

**INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS**

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***Women's Studies***
2. Person(s) completing the questionnaire: *Julie Maia, Susan Schulter, Ann Malmuth-Onn, Leigh Burrill, Rebecca Cisneros*
3. Date of completion: *November 1, 2007*
4. What are the primary purposes of the program? Check all that apply.

- WVC Degrees and Certificates
- Transfer Courses
- WVC General Education
- Lifelong Learning/Life Enrichment
- Occupational / Vocational Courses
- Student Support Services
- Academic Support Services
- Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

*Through our interdisciplinary curriculum, the Women's Studies Program furthers the mission of West Valley College by offering **lower division academic courses** noted for their intellectual rigor. Women's Studies courses encourage students to think critically about gender, race, and class issues in their lives and their world. Men and women are equally welcome in all Women's Studies courses. The questions raised in our courses prompt students to analyze **issues of fairness and justice both locally and globally**. By using gender, race, sexualities, and class as lenses of analysis, students learn to value **diversity**. The emphasis on **responsible citizenship** is particularly salient in WS 1: Introduction to Women's Studies, while WS 2: Women in the Arts addresses the development of **aesthetic appreciation**, as do cross-listed courses in literature, art, and dance. Instructors strengthen the **intellectual rigor** of discipline-specific courses when they use a Women's Studies focus to reframe course content; these cross-listed courses employ interdisciplinary concepts and methodologies, thus challenging students to think across disciplinary boundaries. The Women's Studies Program promotes **lifelong learning** by organizing free educational events open to the public. The program also co-hosts educational events with community groups such as the League of Women Voters and the American Association of University Women, which sponsors scholarships for WVC women majoring in the sciences. Women's Studies faculty members serve as advisors to two student-run ASB organizations, one focused on feminist activism and one supporting equality for lesbian, gay, bisexual, and transsexual students. Women's Studies faculty promote **respect for individual and world views** by using student-centered pedagogies in our classes, and by promoting appreciation of diversity through our collegial work with the Coalition for Student Success.*

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to the College data?
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Because Women's Studies courses are spread throughout the curriculum, the Research Analyst did not provide us with data last year. During the coming year we will work with the new Research Analyst to develop a method for gathering data on interdisciplinary programs.

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

No data provided.

3. Using the success data from table III from previous program, add or revise as appropriate.

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to the College data?
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

No data provided.

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

Offer additional sections of WS 1 in fall and spring: *Because no instructor was available, we were unable to offer WS 1: Introduction to Women's Studies in winter 2008. Instead, to meet student demand for this course, we used our winter session FTEf to double the number of sections offered in spring 2008. If both sections enroll well, we will request a permanent increase in FTEf to support two sections of WS 1 each semester.*

Develop new cross-listed courses: *In the past, grant funds enabled the program to offer "research & development" FTEf to departments for courses cross-listed with Women's Studies. We urge the college to establish a pool of "research & development" FTEf and to designate some of this for interdisciplinary programs such as Women's Studies.*

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

Curriculum development projects:

- *Update the Title 5 course outline for WS 1: Introduction to Women's Studies. Work with Maryanne Mills and LeAnn McGinley to certify this as an Information Competency course.*
- *Develop a certificate in Women's Studies in response to student demand.*
- *Survey students to gain information on interest in potential new courses. Past surveys reveal student interest in these areas: gender, race, and class in the media; women in world mythology; LGBT studies; introduction to gender studies; community activism.*
- *Work with the Curriculum Committee to establish criteria and processes for designating cross-listed special emphasis courses.*
- *Work with selected departments to reactivate or develop new cross-listed courses.*
- *Offer Learning Communities (linked courses) such as the successful Honors transdisciplinary unit on the "social construction of bodies."*
- *Develop a combined Gender Studies/Ethnic Studies/Disability Studies course based on the ideas generated by the Honors unit on the social construction of bodies.*
- *Examine the need for a capstone course with program-level Student Learning Outcomes (as suggested by Assessment Coordinator LeAnn McGinley). Since Women's Studies capstone courses often involve community service learning, we will explore this possibility with Leslie Saito-Liu, the campus CSL expert.*
- *Examine the pros and cons of expanding the program and changing its title to Women, Gender, and Sexualities.*
- *Work with ASB representative Amelia Lara and key department chairs to develop an Ethnic Studies degree program with strong Women's Studies components.*

2. The attached excel document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

No courses to deactivate.

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

- a) What relevant findings have been derived through the SLO assessment process since the last program review?
- b) What changes have been implemented, or are planned, based on the findings since the last program review?
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator with any questions concerning SLOs.

