BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Department Name: Women's Studies

Division Name: Business and Social Sciences

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

Name	Department	Position
Dolores Davison	History/Women's Studies	Professor and Chair

Number of Full Time Faculty: 0   **Number of Part Time Faculty:** 3

Please list all existing Classified positions: *Example: Administrative Assistant I*

N/A

List all programs covered by this review and indicate the program type:

Women's Studies   ☐ Certificate   ☒ AA / AS   ☐ AD-T   ☐ Pathway

SECTION 1: PROGRAM DATA & ENROLLMENT

1A. Transcriptable Program Data: Data will be posted on Institutional Research's website 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 Program	2012-2013	2013-2014	2014-2015
Women's Studies AA	0	0	0

1B. Non-Transcriptable Program Data: 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	2012-2013	2013-2014	2014-2015

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

1C. Department Level Data:

	2012-2013	2013-2014	2014-2015
Enrollment	162	156	154
Productivity	540	693	684
Course Success	64%	70%	69%
Full-Time Load (FTEF)	0	0	0
Part-Time Load (FTEF)	.4	.3	.3

1D. Enrollment Trend:
Program Enrollment (Over Past 3 Years): ☐ Increase ☒ Steady/No Change ☐ Decrease

1E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	☒	☐	☐	☐	☒	☐
Asian	☒	☐	☐	☐	☐	☒
Filipino	☒	☐	☐	☒	☐	☐
Latino/a	☐	☐	☒	☐	☐	☒
Native American	☒	☐	☐	☒	☐	☐
Pacific Islander	☒	☐	☐	☐	☐	☒
White	☐	☐	☒	☐	☐	☒
Decline to State	☒	☐	☐	☒	☐	☐

1F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.
Male: ☐ Above Level ☐ At Level ☒ Below Level
Female: ☐ Above Level ☐ At Level ☒ Below Level
<25 Years Old: ☐ Above Level ☐ At Level ☒ Below Level
>25 Years Old: ☐ Above Level ☐ At Level ☒ Below Level

1G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

2014-2015 saw large increases in the success of African American students as well as Fillipino students. Latino/Latina student success increased dramatically between 2012-13 but then dropped in 2014-15, a trend that is worth exploring, as the number of Latino/Latina students enrolled remained consistent all three years. Increased support services might help with this issue, as well as more specific information about the rigor of the courses and the requirements of each course.

1H. Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

In 2014-15 WMN 11 was offered for the first time in 4 years; it was originally canceled due to financial reasons (the department had to cut 10%) and did not return to the schedule. Because it had not been offered previously, enrollments were lower than anticipated, but that should be changing as the course is required for the major.

1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☐ Increase ☒ Steady/No Change ☐ Decrease
Program Productivity (Compared to College): ☒ Above Goal ☐ At Goal ☐ Below Goal

Please discuss what factors may be affecting your program's productivity.

> Because one course (WMN 21) is crosslisted, the productivity numbers are slightly different than they should be. Overall, however, productivity remains strong in WMN.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

>

SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

2A. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **55%**.

Program Level Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
Targeted Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
Online Student Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard
In-Person/Hybrid Course Completion: ☒ Above Standard ☐ At Standard ☐ Below Standard

2B. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **71%**.

Program Level Course Completion: ☐ Above Goal ☒ At Goal ☐ Below Goal
Targeted Student Course Completion: ☒ Above Goal ☐ At Goal ☐ Below Goal
Online Student Course Completion: ☐ Above Goal ☐ At Goal ☒ Below Goal
In-Person/Hybrid Course Completion: ☐ Above Goal ☒ At Goal ☐ Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

> Students need to be more accurately prepared for the rigor that is found in WMN courses; many students see the classes as a simple GE course, as evidenced by their surprise that there is required reading, assignments, essays, and the like. In addition, online course students should be completing readiness modules and other assessments to determine their ability to succeed in an online course environment.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

> N/A

2C. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☒ Yes ☐ No

Does meaningful dialogue currently take place around equity and course success rates? ☒ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)
☐ Department Meetings ☒ Opening Day ☒ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

> Discussions are ongoing; because the faculty in the program are part time, they do not often attend division meetings, curriculum meetings, and other venues where discussions take place with the

clusters. That communication and participation will hopefully be improved going forward as part time faculty are now required to engage in SLO assessments.

