

## PROGRAM REVIEW 2008-2011

**Division:** Intercultural/International Studies

**Department or Program:** Women's Studies

**Name and Title of Preparer(s):** Duane Kubo

In providing responses in the following areas, **please utilize the quantitative data available in the Program Review Enrollment Data Document and the Budget Document.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

### I. Description and Mission of the Program

Which area(s) does this program considerably address (check all that apply):

Basic Skills     Transfer     Career/Technical     Other (describe)

A. Provide a brief description of the program including any services provided and the program's mission.

A set of 6 to 8 courses offered in any given quarter. 2 are in the IIS Division, including **Introduction to Women's Studies and Women of Color in the USA**. Courses are also offered from Language Arts, Creative Arts, Social Science, and the Humanities. All offered as GE courses to contribute to the wide diversity of general education courses offered college-wide.

B. Provide a summary of the program's main strengths.

True interdisciplinary program drawing strong faculty from the above disciplines. Activist component and equity advocates form role models for students and campus community. Diverse curricula with strong faculty.

C. Provide a summary of the program's main areas for improvement.

Lack of fulltime faculty will continue to limit great potential. Need to develop plan for Gender Studies.

D. What are your expected outcomes (such as learning outcomes, transfer, career goals, certificate and degrees) for students in your program?

At this time, transfer preparedness is the main outcome.

### II. Retention and Growth

A. How has the program responded to the institutional goal of increased access, growth and retention? (Include the number of students enrolled in the program and the retention rate over the last three years.)

Unfortunately, the retention rate and the success rate have both gone down (see data).

2005-06    retention-84%, success-72%

2006-07    retention-76%, success-54%

2007-08    retention-75%, success-53%

One of the reasons the women's studies program shows low retention rates is that during most quarters, only 2 classes in the division are taught and one of them is a distance education class which traditionally has lower retention and success rates.

B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students? (Include the number and percentage of the program's enrollment that was made up of the targeted populations and the retention rate of the targeted populations over the last three years.)

2005-06      targeted retention-74%, non-targeted retention-88%

2006-07      targeted retention-33%, non-targeted retention-64%

2007-08      targeted retention-41%, non-targeted retention-61%

C. The Statewide Basic Skills Initiative defines "basic skills" as English, mathematics, reading, writing and ESL skills. In what ways does your program address the basic skills needs of students? For programs that do not directly address basic skills, how does the lack of basic skills impact student success rates for your program?

There is a correlation between lack of basic skills, and success in the Women's Studies courses.

III. **Student Equity**

A. What progress or achievement has the program made towards decreasing the student equity gap? (Include student success rates for targeted populations compared with other students over the last three years.)

We will look more closely at the reasons these numbers are so much lower than that of the college generally, and of the division as well.

2005-06      targeted retention-74%, non-targeted retention-88%

2006-07      targeted retention-33%, non-targeted retention-64%

2007-08      targeted retention-41%, non-targeted retention-61%

B. In what ways will the program continue working toward achieving these goals?

We will try to continue the practices initiated by the Strategic Planning process.

C. What challenges exist in the program in reaching such goals?

The biggest challenge is fulltime attention to the area. With a lead faculty person, we could develop curricula, a certificate and/or degree, and develop formal ties with many parts of the campus.

IV. **Budget Limitations** (Please be specific in your responses.)

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences of continued limited funding on the program?

Continued limited funding will continue the limited reach of this program. A coordinator could develop an exemplary interdisciplinary program from the many resources we have in other parts of the campus.

B. Describe the consequence to students and the college in general if the program were eliminated or significantly reduced. Please be specific.

The college and students would have to deal with the many concerns from throughout the academy about gender equity.

V. **Additional Comments (optional)**: What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Strategic Planning Initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention)**: Describe any other Strategic Planning Initiatives your program has addressed.
- **Relationships with Other Programs**: Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.
- **State and Federal Mandates**: Describe any State or Federal mandates that directly impact the program.
- **Trends (such as enrollment, certificate and degrees conferred, transfer rates, job placement, etc.)**: Describe any positive and/or negative trends in the program.

The retention and success rates were not acceptable. A more detailed look at the program and why the retention rates were so low needs to be conducted. An initial guess is that distance education classes may be a factor.

- **Comparable Programs at other Institutions:** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.