Student Learning Outcomes: *A Women's Studies representative participated in the first Student Learning Outcomes training and piloted an Information Competency SLO assessment tool in WS 2. We determined that the assessment tool was much too detailed, and we have subsequently streamlined it so that it will yield more clearly focused data. Current guidelines from the Assessment Office seem to have changed since the initial SLOs workshop in 2005. In the coming years, we will work with LeAnn McGinley on using current guidelines to develop SLOs for WS 1 as well as degree and certificate level SLOs.*

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:
 - a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
 - b) How might these influences form the basis for an action, objective, or request for resources?

Articulation needs: *Because Women's Studies is an evolving field of study, the program chair must keep in constant contact with other WS program coordinators, and faculty must constantly update knowledge and skills. By maintaining currency in this rapidly changing field, we insure that our courses meet transfer institution standards.*

Actions: *Women's Studies faculty members participate in WMST-L, a worldwide 2,000-member listserv devoted to Women's Studies praxis. Faculty attend events hosted by WS programs at Stanford, UC Berkeley, UC Santa Cruz, and Santa Clara University. Faculty attend conferences such as the Women's Studies Program Administration Conference, the National Women's Studies Association Conference, and the Pacific Southwest Women's Studies Association Conference.*

Resources needed: *Conference funds; institutional membership in the National Women's Studies Association; program brochure.*

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. *What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?*

During the past three years, the Women's Studies Program has taken the following steps to provide students with a range of educational opportunities:

Developing curriculum—new and reactivated courses to meet student needs

- *Mae Conroy and Terry Shue developed a Women's Studies focus for CHS 4: Childhood and Society; two instructors in Child Studies offer CH 4 with this focus.*
- *Ken Colson re-activated AJ 16: Women and Justice and located an enthusiastic associate faculty member to teach it.*
- *Carol Abate, Julie Maia, and Susan Schuller developed WS 2: Women in the Arts, an Information Competency infused course that meets the Cultural Diversity requirement for the AA degree.*

Providing online instruction to meet student needs for distance learning

- *The Psychology Department added online sections of Psych 9: Psychology of Women to the summer and winter schedules.*
- *Administration of Justice developed an online version of AJ 16: Women and Justice.*
- *Many Women's Studies faculty have incorporated ANGEL into our courses.*
- *We obtained Curriculum Committee approval to offer WS 1: Introduction to Women's Studies as a hybrid course.*

Pursuing innovations in particular courses over the last three years

- *Women's Studies faculty actively supported the Learning Communities movement and developed successful Learning Communities within the Honors Program.*
- *Faculty teaching Women's Studies/English Composition courses incorporated special emphases such as Women and the Environment, Gender Studies, Disability Studies, Japanese Women Writers, and Global Women's Issues.*

Providing community-building initiatives to address lifelong learning

- *Leigh Burrill serves as advisor for the student-led Women's Studies club.*
- *Karen Wallace serves as co-advisor for the student-led LGBT club.*
- *Women's Studies faculty work with the International Partners Program to link ESL students with students proficient in spoken English; these partnerships encourage mutual understanding among cultural communities.*
- *Women's Studies faculty are active participants in the Coalition for Student Success, a campus-wide network of faculty, staff, and administrators dedicated to promoting diversity and inclusion at WVC.*
- *Each March, the Women's Studies Program partners with Student Services on organizing events for Women's History Month. Michelle Donohue, Joe McDevitt, Becky Perelli of Student Health Services, Susan Horton and the Educational Transition staff, and Yanghee Kim and other library staff all contribute ideas, energy, resources, time, and creativity to this annual community-building event.*

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

Program History: *The Women's Studies Program was founded in 1970 by a group of faculty from a variety of academic fields. Aware that new scholarship on women and gender was transforming their disciplines, these instructors banded together to support each other in teaching courses on the contributions, issues, and experiences of women in the sciences and humanities. By 1974, the WVC Women's Studies Program had developed an AA degree, making it the first degree-granting Women's Studies Program in the California Community College system.*

Philosophy: *The Women's Studies Program encourages students to think critically about how gender has shaped their ideas of themselves and their sense of power in the world. We pursue this goal by:*

- *Exploring women's contributions to the sciences and humanities;*
- *Questioning ideas of human nature that are based on men's experiences only;*
- *Examining women's roles and the reasons for these roles;*
- *Studying the influence of gender, race, culture, ethnicity, sexualities, and class on women's lives;*
- *Analyzing women's access to power;*
- *Promoting dialogue on issues of fairness and justice in gender-related matters.*