2D. Course-Level: How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

Over the past three years, assessments have been changed to more accurately reflect the needs of students intending to transfer. Because part time faculty were not required to participate in the assessment process, these changes were done indpendently, but with the requirement of participation, we should see more changes as needed at the course level.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

Course SLOs are being met.

2E. Program-Level: How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

One of the clear issues with the program has been the absence of core courses being offered, leading to an absence of degrees. WIth all of the core courses now being offered, and the introduction of the Social Justice ADT on the horizon, it is likely that more students will complete the degree and transfer to the CSU campuses.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

Campuswide discussions are just being initiated about the possibility of an ADT in Social Justice Studies, a key component of which would be WMN 5 (Introduction to Women's Studies). While Foothill does not currently have a ToP code that would require us to adopt this degree, it may serve students interested in transfering to the CSU system. In addition, the creation of a C-ID descriptor for WMN 5 would ease transfer of that course to other colleges and universities; the department chair is involved in the discussions regarding this descriptor, and it will likely benefit our students to adopt the descriptor when it is finalized. Other courses in the department (including WMN 11, 15, and 21) may also be part of the degree when finalized.

If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.

2F. Workforce/CTE Programs: Refer to the program review website for labor market data.

What is the regional three-year projected occupational growth for your program?

What is being done at the program-level to assist students with job placement and workforce preparedness?

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (<u>not resource requests</u>) from past program reviews and provide an update by checking the appropriate status box.

Increase retention in online courses	Year: 2014-5	☐ Completed	☒ Ongoing	☐ No Longer a Goal
Create a Women in Sport Class	Year: 2014-5	☐ Completed	☒ Ongoing	☐ No Longer a Goal
Expand Offerings in WMN	Year: 2014-5	☐ Completed	☒ Ongoing	☐ No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

| The new ADT may provide additional courses in WMN that can be easily adapted for the program. |

Please provide rationale behind any objectives that are no longer a priority for the program.

| |

3B. New Program Objectives: Please list all new program objectives discussed in Sections 1-2; do <u>not</u> list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
Match WMN 5 description to new ADT descriptor, if appropriate	For Fall 2017	Creation of new descriptor

3C. EMP Goals. Please refer to the Educational Master Planning (EMP) website for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

☒ Create a culture of equity that promotes student success, particularly for underserved students.

☒ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.

☐ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

3D. Resource Requests: Using the table below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee (OPC) website for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
			☐	☐	☐	☐

3E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

| N/A |

3F. Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

| **N/A** |

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Hold Department Meeting	Planned for Winter 2016

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

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 Social Justice Studies might prove to be of interest to our students.

SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

5A. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

5B. Attach 2014-2015 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 6: FEEDBACK AND FOLLOW-UP

This section is for the <u>Dean/Supervising Administrator</u> to provide feedback.

6A. Strengths and successes of the program as evidenced by the data and analysis:

The Women's Studies program continues to be a viable and successful program for students at Foothill. With the advent of the Social Just AD-T, the program should continue to see growth in degree attainment for students. The program should consider gearing up for more students once we have confirmation on the requirements for the Social Justice AD-T.

6B. Areas of concern, if any:

None at this time

6C. Recommendations for improvement:

6D. Recommended Next Steps:
☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

This section is for the <u>Vice President/President</u> to provide feedback.

6E. Strengths and successes of the program as evidenced by the data and analysis:

As a program with no dedicated full-time faculty, it is commendable that Women's Studies continues to grow and develop as a high quality academic program due to the

dedicated faculty it has supporting it including History Instructor Dolores Davison and adjunct faculty member Georgia Platts. The program offers transfer students an outstanding opportunity to develop and expand their knowledge of Women's Studies and enrollment has been strong and will continue to grow with the addition of a Social Justice ADT in the future.

6F. Areas of concern, if any:

No areas of concern.

6G. Recommendations for improvement:

Continue to expand offerings and curriculum as ADT in Social Justice develops and is approved.

6H. Recommended Next Steps:

X☐ Proceed as Planned on Program Review Schedule on Program Review Schedule

☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will complete an analytical research paper examining one of the main themes in women's studies within a global context. **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will successfully complete the assignment.	07/18/2015 - Students were required to complete a paper analyzing the roles of women within the patriarchal structures of a country or region other than the United States. Topics varied from patriarchal structures in Asia (with emphases on China and Korea) to the roles women in the structures of Afghanistan. Of the 17 students who completed the assignment, 15 (88%) received a passing grade. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** Critical analysis and composition skills.	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will analyze the influence of women in cultural development in a research paper. **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will successfully complete the assignment.	07/18/2015 - Students were asked to analyze the role of a woman in the development of culture in a region other than the United States. Topics selected by the students included Benazir Bhutto of Pakistan, Anna Akhmatova of Russia, and the women of Afghanistan who rebelled against Taliban rule. Of the 15 students who completed the assignment, all 15 received passing grades. (This is a core course for the WMN major, so students were very engaged). **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** Critical analysis and composition.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Women's Studies (WMN) - WMN 15 - A HISTORY OF WOMEN IN ART - SLO 1 - Culturally diverse arts - A successful student will be able to utilize a chronological and thematic approach, students will evaluate and discuss the culturally diverse arts produced by women in the history of art, from the Middle Ages to the present. (Created By Department - Women's Studies (WMN)) **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 15 - A HISTORY OF WOMEN IN ART - SLO 2 - Women's influences on art - Analyze in written form, the influences on art produced by women of such issues as gender, race, socio-economic and political conditions, increasing urbanization and conceptions of nature. (Created By Department - Women's Studies (WMN)) **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)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Essay/Journal **Target for Success:** 85% of students will successfully complete the assignment	07/18/2015 - Since I created more explicit questions to help students think through how media messages could be affecting women's psychology, most students wrote quite thoughtful papers. (But they say that I've ruined popular culture for them.) I only kept data on students who completed the class. All but one of the students successfully completed the assignment. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: Critical analysis.	
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)) **Course-Level SLO Status:** Active	**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., Tootsie). 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. **Assessment Method Type:** Essay/Journal **Target for Success:** 85% of students will successfully complete the assignment	07/18/2015 - I simplified wording on the multiple choice exams because a counselor asked me to give an oral exam to one of my students and while administering the exam I realized that the questions were written in a fairly complex form. So I simplified the wording in hopes of helping students with learning disabilities, ESL students, as well as students who experience test anxiety. I'll have to see if test scores go up next year. 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 and the invisible structures of society are revealed, as well as moving from seeing the world from the perspective of the powerful to the perspective of the powerless. 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 74% of the class got a C or better, while 90% got a C or better on the final. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** Critical analysis.	
Department - Women's Studies (WMN) - WMN 34H - HONORS INSTITUTE SEMINAR IN WOMEN'S STUDIES - SLO 1 - roles of women in context - Evaluation of topics in women's studies which reflect an	**Assessment Method:** Analytical research paper on a topic related to women's studies. **Assessment Method Type:** Research Paper		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
understanding of the roles of women within a historical or other context. (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Target for Success:** 85% of students will successfully complete the assignment.		
Department - Women's Studies (WMN) - WMN 34H - HONORS INSTITUTE SEMINAR IN WOMEN'S STUDIES - SLO 2 - analysis - Analysis of gender and its impact on societal norms and expectations. (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Analytical research paper on a topic related to women's studies. **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will successfully complete the assignment.		
Department - Women's Studies (WMN) - WMN 35 - DEPARTMENT HONORS 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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Analytical research paper on a topic related to women's studies. **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will successfully complete the assignment.		
Department - Women's Studies (WMN) - WMN 35 - DEPARTMENT HONORS PROJECTS IN WOMEN'S STUDIES - SLO 2 - analysis - 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	**Assessment Method:** Analytical research paper on a topic related to women's studies. **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will successfully complete		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Studies (WMN)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	the assignment.		
Department - Women's Studies (WMN) - WMN 36 - 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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Analytical research paper on a topic related to women's studies. **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will successfully complete the assignment.		
Department - Women's Studies (WMN) - WMN 36 - SPECIAL PROJECTS IN WOMEN'S STUDIES - SLO 2 - analysis - 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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Analysis of women's studies in large context through a research paper on a topic related to the field. **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will successfully complete the assignment.		
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))	**Assessment Method:** Analytical research paper on a topic related to women's studies. **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will successfully complete the assignment.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 36X - SPECIAL PROJECTS IN WOMEN'S STUDIES - SLO 2 - analysis - 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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Analytical research paper on a topic related to women's studies. **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will successfully complete the assignment.		
Department - Women's Studies (WMN) - WMN 36Y - 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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Analytical research paper on a topic related to women's studies. **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will successfully complete the assignment.		
Department - Women's Studies (WMN) - WMN 36Y - SPECIAL PROJECTS IN WOMEN'S STUDIES - SLO 2 - analysis - 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)) **Assessment Cycles:** End of Academic Year	**Assessment Method:** Analytical research paper on a topic related to women's studies. **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will successfully complete the assignment.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Women's Studies (WMN) - WMN 36Z - 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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Analytical research paper on a topic related to women's studies. **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will successfully complete the assignment.		
	Assessment Method: Analytical research paper on a topic related to women's studies. **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will successfully complete the assignment.		
Department - Women's Studies (WMN) - WMN 36Z - SPECIAL PROJECTS IN WOMEN'S STUDIES - SLO 2 - analysis - 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)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active			
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	**Assessment Method:** Students will analyze the roles of women within society in a research paper, examining historical and/or sociological	07/18/2015 - Students examined a series of advertisements (both recent and historical) and were asked to analyze the messages that these advertisements presented to the public regarding	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
society from a historical and sociological perspective. (Created By Department - Women's Studies (WMN)) **Course-Level SLO Status:** Active	perspectives as appropriate. **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will successfully complete the assignment.	women's roles, expectations, behavior, and treatment. Of the 32 students who completed the assignment, all passed. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** Critical analysis.	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Analyze the roles that women play throughout societies and cultures in a research paper. **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will successfully complete the assignment.	07/18/2015 - Students were asked to read an article regarding exercise at the turn of the 19th century and analyze how women's positions in society vis-a-vis exercise have changed since then. Students focused on the increased role of women in fitness and diet/exercise sciences, including nutrition, and the impact that has had overall in American culture and beyond. Of the 29 students who completed the paper, 28 were successful. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** Critical analysis.	

