

Women and Gender Studies Program

Program Performance Review

Self-Study

Presented for Review on March 4th 2013

I. Department/Program Mission, Goals and Environment

A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the university mission, goals and strategies.

The Women and Gender Studies Program Mission and Goals were developed for the last Program Performance Review and have been modified slightly to reflect changes in both our individual program and the discipline as a whole.

Women and Gender Studies mission statement:

1. To enhance student learning by integrating rigorous scholarship, excellent teaching and critical praxis

This goal fits well with the *University mission, goal and strategies I and II*. In particular, in Women and Gender Studies we seek to, “establish an environment where learning and the creation of knowledge are central to everything we do,” (Ia) as well as, “integrate teaching, scholarly and creative activities, and the exchange of ideas” (Ib). We have done this through the development of a strong and very popular general education program (IIc).

2. To foster experiences in and out of the classroom that attend to culture, race, gender, and sexuality in a global context and serve to prepare our students to apply theory, method, and content in service to the community in a wide variety of professional settings

Clearly, this goal speaks directly to the *University mission, goal and strategies II and IV*. We “provide experiences in and out of the classroom that attend to issues

of culture, ethnicity and gender and promote a global perspective” (IIId) and “provide opportunities to learn from external communities through internships, cooperative education and other field activities” (IIg). We “Create opportunities in and out of the classroom for collaborative activities for students and faculty” (IVa) and we work on many interdisciplinary projects and courses (IVc).

3. To collaborate, on and off campus, with groups that support efforts to enhance women's lives and foster equality for all (M&G V, VI)

The Women and Gender Studies Program is dedicated to the creation of equality for all. To this end we support all efforts on campus to create a more inclusive and supportive environment that welcomes all types of students. We do this ourselves in our classes, with our majors, and in our relationships with organizations in the greater Orange County area that work for equality. These efforts are in keeping with the *University mission, goal and strategies V and VII*.

Women and Gender Studies Learning Goals:

Theoretical Knowledge

Students will be able to:

- Articulate and critique multiple feminist theories
- Discuss women’s and gender issues and current events using feminist theory
- Integrate current and historical knowledge of the US and global women’s movements into an integrated analysis of gender issues

Methodology

Students will be able to:

- Understand and apply feminist epistemology
- Perform independent research using feminist research methods
- Demonstrate the ability to identify feminist research methods and their differences from other methodologies in the research they read

Critical Thinking

Students will be able to:

Develop and apply critical thinking skills to gender issues

Demonstrate the ability to understand an issue, analyze the problems embedded therein, and articulate the issue using feminist theory

Skill Development

Students will be able to:

Write clear, concise, and literate English

Demonstrate basic understanding and usage of computer and other electronic technology as they pertain to the study of gender

Use their technical skills to organize and share information

Demonstrate their expertise in two or three areas in the field of gender studies

Demonstrate leadership skills in order to organize and implement projects

These learning goals support the University mission and goals by making learning preeminent through the creation of critical thinking and well-prepared students; providing high quality programs that meet the needs of Women and Gender Studies students upon their graduation; and expanding connections through leadership building programs on campus and in the community.

B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program. (Community/regional needs, placement, and graduate/professional school).

Since our last PPR in 2006, the field of Women's Studies has undergone an opening up and re-envisioning. While some scholars still focus narrowly on women,

the trend in the discipline is a move toward more encompassing feminist theories and gender studies. This change reflects a growing awareness among women's studies scholars that gender is not dichotomous or fixed and therefore to study only "women" does not make sense. This also speaks to the importance of theory in transgender and LGBTQ studies. To acknowledge these trends Women's Studies at Fullerton changed their name in the 2010-11 year to Women and Gender Studies.

In an effort to address these changes we also created a Queer Studies minor. This programmatic development speaks as well to a need "external" to our program for resources for Queer Studies scholars and students on campus. With a growing and active LGBTQ community on campus more resources, both academic and social, are necessary. The timing was right to start the Queer Studies minor and the process was done with involvement from all parts of the campus community.

C. Identify the unit's priorities for the future.

The Women and Gender Studies Program has a three-point 5-year plan on which we have begun to work. These three particular issues are highlighted as they are all important to our growth as a program into a department at some point and because they reflect the goals of the faculty in the program as well. All three goals are related and while I will discuss them in a particular order the first two will hopefully happen simultaneously with the third following shortly after.

1. Curriculum Reorganization and Growth – The curriculum in Women and Gender Studies has developed slowly over the thirty-one years the program has been in existence. From 1982 until 1998, the program had no tenure track lines and this made developing a curriculum of its own much more difficult. Since Dr. Bredin was hired in 1998 she developed a significant number of new classes and designed the curriculum that exists today. But in the last fifteen years three new hires have been made and a new minor now exists. The curriculum needs to be reworked to reflect these changes as well as changes in the discipline. The name change, Queer Studies minor, and the changing needs and desires of our students made it clear to

us that the Women and Gender Studies curriculum needs to be updated and also reorganized. We plan to create new “gender studies” offerings as well as renumber some courses to better facilitate their being taken in a more useful sequence.

