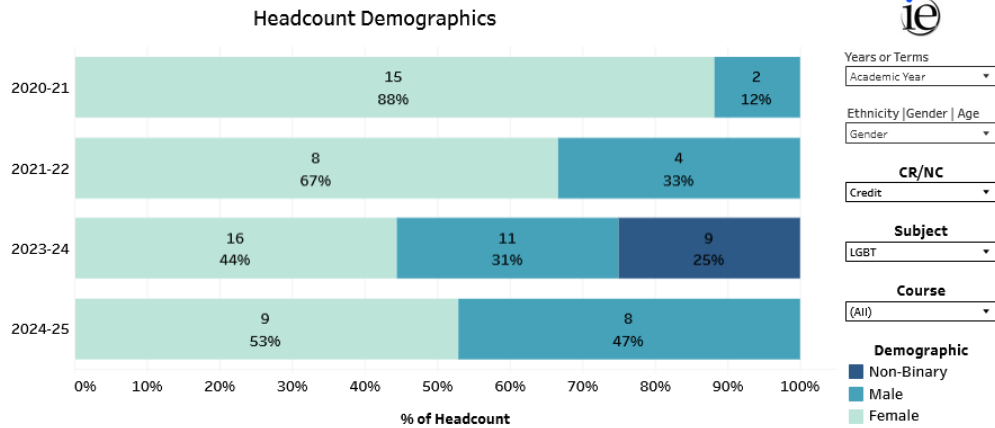
PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



Program Review: Enrollment & Headcount - Gender

The gender demographics changed in the 2024-2025 from the previous year in that no students identified themselves as “Non-Binary” for their gender (see table below).

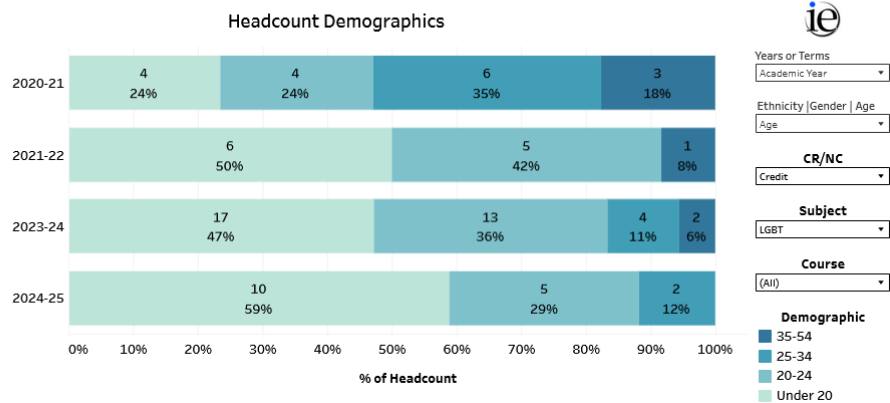
PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



Program Review: Enrollment & Headcount – Age

The demographic data related to age shows that there was a decrease in students that are aged from 34 - 54. Although the percentage of “Under 20” increased that actual number of students decreased in this demographic. Lastly, the percentage and headcount of students from the 20 – 24 demographic also decreased (see table below).

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



- Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Looking through an equity lens, the Social Justice: LGBTQ Studies Program offers tremendous potential for students to see themselves and their communities reflected in

academic inquiry. Yet the very students who could benefit most often face the steepest barriers. Based on my experiences, some of the challenges to student success include:

1. Unequal Academic Preparation – Most Social Justice: LGBTQ Studies courses emphasize some level of scientific reasoning, writing skills, academic literacy, critical reading, and quantitative skill which some students may be underprepared for.

2. Life Circumstances that Compete with Learning – Many of our students lead busy lives and have numerous responsibilities and insecurities.

3. Learning Disabilities – I have seen an increase in the number of students who either have or need academic accommodations for learning disabilities. Some students do not register with the LAP even though they would benefit from receiving academic accommodations.

4. Financial Barriers – Many students take online classes without the use of an actual computer. They can generally get by with their smartphones and iPads. However, with the adoption of the Respondus Monitor and LockDown Browser, some students are complaining that they are unable to use these programs because they do not have a computer with a camera.

3. What are your plans for change or *innovation*?

Hopefully the instructor will continue to develop and adopt new assignments that embrace multiple learning styles. For example, low-stakes in-class collaborative work to engage students and encourage participation could be used.

Hopefully the instructor will continue to use technology to remove barriers, expand access, and create more meaningful pathways for students. For example, OER materials should be used if available.

Hopefully the instructor will continue to develop assignments that make the field of Social Justice: LGBTQ Studies relevant to their students.

By integrating LGBTQ+ narratives from regions such as Africa, Asia, and Latin America students can gain a cross-cultural understanding of gender and sexuality.

Bringing in guest speakers can provide students with lived experiences that deepen understanding beyond textbooks or lectures.

Discussing contemporary issues like transgender healthcare ensures that course content remains relevant and grounded in real-world challenges.

4. How will you *measure* the results of your plans to determine if they are successful?

Some measures of success for these changes and/or innovations include:

- Improved student success
- Improved student engagement
- Improved student retention
- Improved enrollment

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

n/a

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

n/a

2. Are there specific recommendations regarding the core topic responses from the validation team?

n/a

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

n/a

Program Review Signature Page:

Brian Stokes

Program Review Lead

May 7, 2026

Date

Moni Millard

[Monica Millard \(May 7, 2026 12:52:22 PDT\)](#)

Program Dean

May 7, 2026

Date



Vice President, Academic Affairs

Jun 12, 2026

Date











2026 Curriculum and Teaching Design - LGBT Studies

Final Audit Report

2026-06-12

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