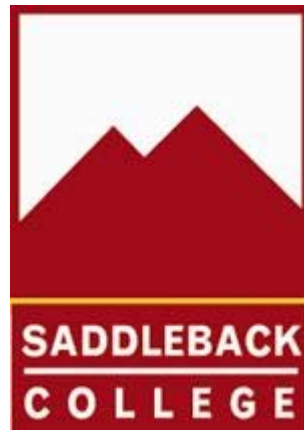


**Saddleback College  
Program Review for Women's and  
Gender Studies**



**March 2009**

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Data Used Is Available Upon Request.

## Program Review Team Members and Approvals

Program Review Team Chair:

**Allison Camelot**

Program Review Team Members:

**Anne Cox**  
**Margot Lovett**  
**Patricia Flanigan**

Approvals:

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Division Dean

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Program Review Chair

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Academic Senate President

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Vice President of Instruction

## Program Review Checklist

Date Completed	Action
Fall 2008	Contact Program Review Chair for orientation
Fall 2008	Form Program Review Team
Fall 2008	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
Spring 2009	Solicit input from faculty and students
Spring 2009	Determine if additional research is needed
Fall 2008	Contact College Research Analyst if necessary
February/March 2009	Write Program Review report
March 2009	Submit report to Dean and Program Review Chair for approval
May 2009	Report submitted to Academic Senate for approval
May 2009	Report submitted to Office of Instruction for approval
May 2009	Report submitted to College President and the Office of Institutional Effectiveness
May 2009	Report posted to the IE web site
Upon Request	Open, formal presentation to the Program Review Committee and other interested parties

## **Section I: Program Overview**

### **A. The Mission of the Program and its Link to the College's Mission and Goals**

The mission of the Women's and Gender Studies program at Saddleback College is to provide students with a holistic and comparative knowledge about gender differences and similarities across diverse cultures. We offer an interdisciplinary curriculum which exposes students to the broad range of disciplines as they relate to the topic of gender and the contributions and unique experiences of women in society. The program provides educational courses leading to the Associate in Arts and Associate in Science degrees.

### **B. Historical Background and Unique Characteristics of the Program**

The Women's and Gender Studies (WGS) program at Saddleback College was first developed as a program by Dr. Anna McFarlin, at the urging of then President/Chancellor Robert Lombardi in 1974. Since Dr. McFarlin was on the counseling faculty at the time, Women's Studies was originally housed under Counseling, and included a series of WS courses and the Women's Center. Subsequently, in 1983, the program was moved out of Student Services and into an academic division. The academic program became part of the Social and Behavioral Sciences Division, and what was a series of courses became an interdisciplinary program. The Women's Center remained with Student Services. The WS program expanded to eventually offer 16 different courses across virtually all of the academic divisions, including Biology of Women, Women Music and Society, Women in Art, Women's Health Issues, Women in US History, and two Women's Literature courses. In 1991 the program was recognized by the National Women's Studies Association as a "model" program for Community colleges.

In 2000, the program changed its title from Women's Studies to Women's and Gender Studies to reflect the changing times. The WGS program offers students transferable college level courses. The program now serves students by providing such courses as Introduction to Women's Studies, Women and Religion, and Women and Careers as well as other courses that are cross listed in other disciplines (Women and Culture: Cross-Cultural Perspectives, Women and Art, Women in Film and Television, Women Authors, Women in United States History: A Multicultural Perspective, Women's Health Issues, Women in Contemporary Society, and Gender Communication).

The WGS program provides students with a very dynamic learning experience within a class schedule that includes 1<sup>st</sup> 8 week, 2<sup>nd</sup>, 8 week, and full-term

classes. As of Fall 2006, the program initiated its first online and general hybrid classes. The success of its online instruction now contributes to over 50% of its student enrollment.

**C. Progress Since the Last Program Review**

This is the first program review to be conducted for the Women’s and Gender Studies Department.

**D. Current Strengths, Opportunities, and Challenges**

**Strengths:**

***Learning Opportunities***

The program offers a comprehensive selection of classes in a number of divisions throughout the college. These divisions include Social and Behavioral Sciences, Fine Arts, Physical Education/Kinesiology and Athletics, Liberal Arts and Learning Resources, and Advanced Technology and Applied Sciences. Its core class, Introduction to Women’s Studies (WS10), is housed in the Division of Social and Behavioral Sciences along with seven of the 12 course electives.

