

## Introduction

### Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

### Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean/Administrator's comments/reflection/next steps
7. Vice President Comments

### 2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
- Vice President completes section 7 and returns documents to program review team by January 18, 2013.
- Program review documents are due to the Office of Instruction by January 25, 2013.

### Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

**Basic Program Information**

Department Name: Women’s Studies

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.

Program Review team members:

Name	Department	Position
Dolores Davison	History/Women’s Studies	Professor

<b>Total number of Full Time Faculty:</b>	<b>0</b>
<b>Total number of Part Time Faculty:</b>	<b>3</b>

<b>Existing Classified positions: 0</b>
Example: Administrative Assistant I
Example: Program Coordinator

Programs\* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Women’s Studies	A.A.	90

\*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. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

\*\*Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

**Section 1. Data and Trend Analysis**

1.1. Program Data:

Data will be posted on

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2010-2011	2011-2012	% Change

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

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

1.2 Department Data (Attach data provided by IR or manually complete chart below)

Dimension	2010-2011	2011-2012	% Change
Enrollment			
Productivity (Goal: 546)			
Success			
Full-time FTEF			
Part-time FTEF			

Department Course Data (Attach data provided by IR or manually complete chart below)

Course	2010-2011			2011-2012		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1						
Ex. ART 2						

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

Program:

Updated:

1. Enrollment trends over the last two years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends. There has been a decline in enrollment due to the cutting of sections; the loss of a section (WMN 11) over the past year reduced the total number of students taking the courses within the program.
  - a. Please analyze the data and comment with regards to student ethnicity, gender, age and highest degree. As might be expected, women have a higher success rate in WMN classes, and are more likely to complete the courses. Students in the two higher age demographics are significantly more likely to succeed (up to 88% success rates, versus 62% for those in the 20-24 age group. Success rates have improved for every group (significantly for Asian students, from 43% in 2010-11 to 80% in 2011-12) except white students, which has seen a slight decline. The loss of an online section (WMN 11) which traditionally attracted a significant number of international students might be the explanation for this.
2. Completion Rates: Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends, including completion rates by student demographic.
  - a. AA, AS, transcriptable certificates: One student completed a degree, in comparison to none in 2010-11. There are no plans at this time to offer an AA-T in WMN.
  - b. Local, non-State approved certificates
  - c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.
3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions. For reference, the college productivity goal is 546. WMN productivity increased from 2010-11 to 2012, peaking in 2011-12 at 701. The mixture of online and in person courses offers students opportunities to take courses which interest them and allow them to enroll in courses in which they will succeed.
4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?) In the spring 2012 we chose to cancel WMN 11 due to budget cuts and the need to limit sections. It is likely that the course will be offered again in the spring 2013, as it is a requirement for the degree. The introduction of Sociology of Gender, and the potential of including it in the degree, may see more interest in WMN courses as a whole.
5. Curriculum and SLOs

- a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt) All CORs are up to date.
  - b. As a department/program, how do you ensure that all faculty are teaching to the COR? Regular evaluations are conducted on the part time faculty to ensure that they are teaching to the COR; failure to do so results in a negative evaluation and the potential loss of reemployment preference.
  - c. Discuss how the objectives and outcomes in your courses relate to the program learning outcomes and to the college mission. (Recommendation: attach TracDat mapping report) The WMN program requires critical thinking and analysis as well as communication skills and global and community consciousness; all three skills are found throughout the courses within the program.
  - d. If you are offering both an associate's degree and a certificate of achievement, please provide a rationale for offering both. If you are offering a local associate's degree and a transfer degree in the same discipline, please comment on your rationale for offering both. n/a
  - e. If you are offering any interdisciplinary or cross-listed courses or program, please comment on collaborative efforts such as team-teaching or learning communities. WMN 21 is cross-listed with Psych and Sociology, which ensures that the course fills every quarter with majors from all three disciplines. The major includes a communication course, which involves one of the college missions and ensures that students are familiar with the differences in communication between the genders. Art 2E (WMN 15) is also cross-listed and remains one of the most popular courses in the program. Faculty in the program are discussing the possibility of creating a Women in Sports class with the Kinesiology Department.
  - f. Comment on any recent developments in your discipline which may require modification of existing curriculum and/or the development of new curriculum. None
6. Basic Skills Programs (English, ESLL and Math). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website:  
<http://foothill.edu/president/basicskills.php>
- a. Please describe existing ladder programs, alternative pathways, Non-credit to credit transitions within your program.
  - b. Please comment on progression in sequenced courses.
7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website:  
<http://foothill.edu/president/transfer.php>

