

**Instructional Program/ Discipline Review  
Report Guidelines, 2008 – 2009**

**COVER PAGE**

Program/Discipline: Gender and Women's Studies

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**1. Program Description and Scope**

*Provide a brief narrative that describes the instructional program/discipline.*

Women's Studies as a field emerged in the early 1970s. The discipline has continued to grow and reshape itself over the last thirty to thirty-five years and now is widely considered to be the field of Gender and Women's Studies, acknowledging that gender is a social construct.

Ohlone College first began a Women's Studies program in 1992, thanks to the hard work of a few dedicated faculty, to bring together courses from various disciplines that focus on women's concerns, and to provide an opportunity for students wishing to study women's issues or to begin work on a Women's Studies degree to do so as undergraduates. A certificate program was set up and between 4 to 5 courses were offered over the years until the certificate program was deactivated.

In the spring of 2008 interested faculty from across the disciplines gathered to discuss reactivating the certificate in Women's Studies. After several discussions it was decided that instead of re-activating the Women's Studies certificate we would start a new certificate in Gender and Women's Studies and create and design three new course offerings to expand the program. The curriculum committee approved the new three new courses and the program in December of 2008; we now offer a Certificate of Accomplishment in Gender and Women's Studies (GWS).

The GWS curriculum is designed to prepare to students to explore the condition of women's lives, in of themselves, in relation to each other and to men. We will assume that these conditions are not the same for all women, that they change historically and oftentimes according to culture, race, ethnicity, class, or sexuality.

There is no GWS department or dedicated faculty. Faculty who teach Gender and Women's Studies classes are employed full-time or part-time in other departments. There is a designated volunteer coordinator, but the faculty who will be teaching in the program have all committed to working together to meet any needs that arise.

*Describe how the program specifically serves students, faculty, staff, and/or the community.*

In order to earn a Certificate of Accomplishment students must: a) satisfactorily complete the completion the course listed below; b) complete at least 50% of the required units at Ohlone College; c) maintain a 2.0 grade point average.

The program offers a total of 9 courses, and students are required to take WS 101 our capstone course three additional approved courses for a total of 12 units.

**Major Field: (Cap Stone Course): 3 Units Total**

WS 101 Intro. To Gender and Women's Studies

**Transfer:**

UC & CSU

**Choose three courses from the following: 9 Unites Total**

CHS 112 Contemporary Issues of Chicanas

HIST 119A Bad Girls: Women in America before 1890

**Transfer**

UC & CSU

UC & CSU

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HIST 119B: Bad Girls: Women in American from 1890	UC & CSU
SPCH 108 Gender Communication	UC & CSU
WS/ ENGL 115 Women in Literature	UC & CSU
WS/ IS 120 Women of the Western World	UC & CSU
WS/ IS 135 Introduction to US Muslim Women and Islam	UC & CSU
WS/ HLTH/ BIO/ IS 150 Women's Health Issues	UC & CSU

All of the courses offered as part of GWS are transferable to the California State University System and the University of California. See chart above. Also note, that most of the courses are cross listed and many of them fulfill the diversity requirement.

### ***Describe how the program addresses current needs and applies current technologies.***

Faculty affiliated with the Gender and Women's Studies programs have been working to make their courses web-enhanced as well as to bring courses totally on-line. History 119B has been taught as a web-enhanced course. The new WS 101 course will be taught totally on-line in Fall 2009, and HIST 119B will be totally on-line in spring 2010.

### ***Discuss the impact of the program on the college and/or other programs.***

The Gender and Women's Studies Program impacts several departments on campus, as all of the faculty involved with the program teach primarily in other disciplines. As noted earlier, the Gender and Women's Studies Program offers numerous cross listed courses. These courses help to expand the course offerings in the following departments or areas: Chicano Studies, History and Political Science, Speech and Communication, English, and Interdisciplinary Studies.

Additionally, faculty across campus have developed new courses in order to enrich the Gender and Women's Studies Program. This past fall three new courses were approved: WS 101, SPSCH 108, and WS/ IS 135. Currently, faculty in the psychology department are exploring developing a Gender in Psychology course when the budget crisis is over and there is money available to offer new courses.

