PROGRAM REVIEW:

LIBERAL ARTS AND SCIENCES: WOMEN’S STUDIES EMPHASIS

Suffolk Community College, Ammerman Campus
Selden, NY 11784

May 1, 2002
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PREFACE

The following document is a review of the Liberal Arts and Sciences: Women’s Studies Emphasis Program at Suffolk County Community College. The review committee consisted of the following 10 members, nine from SCCC, one from outside:

Joanne Antinozzi-Cortez, student, graduate of the Women’s Studies Emphasis Program;
Sandra Emmachild, Professor, Department of Philosophy and Women’s Studies Program;
Alice Goode-Elman, Professor, Coordinator of the SCCC Women’s Studies Program;
Alice Fornari, Faculty Coordinator for Curriculum Development and Assessment;
Lowell Kleiman, Academic Chair, Department of Philosophy, Women’s Studies Program and Interdisciplinary Studies;
Lisa Melendez, Associate Professor of Library Services, Huntington Library;
Gertrude Postl, Associate Professor, Department of Philosophy and Women’s Studies Program (Committee Chair);
Lanette Raymond, Research Associate, Institutional Research;
Sarah Sternglanz, Associate Director, Women’s Studies Program, SUNY Stony Brook;
Judith Travers, Assistant Professor, Department of History;

This document is the result of a common effort among the members of the Committee to assess a program, which had more than just academic meaning for most of us. For obvious reasons, the
Committee consisted mostly of women. Thus, it came as no surprise that each committee member (including our one male colleague) showed a strong concern for the subject matter of this particular program – past and present issues and problems pertaining to women. This shared ground between us with respect to the ongoing importance of Women’s Studies not only helped to complete an enormous task; it also accounts for extremely productive and entertaining interactional dynamics between the members of the Committee. This document is the result of many hours of work but also of stimulating discussions, heated debates, newly shared insights, and certainly plenty of laughs. The shared concern for Women’s Studies was complemented by the unique expertise and knowledge each of the committee members contributed.

Sandra Emmachild, one of the original founders of this program, made her detailed knowledge of the history and the curriculum of the program readily available. Alice Goode-Elman, another founding faculty member, shared her experience as coordinator of the current program with the group. Alice Fornari introduced us to the pleasures and pains of student learning outcomes assessment. Without Lowell Kleiman’s editorial skills the review might have been finished earlier but it would have contained flaws, imprecision, and redundancies. Lisa Melendez enlightened us about the endless riches of our Huntington Library. Lanette Raymond managed to give meaning to numbers, tables, and charts and convinced us that those things might actually be useful after all. Judith Travers established herself as expert for two-year colleges and provided the resulting comparisons with SCCC. Our special thanks go to Sarah Sternglanz, the outside member of the Committee, who attended nearly all of our meetings. Her many years of experience with a much larger Women’s Studies Program helped us to put the concerns of the SCCC program into a broader educational context.
Gertrude Postl, Chair

Liberal Arts and Sciences: Women’s Studies Emphasis Program Review Committee

I. INTRODUCTION: PROGRAM DESCRIPTION,
HISTORY AND MISSION

A. PROGRAM DESCRIPTION, HISTORY AND MISSION

1. The Liberal Arts and Sciences: Women's Studies Program at SCCC is an interdisciplinary program that developed out of the Women's Movement of the late 60s and 70s. Drawing on a variety of academic fields and compiling their findings with respect to the conceptions, role, and place of women in the past, present, and future, Women's Studies involves a continuous interaction between academic research, critical cultural analysis, and personal experience. In accordance with these general goals of the field, the SCCC Women's Studies Program provides a sequential course of study for all students interested in the role and situation of women and in gender-related issues. In addition to providing students with a general education that will assist them in transferring to a four-year college or embarking on a career in related fields, the program aims at students' personal awareness regarding gender issues and their willingness to transform academic knowledge into practice.