- a. Please analyze and discuss Transfer data regarding this program. Students who major in WMN transfer to a variety of private and public universities; anecdotally, the majority transfer to Mills College and the UCSC.
  - b. Please analyze and discuss Articulation data regarding this program. The course courses articulate to all CSU and UC campuses, as well as many private schools.
  - c. Please discuss the status of your program's AS-T or AA-T degrees. N/A
8. Workforce Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website:  
<http://www.foothill.edu/president/workforce.php>
- a. Education Code section 78016 requires that colleges review the effectiveness of Career Technical Education (CTE) programs. Verify that this program:
    - i. Continues to meet a documented labor market demand as referenced by industry/occupational report provided.
    - ii. Does not represent unnecessary duplication of other manpower training programs in the college's service area.
    - iii. Is of demonstrated effectiveness as measured by the employment and completion success of its students.
    - iv. Please analyze and comment on average salary/wage data in the region.
  - b. Program accreditation (Please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.
  - c. Service to the community: Please describe community service, outreach and special projects or initiatives that the program provides.
  - d. Outcomes assessments: Please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.
  - e. Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.
9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: <http://foothill.edu/staff/irs/ESMP/index.php>
- a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program. Women's History Month reaches students from a wide range of underrepresented groups, and those students frequently enroll in WMN classes in the quarters following the History Month. The creation of a

Women in Sports class would potentially reach a previously untapped demographic of student athletes, many of whom come from underrepresented groups.

10. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

## Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

See end of document.

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

See end of document

## Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

### 2.3.a Course-Level SLO

1. Give an assessment of the past three years of annual Course Level SLO reflections.

Writing and critical analysis continue to be concerns for students. The introduction of additional writing assignments, including in class work and scaffolded research projects, will address those issues going forward.

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

Program:

Updated:



N/A

### **2.3.b Program-Level SLO**

1. What summative findings can be gathered from the Program Level Assessments?

Students major in WMN but do not take degrees in the program, in part because of the GE requirements; they instead transfer with the units. Due to the absence of an AA-T degree, it is unlikely that this will change in the future.

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? The department is considering increasing the flexibility of the courses students may take to complete the degree, including using the new sociology course as part of the support courses. There is also the possibility of including the English department's Women Writers course, and allowing Intercultural Studies courses from De Anza to count as well.

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

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

<b>Action Step</b>	<b>Related SLO assessment (Note applicable data)</b>	<b>Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)</b>	<b>How will this action improve student learning/success?</b>
<b>1 Increase retention in online WMN 5 courses</b>	Critical Analysis	Transfer	Students often enroll in the course believing that it is not a serious academic class and are then surprised by the amount of reading, etc; better preparing students for the challenges of the course will improve retention and success rates.
<b>2 Create a Women in Sports course</b>	Critical Thinking	Transfer	Course would attract a new demographic of students to WMN and provide the opportunity for students to explore potential majors for transfer.

**Section 3: Program Goals and Rationale**

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals will be linked to resource requests.

3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 Increase participation of male students in WMN courses	Ongoing	Texts and lectures in online course were examined to ensure inclusion and lack of “man-bashing”	Ongoing
2 Add additional courses in WMN	Ongoing	Budget constraints prevented this; will be continuing to explore options	Ongoing

3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
<b>1 Increase retention in online courses</b>	Ongoing	2.4, #1	Students often enroll in the course believing that it is not a serious academic class and are then surprised by the amount of reading, etc; better preparing students for the challenges of the course will improve retention and success rates.