Faculty: *The Women's Studies faculty consists of an interdisciplinary team drawn from different areas of the college. With expertise in feminist scholarship in their various fields, these faculty share a commitment to reframe the curriculum so that it encompasses the contributions, experiences, and concerns of women as well as men. The Women's Studies community includes faculty and staff of instructional and student services programs: Educational Transition, Library Services, the Counseling Department, the Outreach Office, the Student Activities Office, Student Health Services and others make valuable contributions to the program.*

Courses: *The Women's Studies Program offers two courses with a WS designation; all other courses are cross-listed with home departments. Most courses in the program meet General Education requirements for the AA degree and transfer universities. Since the founding of the program, courses in the following areas have been offered with a Women's Studies focus: Administration of Justice, Anthropology, Art History, Child Studies, Computer Applications, Counseling, Dance, Economics, English Composition, French, History, Honors, Humanities, Literature, Political Science, Psychology, Sociology.*

2. Program Strengths:

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- *The Women's Studies Program draws strength from its dedicated faculty—instructors who bring a passion for the intellectual rigor of feminist scholarship to the various disciplines encompassed by the program.*
- *The interdisciplinary nature of Women's Studies makes it one of the most intellectually stimulating initiatives at WVC. Students and faculty alike learn to use concepts and methods from different fields to pursue ideas across disciplinary boundaries.*
- *Women's Studies methodology involves using gender, race, sexualities, and class as lenses of analysis; by incorporating this methodology into our courses, we encourage students to value diversity, and we further the college's goal of creating an inclusive educational community.*
- *Through fruitful collaborations between instructional faculty, student services faculty, and classified staff, we bring a vibrant sense of community to the college. This collegial work is even more meaningful because it is based on a shared desire to envision and create a just and humane future.*
- *Through our courses and our community-building events, we promote dialogue about social justice issues within our community, our country, and our world.*

3. Program Challenges:

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- *Retirements of the program's founding faculty have left a void in the college curriculum. Departments have not made a priority of hiring faculty with expertise in feminist scholarship. This means that the college no longer offers courses in some key Women's Studies areas—a lack that is especially keen in the Social Sciences. We encourage Department Chairs to seek associate faculty with knowledge of feminist scholarship in Anthropology, History, Political Science, and Sociology, and to offer cross-listed sections of courses in these fields.*
- *There is an ongoing need for college-wide staff development focused on gender, race, sexualities, and class issues. We encourage the College and District Staff Development committees to make this a priority.*
- *The physical layout and discipline-based culture of the college pose challenges for instructional programs engaged in interdisciplinary work. We need to develop more ways to nurture alliances and projects that transcend disciplinary boundaries.*
- *The Women's Studies Program lacks visibility; we need to work more diligently to highlight the program's accomplishments and its value to the community.*
- *The program's access to classrooms is limited. Prime-time classrooms are particularly hard to come by, and this affects enrollment significantly. We are grateful to Fred Chow for allowing us to schedule classes in the ILC during non-prime-time hours, and we are grateful to the Language Arts Division for occasionally making space for our courses during prime time.*
- *We are deeply disturbed by the deterioration of the campus climate since 2004. We are especially concerned about hate incidents perpetrated by anonymous persons. Campus climate is also marred by hostile district-wide email messages aimed at members of the LGBT community and at women of color who have taken on leadership positions. To counteract these acts, we urge the Coalition for Student Success to move forward on establishing "Courageous Conversations about Diversity." We further urge the college to encourage dialog on the difference between free speech and hate speech.*

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

Pursue curriculum development projects (see sections B, C, and E):

- Offer additional sections of WS 1 each semester.
- Update the Title 5 course outline for WS 1: Introduction to Women's Studies, adding SLOs and information competency.
- Continue to offer online courses and courses enhanced by ANGEL.
- Develop a certificate in Women's Studies in response to student demand.
- Survey students to gain information on interest in potential new courses.
- Establish criteria and processes for designating cross-listed special emphasis courses.
- Work with selected departments to reactivate or develop new cross-listed courses.
- Offer an Honors Learning Community unit on the social construction of bodies.
- Develop a combined Gender Studies/Ethnic Studies/Disability Studies on the social construction of bodies.
- Examine the need for a capstone course with program-level Student Learning Outcomes.
- Examine the pros and cons of expanding the program and changing its title to Women, Gender, and Sexualities.
- Establish an Ethnic Studies degree program with strong Women's Studies components.

