

## 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
<b>Dolores Davison</b>	History/Women's Studies	Full Time Faculty
<b>Rachel Standish</b>	History/Women's Studies	Part Time Faculty

Please include the following information about your program:

Total number of Full Time Faculty:	1
Total number of Part Time Faculty:	0
Total number of Classified Professionals:	0

<b>Please list all existing Classified positions:</b> N/A
<i>Example: Administrative Assistant I</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
<b>Women's Studies</b>		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

Please complete the appropriate data elements.

**A) Instructional Program Data:**

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php>

You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Certificate and Degree Programs	2011-2012	2012-2013	2013-2014	% Change
Women's Studies AA	1	0	0	0

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	316	327	335	+2.4%
Productivity (College Goal 2014-15: 535)	702	545	638	+17.1%

**B) Student Services Programs Data**

Please enter the number of students served over the last 3 years.

	2011-2012	2012-2013	2013-2014	% Change
Students Served	300	319	324	+1.6%

This data was obtained via the following sources (circle): CCC Apply, Ask Foothill, Credentials, SARS, Other (List)\_\_\_\_\_ Program Review Website\_\_\_\_\_

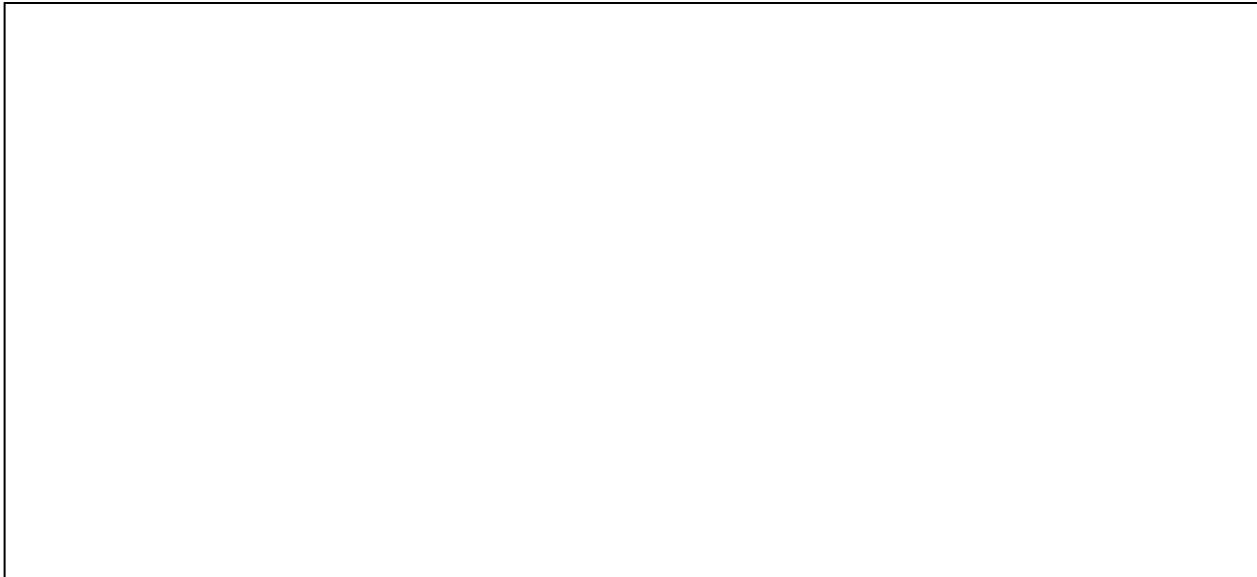
**C) Administrative Unit Data**

Please enter the information below.

Dimension	2011-2012	2012-2013	2013-2014
Students Served (Unduplicated)			
Faculty Served			
Staff Served			
Full-time FTEF			
Part-time FTEF			
Full-time Staff			
Part-time Staff			

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year.

What changes have been made or are planned as a result of your analysis of the data? (for example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology, etc.)



## Section 2: Student Equity

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students. One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

Success rates for targeted groups rose by 6% (50-56%) in the past year. While still considerably lower than the success rates for non-targeted groups, it is a strong step in the right direction. Latino/a students make up the largest cohort of WMN students (29%), so working to ensure their success will be crucial to the success of this goal.

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

Targeted groups succeed at lower levels than non-targeted groups, although overall success rates increased for both groups (50-56% for targeted, 65-72% for non-targeted). Increased support from the Teaching and Learning Center and other facilities will help to improve those numbers. In addition, the offering of Women in Global Perspective may appeal to students from targeted groups, and has the potential for drawing in more students. Finally, the potential of offering an AA-T in an Area of Emphasis (Ethnic/Global Studies) which would include WMN would provide the potential for degree completion and transfer for all students.