**Section 4: Program Resources and Support**

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

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2
N/A		

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

Position	\$ Amount	Related Goal from Table in section 3.2
N/A		

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2
N/A		

Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2
N/A		

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2
N/A		

**Section 5: Program Strengths/Opportunities for Improvement**

5.1 Use the matrix provided below and reflect on the program relative to students’ needs, briefly analyze the program’s strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations

Program:

Updated:

may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
<b>Strengths</b>	Program has dedicated part time faculty who contribute to the Women's History Month celebration and are involved in student learning outcome assessment and other departmental activities.	Reputation of program as a whole, national blog of one part time faculty member, proximity of transfer programs (Mills, UCSC, Cal)
<b>Weaknesses</b>	Part time faculty do the majority of the teaching; limited opportunities for curriculum development.	Lack of plans to create an AA-T degree in WMN may limit students wanting to major in the program.
<b>Opportunities</b>	Continued work with other departments to build the major.	Alumni relations with local universities and national presentations on topics in WMN.
<b>Threats</b>	Continued budget constraints have limited the already limited number of sections offered.	Frequent public criticism that WMN is not an academic program; perception that women are now equal and there is no reason to continue to study the events of the past.

5.2 Address the concerns or recommendations that were made in prior program review cycles. None

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability? None

5.4 After reviewing the data, what strengths or positive trends would you like to highlight about your program? This program has a very strong core of part time faculty members who are dedicated to the program, as well as faculty in other departments and divisions that are interested in contributing.

**Section 6: Feedback and Follow Up**

This section is for the Dean to provide feedback.

6.1 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 even though budget cuts have limited course availability. The department offers high quality and rigorous transfer level courses, which may create a higher level of course non-success among targeted groups. The suggestion that some students sign up for WMN courses thinking they are less rigorous than core transfer track classes has validity, so efforts should be made to make students aware of this up front. In terms of degree attainment, because the vast majority of students in this area are transfer track, the likelihood of increasing degree attainment is low without an AA-T degree and efforts to cross list courses with other departments should be continued. Nevertheless, the courses remain viable and an important part of the college curriculum and should be expanded as budget concerns lessen. The goal of creating a Women in Sports class is an excellent one and should be pursued with the Kinesiology department.

6.2 Areas of concern, if any:

Higher levels of non-success among targeted groups could be addressed by ensuring students are aware of the academic rigor of the courses, including writing assignments and critical thinking.

6.3 Recommendations for improvement:

Continue plans to develop Women in Sports course with Kinesiology and Athletics and look to add courses in the 13-14 year.

6.4 Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

<b>Section 7: Feedback and Follow Up</b>
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This section is for the Vice President to provide feedback.

7.1 Strengths and successes of the program as evidenced by the data and analysis:  
The enrollment trends and the SLO assessment/reflections provide evidence that the program is successful and serves a necessary transfer elective function, rather than a terminal degree. The curriculum is up to date, and the courses are scheduled in a student centered way. The faculty are clearly dedicated to the subject matter and student success.

7.2 Areas of concern, if any:

Although there are no concerns with the program, I would be hesitant to assume that lower success rates are due to students assuming the class is easy. More data and analysis would be helpful in this area. In addition, although the new course proposals sound interesting and potentially popular with students, in a time of budgetary constraint more classes may not be as likely to be scheduled.

7.3 Recommendations for improvement:

None.