2. The Women's Studies Program, begun in 1979, originated as a response to the widespread and growing interest in women's issues, gender studies and sexism, both in the United States and other countries. By the summer of 1970, the 50-year anniversary of the 19th Amendment granting women the right to vote, there were more than 600 courses, and at least two dozen degree-granting programs in the United States. At SCCC, in the spring of 1971, philosophy faculty member Sandra Emmachild, with
the advice and encouragement of Laura Hackett, Humanities Division Chair and Jamesetta Holliman, Head of the Department of Music, Art and Philosophy, developed the HM46 (Sexism and the Humanities) course. One section successfully ran in the fall of 1971, and within one year, six sections were offered. During the 1970's the course blossomed, along with supporting activities, such as the publication of *Lilith*, begun in the fall of 1972, the student Women's Group (originally begun as a joint faculty-student organization known as "The Women's Career Group at SCCC"), chartered in the fall of 1971, the committee to establish what eventually became the Day Care Center at SCCC, and Women=s Week, begun in March, 1974, all of which continue to the present day.

By 1978, more than 240 four-year schools and 21 Community Colleges in the U.S. had Women's Studies programs, including five community colleges in New York. Here at SCCC, by the fall of 1978, two full-time faculty members, along with a roster of more than a dozen adjunct faculty had been hired to teach mainly the HM46 course. Faculty members Lynn Buck, Barbara Coley, Sandra Emmachild, Alice Goode-Elman and Dorothea Lunarwomon, along with student representative Shirley Bergmann, formed a committee to establish the Women's Studies Program and developed six additional Women's Studies courses to be offered as part of the program. The college accepted Women=s Studies in the spring of 1979 (see Appendix, Chapter I/#2). Since that time the program has continued to offer students a rich variety of courses, to provide support services and information concerning gender issues to the college, and to serve as an outreach to the entire community.
3. The mission of the SCCC Women's Studies Emphasis within the Liberal Arts Program is to recognize gender as a central aspect of human existence. Developed in an interdisciplinary perspective, the program seeks to provide an appreciation for the evolution of women's roles, based on an examination of the oppression of and discrimination against women, the ideas that encompass society's changing expectations of women and men, and the views and achievements of women themselves, throughout history and across cultures.

4. This mission of the Women's Studies Program derives, in part, from the mission of the college, to help students come to an understanding of themselves, their society, the physical world, and the lifelong nature of learning itself, and to act upon that understanding (SCCC Catalog, p.8). The interconnection between academic learning, social, political and personal life is of particular concern for Women's Studies. In its reflection on the changing roles of women and men in our contemporary culture, Women's Studies responds to the ever-changing needs of business, government and community organizations (p.9) and, given the variety of its intersecting fields, creates a solid foundation within the Liberal Arts for those students who wish to transfer to a four-year college or university. The Women's Studies Emphasis supports the college's commitment to providing access without regard to race, color, creed, gender, age, marital status, sexual orientation, national origin or disability (p.8). Furthermore, given the very nature of the field of Women's Studies as a critical analysis of culture and society from the perspective of
women, the courses offered within this program are designed to enhance students’ communication skills, critical thinking abilities, and creativity.

Apart from serving SCCC students, the program also provides a resource for Suffolk County. The annual celebration of Women’s Week each March, during Women’s History Month, offers lectures, panel discussions, and performances not only for students, but for the general public as well. The annual event attracts potential Women’s Studies students who, as demographics show, are often adult returning students.

*Lilith*, the SCCC feminist magazine, also helps to publicize the Women’s Studies Program and attract new students from outside the academic community.

**B. PREVIOUS RECOMMENDATIONS AND PRESENT REVIEW**

5. An extensive review of Women’s Studies was carried out in 1994-1995, which recommended the following:

the hiring of a full-time faculty member in Women’s Studies;

a Professional Assistant for the Women’s Studies Internship in charge of developing internship opportunities in business and industry throughout the area;

full access to the on-line network of Women’s Studies programs and scholars;

expansion of the curriculum through new and more diverse courses;

an additional classroom;

a general information campaign regarding the existence of the program, directed at SCCC students but also the general public (through special target recruitment but also the distribution of information throughout the SCCC campuses as well as relevant off-
campus sites, such as local libraries or women=s shelters);

increased flexibility in scheduling courses so as to accommodate students;
a moderate budget for purchasing Women’s Studies material (such as VCR tapes, books, software);

a library budget for the subscription of periodicals, books, and audio-visual materials relevant to the program.

