

Basic Program Information

Department Name:

Women's Studies

Division Name:

Business and Social Sciences

Program Mission(s):

The Women's Studies major offers both male and female students opportunities to study the experiences, history, contributions, and cultural images of women both domestically and internationally, with a strong emphasis on global understanding and multicultural contributions.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Dolores Davison	History/WMN	Full time faculty
Rachel Standish	History/WMN	Adjunct Faculty

Total number of Full Time Faculty:	1
Total number of Part Time Faculty:	2

Please list all existing Classified positions: none

Example: Administrative Assistant I

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Women's Studies		AA	

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
Women's Studies	0	1	0	100%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Example: Career Certificate				

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	373	316	327	3.5%
Productivity (College Goal 2013-14: 535)	662	702	545	-22.4%
Success	61%	64%	58%	
Full-time FTEF	0	0	0	0
Part-time FTEF	.7	.4	.6	50%

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your program, you are required to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved
	Submitted to CCCC
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
<input checked="" type="checkbox"/>	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. Enrollment trends: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

Enrollment in WMN has remained fairly steady; one class (WMN 11) was not offered in 2011-12 due to budget constraints, which saw a reduction in overall enrollment, but that has rebounded with the offering of an additional section of WMN 5 (Introduction to Women's Studies) in the 2012-13 academic year.

e. Student Demographics: Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

WMN students' success rates are lower than the college average, in part because almost all of the WMN classes are taught online rather than face to face. The student demographics also considerably different; where the college breakdown between male and female students is fairly even (54% female, 46% male), the breakdown in WMN is much more skewed (80% female, 20% male). In terms of age, only 6% of students in WMN are over 40, where the college average is 15%. Finally, only 9% of WMN students hold a degree, compared to 20% college wide. All of these factors may help explain the lower success rates when comparing WMN to the college wide averages.

f. Productivity: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Productivity declined in WMN in 2012-13, in part because more sections were offered online rather than in person, and in part because the college was chasing WSCH rather than productivity and courses were allowed to go with a smaller number of students than in the past. Productivity remains above the college goal, at 545 for the 2012-13 year.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Course completion rates are lower among certain targeted groups, particularly African American students. Other groups meet the 55% benchmark but are still lower than white students, which averaged a 68% success rate (with a 58% overall success rate) in 2012-13.

b. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

Women's Studies is a multi-disciplinary field, so very few students graduate with a degree (1 in the past 3 years); instead, the courses in the subject are taken as part of general social sciences, history, anthropology, sociology, child development, psychology, and other degrees. The absence of a proposed ADT in the field means that it is unlikely that those numbers will change.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

Not applicable

d. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

While little data is available, anecdotally students who take WMN courses transfer to a wide range of schools, including CSU, UC, and private and public institutions out of state. Because WMN is often part of a multidisciplinary program (including global studies) it is virtually impossible to track those students

Section 3: Core Mission and Support

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>
If your program is categorized as a basic skills program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

If your program is NOT categorized primarily as a basic skills program, comment about how your program/classes supports Foothill's basic skills mission and students.

WMN courses are writing and reading intensive, and require significant analysis and composition for successful completion.

b. Transfer: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

If your program is classified as a transfer program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

Students who transfer with a WMN degree or a background in WMN courses are well prepared for the analytical nature of the social sciences; they are required to do significant research and work with primary source materials, which help them in all subsequent social sciences course as well as other classes at the university level.

If your program is NOT categorized primarily as a transfer program, please comment about how your program/classes support Foothill's transfer mission and students.

c. Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>
If your program is classified as a workforce program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

If your program is NOT categorized as a workforce program, please comment about how your program/classes support Foothill's workforce mission and students.

Students in WMN courses often become involved in workforce areas, including social work and child development, and the skills that they develop in WMN courses contribute to their successes in these fields in terms of composition and analysis.