7.4 Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Upon completion of section 7, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

# Unit Course Assessment Report - Four Column

## Foothill College

**Mission Statement:** A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

Course-Level SLOs	Means of Assessment & Target / 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))  <b>Course-Level SLO Status:</b> Active	<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.  <b>Assessment Method Type:</b> Research Paper  <b>Target:</b> 85% of students will successfully complete the assignment.		
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will analyze the influence of women in cultural development in a research paper.  <b>Assessment Method Type:</b> Research Paper  <b>Target:</b> 85% of students will successfully complete the assignment.		
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))  <b>Course-Level SLO Status:</b>			



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Women's Studies (WMN) - WMN 21 - PSYCHOLOGY OF WOMEN: SEX &amp; 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> <p><b>Course-Level SLO Status:</b> Active</p>	<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:</b> 85% of students will successfully complete the assignment</p>	<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Demonstrated communication skills as well as critical thinking and analysis.</p>	<p>07/05/2012 - Continued fine tuning of questions and directing of students' revelation of understandings.</p> <hr/>
<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., 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?</p>	<p>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.</p> <p><b>Result:</b></p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>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:</b> 85% of students will successfully complete the assignment</p>	<p>Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication, critical and analytical thinking.</p>	
<p>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))</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:</b> 85% of students will successfully complete the assignment.</p>		
<p>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))</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:</b> 85% of students will successfully complete the assignment.</p>		
<p>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</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>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>Target:</b> 85% of students will successfully complete the assignment.</p>		
<p>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))</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:</b> 85% of students will successfully complete the assignment.</p>		
<p>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))</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:</b> 85% of students will successfully complete the assignment.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Analysis of women's studies in large context through a research paper on a topic related to the field.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 85% of students will successfully complete</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Assessment Cycles:</b> End of Academic Year	the assignment.		
<b>Course-Level SLO Status:</b> Active			
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))  <b>Assessment Cycles:</b> End of Academic Year  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Analytical research paper on a topic related to women's studies. <b>Assessment Method Type:</b> Research Paper <b>Target:</b> 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. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> 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))  <b>Assessment Cycles:</b> End of Academic Year  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Analytical research paper on a topic related to women's studies. <b>Assessment Method Type:</b> Research Paper <b>Target:</b> 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))	<b>Assessment Method:</b> Analytical research paper on a topic related to women's studies. <b>Assessment Method Type:</b> Research Paper <b>Target:</b> 85% of students will successfully complete the assignment.		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>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))</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:</b> 85% of students will successfully complete the assignment.</p>		
<p>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))</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:</b> 85% of students will successfully complete the assignment.</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:</b> 85% of students will successfully complete the assignment.</p>		
<p>Department - Women's Studies (WMN) - WMN 36Z - SPECIAL PROJECTS IN WOMEN'S STUDIES - SLO 2 - analysis -</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will analyze the roles of women within society in a research paper, examining historical and/or sociological perspectives as appropriate.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 85% of students will successfully complete the assignment.</p>	<p>01/16/2013 - Students were asked to analyze the roles of women within the family; of the 21 students who completed the assignment, 17 were successful (81%); however, two of the students who were unsuccessful submitted their papers late, resulting in a grade penalty, and one of the students plagiarized; if that is taken into account, the success rate was 95%.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Critical analysis/Communication</p>	
		<p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and critical thinking/analysis.</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</p>	<p><b>Assessment Method:</b> Analyze the roles that women play throughout societies and cultures in a research paper.</p>	<p>01/16/2013 - Students were asked to write a research paper that analyzed the roles of women within society (as mothers, daughters, wives, etc)</p>	<p>01/16/2013 - It's clear that this assignment is not allowing students to analyze the roles of women within</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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 Type:</b> Research Paper</p> <p><b>Target:</b> 85% of students will successfully complete the assignment.</p>	<p>and the impact on the familial structure as a whole. Of the 18 submitted papers, only 11 were submitted on time, and 14 of the 18 (77%) successfully completed the paper.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Reporting Year:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Critical thinking/communication</p> <hr/> <p>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.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and critical/analytical thinking.</p>	<p>society and culture; for the next teaching period (spring 2013), the assignment will be significantly altered. The number of late submissions is also a concern and may have to be addressed with more severe penalties for late papers.</p> <hr/>