A. ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS: Perform a SWOT analysis of your program, indicating the STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS in relation to program goals and available resources, including an evaluation of the curriculum in terms of student needs. Analyze the external factors affecting program goals and performance, e.g., changes in demographic, educational, social, economic, workforce, or global trends; evolving technology; demand (based on enrollment trends or other factors); linkage with other related campus programs, services, or committees; local availability of similar programs; availability of auxiliary funding. Include supplemental survey results and other data whenever available. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Retention, Success); 1999-2000 Program Planning Summary; Other___________)

1. Internal factors:
   We currently offer at least two courses in Women’s Studies each quarter: WMN 5 (2 sections in fall, one in winter, one in spring); WMN 11 (one section in spring); and WMN 21 (one section in winter, one section in spring). This year, we changed the major to include SPCH 10 (Gender and Communication), to provide the opportunity for more students to graduate in Women’s Studies and expand the number of degrees granted. Enrollment in Women’s Studies has remained solid, with our enrollment and WSCH increasing each year. Our WSCH does diminish in the winter quarter because WMN 21 is cross-listed as PSYCH/SOC/WMN, but this is an issue that is familiar to the dean as well as the faculty in Women’s Studies. The curriculum in Women’s Studies continues to improve, and we have a strong program for transfer. We have continued to augment the library’s collection of Women’s Studies texts. Our division collection remains strong as well.

2. External factors:
   Women’s Studies continues to grow as a field of study, and larger numbers of students are transferring to four-year colleges and universities with a major in Women’s Studies. Correspondingly, there has been an increased interest in the Foothill Women’s History Month celebration, which has brought more students into the program.

B. STUDENT SUCCESS EVALUATION: Briefly discuss how the program is performing relative to program and college projections for student success. Comment on specific student success programs or services provided by the college that you perceive to be particularly valuable to your students. Identify unmet needs related to student success. (References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Success); 1999-2000 Program Planning Summary; Other___)

Our student success levels remain in line with most other programs within the college. The drop in success levels among younger students can be explained in part by the fact that both WMN 5 and WMN 11 are offered online, and that online classes in the social sciences tend to have lower success rates than traditional courses.

C. STUDENT EQUITY/DIVERSITY ANALYSIS: Student equity may already be defined as a factor in the above assessments. Use this section to offer additional observations and to specify other needs related to bringing your program into alignment with college or program goals for student equity. (References: Educational Master Plan; Division and All-College Program Review Data (Success by Ethnicity, Gender, Age); Other____________________)

Our student equity numbers have continued to improve, especially in terms of male participation in all of the courses.

D. ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES: Review the Education Master Plan (EMP), Partnership for Excellence (PFE) goals, Curriculum Sheet, and Department Program Review Data. Using measurable terms, describe the program’s goals related to these documents. (Examples: “The number of students issued a Career Certificate will increase by five over last year’s figure.” “The program will initiate an advisory board.” “Faculty will examine learning goals for their programs and courses.” Etc.)
1. Program Goals Related to Educational Master Plan and Partnership for Excellence:
   a. Creation of a Women in American Cultures class, to improve transfer to the UC system
   b. Offer WMN 5 online every quarter, to improve transfer and degrees in Women’s Studies
   c. Increase community interaction through various programs, including Women’s History Month
   d. Acquire additional texts for the library’s collection in Women’s Studies

2. Other Program Improvement Plans:
   a. Offer WMN 11 online in the spring
   b. Continue to seek part time faculty to teach courses in the major

E. ENROLLMENT AND PRODUCTIVITY GOALS  (References: Program Review Data Sheet (Enrollment and Productivity); Other__________________)

Continue to see improvement in enrollment in WMN 5 online and in the traditional courses; 1% growth over each of the next three years would be a boon to the program

F. SUMMARY OF RESOURCES REQUESTED:  Summarize resources needed to reach program goals and describe the expected outcomes for program improvement. (Specifically what will be the outcome of receiving these resources? What will happen if the resource requests aren’t granted?) Complete any of the following sections that apply to your current program needs.

1. FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS:
   Currently, all of our Women’s Studies classes are taught by part time faculty (or full time faculty as overload courses). A full time faculty member in Women’s Studies would enable the program to grow considerably, and would allow for a greater presence in Women’s History Month, career planning, transfer, and internships.

2. FACILITIES NEEDS: (Include all aspects of the physical setting, e.g., room size, seating type and arrangement, multimedia equipment, lab stations, etc., that might provide a more effective student learning environment.)

   Having fully equipped multimedia classrooms will make the program that much stronger, and will enable the faculty to use more resources in their classes.

3. MATERIALS AND SUPPLIES BUDGET AUGMENTATION:
   More funds for books, videotapes and DVDs, and other supplies will aid in the program’s expansion

Evaluation of academic year 2001-02.
List names of participants assisting in this program review.
  Primary program contact person: Dolores Davison Peterson  
petersondoloresdavison@foothill.edu; x7196
  Full-time faculty: Dolores Davison Peterson
  Part-time faculty: Rachel Standish, Georgia Platts
  Administrators: Elizabeth Zoltan
  Classified staff: 
  Students:

Date of evaluation: 24 February 2003
Phone or email address:
**PROGRAM NAME:** Women's Studies  
Degree/certificate options available: A.A.

**PROGRAM MISSION AND OUTCOMES:** Briefly state your program mission or describe its overarching goals and expected student outcomes. Using measurable terms (e.g., Bloom’s Taxonomy active verbs), describe the knowledge, skills and abilities an ideal program graduate will be able to demonstrate. To prepare graduates in fields such as law, politics, health, community service, counseling, and medicine. Graduates will demonstrate knowledge of the issues facing women in the modern world and in historical contexts, the contributions of women of various cultures to the development of the world, and the ways by which women interact with each other and with the rest of the larger world. Graduates will be able to identify the major gender differences between men and women, and demonstrate knowledge of communication between the genders.

<table>
<thead>
<tr>
<th>DIRECT OUTCOMES: Program-Specific Outcomes and Attributes Desired of Program Graduates</th>
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<tbody>
<tr>
<td><strong>PROGRAM CONTENT PROFICIENCIES/ COMPETENCIES</strong></td>
</tr>
<tr>
<td>Gender differences</td>
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<tr>
<td>History of the Women’s Movement</td>
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<tr>
<td>Women in Global Perspective</td>
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</tbody>
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<tr>
<th>CORE COMPETENCIES</th>
<th>CORE COMPETENCIES: Outcomes and Attributes Distinct to This Program</th>
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| Communication | Read and discuss a wide range of works relating to women; provide oral instruction with clarity; communicate vocally with non-native English speakers | WMN 5, 11, 21 | 1. Grade of C or higher in the listed course(s)  
2. Successfully complete the GE proficiency requirement in English |
| Computation | N/A |  |
| Creative, Critical & Analytical Thinking | Critically analyze the roles of women in society both in the United States and internationally | WMN 5, 11, 21 | Grade of C or higher in the listed course(s) |
| Community/ Global Consciousness & Responsibility | Gain a greater consciousness of the treatment of women throughout the world | WMN 5, 11 | Grade of C or higher in the listed course(s) |