Pursue staff development initiatives (see sections D and F):

- Encourage faculty to participate in local, national, and international Women's Studies organizations such as WMST-L and NWSA.
- Provide opportunities for faculty to attend Women's Studies conferences and events.
- Work with the Coalition for Student Success on leading Courageous Conversations about Diversity.

Pursue community-building initiatives (see sections A, E, and F):

- Provide support to student-led Women's Studies and LGBT organizations.
- Provide lifelong learning opportunities through the International Partners Program.
- Participate in the Coalition for Student Success.
- Work with Student Services programs and community groups to organize events for Women's History Month.
- Develop a brochure for the Women's Studies Program to attract new students and new faculty.

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

Spring 2008

- Offer two sections of WS 1; evaluate enrollment.
- Survey students to gain information on interest in potential new courses.
- Establish criteria and processes for designating cross-listed courses.
- Organize events for Women's History Month.
- Develop a certificate in Women's Studies.
- Participate in Courageous Conversations about Diversity.

Fall 2008

- Update outline for WS 1: Introduction to Women's Studies, adding SLOs and information competency.
- Develop a brochure for the Women's Studies Program.
- Offer an Honors Learning Community on the social construction of bodies.
- Participate in Courageous Conversations about Diversity.

Spring 2009-Spring 2011

- Examine the need for a capstone course with program-level Student Learning Outcomes.
- Examine the pros and cons of expanding the program and changing its title to Women, Gender, and Sexualities.
- Develop a combined Gender Studies/Ethnic Studies/Disability Studies on the social construction of bodies.
- Establish an Ethnic Studies degree program with strong Women's Studies components.

Ongoing

- Continue to offer online courses and courses enhanced by ANGEL.
- Work with selected departments to reactivate or develop new cross-listed courses.
- Participate in local, national, and international Women's Studies organizations such as WMST-L and NWSA.
- Provide opportunities for faculty to attend Women's Studies conferences and events.
- Provide support to student-led Women's Studies and LGBT organizations.
- Provide lifelong learning opportunities through the International Partners Program.
- Participate in the Coalition for Student Success.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

Spring 2008-Spring 2009

- Offer two sections of WS 1; evaluate enrollment.
- Survey students to gain information on interest in potential new courses.
- Establish criteria and processes for designating cross-listed courses.
- Organize events for Women's History Month.
- Develop a certificate in Women's Studies.
- Update outline for WS 1: Introduction to Women's Studies.
- Develop a brochure for the Women's Studies Program.
- Offer an Honors Learning Community unit on the social construction of bodies.
- Participate in Courageous Conversations about Diversity.

Ongoing

- Continue to offer online courses and courses enhanced by ANGEL.
- Work with selected departments to reactivate or develop new cross-listed courses.
- Increase faculty participation in local, national, and international Women's Studies organizations.
- Increase faculty participation in Women's Studies conferences and events.
- Provide support to student-led Women's Studies and LGBT organizations.
- Provide lifelong learning opportunities through the International Partners Program.
- Increase community-wide participation in the Coalition for Student Success.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):
No additional resources were requested in 2006-2007.

FUNDED by WVMCCD?

Full-time faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Associate faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

No additional resources were requested in 2006-2007.

I. RESOURCE REQUESTS 2007-2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *N/A*

Associate faculty FTE:

- *0.5324 FTEf for 2 additional sections of WS 1 (0.267 FTEf each semester).*
- *0.4 "research and development" FTEf allocated to Women's Studies to encourage departments to offer cross-listed courses.*

Classified Staff FTE: *N/A*

Classified Hourly (in dollars): *N/A*

Administrative Staff FTE: *N/A*

Facilities (brief narrative description):

- *Access to one prime-time media-equipped classroom (such as ILC) each semester.*

Equipment (brief narrative description with estimated total cost):

These requests echo those in other Program Reviews for equipment for the LA/SS building:

- *Computers, projectors, and document cameras in all Language Arts classrooms:
10 rooms @ \$3,000 each = \$30,000.*
- *A second Konica copier for the Language Arts Division: \$3,000/year for lease & maintenance contract (Note: Science & Math Division has two copiers).*

Supplies (brief narrative description with estimated total cost):

- *Program brochures: \$500 for design and printing.*

Staff Development (brief narrative description):

- *Conference funds for WS associate faculty: \$200 each for 4 faculty = \$800.*
- *We urge college and district Staff Development Offices to provide more rigorous training on diversity issues.*
- *We urge administrators on the Coalition for Student Success to initiate Courageous Conversations about Diversity.*

Other:

- *National Women's Studies Association institutional membership: \$200/year.*
- *Speakers fund for Student Activities Office to support Women's History Month: \$2,000/year.*

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu