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.

Program/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	Chair and FT Faculty (PT in WMN)
Georgia Platts	Women's Studies	PT Faculty
Rachel Standish	History/Women's Studies	PT Faculty

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

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

NA

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review data, please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

There are several areas that the WMN program has done very well on in the last year. The productivity of the department continues to increase, at 608 this year compared to 593 last year. The decision to remove sociology from one of the crosslisted courses also increased our overall numers. Our success rates in in-person courses saw only a 2% different between targeted and non targeted groups, which is a significant improvement. We also revised the program to ensure that the core courses were all in the BSS division, with a selection of support courses from other departments working toward the program goals. We also revised our program sheet to ensure that the courses were focused in the social sciences, with the support courses coming from both the division and in other areas outside the division.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

One of the major areas that we will be focusing on going forward is the creation of a Social Justice -- Women's Studies focus AD-T. The WMN 5 (Introduction to Women's Studies) course has been submitted to the state for review for this program, and several other courses will be queued up once the descriptors for that degree are in place. While the degree is not a required AD-T (the Taxonomy of Programs code is not the same, so we are not required to do the ADT in Social Justice Studies), we believe that it will positively impact our students and may consider eliminating the local degree if the ADT proves to be more popular.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

Graduation rates, success rates in courses, increase in degrees earned. We anticipate that once the ADT is in place, we will see an increase in graduation rates with the ADT, as it guarantees students a place in the CSU system; currently, with the exception of San Francisco State, the transfer institutions with strong women's studies programs to which our students transfer are private colleges and universities and the UCs.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review data, tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

We will be offering WMN 11 -- Women in Global Perspective in the spring quarter; this course focusing on international women's issues is one that addresses a wide range of diversities and should draw in a wide group of students. While our numbers for male students have remained consistently at anout 20% (which was remarked upon in last year's program review), they outpace the national averages that I have seen (George Washington University, for example, reported that in classes of 30 students the average number of men present was 2, or 6.7%, compared to our 20% number.) The largest cohort in WMN classes remain Latino/a, larger than both white and Asian students, and the Women in Global Perspective should help bring in a more diverse group of students. In addition, given the results of this year's election, students are far more interested in the topic than in previous years, so we anticipate an increase in enrollment based on that.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	**Implementation Timeline**	**Progress Measures**
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
Offer AD-T in Social Justice -- Women's Studies focus	2016-18	Degree completion
Partner with KINS to consider Women in Sports for support course	2016-18	Conversations with faculty in KINS and inclusion of support course on Women in Sports

2B. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) website for current guiding principles, rubrics and resource allocation information.

Resource Request	$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
NA			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

NA

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2015-2016 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.

3B. Attach 2015-2016 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 4: FEEDBACK AND FOLLOW-UP

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

4A. Strengths and successes of the program as evidenced by the data and analysis:

The Womens Studies Program continues to serve students with high-quality transfer courses that challenge students' perspectives and inspires them to expand their perception of historical events. The program is working on a transfer degree that could have a positive impact on program enrollment and students seeking degrees and transfer to university womens studies programs. While participation among male students has stayed constant at approximately 20%, this is higher than the national average for womens studies programs and as the program expands it should seek ways to attract more male attendance. The addition of a women in sports course could have a strong impact on enrollment and reach new populations of students.

4B. Areas of concern, if any:

No areas of concern.

4C. Recommendations for improvement:

Add new curriculum in the form of a women in sports class.

4D. Recommended Next Steps:

☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 4, 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.