2. New Hires – Each year the program grows to meet and exceed the target we are given. Yet we have not hired in six years. After next year, we should all be tenured and this will lead to a serious imbalance in the program. It is time to hire junior faculty. We would also like to hire to diversify our offerings and keep current with research trends in the discipline. We currently have the FTEF to hire another faculty member and would like to do so next year. The program consistently meets and exceeds out target (when allowed to) and if we were given the opportunity to grow we would certainly take off. What we need most at this point to meet our goals and needs is a higher FTES so we can hire at least two new faculty in the next 4 years.

3. Develop a Graduate Certificate in Women and Gender Studies – Over its thirty-year history Women and Gender Studies has grown from a minor with no tenure track faculty to a major and minor in Women and Gender Studies and a quickly growing minor in Queer Theory. The next obvious step would be a graduate program. While all of the faculty in Women and Gender Studies are dedicated to the idea of a masters program in Women and Gender Studies at Fullerton we are also aware that at this time we do not have the faculty to support this. As a step in this direction and a way to develop our graduate level curriculum we would like to create a graduate certificate in Women and Gender Studies. Several of the faculty in the program completed certificates themselves in graduate school so we have a strong working knowledge of the process.

The program already serves graduate students from American Studies, Sociology, Psychology, Geography and other programs in our Feminist Theory course as well as other 400 level classes and through our faculty sitting on their master’s committees. With a certificate in place these students would be able to make a focused study of gender a central part of their degree and have this acknowledged on their diploma. In a discipline such as Women and Gender Studies, many tenure track faculty, including all of those in our program, do not have degrees

in Women's Studies. Graduate certificates, such as the one we seek to create, serve as a form of documentation that recent graduates do have the necessary course work in Women and Gender Studies to teach in the field and would therefore be very valuable for our students when they enter the academic job market.

D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g. new student groups regionally, nationally, internationally, new delivery modes, etc.).

Women and Gender Studies regularly offers courses in both Inter and Summer sessions. We offer the same courses in Special Session self-support mode as regular session but we can reach more students both regionally and nationally, as these classes are entirely online. These courses also allow more non-traditional students, working full-time, to take our classes allowing us to serve a more diverse population.

II. Department/Program Description and Analysis

A. Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?

We have made on substantial curricular addition since the last program review, the addition of the Queer Studies minor. An interdisciplinary panel of faculty from Women and Gender Studies, Psychology, and American Studies proposed the minor. It was supported by an affiliated faculty list of 43 faculty from 18

departments representing all 5 colleges. The Queer Studies minor was approved in 2011. The first year (11-12) we had 4 minors declared and this year we have 9 students declared.

B. Describe the structure of the degree program (e.g. identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements. How does the structure of the degree program support student achievement of learning goals.

The major in Women and Gender Studies is comprised on 39 units and the minor consists of 24 units. The units in each degree fall under three categories: Core requirements, Breadth requirements, and Elective Options. (see appendix for advising sheet)

The Required Courses for the Major (18 units) include (* required for minor 6 units):

- WMST 205 Gender and Globalization*
- WMST 302 Introduction to Women's Studies*
- WMST 350 Research, Methodology, and Writing
- WMST 450 Theory, Practice, and Community Service
- WMST 480 Feminist Theories

For both the Major and Minor 9 units of Breadth courses are required and can come from Women and Gender Studies as well as American Studies, Anthropology, Political Science and Sociology among others.

In the Elective Options the Major must complete 12 units and the minor 9. These course come from all over campus as well as Women and Gender Studies.

The Queer Studies minor consists of 18 units split between 9 core units and 9 elective units. The core classes are: WMST 360 Politics of Sexuality, WNST 420 Queer Theory and either PSYCH 456 The Psychological Study of LGB Experience or AMST 473 Sexual Orientation and American Culture. The 9 elective units come from classes across the University curriculum.

Our degree program is structured in this way in order to ensure majors and minors receive a well-rounded foundation in Women and Gender Studies through the core requirements and are also offered a diversity of other coursework that reflects the interdisciplinary nature of the field. Our core classes help students to achieve our learning goals by providing a strong theoretical groundwork in feminist, critical race, queer, masculinity, and sexuality studies. These classes also introduce majors to feminist epistemologies and methodologies and help them to be better thinkers and communicators.

C. Using data provided by the office of Analytic Studies/Institutional Research discuss student demand for the unit's offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree. (See Appendix I)

I must preface the discussion of any data on enrollment or graduation rates for the program by saying that the data the University provides is not statistically significant because it misses a significant number of our majors. This is the case because many of our majors, approximately 1/3, declare Women and Gender Studies as their second major and second majors are not included in these data. This is also true for the study of graduation rates as these are only included for students who declare the major when they begin their studies and many of our majors declare Women and Gender Studies later in their academic careers as either a second major or when they change majors. These students are not included in the data provided. This is most clear in the Annualized Head count data in which there

appear to be very few Women and Gender Studies students in our lower division classes even though they are required to graduate. This may be due to the fact that some majors take these classes before they declare or because they are not counted as majors for the reasons described above.