Within the Division of Social and Behavioral Sciences, the department of Women’s and Gender Studies offers three classes: Introduction to Women’s Studies (WS 10), Women and Religions: In Search of the Goddess (WS 40), and Women and Career (WS 120). It is the second smallest department in the division. In Fall 2008, the department of Women’s and Gender Studies had a census enrollment of 178 students compared to 14,470 students for the entire division.

<b>Enrollment Patterns for the Department of Women’s Studies</b>					
	<b>2004 – 05</b>	<b>2005 - 06</b>	<b>2006 - 07</b>	<b>2007 - 08</b>	<b>2008 - 09</b>
<b>Online</b>	0	0	244	129	316
<b>Grand Total</b>	235	204	356	273	440

Over the last five years, the program has increased its census day enrollment by 47 percent. This huge growth is largely due to addition of online classes effective Fall 2006.

***Relevancy of Course Offerings***

Of particular interest and popularity due to today’s economy has been Women and Career (WS 120) which is now offered totally online. In Spring 2009, student headcount in Women and Career was 200 students compared to 62 students in Introduction to Women’s Studies (WS 10). Just five years ago in Spring 2005,

Women and Career offered one evening class (face-to-face) with a total student headcount of 28 students.

### ***Qualified Instructors***

The faculty members who teach in this program are well qualified both in their academic background and real life experience. They have kept current in their fields and have expanded their course delivery to include online instruction and best teaching practices in the classroom with instructional technology.

### **Challenges:**

The WGS program does not have a dedicated full-time faculty member to provide the required leadership and coordination to expand course offerings and strengthen the success of this program throughout the college community. To date, the program relies on full-time faculty from other departments (History, Psychology, and Sociology) to teach its courses and participate in the other departmental needs. Whenever necessary, part-time faculty members are assigned to teach the core and elective courses. There is no real advocacy for this program at this time.

Prior to 2000, the department chairperson received 100 hours of stipend per semester to manage the program with respect to the scheduling of division classes, coordination of WGS classes in other divisions, program outreach, and college sponsored presentations on Women's issues. Up to around 2006, there was an active WGS committee which was chaired by the department chairperson and housed under the umbrella of the Academic Senate. This committee was made up of faculty from various disciplines throughout the college and served to coordinate course offerings, program outreach, and special presentations on Women's issues. With the reduction of the chairperson's stipend to 50 hours per semester and the lack of budget for community outreach and presentations, the WGS committee has gradually disbanded as well as its efforts.

The tremendous augmentation of growth in online instruction in WGS has created a challenge for the College to provide the necessary equipment and technical support for both faculty and students. There continues to be a void in offering online students with support in class registration, course advising, and technical support. Faculty members continue to lack access to the necessary equipment such as Camtasia and ongoing training in online instruction. Blackboard and MySite continue to have flaws that hinder best teaching to occur in our online classes.

## **Section II: Review Report**

### **A. Faculty and Staff**

There are currently no full-time faculty members solely dedicated to the WGS program. The primary WGS courses are being taught by a full-time History instructor, a full-time Psychology instructor, and a part-time WGS instructor. The department chairperson of WGS is a full-time instructor in Sociology who is also the department chairperson of the Sociology. Due to the current structure, the promotion of this program to the community, the coordination of courses offered in the various divisions, the creation of new curriculum, and the necessary support and mentoring of students have been gravely compromised.

Student headcount (census day) for the Division of Social and Behavioral Sciences has increased from 11,121 students in Fall 2004 to 14,470 students in Fall 2008. The FTES generated in the Division in Fall 2008 was 1,499 FTES – only 30 FTES less than the largest division on campus in terms of FTES, Math, Science, and Engineering. With the increase in student headcount in the WGS program, the FTES have soared from 11 FTES in Fall 2004 to 23 FTES in Fall 2008. The growth in the division and specifically to WGS provides the justification needed to add a full-time faculty member to this program.

In terms of staff support, the WGS program shares a division secretary and a part-time receptionist with nine other departments. As a result, the division secretary and part-time receptionist are limited in their ability to adequately support the faculty and to serve the students in this program. A full-time receptionist is needed in the Division of Social and Behavioral Sciences to more successfully accommodate the student and faculty needs of this growing division. This position could help the WGS Department by providing additional assistance to the students and supporting the outreach of this program to the community.

### **B. Curriculum and Instruction**

The WGS courses provide students with basic life skills as well as general education and transfer level courses in Women's and Gender Studies. Based on data provided in October 2008, approximately 38% of those students taking WGS classes plan to transfer to a four-year institution (includes students stating they will transfer with an AA degree and those students transferring without an AA degree). Approximately 10% of those students taking WGS classes state they are taking the classes for a vocational certificate without transfer and 8% stated that they are taking WGS classes to acquire job skills.