6. Apart from library purchases and on-line information (which is available to all faculty members), the other recommendations above have not been implemented. In what follows, we will reexamine the Women’s Studies Program with an eye on the previous findings. Where appropriate, we will reiterate recommendations that still need to be implemented. However, our main goal is to start fresh, consider the needs of our students today, the strength and weaknesses of the current Women’s Studies Program, and the contribution it makes to the ongoing and overall success of the college as a whole.

Issues and problems pertaining to gender and the conceptions of women and men are of the highest social and political relevance in our culture. The SCCC Women’s Studies Emphasis Program responds to the need of addressing these issues and problems.
II. PROGRAM GOALS AND OBJECTIVES

1. The basic goals of the SCCC Women’s Studies Emphasis Program are

- to prepare students for transfer to a four-year college;
- to prepare students for embarking on a career requiring special knowledge and skills on issues, such as gender equity, discrimination on grounds of gender, domestic violence, Title IX;
- to enable students to advocate for a change of women's gender roles in order to achieve social and political equality between the genders.

These goals are designed to provide for a solid academic foundation, especially for students intending to transfer to a four-year college, and to provide insight into the personal and political impact of the discipline of Women’s Studies. In keeping with the original conception of Women’s Studies in the late 60s and 70s, earning a degree in this field entails not only broadening one’s intellectual horizons and becoming knowledgeable in a variety of subjects pertaining to women, but also gaining knowledge in the classroom that is applicable to the student’s own life experience.

The above goals are attainable in that the SCCC Women’s Studies Emphasis provides a sequentially structured learning experience, which assists the student in entering a new field. This structure leaves enough flexibility for course choices so that the student may explore special areas of interest within the field. Extra-curricular events, such as Women’s Group, Women’s Week, and Lilith, provide a broader context for the
information students acquire in the classroom and serve as examples for the applicability of academic knowledge, furthering the goals of the program.

2. The last program review (1994-95) did not distinguish clearly between program goals and objectives, as we do now. In addition to the goals stated above, the present review includes objectives of the program, defined as desired student learning outcomes. The objectives are described below, in item #4.

3. The program goals promote the mission of the Women=s Studies Emphasis (as described in Chapter I/#3) by developing an interdisciplinary approach of courses that stress the evolution of women=s roles in response to oppression and discrimination, society=s changing expectations for women and men, and the achievements of women throughout history. Furthermore, in keeping with the mission, students are taught to recognize gender as a central aspect of human existence, an indispensable presupposition for their ability and willingness to advocate for a change of women=s gender roles.

4. The desired student learning outcomes for the Women=s Studies Program can be described in terms of six core objectives. These learning objectives are the foundation for the required courses in the Women=s Studies Program.

Students who graduate from the SCCC Women=s Studies Program will be able to:

(1) **Interdisciplinary**

- Integrate theories, research, and insights from numerous fields throughout the humanities, social and biological sciences;
• Appreciate the notion of interdisciplinary perspective;
• Understand why Women’s Studies is essentially interdisciplinary;

(2) Oppression and Discrimination

• Demonstrate a general awareness for the roots and mechanisms of oppression and discrimination against women;
• Understand the concepts of oppression and liberation;
• Identify and articulate the specific causes for women’s oppression with respect to the public/private split and the resulting construction of gender roles;
• Understand that race, class, and gender as different causes of oppression may intersect.
• Identify and articulate possible overlapping goals and strategies between women and other oppressed groups and to discuss possible concepts for liberation globally, nationally, and individually;

(3) Male Bias

• Understand the male bias inherent in the various academic disciplines and question the nature of knowledge produced within these disciplines as well as its applications and consequences;
• Describe the origin of the male bias within academic disciplines as a result of women’s exclusion from any type of scientific, scholarly or artistic activity;
• Understand the disguise of an inherent male bias of academic disciplines as a result of the equation of human and male;
• Identify and articulate the representation and portrayal of women in science, art, and
theory as the result of a patriarchal society that allowed only men to be scientists, artists, and scholars and to view this representation and portrayal in part as the result of male desires and fantasies;