### Section 3: Outcomes Assessment Summary

**A) Attach 2013-2014 Course-Level (for Instructional Programs Only)** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

[See attached](#)

**B) Attach 2013-2014 Program Level – (for all programs)** Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

[See attached](#)

### Section 4: Assessment and Reflection

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

**A) For instructional programs only, what curricular, pedagogical or other changes have you made as a result of your course level student learning outcomes (CL-SLO) assessments?**

Smaller, more manageable assignments continue to be used to address concerns in the student learning outcomes. Students are more interested in doing oral histories or reports, or shorter, but more frequent assignments. By engaging in great dialogue about analysis and critique, and introducing students to a wide range of figures in WMN (including more diverse figures), assessments have become more relevant for students, particularly for those from targeted groups.

**B) For instructional programs only, 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?**

At this time, there have been limited changes to the degree, in part because of the news that the state is considering a new program with an Area of Emphasis on Ethnic/Gender studies that would result in an AA-T in that field. Faculty within the program attended a Discipline Interest Group (DIG) meeting in October to discuss the idea of an AA-T going forward, and will refrain from significant changes to the current degree until there is confirmation of the AA-T going forward or being changed to not include WMN.

For all programs: Instructional, Students Services, Administrative

**C) How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?**

Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

WMN provides students an opportunity to study an often overlooked segment of the population, while learning critical analysis skills as well as communication. With the re-introduction of the Women in Global Perspectives course in the spring, a wide range of student experiences will be engaged. Many students transfer with courses from the program, and if the proposed AA-T in the area of emphasis of Ethnic/Gender Studies is approved, the Women's Studies program will be able to provide even more opportunities to students interested in transferring with the degree.

**D) What do members of 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 program meet frequently with the chair, and engage in dialogues with each other about the structure of the program and the needs of our shared students. The decision to bring back WMN 11 in the spring led to length discussions between the faculty who have previously taught the course regarding which text to use, areas to emphasize, and the significant updating of the course outline of record.

## Section 5: Program Goals

**Please comment on progress you have made on program goals from prior program reviews.**  
Check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	Comment on Status
<b>1. Increase retention in online courses</b>	No	In progress	Success rates in online WMN courses jumped from 53-61% in 2012-14. We will continue to work to increase those numbers for both targeted and non-targeted groups.
<b>2. Create women in sport class</b>	No	Revised	Due to the possible introduction of an Ethnic/Gender Studies AA-T, course creation has been temporarily placed on hold until it is determined what that degree would entail, if approved.
<b>3. Expand offerings in WMN</b>	No		The number of sections of WMN remained the same (8) in 2013-14, but productivity skyrocketed by 17%.

**Please list any new goals for your program you would like to undertake this year.** The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

Goal/Outcome (This is NOT a resource request)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
<b>1. Create, if approved, an AA-T in Ethnic/Gender Studies</b>	This will enable more students to transfer to the CSUs, as well as expand the total number of degrees given.	If the decision is made to go forward with this as one of the AA-Ts in areas of emphasis, Foothill would look to create such a degree to be brought to the curriculum committee and the board.

## Section 6: Program Resources and Support

**To be completed only if making a new resource request.**

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	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

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

Indicate duties covered by requested reassign time:

Responsibility	Related Goal from Table in section 5 and how this resource request supports this goal.	% Time

### One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

### Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

**Facilities and Equipment**

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

**Section 7: 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. Create and evaluate potential new courses	This is being put on hold until the possibility of the AA-T is determined.

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

Despite having only part time faculty (and a full timer teaching overloads), WMN continues to be a strong program attracting students from a wide diversity of backgrounds and interests. The potential for expansion within the program is significant, and the opportunity to offer an AA-T in Ethnic/Gender studies might prove to be a game changer.

## Section 8: Deans 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. In terms of degree attainment, new efforts are underway across the State to possibly add an ADT in Women's Studies, which would help the program significantly. Since the last program review department faculty have met frequently and course SLOs are being assessed effectively and new curriculum has been discussed in relationship to the development of a potential ADT. The courses are high quality an important part of the college curriculum. Enrollment and productivity are

**B) Areas of concern, if any:**

No areas of concern, past program reviews mentioned the development of a Women in Sports class with Kinesiology and that is still an idea worth pursuing.

**C) Recommendations for improvement:**

A department meeting should be held in 15-16.

**D) Recommended next steps:**

- Proceed as planned on program review schedule
- Comprehensive Program Review (Out of cycle) Recommended
- Remediation Plan Recommended

*Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and 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 11 - WOMEN IN GLOBAL PERSPECTIVE - SLO 1 - Significant themes - Identify the most significant themes in women's studies in a global context. (Created By Department - Women's Studies (WMN))	<p><b>Assessment Method:</b> Students will complete an analytical research paper examining one of the main themes in women's studies within a global context.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 85% of students will successfully complete the assignment.</p>	<p>09/24/2014 - Course has not been offered since 2011. Will be offered in spring 2015.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
Course-Level SLO Status: Active			
Department - Women's Studies (WMN) - WMN 11 - WOMEN IN GLOBAL PERSPECTIVE - SLO 2 - influence of women - Evaluate the influence of women in cultural and societal development. (Created By Department - Women's Studies (WMN))	<p><b>Assessment Method:</b> Students will analyze the influence of women in cultural development in a research paper.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 85% of students will successfully complete the assignment.</p>	<p>09/24/2014 - Course has not been offered since 2011. Will be offered in spring 2015.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
Course-Level SLO Status: Active			
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))	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 85% of students will successfully complete the assignment</p>	<p>07/11/2014 - The students did a good job but I realize that not all of them thought to discuss the process of internalization: how society gets in our heads. So I will explicitly asked them to discuss that process and how it works.</p> <p>I only kept data on students who completed the class. 82% successfully completed the assignment</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b></p>	
Course-Level SLO Status:			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		2013-2014	
<p>Department - Women's Studies (WMN) - WMN 21 - PSYCHOLOGY OF WOMEN: SEX &amp; 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> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> 85% of students will successfully complete the assignment</p>	<p>07/11/2014 - It can take time to get the paradigm shift that students undergo in this class, which reveals the social construction of reality, the process of internalization, and the invisible structures of society, 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 concepts and ways of seeing. For the midterm 66% of the class got a C or better, while 76% got a C or better on the final.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</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><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Analytical research paper on a topic related to women's studies.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 85% of students will successfully complete the assignment.</p>		
Department - Women's Studies (WMN) - WMN 5 - INTRODUCTION TO WOMEN'S STUDIES - SLO 1 - Roles of women in society - Evaluate the roles of women in	<p><b>Assessment Method:</b> Students will analyze the roles of women within society in a research paper, examining historical and/or sociological</p>	<p>07/11/2014 - Students were asked to analyze an advertisement from American television, print, or multi media from the previous decade, place the roles of women within the sociological perspective,</p>	

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><b>Course-Level SLO Status:</b> Active</p>	<p>perspectives as appropriate.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 85% of students will successfully complete the assignment.</p>	<p>and analyze the historical context for this. Students were very interested in the project, with 92% of them completing the assessment successfully.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> This assessment specifically targets critical thinking, which students amply demonstrated in their analysis of the advertisements.</p> <p><b>GE/IL-SLO Reflection:</b> This assessment specifically targets critical thinking, which students amply demonstrated in their analysis of the advertisements.</p> <p><b>GE/IL-SLO Reflection:</b> This assessment specifically targets critical thinking, which students amply demonstrated in their analysis of the advertisements.</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Analyze the roles that women play throughout societies and cultures in a research paper.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 85% of students will successfully complete the assignment.</p>	<p>07/11/2014 - Students were required to analyze the significance of women within an aspect of culture within their own biological or adopted societies. Aspect could include marriage, family, children, work, or other area, and students were to describe the roles women played, the influence they held, and the power (or lack of power) that they had over that societal area. 87% of students successfully completed the assessment.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> This assessment looked at critical thinking and analysis, but students had a difficult</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>time self-identifying aspects within their own culture.</p>	

**Unit Assessment Report - Four Column**  
**Foothill College**  
**Program (BSS-WMN) - Women's Studies AA**

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (BSS-WMN) - Women's Studies AA - 1 - Identify connections between specific people, groups, events and ideas and larger sociological, psychological, historical and gender studies specific themes, developments and topics .</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Research work resulting in capstone paper in second level course (WMN 11 or 21) demonstrating critical analysis of the connections between specific groups, to be completed by the end of spring 2012.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 85% of students will successfully complete the capstone paper in one of the second level courses within the program.</p>	<p>11/24/2014 - WMN 11 has not been offered over the past two years, so data for this PL-SLO is more difficult to mine. In WMN 21, close to 90% of students successfully completed the final paper for the course, and while the course is cross-listed with Psychology and Sociology, the focus of all the assignments is specifically targeted toward gender and issues within the field of gender studies.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> The critical analysis and communication GE/IL-SLO were both met with this PL-SLO; in addition, many students focused on international events, reflecting the GE/IL-SLO of global consciousness.</p>	
<p>Program (BSS-WMN) - Women's Studies AA - 2 - Critically analyze a variety of primary and secondary sources and draw valid sociological, psychological, historical, and gender studies interpretations from them.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Critical analysis in the form of an annotated bibliography that demonstrates understanding of primary and secondary sources within the field of women's studies.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target:</b> 85% of students will successfully complete an annotated bibliography in WMN 5 by the end of spring quarter 2012.</p>	<p>11/24/2014 - Students in WMN 5 were asked to do a document review of primary and secondary sources. With the adoption of a new edition of the text in 2014, this skill became more necessary, as significant portions of the new text are devoted to primary documents. Students performed extraordinarily well in this regard, demonstrating critical analysis skills as well as an understanding of the differences between types of sources; this also crossed over into differentiation in terms of internet research.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b></p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		The critical analysis GE/IL-SLO was met with this Program Learning Outcome.	