With changing times, efforts are being made to create new curriculum, especially for life skills, and to fully integrate Service Learning as a vital part of the course offerings.

Student Learning Outcomes have been written and will be assessed in Spring 2009. The WGS department regularly updates its courses through the Curriculum Tech Review process as this ensures articulation with the four-year institutions and ensures that the quality and content of the courses remain current.

To remain current in best teaching practices and to support student access to WGS classes, instructors in the program have attended workshops on best teaching practices, developed their skills in online instruction, and remained recent in their disciplines.

### **C. Student Success**

A diversity of students enroll in WGS courses. Over the past four years, the female to male ratio of students enrolling in WGS courses has ranged from 67.7%-100% female and 0%-32% male; the average is 84% female and 9% male. In terms of age, the highest percentage of students enrolled in WGS courses were in the 18-21 year old age group (range: 53%-69%). On an average, 83% percent of these students come from the Saddleback area, as indicated by zip code data. An average of 67% of the students are White, 13.6% Hispanic, 5% Asian, 2-3% African American, 1% Pacific Islander, and less than 1% American Indian/Alaskan Native. WGS classes are comprised of mostly White and Hispanic students.

The retention rates for all WGS courses range from 85% to 96%; the average was 90%. The success rates for all students enrolling in WGS courses ranged from 46% to 77%%; the average was 66%.

Upon reviewing the success and retention rates, efforts are being made to increase success and retention by offering courses with an increased use of technological resources to engage students and by offering courses in a variety of modalities to better meet student needs. In addition, WGS is exploring new ways to support the Basic Skills initiatives and the movement in counseling to eliminate bad grades and to reduce the number of students on probation.

The program has established links with the counseling department as counselors often recommend students to take our courses. Most, if not all, of the WGS courses require a writing component or several writing assignments. If needed students are referred to our writing center for assistance or to the Learning Assistance Program.

### **D. Facilities, Technical Infrastructure, and Resources**

Effective Fall 2008, WGS classes are scheduled in the BGS building. This building is now fully renovated with state-of-the-art equipment in the classrooms. There is a division conference room for any WSG committee meetings. Ideally, some office space should be dedicated to the program outreach materials and supplies and for a home base for faculty across discipline and students. This would be much like the office for the Cross Cultural Studies program.

Since the bulk of the WGS courses are offered online, the program relies heavily upon Blackboard, MySite, and support from ITC to successfully implement these classes. While the infrastructure is established, there are times, especially during high volume use, when the Blackboard and MySite systems experience technical problems. On a day-to-day basis, there are critical challenges with the lack of support staff in the ITC and CIDDE to work with faculty on training and with both faculty and students on technical problems and equipment needs.

Regarding resources, there is a dire need to revamp the brochures for WGS and to implement community outreach. In addition, while the resources in the library are sufficient, more funds are needed to maintain and increase the amount of journal subscriptions.

### **E. Service, Community Outreach, and Economic Development**

While the WGS department interfaces with services such as the Women's Re-entry program and other committees and departments on campus, it has greatly limited its services and community outreach due to the lack of a supply budget, a designated office space, and adequate support for the department chairperson. Especially in today's economy, the course in Women and Career (WS 120) has helped both women and men to explore the current job market and to become acquainted with successful job-hunting and career-planning techniques. This course has assisted students with their career aspirations and retraining needs.

## **Section III: Needs Assessment**

One of the main needs the WGS department has is to be revitalized. There are a number of things that could be done to revitalize the WGS program. First, the stipend for the Chair position needs to be increased or changed to an option for reassigned time. This will allow the Chair the necessary time to grow the department, be more active in outreach and marketing, and interact with other programs in order to grow the course offerings. Full time faculty support is an important component of any successful academic program, but the very fact that all of the full-time faculty teaching in the WGS program have a primary assignment to another department makes it unlikely that even those full-time faculty members will play a larger role in the program in future. It is perhaps

unique, in being a program that is largely Chair-dependent, because of its interdisciplinary nature.

### **A. Human Resource Needs**

Given the growth in the WGS department and the critical need to revitalize the program, there are several human resource needs as follows:

- To hire one full-time WGS instructor;
- To provide additional reassigned time and/or stipends for the department chairperson to adequately coordinate course offerings throughout the college, provide program outreach, develop and implement college presentations on critical issues specific to women and gender, work on Student Learning Outcomes and mandatory updates on program review, and create new curriculum for the program;
- To additional clerical support through the Division by either increasing the hours for the part-time receptionist from 29 to 40 hours or adding a new “clerical” support position for 29 hours to be shared with the nine other departments.
- To increase the staffing level in both ITC and the CIDDE.