### ***Discuss the impact of the program on the community and the impact of the community on the program.***

In addition to offering a wide array of courses available for community members to take for personal enrichment, degree completion, certificate completion, or transferability, the program also gives back directly to the community through service learning. Heather McCarty (the current Gender and Women's Studies Coordinator) and Matt Freeman (adjunct faculty member in the history and political science department) created the Ohlone Center for Civic and Community Engagement (OCCCE). The OCCCE "seeks to integrate Ohlone—both students and faculty—in efforts to engage and improve the social, economic, and political interests of the Tri-City area. This integration creates working relationships where students gain first hand experience applying democratic principles of participation and outreach. We encourage both faculty and students to define education as experiential and relevant to their civic lives and their communities. The OCCCE emphasizes the importance of giving back to the community, and exposes students to a variety of different successful grass roots organizing techniques. While the center has a local focus, we consider state, national, and international issues of vital importance to our local community and seek to outreach at these levels as well. Ultimately, the OCCCE's

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mission is to instill a sense of civic responsibility in students, and empower them to become informed citizens and lifelong activists.”<sup>1</sup>

Heather McCarty works in conjunction with Matt Freeman to help faculty across the disciplines to develop service learning projects. They organized and currently run a faculty learning community focussed on helping faculty across the disciplines design service learning projects to be implemented in courses in Fall 2009. Several faculty teaching Gender and Women’s Studies courses will be implementing service learning projects in their courses, helping their students to give back directly to the community.

### **2. Relationship to Ohlone College Mission, Values, and Goals**

*Discuss how the program supports the college mission statement.*

As an interdisciplinary program we strive to meet the mission of Ohlone college

*to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported, and continually assessed.*

In order to accomplish this the program offers a variety of rigorous courses and strives to find innovative ways to improve student learning.

Faculty teaching in the Gender and Women’s Studies Program utilize a wide mix of both formal and informal assessments to ensure that student learning outcomes are being achieved. Formally students are assessed through a variety of means, including essay exams, quizzes, oral presentations, and a mix of writing assignments. Faculty informally assess student understanding and mastery of the SLOs through in class student discussion, group work, and brief assessment tools such as free writes and one minute papers.

Faculty teaching Gender and Women’s Studies courses are also continually experimenting with new pedagogical ideas and innovative technology to improve student learning. As noted in section 1, department faculty are involved with on-line instruction, service learning, and curriculum development at Ohlone.

*Discuss how the program supports one or more of the college core values and one or more of the college goals.*

The Gender and Women’s Studies program supports several of the college’s core values including: “*We promote diversity and inclusiveness.*” We also support several of the college’s goals, including “*Promote appreciation for and understanding of diverse races and cultures by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events.*”

The very mission of the Gender and Women’s Studies Program is to create a “curriculum [that] is designed to prepare to students to explore the condition of women's lives, in of themselves, in relation to each other and to men. We will assume that these conditions are not the same for all women, that they change historically and oftentimes according to culture, race, ethnicity, class,

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<sup>1</sup> <https://www.ohlone.edu/org/civicengagement/>

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or sexuality.” GWS courses greatly enrich the curriculum of Ohlone College by permitting students to more closely examine and compare and contrast the experiences of populations in the United States and around the world. Courses also explore issues of diversity, and increase students’ exposure to such important issues as race, class, and gender. All of our courses help to promote student understanding of diversity and encourage inclusiveness.

Additionally, several of our courses specifically meet the diversity requirement. HIST 19A, HIST 119B, WS 101, WS115, and SPCH 108 all fulfill Ohlone’s diversity requirement.

Lastly, the Gender and Women’s Studies program has expanded the college’s course offers by creating three new courses that “*promote appreciation for and understanding of diverse races and cultures.*” WS 101: Introduction to Women’s Studies and WS/ HIST 135 Introduction to Muslim American Women and Islam specifically compare and contrast the experiences of women of diverse races and cultures around the world and in the United States. SPCH 108: Gender and Communication also helps students gain an appreciation for diverse races and cultures as well.

### **3. Program Student Learning Outcomes**

*Define expected student learning outcomes at the program level.*

#### **Student Learning Outcomes**

##### **SLO I:**

Explain key issues in gender and women's studies, including women’s equality and political change, masculinity and femininity, racism and racial equality, marriage and the family, sexuality, the representation of gender, race, and sexuality in the mass media, differences between women, and global human rights and violence against women.

##### **SLO II:**

Evaluate feminist theoretical perspectives, and compare and contrast multiple approaches to the study of women and gender construction.

##### **SLO III:**

Analyze intersections between gender and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class, and sexuality.

##### **SLO IV:**

Articulate connections between global, regional, and local issues, and their relationship to women's experiences and to human rights, with an awareness of the importance of context.

##### **SLO V:**

Evaluate the ways in which societal institutions and power structures impact the material realities of women's lives.