Women and Gender Studies experiences both over and under enrollment. Although by and far we experience over enrollment the most often. Most years the majority of our FTES are found in lower division General Education classes, which fill and maintain waitlists well into the semester. The rest of our FTES are to be found in upper division courses especially our 300 level General Education classes. Because our standing number of majors is usually between 30 and 35 we only offer a few 400 level classes each semester. Not all of these classes fill completely and at times the specialty seminars are under enrolled. We would like to increase the number of majors so we can offer more upper division elective courses for our majors.

It is very difficult, if not statistically impossible, to discuss retention and graduation rates with the data provided by the University. These data only represent the graduates who enrolled in Women and Gender Studies as first time, full-time, Freshman or transfers. Yet the very same data show the number of first time, full-time Freshman to be zero since the last PPR and the number of transfers to be nine. For a Program that has had over 30 majors for the last three years these data simply do not make sense. There are several reasons for this disparity. Few students arrive at University knowing much about Women and Gender Studies so it is rarely a pre-declared major, this is especially true for our student population. While we do receive some upper division transfers, a good deal of our upper division declarations of the major come from students who are changing major or adding a second major. These students are not included in these numbers anywhere. Based on the numbers the University provided the majority of our transfer majors graduate in 2-3 years. Please see the added chart in the appendix we created using data obtained from Admissions and Records that includes all of the students that graduated each year with a degree in Women and Gender Studies. These numbers

show we have grown substantially, with a fall off last year that reflects the large cuts in enrollment in the University as a whole during the budget crisis that began 5 years ago in 2008.

D. Discuss the unit's enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program. (See Appendix II)

Women and Gender Studies has grown steadily over the years. We had tremendous growth jumps the 07-08 year with a 71.8 increase in FTES and the 08-09 year with a 45.6 FTES increase. This growth certainly would have continued had it not been for the budget crisis in 2008-2009 when we were cut back by 35% from 240 to 156 FTES. Since then we made our way back up to an FTES of 196 this year, which we have easily exceed.

By and far our classes fill and close well before the semester begins. Our general education classes always fill and we are often able to add seats if necessary to accommodate student athletes, foreign students and the Dean's office. We recruit many majors and minors from the GE classes so the more we offer the better.

Our FTEF has increased since our last PPR as well, although it has not always grown in proportion to our FTES. Our current FTEF is 7.75 and we have 4 tenure track faculty. We have room to hire another faculty member and plan to take advantage of this. Since our last PPR our FTEF has grown by 3.15 from 4.6 to 7.75. Yet for the growth potential Women and Gender Studies displays, it would be beneficial for our FTEF to grow.

In the last five years our student to faculty ratio was consistently over that of the college. Our classes are in demand and we try to accommodate all the students we can and in this effort our classes are getting too big. More faculty would help us to bring our SFR down to the college standard of 25.

Year	# of Faculty	FTES	FTEF	SFR
2005-2006	2	91	4.6	19.8
2006-2007	3	123	6.1	20.2
2007-2008	4	195	6.6	29.5
2008-2009	4	240	6.0	40
2009-2010	4	156	5.5	28.5
2010-2011	4	174	6.6	26.5
2011-2012	4	195	7.75	25.16

E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I. C.

As discussed above in section I.C. a considerable curriculum overhaul is one of our plans for the near future. In the short (3 year) term we plan to create a number of new classes and renumber a series of existing classes.

After years of teaching the current classes in the order they are numbered we have come to the conclusion that it would be best to have students take some sort of theory course before they take their methods/writing course. To this end we are developing a new introduction class (305) intended for majors. Many of our majors come into Women and Gender Studies from 100 and therefore know they want to be a major before they take 302. For these students we can offer them a slightly more advanced introduction to the foundational ideas of Women and Gender Studies. If they come to the major through 302, this class will still count and they will be able to continue forwards just fine as they have in the past.

We also find the capstone/internship class to be rather awkward due to its 6 units and mishmash of components. So we are planning to split off the internship into a free standing 495, which can be completed with any faculty member so students can find the best match for their own interests, rather than the instructor who happens to be teaching that semester. This leaves us with a regular 3 unit course for the capstone with we plan to envision in a more traditional manner.

We plan to propose our very popular Masculinities course (343) as a permanent course and make it a Breadth requirement. Finally we will create two new courses, one a General Education 100 level introduction to Queer Studies (105) and the second an upper division course on activism focused for our majors (370). We will move both 100 and the new 105 into the Core category and allow majors to choose between the two.