• Explain one of the most persistent misconceptions of women in the Western tradition (as passive, emotional, bodily, untrustworthy, dependent, etc.), as one of the main reasons for their invisibility within relevant public domains, such as politics, religion, economy, but also the various areas of scholarly activity;

(4) Women=s Contributions

• Learn of the contributions women have made in history to the social and the political, to the sciences, and the arts;

• Identify the most important women artists, writers, scientists, politicians, etc. from the past and present;

• Describe the contributions women made to the areas of politics, religion, education, economy, science, art, and theory;

• Explain the exclusion of women from the public sphere not in terms of a lack of abilities but as the result of a strict gender division of labor which assigned women to the private sphere and men to public activities;

(5) Gender Roles

• Understand the current and past conceptions of gender roles (the constructions of femininity and masculinity) in our own and in other cultures and the impact thereof on women=s lives;

• Explain gender roles (the constructions of femininity and masculinity) as the product of particular historical and cultural determinants;
• Identify and describe the conceptions of gender roles for the most relevant time periods of the Western tradition (Greek/Roman, Medieval, Modern, etc.);

• Explain that in spite of historical and cultural changes, certain key features of the conceptions of femininity and masculinity have not changed since the Greeks (women as passive, emotional, physical, etc. vs. men as active, rational, transcendental, etc.)

• Compare conceptions of gender roles within the Western culture with those of other cultures and evaluate the corresponding social status of women;

• Describe the impact of the Women’s Movement on the traditional understanding of gender roles and to articulate the current ambiguities regarding these roles as a result of feminist demands;

• Apply the insights on gender roles gained in Women’s Studies courses to one’s own and others’ life experience in personal relationships, work, public participation, appearance, etc.;

(6) Race-Class-Gender

• Understand how gender roles interact with other aspects of identity, such as race, ethnicity, class, socioeconomic status, and sexuality;

• Identify and explain the special problems and conditions of women of color;

• Explain the special forms of interaction between class, socioeconomic status and gender;

• Identify and explain the special problems and conditions of lesbianism and distinguish them from the problems and conditions of male homosexuality and
transsexuality;
• Explain the intersection between the categories of race, class, and gender with respect to oppression and liberation;

5. The following external resources were consulted in order to compile the objectives or desired student learning outcomes of the present document: website and publications of the National Women’s Studies Association, the catalogues of Women’s Studies Programs at various two-year colleges and at SUNY Stony Brook, other professional literature, such as Women’s Studies course texts.

6. There is no immediate need to revise the program goals at this point. Depending on the future development of the program, its objectives might be expanded with the addition of new courses.
III. CURRICULUM

A. CURRICULUM/ASSESSMENT

1. To insure that the curriculum is current, Women’s Studies faculty regularly attend professional meetings where new scholarship in the field is discussed. Faculty study a variety of periodicals, such as the *Women’s Review of Books*, which enables them to keep abreast of current work in the field. They regularly review updated textbooks and replace outmoded readings when appropriate. Faculty that teach in the program subscribe to various Women’s Studies listservs, which discuss pedagogy, and new resources that are available online.

   Since the last program review (1994-95), there has been one major change in the Women’s Studies curriculum. Previously, students in the program were required to take nine credits in a selected area of interest other than Women’s Studies. This concentration has been eliminated. In its place students are required to take at least one mathematics elective, one laboratory science elective, and then one additional math or science elective. These changes strengthened the program, and allowed it to fulfill the SUNY general education requirements.