*Indicate the process used to determine the student learning outcomes. Program faculty are encouraged to work together to reach consensus when defining program student learning outcomes.*

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The Gender and Women’s Studies Program is a new program, approved in December 2009. Faculty across the disciplines gathered to discuss revamping and reactivating the then defunct Women’s Studies Certificate Program. It was decided that instead of reactivating the defunct Women’s Studies Certificate Program we would create a new program, and design new curriculum as well.

After a year of planning and creating new courses, interested faculty met to collectively create our student learning outcomes. We reviewed SLOs from campuses around the country and then drafted our own to reflect both our goals for Ohlone students and align with the general trends in the Gender and Women’s Studies discipline.

***Indicate any rationale for maintaining or changing established outcomes.***

We will not be re-evaluating our SLOs till the next Program review because they were just created in Fall 2008.

***Map program outcomes to all related course outcomes and other learning experiences (i.e., project based learning or service learning). Common mapping techniques include tables or rubrics. Discuss how assignments, outcomes, and standards for sequenced courses relate to program success.***

The MATRIX summarizes the relationship between program components (curriculum, courses) and program objectives. Areas that indicate N/A are new courses that have yet to be taught so there is not available data for them.

Course	SLO I	SLO II	SLO III	SLO IV	SLO V
WS 101	N/A	N/A	N/A	N/A	N/A
CHS 112	R	P	R	I	R
HIST 119A	N/A	N/A	N/A	N/A	N/A
HIST 119B	I, R, P	I, R, P	I, R, P	I, R, P	I, R, P
SPCH 108	N/A	N/A	N/A	N/A	N/A
WS 115	R	P	P	I	R
WS 120	I, R, P	I, R, P	I, R, P	I, R, P	I, R, P
WS 135	N/A	N/A	N/A	N/A	N/A
WS 150	I, R	I	I, R	I	I,R

I = Introduced: Formally introduces the SLO in the course.

P = Practiced: Consistently practices the SLO in the course.

R = Reinforced: Applied the SLO via specific course assignment or assessment to further reinforce it.

Please see Appendix A for individual course explanations of the relationship between course components and program objectives, and the assessments used to measure this relationship.

***Design at least one assessment strategy for each student learning outcome. Additionally, identify assessment data to be considered.***

**Assessment Strategy for SLO I:**

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All of the GWS courses seek to explain key issues in gender and women's studies. This SLO was created to frame the curriculum for all GWS courses. Faculty utilize lecture, reading, and collaborative learning activities in their courses to expose students to key issues.

Both formal assessments, such as exams and paper assignments, and informal assessments, such as observing student interactions with each other and the instructor, permit evaluation of this SLO. Please refer to Appendix A to see how instructors assess this SLO for each course.

### **Assessment Strategy for SLO II:**

In order for students to be able to evaluate the strengths, limitations, and biases of various feminist perspectives and approaches, they must be able to situate themselves and institutions of power within a larger historical/ global narrative. They must also develop an understanding that this narrative is both subjective and objective. Our curriculum, therefore, is designed to reveal several discipline specific biases including the tendency for culturally grounded suppositions to affect both human behavior as well as Gender and Women's Studies scholarship.

To bring students to this critical understanding of the contextuality of knowledge, instructors teaching GWS courses employ a mix of teaching strategies. All courses use primary sources, such as photographs, film, oral histories, letters, diaries, and autobiographies, to which students can easily relate. These documents allow them to learn by integrating the information into their own life experience.

Faculty also utilize the Socratic Method to get students to construct and take responsibility for interpretations of their own, as well as apply the various feminist theories being introduced in the course. Instructors occasionally structure classroom debates and role-play exercises around controversial or contemporary issues. The idea is to get students to engage with the course material on several levels, and to integrate classroom experience with students' prior knowledge.

Both formal assessments and informal assessments permit evaluation of this SLO. Please refer to Appendix A to see how instructors assess this SLO for each course.

### **Assessment Strategy for SLO III:**

One of the most important issues for faculty teaching in the GWS department is to find ways to help our students to analyze the intersections between gender and other social and cultural identities. Many of our courses—including our capstone course required of all GWS students—have their entire curriculum designed around achieving this SLO.

Faculty use formal assessments, such as papers and essay exams, where students are asked to write about the intersection between gender and other social and cultural institutions. This topic is also regularly discussed in the course, and faculty can informally evaluate student mastery of this SLO during these discussions. Please refer to Appendix A to see how instructors assess this SLO for each course.