F. Include information on any Special Sessions self-support programs offered by the department/program.

Women and Gender Studies routinely offers online courses in Special Sessions self-support programs. We offer our General Education classes such as WMST 100, 205, 302, and 360.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

Because student learning is central to our mission and activities, it is vital that each department or program includes in its self study a report on how it uses assessment to

monitor the quality of student learning in its degree program(s) and/or what plans it has to build systematic assessment into its program(s). Assessment, in this context, refers to whatever combination of means the department or program employs to provide evidence to answer the following questions:

- A. How well are our students learning what the program is designed to teach them?*
- B. What direct strategies or systematic methods are utilized to measure student learning?*
- C. Are the assessment strategies/measures of the program changing over time?*
- D. What modifications should we make to the program to enhance student learning? (And after having made changes, how have these changes affected student learning and the quality of the department or program as a learning community?)*
- E. How have assessment findings/results led to improvement or changes in teaching, learning and/or overall departmental effectiveness? Cite examples.*
- F. What quality indicators have been defined/identified by the department/program as evidence of departmental effectiveness/success other than assessment of student learning e.g. number of students who pursue graduate or professional education programs in the field, job placement rates, graduation rates, student-faculty research/creative collaborations, etc. (See also Appendix VI)*
- G. Many department/programs are offering courses and programs via technology (on-line, video conferencing etc.) and at off campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?*

A-G. For the Women & Gender Studies Program, the use of assessment to monitor the quality of student learning is central to our work as teachers, advisors, and mentors. Since the last Program Performance Review for the program in 2006, Women & Gender Studies has developed a focused method of student learning assessment. Our most recent annual assessment of student learning demonstrated

that our students are learning what the program is designed to teach, and are exceeding the goals set in several student learning outcomes.

Immediately following the previous Program Performance Review, the program engaged in a program-wide curriculum and assessment conference for all faculty. A rubric designed to determine student learning outcomes and the level of mastery for each outcome expected in each class was developed. That rubric has guided curricular and assessment decisions over the past five years.

Our primary systematic method of measuring student achievement of learning goals and outcomes is through a review of individual student portfolios for every Women & Gender Studies B.A. candidate annually. Each student is required to submit a portfolio of work submitted in all core classes for the major, and assessed in each of the Women & Gender Studies B.A. core course requirements. The Assessment Coordinator, using a formal rubric based on the Program Student Learning Goals and Outcomes, evaluates each portfolio and assess the individual student's level of mastery in each of the learning goals. (See Appendix III)

Over the past five years, the Senior Portfolio Review has remained the standard measure of the quality of student learning in the program. However, the methods for assessing the portfolios have changed over time to reflect more quantitative measures of program success in learning what the program is designed to teach. Initial portfolio reviews were based on qualitative analysis of the overall impact of individual courses on the student's success in integrating program learning goals and outcomes.

The program assessment strategy for 2011-2012 shifted to a statistical analysis of each learning program learning goal for each student. An aggregate score for each learning goal was then developed. The results of this assessment were reported to the faculty at the first faculty meeting for the Fall 2012 semester. Based on the results of this statistical overview of the strengths and weaknesses of

teaching in the program, the faculty began a new curricular review process, as well as a review of the program learning goals and student outcomes as established in 2007.

This curricular review process will be the basis for program modifications in the requirements for the B.A., as well as in our teaching effectiveness in order to enhance student learning in the core classes for the major. Outcomes from the upcoming individual course assessment plans (see Assessment Timeline attachment; delayed for one year to Fall 2013) will be used to determine any necessary changes to teaching strategies, curricular content in each of the General Education and B.A. core courses, and faculty teaching assignments.

The results from the 2011-2012 assessment process were very encouraging. 80% of students graduating with a B.A. in Women & Gender Studies demonstrated competency in or exemplary mastery of all eight student-learning goals for the program. 40% of those students achieved exemplary mastery of the goals.

To date, given the size and interdisciplinary nature of Women & Gender Studies, no additional quality indicators have been identified as ways to produce evidence of departmental effectiveness. For the 2006 Program Performance Review, a survey of Women & Gender Studies alumnae was conducted, but the results were not particularly useful in assessing overall student success. Career trajectories from the program include work in gender-based non-profit organizations, graduate study, legal studies, and corporate employment. Future assessment strategies discussed by the program faculty might include a review of the number of graduates who pursue graduate or law degrees, as well as the number of graduates who are gainfully employed in gender-based non-profit organizations.

As the program has increasingly offered key core courses on-line, we have begun to develop strategies for reviewing student success in this format. Initial peer

observations of faculty teaching in the on-line courses began in the Fall 2011 semester, and are continuing. We have not yet formally evaluated the results of these peer reviews, and as they are personnel documents, they may not be effective indicators of student learning. As the faculty engages in the current curriculum and assessment revisions during the 2012-2013 academic year, we hope to develop at least one method of assessing student learning outcomes in the online versions of our core courses. Additionally, as these core courses are also an important element of the General Education curriculum on campus, we plan to develop at least one tool to assess the success of student learning based on the General Education goals for these courses, particularly in WMST 100: Introduction to Gender Studies in the Humanities and WMST 302: Introduction to Women's Studies.