### **B. Instructional and Service Needs**

To promote teaching excellence and to revitalize the WGS program, there are needs to provide the following:

- Dedicated office space for the program;
- A supply budget to create brochures for community outreach.
- Additional support to Service Learning in order to make it a viable component of learning in the WGS department as well as the college;
- Funding for college presentations on women/gender issues.
- Additional journal subscriptions that focus on women/gender issues.

### **C. Research Needs**

Additional research is required to better understand and successfully address the following areas:

- Community needs for new curriculum in WGS;
- College community needs for presentations on issues specific to women/gender;
- Adequate pay compensation for the department chairperson;
- Class scheduling and the balance of course offerings specific to online and face-to-face

#### **D. Technical, Equipment and Other Resource Needs**

To assist instructors in distance education courses and to improve the quality of instruction, there are needs to provide the following:

- Computer webcam and Camtasia software with private recording rooms in the CIDDE;
- Camtasia on faculty computers and in the Division part-time faculty workroom;
- Ongoing training on best teaching practices and online instruction;
- Equipment upgrades in the classroom to remain current in the latest instructional technologies.

#### **E. Facilities Needs**

As a way to support student learning, these are the facilities needs:

- Implement a system to maintain an appropriate standard of cleanliness in the division offices and classrooms;
- Ensure the immediate removal and/or replacement of any damaged or broken furniture or equipment;
- Identify and repair any ongoing facilities maintenance needs;
- Assess and modify classroom structures based on learning needs of students and the mode of delivery of instructors;
- Create a “smoke free” campus.

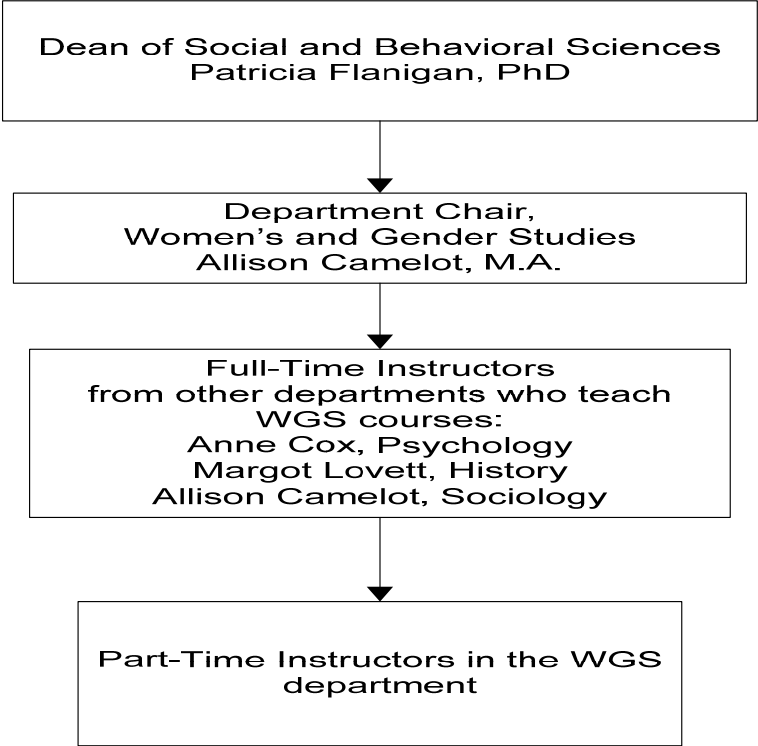
#### **F. Marketing and Outreach Needs**

The marketing and outreach needs of the WGS department include the following areas:

- Revamping the department brochures, class fliers, and other collateral to better reach its audience;
- Creating and implementing a Service Learning Office to support WGS as well as other departments on campus.

# Section IV: Appendices

## A. Program Organizational Chart



**A. Five-Year Program Staffing Profile**

<b>Staff</b>	<b>Spr ing 200 4</b>	<b>Fall 200 4</b>	<b>Spr ing 2005</b>	<b>Fall 2005</b>	<b>Spr ing 200 6</b>	<b>Fall 2006</b>	<b>Spr ing 200 7</b>	<b>Fall 2007</b>	<b>Spr ing 200 8</b>
<b>FT Instruct ors</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>PT Instruct ors</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

## **B. Data Sets**