Section 4: Learning Outcomes Assessment Summary

a. Attach 2012-2013 Course-Level – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. Attach 2012-2013 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

Due to the interdisciplinary nature of the program, a wider range of assessments, including more project based learning, is being considered by the faculty going forward.

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

All of the objectives and outcomes focus around critical thinking, analysis, and communication; the emphasis on analysis is particularly essential.

c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?

We have not made changes at this point, but there is an interest in expanding the courses which are part of the degree, in large part to more specifically emphasize the interdisciplinary nature of the program. The creation of a Women in Sports has been delayed because of the amount of work the kinesiology department has been dealing with in creation of their ADT but should continue this year.

d. If your program has other outcomes assessments at the program level, comment on the findings.

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

The part time faculty in the department are in consistent email dialogues with the chair, including regarding SLOs at the course and program level. Because most of the courses are taught online, in person meetings are more difficult than for other programs, but the part time faculty in the program are very good about communication concerns and changes.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Increase retention in online courses	No	Yes	Students continue to sign up for WMN believing that it lacks academic rigor; while success rates are down slightly, withdrawal rates are up significantly, which indicates that students are removing themselves before failing the course.
2. Creation of a Women in Sport Class	No	Yes	The creation of a Women in Sports has been delayed because of the amount of work the kinesiology department has been dealing with in creation of their ADT but should continue this year.

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Increase total offerings in WMN	Long Term	Introducing courses such as WMN in US History may draw more students into the program and into other degree paths	Actual development of courses, probably in the next two years.

Section 7: Program Resources and Support

Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
None			

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n) No	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) No	

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
None			

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
None			

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
None			

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. None	

a. After reviewing the data, what would you like to highlight about your program?

WMN continues to be a strong program, despite the absence of a dedicated full time faculty member. With collaborations with the sociology, communications, English, art, and psychology faculty, a wider range of courses is available to students. Given the issues regarding gender and education, as well as the range of other subjects taught in WMN classes, this program remains an important one for the college.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

Women's Studies remains an area of academic interest for many Foothill students. The department offers high quality and rigorous transfer level courses, which may create a higher level of course non-success among targeted groups. The suggestion that some students sign up for WMN courses thinking they are less rigorous than core transfer track classes has merit. In terms of degree attainment, because the vast majority of students in this area are transfer track, the likelihood of increasing degree attainment is low without an AA-T degree and efforts to cross list courses with other departments should be evaluated in 2014. The courses are high quality an important part of the college curriculum and should be expanded as budget concerns lessen. The goal of creating a

b. Areas of concern, if any:

No major areas of concern. The development of new courses should be evaluated and planned going forward. Women in Sports has the potential to serve many students and meet a need that is not being served in our curriculum.

c. Recommendations for improvement:

Identify new courses we would like to develop and put forth a timeline.

d. Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Course Assessment Report - Four Column

Foothill College Department - Women's Studies (WMN)