IV. Faculty

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure tract faculty lines (e.g. new hires, retirements, FERP's, resignations, and how these changes may have affected the program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) (See Appendix IV) (See faculty vitae Appendix VII).

Since our last PPR the Women and Gender Studies FTEF allocation has grown from 4.6 to 7.75. The growth was, as expected, steady until the budget crisis when our FTES was dramatically cut. Between 2007-2008 and 2009-2010 we went from 6.6 to 5.5 and have since moved up to 7.75.

The program is made up of 2 tenured faculty and two probationary faculty in their 5th year. We also have 2 Full-time lecturers and 4 Part-time lecturers. Since the last PPR the two untenured faculty were hired and one untenured faculty member was both hired and resigned. The resignation has not significantly affected the

Program's offerings as one of the new hires covers many of the same courses the departed faculty member taught. Tenure density is going to become an issue for us in the very near future as the 2 untenured faculty go up for their tenure review next year. Once they have tenure, all Program faculty will be at the Associate Professor level. We must hire soon to maintain a healthy balance and distribution among academic ranks.

B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national or global developments.

Women and Gender Studies works concertedly to stay on top of the changes and movements in the field and interpret them in a manner that best suites our student population. This has recently led us to increase our offerings in Queer Studies as well as develop the Queer Studies minor. To support these developments, we plan to hire in the next year for a position that will focus on Queer Studies. After this hire we plan to make two more hires in the next several years. Two areas in which we would like to expand our offerings are Chicana Feminism and Masculinities. We discuss Chicana Feminism in many of our courses and several of our faculty do independent studies with students on the topic. But as a Hispanic serving institution we believe it is necessary to have a full-time faculty member whose research is on the topic. Our masculinities class is very popular and in our move to Gender Studies along side Women's Studies we need to broaden our offerings on masculinities.

C. Describe the role of full-time or part time faculty and student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.

In Women and Gender Studies we are very lucky to have a terrific group of lecturers. In particular, we have two long-standing, and nearly full-time lecturers who teach the bulk of our 100 level classes as well as others. Jodi Davis and David Christian are active and valuable members of the program. Both have developed courses and volunteer to do service work. Both are also very popular instructors who bring in many majors. We currently also have four other lecturers who teach 100, 205 and 302. Lecturers tend to teach our lower division General Education classes. This is not always the case for Ms. Davis and Mr. Christian as they do teach upper division classes as well. Most semesters, lecturers teach 100% of our face-to-face sections of WMST 100. This semester, 58% of all of our sections are taught by lecturers. This number is usually closer to 60%. Our growth relies, in good part, on the tireless work of our dedicated lecturers.

D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program

All tenured and tenure-track faculty teach in Special Sessions self-support programs and on occasion so does one of our lecturers.

V. Student Support and Advising

A. Briefly describe how the department advises its majors, minors, and graduate students.

In Women and Gender Studies we have two primary advisors. One advises the Women and Gender Studies majors and minors and the other advises the Queer Studies minors. For the Women and Gender Studies majors and minors we advise all new majors and minors to see the advisor (a tenure track faculty member) as soon as they can to set up their course plan. When they meet with the advisor for the first time we fill out an advising sheet that includes all of their contact information and has spaces to fill in all of the required classes for their major or minor. We meet with them periodically through out their career in the program to update their advising

sheet and make sure they are meeting their requirements. These sheets are kept on a shared server so all faculty may access them for advising purposes. The process for the Queer Studies advising similar but is done by one faculty member in Women and Gender Studies and one in Psychology.

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.

The Women and Gender Studies program is a very close-knit community of faculty and students. We greatly appreciate and continuously utilize our complex as a way to create ties between faculty and students and among students. Through this network, faculty and students are very familiar with the research being done in the program and many students take part in research projects with the faculty, both on independent projects and on the faculty's ongoing research. Students do this primarily through two methods. They can take a 499, directed reading class with a professor to work on research and they can do original research in WMST 350 our methods and writing class.

The 499s and research collaborations are too numerous to list but these are a few recent examples:

Dr. Dolhinow: WMST student research project on Latina Identity

Dr. Dolhinow: WMST student research project to develop working group on campus on gender studies

Dr. Ketchum: WMST student collaboration on LGBTQ anti-bullying web course

Dr. Ketchum: WMST student collaboration on project to bring computers to youth group in Mipimbwe, Tanzania

Dr. Bredin: Sociology Student research for sociological study on gender and race in youth counseling and intervention programs

Dr. Bredin: WMST student research on American Indian Women and spirituality

Women and Gender Studies students are very active in both the campus and greater Orange County communities and through this engagement do a great deal of service learning. We also have a 120-hour internship component in our capstone course, WMST 450. This semester we have students interning for: Women Helping Women in Santa Ana, a non-profit that helps poor women find clothing for job interviews; a non-profit in Long Beach that serves homeless women and children; Stand Up for Kids in Orange County and others.

VI. Resources and Facilities

A. Itemize the state support and non-state resources received by the program/department during the last five years.

See Appendix V.

B. Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over last five years and prioritize needs for the future.

Women and Gender Studies use of special facilities and equipment falls primarily into two categories: teaching rooms and technical equipment. The

majority of our classes are taught in our assigned room, EC 34. But as we grow we are teaching more than one section at a time and need to be able to teach in two rooms at once. In this situation we often encounter problems as our second assigned room in MH is not suitable for most of our classes nor are the rooms in LH. Women and Gender Studies classes are taught in a highly interactive discussion format and rooms with tables and chairs or chairs that do not move or chalk boards make facilitating these discussions much more difficult. We require a room where we can move chairs into a circle for discussion and dry erase boards around the room for students to express themselves. A room in the Humanities building would be ideal for both its proximity to the program and the set up of the actual classrooms.

Women and Gender Studies also has access to two large classes rooms. We use these rooms regularly and find we can fill them easily. The problem is neither room is large enough to hold a double section so they simply raise our SFR. We would very much like to get a K2 (double section) room and more large classrooms.

The final type of teaching room we use is a computer lab in the Humanities building. WMST 320, our gender and technology class, meets in the computer lab and is taught on the computers. The demand for this class is so high that we recently moved from the small lab into the larger lab and the larger class filled easily this Spring.

The other space we use and rely on to keep our program flourishing is our common space in H212. When the second floor of the Humanities building was remodeled, this space was designed for and assigned to us. As there is not academic resource center for women on campus this is the only space available for Women and Gender Studies students to use. We have always envisioned this as a media and meeting center for the program, a place to have student group meetings, screen films, have debates (or watch them), and hang out with our students and affiliated faculty.

We are a very technologically savvy department with both faculty and students involved in projects using the program's computer and other equipment. We currently have one program laptop, flip cameras, headsets for the computer lab, and the cameras on the computers in the lab were purchased for our classes.

C. Describe the current library resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.

The current library resources for Women and Gender Studies are adequate. But we would like to develop a closer and more collaborative relationship with the library to create a greater digital and print media resource for gender studies as well as queer studies and gender performance studies.

VII. Long-term Plans

Before discussing our “new” long term plans for this PPR, I would like to discuss the plans we proposed in the last PPR and the progress we made on these plans in the last six years.

1. Departmental Status: While we have not yet attained departmental status, we have moved well in that direction in terms of hires and growth in majors. As a program, we decided to work on autonomy and growth before applying for departmental status. To this end, we have taken over many of the responsibilities that the Program Council used to have through the hard work and dedication of both the tenure track faculty and full-time lecturers. We have grown from one tenure track faculty and one tenured to two tenure track faculty and two tenured, with two up for tenure next fall. When the budget climate allows we grow to the full potential FTES we are offered and will continue to do so.
2. Hiring New Faculty: This goal we clearly achieved. Since the last PPR we hired three tenure track faculty, one of whom has since left. Our FTEF has also risen from 4.6 to 7.75.
3. In terms of assessment, we did not reach our goal in the time specified but we did reach it. Our goal was to develop a quantitative assessment

system in the two years following the last PPR. It took us longer and we completed our first comprehensive quantitative assessment of the major this last year. Since the last PPR we did develop an exhaustive system to chart the introduction, development, and mastery of all learning goals in our classes and we used this system to move the assessment program ahead. Based on these rubrics we also rewrote the descriptions and learning goals for our General education courses.

4. We have done an excellent job meeting our goals in terms of curriculum. We had three main goals and we met or exceed them all. We expanded our offerings based on new hires creating our first Queer Studies class (420), Our Women and Leadership Class (330), a class on Intersectionality (482), a series of Special Topics classes (470T), and a set of advanced readings on Feminist Theorists (490T). We have proposed one or two new courses each year and plan to propose several more this year. Finally, we have been working toward a fully developed curriculum that best fulfills the needs of our campus. Towards this end we created the Queer Studies minor and are overhauling our curriculum this year.
5. Our fifth goal was to increase the number of Women and Gender Studies majors and in this we succeed. At the time of the last PPR we had 22 majors and we now have 35. We also have 64 minors and 9 Queer Studies minors. We have also expanded our upper division non-general education offerings. We have done more outreach to new majors through a total redesign of the website and a great job promoting the major in our general education classes. We could, however, work on outreach through other channels. Our advising is solid and we created a shared file serve to house all advising files so any faculty member can check a student's advising records. This new system has proven to be very useful.
6. In terms of enrollment we met all of our goals and more but due to the budget crisis were cut back. We have grown as fast as we have been allowed and plan to continue to meet and exceed (when possible) our target in the future.

7. Our final goal was to increase connections with local Women's Studies programs at the community college level. While we did not create a series of breakfasts for local faculty as Dean Klammer suggested, due to a lack of funds, we did take part in several events that created greater ties to the Women and Gender Studies Programs in the area. In 2007 we had a very full and successful Women's History Month on the theme of local women activists and several of our presenters were from local colleges. We also took part in a local consortium of Women and Gender studies programs and I am currently helping Fullerton College develop its first Women's Studies degree.