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)) **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.	04/13/2016 - Course is not being offered in 2015-2016 **Result:** Target Not Met **Year This Assessment Occurred:** 2015-2016	
		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.	
		09/24/2014 - Course has not been offered since 2011. Will be offered in spring 2015. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
Department - Women's Studies (WMN) - WMN 11 - WOMEN IN GLOBAL PERSPECTIVE - SLO 2 - influence of women - Evaluate the influence of women in	**Assessment Method:** Students will analyze the influence of women in cultural development in a research paper.	04/13/2016 - Course is not being offered in 2015-2016 **Result:** Target Not Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
cultural and societal development. (Created By Department - Women's Studies (WMN)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Research Paper **Target for Success:** 85% of students will successfully complete the assignment.	**Year This Assessment Occurred:** 2015-2016 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. 09/24/2014 - Course has not been offered since 2011. Will be offered in spring 2015. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
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			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- 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 **GE/IL-SLO Reflection:** Critical analysis. 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. I only kept data on students who completed the class. 82% successfully completed the assignment **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 07/19/2013 - The exams seem to provide a good sense of how well the students are	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. a. Target for success: 70% of students will receive a passing grade 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. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
		07/05/2012 - Essay questions needed to be reworded to ensure that students would better reflect on how patriarchy affects women?s psychology, and so that faculty could more clearly see their progress. The reworked questions helped a lot to direct students to reveal their understandings. All but one student in the class (95%) successfully completed the assignment.	07/05/2012 - Continued fine tuning of questions and directing of students' revelation of understandings.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Demonstrated communication skills as well as critical thinking and 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	07/06/2016 - Women's Studies 21 1Q -- Psychology of Women and Sex Differences 1) The data on how your students did on the SLO. SLO2. Comprehend and evaluate patriarchy's effects on women's psychology. For example, why do women tend to accept a secondary status? How do women so often lose the ability to choose and act because they don't realize that they have options, given the societal box that they have been socialized within? How do problems that range from sexual dysfunction to unequal pay stem from being socialized within a patriarchal society? Assessment Strategy Student learning will primarily be assessed by two means: 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? 2) Demonstrate knowledge of patriarchy's effects on women's psychology in a multiple-choice + essay exam.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Reflection 1) 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. Basically, I needed to be more specific in the wording. The reworked questions helped a lot to direct students to reveal their understandings. a. Target for success: 85% of students will successfully complete the assignment I only kept data on students who completed the class. Ninety-two percent of the students successfully completed the assignment. 2) 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. I have a set of lecture notes that I send out. a. Target for success: 70% of students will receive a passing grade 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 — until now — students do better on the final than the midterm, as they increasingly grasp these new ways of seeing. This year was different. For the midterm 80% of the class got a C or better, while only 68% got a C or better with the final. At least this was close to 70%. But nothing changed in how I do the final, so it may be a fluke. Very strange. But fortunately the essay portion raised that percentage to 74%.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2015-2016 **GE/IL-SLO Reflection:** Comprehend and evaluate patriarchy's effects on women's psychology.	
		07/01/2016 - 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. Basically, I needed to be more specific in the wording. The reworked questions helped a lot to direct students to reveal their understandings. a. Target for success: 85% of students will successfully complete the assignment I only kept data on students who completed the class. Ninety-two percent of the students successfully completed the assignment. **Result:** Target Met **Year This Assessment Occurred:** 2015-2016 **GE/IL-SLO Reflection:** 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. I have a set of lecture notes that I send out. a. Target for success: 70% of students will receive a passing grade 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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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 — until now — students do better on the final than the midterm, as they increasingly grasp these new ways of seeing. This year was different. For the midterm 80% of the class got a C or better, while only 68% got a C or better with the final. At least this was close to 70%. But nothing changed in how I do the final, so it may be a fluke. Very strange. But fortunately the essay portion raised that percentage to 74%.	
		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:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** Critical analysis.	
		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 gota C or better, while 76% got a C or better on the final. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
		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. I only kept data on students who completed the class. 88% successfully completed the assignment. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		07/05/2012 - 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. 90% of students successfully completed the assignment. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Communication, critical and analytical thinking.	
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 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 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	**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 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 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 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:**	**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
Active 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 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.	07/05/2012 - Student enrolled successfully completed a research paper on the roles of women in the reign of Augustus and their influence on political and social life in the time frame of his reign. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Communication and critical/analytical thinking.	
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:**	**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
Active			
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 **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 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:**		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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 society from a historical and sociological perspective. (Created By Department - Women's Studies (WMN)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will analyze the roles of women within society in a research paper, examining historical and/or sociological perspectives as appropriate. **Assessment Method Type:** Research Paper **Target for Success:** 85% of students will successfully complete the assignment.	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 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. 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, and analyze the historical context for this. Students were very interested in the project, with 92% of them completing the assessment	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		successfully. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** This assessment specifically targets critical thinking, which students amply demonstrated in their analysis of the advertisements. **GE/IL-SLO Reflection:** This assessment specifically targets critical thinking, which students amply demonstrated in their analysis of the advertisements. **GE/IL-SLO Reflection:** This assessment specifically targets critical thinking, which students amply demonstrated in their analysis of the advertisements.	
		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 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%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Critical analysis/Communication	
		07/05/2012 - Students primarily focused on historical perspectives of women within society, specifically examining roles of women in patriarchy and patriarchal structures. 92% of students successfully completed the assignment. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2011-2012 **GE/IL-SLO Reflection:** Communication and critical thinking/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.	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** This assessment looked at critical thinking and analysis, but students had a difficult time self-identifying aspects within their own culture.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Critical thinking/communication	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.
		07/05/2012 - Students wrote on a wide range of topics, including women in work, politics, education, and the family. 88% of students successfully completed the assignment. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Communication and critical/analytical thinking.	

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
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.	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** 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.	
		08/23/2012 - Students in WMN 21 engaged in research work for a capstone paper demonstrating the connections between different groups within	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		society. Of the 15 students in the class, 13 were able to successfully complete the paper -- 87% **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Critical analysis	
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.	
		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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: The critical analysis GE/IL-SLO was met with this Program Learning Outcome.	
		08/23/2012 - Students in WMN 5 were required to include an annotated bibliography as part of their research work into the subordination of women in a historical and social context. Of the 46 students enrolled in the course, 38 were able to successfully complete the annotated bibliography. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Critical analysis.	08/23/2012 - While the target was not met (by 3%), this remains a valid assessment of student performance within the program and should receive greater emphasis in classes going forward.