### **Assessment Strategy for SLO IV:**

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As mentioned in the Assessment Strategy for SLO II, faculty teaching GWS courses strive to help students understand the importance of context. The methods mentioned in SLO II apply for SLO IV as well.

In addition, many faculty teaching GWS courses incorporate current event assignments into their courses. Students are expected to read reputable news sources and bring current issues related to gender and women into class for group discussion. These discussions help students to articulate connections between global, regional, and local issues impacting women.

Please refer to Appendix A to see how instructors assess this SLO for each course.

### **Assessment Strategy for SLO V:**

Faculty in the GWS program strongly believe that students completing a GWS Certificate of Accomplishment should understand the forces that impact the material realities of women's lives. In our required capstone course, as well as in most of the other GWS courses, the sources of economic inequality for women are explored around the globe. Students are exposed to the institutions and power structures that create this inequality, and they are asked to compare and contrast these sources and inequality for women around the globe both in class discussions and in formally on exams and in written assignments.

Please refer to Appendix A to see how instructors assess this SLO for each course.

### **4. Assessment of Student Success in Reaching Program Outcomes**

*Assess student level of achievement for expected learning outcomes using stated assessment strategies and data.*

Faculty teaching GWS courses assess student-learning outcomes using the techniques listed in section 3 above. Since the program is new and we just created our SLOs, we have no real data to assess student level of achievement for expected learning outcomes.

We do have data on some of the courses that have been offered in the last 4 years that will be part of the Gender and Women's Studies program. We have information regarding student retention and number of students passing those courses. However, we do not feel that this data accurately measures student level of achievement. We rely on the methods listed in section 3 to assess student achievement.

Please see chart in Appendix B to see data on student retention and the number of students passing courses that will now make up part of the GWS program.

*Analyze changes in students' ability to meet stated outcomes, Identify trends and provide possible contextual explanations for these changes.*

The GWS program was created in December 2008, so we do not have data that would allow us to identify trends or changes.

### **5. Planning and implementing changes to improve learning**

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***Considering assessment results, determine strengths to be continued and areas for improvement (opportunities for innovation).***

Strengths to be continued are faculty involvement with curriculum development and technology. Our courses help to enrich Ohlone College and encourage understanding of diversity. Our courses expand offerings in International Studies, History, Speech, English and Health departments. Continuing to develop new courses in other disciplines will be vital to the success of the program.

***For areas needing improvement, state specific plans including outcomes measured and a time frame for implementation.***

The main area needing improvement is actually the ability to offer our courses. We have created three new UC and CUS transferable courses, but do not have the resources to offer them. The current budget crisis limits the ability to offer our courses.

As a new program we want to be able to recruit and grow our course offerings, but the current fiscal crisis makes this impossible.

***Clearly list any additional resources needed.***

We need an activity code with monies attached to purchase instructional supplies, such as films, books, and other resources for faculty teaching GWS courses.

We also need funds to offer new courses. We would like to offer new courses, as well as continue with old courses that are now a part of the GWS program.

***For each resource requested, discuss the potential impact on student learning, program success, and how it relates back to the college vision, mission, values, and/or goals.***

The request for instructional funds will permit faculty to acquire needed instructional materials for GWS courses. Expanding the libraries holdings in books and documentaries related to GWS courses permit faculty to enrich classroom learning with media and assign research papers, directly improving student learning.

Providing funding to offer the new courses approved for GWS will not only help the program succeed, but will help the college achieve its mission, values, and goals of diversity and inclusiveness.

### **6. Describe Review and Dissemination Team\* Involvement**

***List each team members name and title.***

Heather McCarty, Associate Professor, History/ Poli Sci. GWS Coordinator

Darren Bardell, Associate Professor, History/ Poli Sci

Brenda Ahntholoz, Tenured Faculty, Speech and Mass Communications

Sarah Cooper, Full-Time Faculty, Psychology

Mikelyn Stacey, Division Dean

Amanda Bennett, Former Student Ohlone College

***Discuss key feedback provided by team and how it was incorporated into the report.***

Heather McCarty prepared the matrix as a means by which to assess department objectives and distributed it to individual instructors to complete. She then collated the data and wrote the first

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draft of this document in February of 2009, and sent it to all the faculty teaching GWS courses for feedback, as well as to Darren Bardell, Sarah Cooper, and Mikelyn Stacey for feedback.

Based on the suggestions and comments, Heather revised the draft and then sent it on to Rachel Sherman and Jim Wright for feedback.

**Appendix A:** Individual Course Assessments of SLOs for Matrix

**Appendix B:** Enrollment and Student Success Data for GWS Courses