- A. *Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity. (See instructions, Appendix VI)*
- B. *Explain how long-term plan implements the University's mission, goals and strategies and the unit's goals.*
- C. *Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, and how it will collect and analyze such evidence.*
- D. *Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?*

A -D. In terms of student learning, we have two primary goals. We want to continue to create classes that best serve the needs of our students and we want to implement and close the loop on the quantitative assessment process in our individual classes. To achieve the former goal we will need to hire new faculty that allow us to develop classes that meet the needs of our students. To assess this goal

we will measure the number of hires we make in the next ten years. Our goal is three new hires and if we meet that goal we will be successful. To meet the later goal of increasing quantitative assessment we will first have to complete our current overhaul of the curriculum and then create a system by which to apply our assessment standards to each course in a sequence that makes sense. The assessment of this goal will be competency or above in each course in relation to our program learning goals.

In line with the University wide initiative to increase the number of external grants, Women and Gender Studies would like to focus our Scholarship related goal on improving our funding record. We plan to apply for more external grants for both faculty research and student scholarships. We would also like to obtain more funding for student scholarships from private donors. We will assess this goal by keeping data on the grants for which we apply.

In terms of Service, our long-term goals are to gain department status and increase our number of majors through outreach to the greater university community as well as local community colleges. These are both easy to assess by positive indicators of success. These indicators would be department status, more majors, and better outreach programs.

Based on the above goals and effectiveness indicators, our Program budget should not be affected. The Dean's office will require funds to support our new hires but our other goals do not require funds. The one possible goal that could require funds would be fundraising from private donors for which we might need to create new and better promotional materials. It is our hope that we will actually begin to see money coming in through our grant applications.

APPENDICES TO THE SELF-STUDY

APPENDIX I. UNDERGRADUATE DEGREE PROGRAMS

TABLE 1. Undergraduate Program Applications, Admissions, and Enrollments

TABLE 1-A. First-time Freshmen: Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	% Admitted	# Enrolled	% Enrolled
2004-2005	20	7	35%	0	0%

2005-2006	21	9	43%	0	0%
2006-2007	23	12	52%	1	8%
2007-2008	31	17	55%	2	12%
2008-2009	29	12	41%	0	0%
2009-2010	25	10	40%	2	20%
2010-2011	34	5	15%	0	0%
2011-2012	35	13	37%	4	31%

TABLE 1-B. Upper Division Transfers: Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	% Admitted	# Enrolled	% Enrolled
2004-2005	16	7	44%	3	43%
2005-2006	10	5	50%	2	40%
2006-2007	15	7	47%	4	57%
2007-2008	16	6	38%	3	50%
2008-2009	12	4	33%	5	125%
2009-2010	12	4	33%	1	25%
2010-2011	29	14	48%	3	21%
2011-2012	29	8	28%	2	25%

TABLE 2. Undergraduate Program Enrollment in FTES

TABLE 2-A. Undergraduate Program Enrollment in FTES

Academic Year	Enrollment in FTES		
	Lower Division	Upper Division	Total
2004-2005	16.4	59.0	75.4
2005-2006	31.3	59.7	91.0
2006-2007	67.3	55.4	122.7
2007-2008	124.1	70.4	194.5
2008-2009	130.1	110.0	240.1
2009-2010	76.6	79.7	156.3
2010-2011	96.0	78.1	174.1
2011-2012	116.7	78.1	194.8

TABLE 2-B. Undergraduate Program Enrollment (Headcount)

(Please note that these data are not significant, as they do not include any WMST majors that declared as second majors or after transfer.)

Academic Year	Majors				FTES per headcount
	Lower Division	Upper Division	Post Bacc (2 nd bacc)	Total	
2004-2005	1.5	10.0	.5	12.0	9.2
2005-2006	3.5	9.5	0	13.0	10.3
2006-2007	1.5	15.5	0	17.0	14.0
2007-2008	4.5	15.0	0	19.5	17.2

2008-2009	3.5	17.0	0	20.5	17.0
2009-2010	2.5	23.0	0	25.5	19.8
2010-2011	3.0	20.5	0	23.5	18.2
2011-2012	4.0	15.5	0	19.5	15.3

TABLES 3-A and 3-B. Graduation Rates for Majors

For each undergraduate degree program, tables will be provided showing the graduation rates for majors. Table 3-A will summarize the freshman graduation rates. Table 3-B will summarize the graduation rates for transfer students.