Foothill College
Program (BSS-WMN) - Women's Studies AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 . **SLO Status:** Active	**Assessment Method:** 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. **Assessment Method Type:** Research Paper **Target:** 85% of students will successfully complete the capstone paper in one of the second level courses within the program.	02/08/2016 - WMN 11 was offered in Spring 2015 for the first time in several years. Students completed specific research projects on women globally in terms of health, marriage, family, and relationships. Of the 19 students who completed the class, all 19 passed the capstone paper, in part because all of them were either majors or had a significant interest in the topic. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** This particular capstone project falls under both critical analysis and composition.	
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. **SLO Status:** Active	**Assessment Method:** Critical analysis in the form of an annotated bibliography that demonstrates understanding of primary and secondary sources within the field of women's studies. **Assessment Method Type:** Case Study/Analysis **Target:** 85% of students will successfully complete an annotated bibliography in WMN 5 by the end of spring quarter 2012.	02/08/2016 - WMN 5 continues to be the entry course for the major and for students interested in the topic as a whole. Students in the spring WMN 5 classes completed annotated bibliographies regarding their research into one of several topics, including women in advertising and women in sports. Of the 34 students who completed the course, 32 successfully completed the assignment, meaning a 95% success rate. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** This assignment meets the critical analysis GE/IL-SLO.	