Mission Statement: The Women's Studies major offers both male and female students opportunities to study the experiences, history, contributions, and cultural images of women both domestically and internationally, with a strong emphasis on global understanding and multicultural contributions.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Women's Studies (WMN) - WMN 21 - PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES - SLO 1 - Effects of biology and society - Identify and analyze effects of biology and society (i.e., the effects of culture and social interaction) on women's psychology (or psychologies, since differing cultures produce a range of psychologies). (Created By Department - Women's Studies (WMN)) Course-Level SLO Status: Active	<p>Assessment Method: Compose an essay analyzing how women are portrayed in media. Compare portrayals of women and men, or women of different ethnicities. Discuss how such portrayals affect how women see and experience themselves.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 85% of students will successfully complete the assignment</p>	<p>07/19/2013 - The exams seem to provide a good sense of how well the students are comprehending patriarchy's influence on women's psychology. They are doing a good job discussing and using concepts from the course. However, grades were down about 7% compared with last year (when 90% of students got a C or better on the final) and I'm not sure why since lecture and course materials were essentially the same.</p> <p>a. Target for success: 70% of students will receive a passing grade</p> <p>I only kept data on students who completed the class. It can take some time to get the paradigm shift that students undergo in this class, as the social construction of reality/psychology and the invisible structures of society are revealed, as well as moving from seeing the world from the perspective of the powerful (male, white, rich, straight) to the perspective of the more powerless (female, people of color, poor, LGBT) as women's studies emphasizes. Every quarter that I've taught, students do better on the final than the midterm, as they increasingly grasp these new ways of seeing. This year as well. For the midterm 68% of the class got a C or better, while 79% got a C or better on the final. So while I was below my target for the midterm by 2% at least the students surpassed the target by 9% by the time they did the final. That suggests to me that by the time the class ended the target has been met.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2012-2013	
Department - Women's Studies (WMN) - WMN 21 - PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES - SLO 2 - Effects of patriarchy - Comprehend and evaluate patriarchy's effects on women's psychology. (Created By Department - Women's Studies (WMN))	<p>Assessment Method: 1) Compose an essay analyzing a movie which depicts a woman or a man taking on the role of the other gender (e.g., <i>Tootsie</i>). Describe how the person's social value increases or decreases upon taking the new role. Assess what the character learns in his or her new gender role. Does the new gender role help the character to move outside the limiting box of gender expectations in which s/he had once lived? Discuss how inhabiting the role of the other gender might expand one's own experience and ways of thinking.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 85% of students will successfully complete the assignment</p>	07/19/2013 - The last time I reflected on this SLO I felt that I needed to rewrite a few of the essay questions to ensure that students would better reflect on how patriarchy affects women's psychology, and so that I could more clearly see their progress. The reworked questions helped a lot to direct students to reveal their understandings.	<p>I only kept data on students who completed the class. 88% successfully completed the assignment.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>
<p>Course-Level SLO Status: Active</p> <p>Department - Women's Studies (WMN) - WMN 36X - SPECIAL PROJECTS IN WOMEN'S STUDIES - SLO 1 - roles of women in context - Evaluation of topics in women's studies which reflect an understanding of the roles of women within a historical or other context. (Created By Department - Women's Studies (WMN))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Analytical research paper on a topic related to women's studies.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 85% of students will successfully complete the assignment.</p>		
	<p>Assessment Method: Students will analyze the roles of women within society in a research paper, examining historical and/or sociological</p>	01/16/2013 - Students were asked to analyze the roles of women within the family; of the 21 students who completed the assignment, 17 were successful (81%); however, two of the students	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>society from a historical and sociological perspective. (Created By Department - Women's Studies (WMN))</p> <p>Course-Level SLO Status: Active</p>	<p>perspectives as appropriate.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 85% of students will successfully complete the assignment.</p>	<p>who were unsuccessful submitted their papers late, resulting in a grade penalty, and one of the students plagiarized; if that is taken into account, the success rate was 95%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: Critical analysis/Communication</p>	
<p>Department - Women's Studies (WMN) - WMN 5 - INTRODUCTION TO WOMEN'S STUDIES - SLO 2- Significance of women - Identify and analyze the significance of women in multiple areas of society and culture. (Created By Department - Women's Studies (WMN))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Analyze the roles that women play throughout societies and cultures in a research paper.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 85% of students will successfully complete the assignment.</p>	<p>01/16/2013 - Students were asked to write a research paper that analyzed the roles of women within society (as mothers, daughters, wives, etc) and the impact on the familial structure as a whole. Of the 18 submitted papers, only 11 were submitted on time, and 14 of the 18 (77%) successfully completed the paper.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: Critical thinking/communication</p>	<p>01/16/2013 - It's clear that this assignment is not allowing students to analyze the roles of women within society and culture; for the next teaching period (spring 2013), the assignment will be significantly altered. The number of late submissions is also a concern and may have to be addressed with more severe penalties for late papers.</p>