TABLE 3-A. First-time Freshmen Graduation Rates for Majors

Entered In	Headcount	% Graduated in 4 years		% Graduated in 5 years		% Graduated in 6 years		% Graduated in 6 years plus 7 th year persistence	
		in major	not in major	in major	not in major	in major	not in major	in major	not in major
Fall 2000	0	--	--	--	--	--	--	--	--
Fall 2001	0	--	--	--	--	--	--	--	--
Fall 2002	0	--	--	--	--	--	--	--	--
Fall 2003	0	--	--	--	--	--	--	--	--
Fall 2004	0	--	--	--	--	--	--	--	--
Fall 2005	0	--	--	--	--	--	--	--	--
Fall 2006	1	0%	0%	0%	0%	0%	0%	0%	0%
Fall 2007	2	0%	0%	0%	0%				
Fall 2008	0	--	--						

TABLE 3-B. Transfer Student Graduation Rates for Majors

Entered In	Headcount	% Graduated in 3 years		% Graduated in 4 years		% Graduated in 5 years		% Graduated in 6 years plus 7 th year persistence	
		in major	not in major	in major	not in major	in major	not in major	in major	not in major
Fall 2000	0	—	—	—	—	—	—	—	—

Fall 2001	2	100%	0%	100%	0%	100%	0%	100%	0%
Fall 2002	1	100%	0%	100%	0%	100%	0%	100%	0%
Fall 2003	2	100%	0%	100%	0%	100%	0%	100%	0%
Fall 2004	1	0%	0%	0%	0%	0%	0%	0%	0%
Fall 2005	2	50%	0%	50%	0%	50%	0%	50%	0%
Fall 2006	4	50%	0%	50%	0%	50%	0%	50%	0%
Fall 2007	1	0%	0%	0%	0%	0%	0%		
Fall 2008	1	100%	0%	100%	0%				
Fall 2009	1	100%	0%						
Fall 2010	2								

All Majors Graduated according to A&R (WMST collected data)
This data reflects students not included in above data
because they were second majors or declared post transfer.

2006	2007	2008	2009	2010	2011	2012
7	9	13	18	19	22	10

APPENDIX III. DOCUMENTING ACADEMIC ACHIEVEMENT

Plan for Documentation of Academic Achievement (Assessment of Student Learning)

Department/Program Women and Gender Studies

Date February 15, 2013

P = Planning E = Emerging D = Developed HD = Highly Developed

	Achievement Plan Component	P	E	D	HD	Comments/Details
I	Mission Statement					
	a. Provide a concise and coherent statement of the goals and purposes of the department/program			D		Please see Section IA
	b. Provide a comprehensive framework for student learning outcomes			D		We have developed a comprehensive framework that explicitly integrates disciplinary knowledge, practices and methods into student learning outcomes.
	c. Describe department/program assessment structure, e.g. committee, coordinator				HD	Program Assessment Coordinator is also member of Curriculum Committee, reports to Curriculum Committee, then Program Coordinator and WMST faculty
II	Student Learning Goals					
	a. Identify and describe knowledge, skills, or values expected of graduates				HD	Please see Section IA
	b. Consistent with mission			D		Please see Section IA
	c. Provide the foundation for more detailed descriptions of learning outcomes		E			
III	Student Learning Outcomes					
	a. Aligned with learning goals			D		
	b. Use action verbs that describe knowledge, skills, or values students should develop				HD	
	c. Specify performance, competencies, or behaviors that are observable and measurable				HD	
IV	Assessment Strategies					
	a. Use specific multiple measures for assessment of learning outcomes other than grades			D		Portfolio assessment, syllabus analysis.
	b. Use direct measures of student learning outcomes			D		
	c. Indirect measures may also be used but along with direct measures	P				Indirect measures are not yet integrated into curricular assessment effectively in the

					program. This will be a priority in the next faculty curriculum and assessment meeting. SOQ program-wide results are the only indirect measure of student learning outcomes that are gathered, but these are not incorporate into our program assessment. The current SOQ was developed and approved prior to our current Student Learning Goals and Outcomes were developed and implemented.	
	d. Measures are aligned with goals/ learning outcomes				HD	
	e. Each goal/ outcome is measured				HD	
V	Utilization for Improvement					
	a. Identify who interprets the evidence and detail the established process				HD	Assessment Coordinator
	b. How are findings utilized? Provide examples		E			Findings are reviewed and analyzed at first faculty meeting in Fall semester devoted to Curriculum and Assessment
	c. Attach a timeline for the assessment of each department/program learning outcome					See attached timeline.

TABLE 4. Degrees Awarded

For each undergraduate degree program, a table will be provided showing the number degrees awarded for the five most recent academic years for which data are available.

TABLE 4. Degrees Awarded

Academic Year	Degrees Awarded
2003-2004	
2004-2005	
2005-2006	
2006-2007	
2007-2008	
Total	

APPENDIX V. RESOURCES

Department of Women and Gender Studies State and Non-State Support Funds FY 2007 - 2012					
	2007-08	2008-09	2009-10	2010-11	2011-12
State Support					
Salaries and Wages	422,460	416,263	303,990	370,907	279,633
Operating Expenses	19,068	9,082	8,230	7,206	15,000
Total State Support	441,528	425,345	312,220	378,113	294,633.00
Non-State Support					
Salaries					
Operating Expenses					
Total Non-State Support	-	-	-	-	-
Total Support	441,528	425,345	312,220	378,113	294,633