2. No revisions of the curriculum are planned at the moment. However, as the program attracts more students, the addition of new courses will be considered.
3. The Women’s Studies curriculum is a liberal arts curriculum that provides an organized sequential learning experience that includes core general studies requirements (described on p. 82 of the college catalog; see Appendix, Chapter III/A/#3) and five courses (13.5 credits) in Women’s Studies. Students are urged to begin with Women’s Seminar (WS 12, a substitute for OS15), a college orientation course designed to provide students with the skills necessary for success in college. For students in the program, Sexism and the Humanities (HM 46) is a prerequisite for Philosophy of Human Liberation (PL 32). The former introduces basic concepts to understand gender as a central aspect of human existence. The course includes the philosophical, mythological and religious manifestations of sexism, the consequences of sexism and efforts to create alternatives. Philosophy of Human Liberation extends and develops this foundation by defining philosophical concepts of freedom, determinism, forms of oppression and models of liberation with respect to race, class, gender, age, and religion. Following PL 32, students are required to select one other humanities Women’s Studies elective, and one social science Women’s Studies elective.

With the conceptual foundations supplied by HM 46 and PL 32, students are prepared to pursue their knowledge in a number of directions. In their third semester it is recommended that students choose one of the following courses for their humanities elective: (1) Women and the Arts, a rotating special topics course which included in recent years Women Around the World (HM 48), and The Female Body: Representations in Art, Literature, Philosophy, and Science (HM 49); (2) Mythology (HM 44); (3) Women’s Legal Place (HM 52); or (4) Career Internships: Equity, Choices and Professionalism in the Workplace (HM 60) with HM 46 as prerequisite. In the fourth semester students may select one of the following courses for
their social science Women’s Studies elective: (1) Women’s Role in American History (HS 38), or (2) Sociology of Gender (SO 55).

4. Upon graduation students enrolled in the Liberal Arts: Women’s Studies Emphasis Program will have fulfilled, at least seven of the ten SUNY general education requirements (see table 1). Students are required to take EG 11, thereby meeting SUNY’s basic communication requirement, and at least one of the following, CO 11, CO 12, CO 15, or CO 27, each one of which fulfills the humanities requirement. The restricted social science course required by the program meets SUNY’s demand for a course in other world civilizations. HS 11/ID11 and HS 12/ID12 satisfy SUNY’s western civilization requirement. And the program’s art, music, and theater requirement fulfills SUNY’s arts requirement. The laboratory science elective that Women’s Studies students must take fulfills SUNY’s natural sciences requirement, and the program’s social science elective satisfies SUNY’s demand for a course in social sciences. Some Women’s Studies students may fulfill the American history general education requirement with HS 38, provided the student received an 85 or above on the American history regents in High School. Through the judicious use of electives, students may also meet SUNY’s two other general education requirements, in math and foreign language.

Table 1. SUNY GE Requirements and SCCC WS Emphasis Program.
Most of the courses taught in the Women’s Studies curriculum provide the opportunity for students outside the major to meet their general education requirement for graduation from SCCC. Although there is currently a small number of students enrolled in the program, Women’s Studies courses have been popular and well attended by students throughout the college community for the period under review. See table 2 for the numbers of students enrolled in the Women’s Studies courses for each semester since the fall of 1995.

Table 2. Student enrollment in Women’s Studies courses by semester and year.
<table>
<thead>
<tr>
<th>Course Date</th>
<th>HM44</th>
<th>HM46</th>
<th>HM48/49</th>
<th>HM52</th>
<th>HM60</th>
<th>HS38</th>
<th>PL32</th>
<th>SO55</th>
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<td>288</td>
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<td>1997.02</td>
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<td>1999.09</td>
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<td>28</td>
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<td>2001.02</td>
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<td>19</td>
<td>20</td>
<td>27</td>
<td>15</td>
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<td>723</td>
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<tr>
<td>2001.09</td>
<td>323</td>
<td>253</td>
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<td></td>
<td>18</td>
<td></td>
<td></td>
<td>8</td>
<td>15</td>
<td>617</td>
</tr>
<tr>
<td>Total</td>
<td>3953</td>
<td>3337</td>
<td>165</td>
<td>12</td>
<td>158</td>
<td>51</td>
<td>70</td>
<td>163</td>
<td>320</td>
<td>8229</td>
</tr>
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</table>
5. In preparing this document, the review committee compared the Women’s Studies curriculum at SCCC to that of seven other two-year colleges, which offer associate degrees in Liberal Arts/Women’s Studies:

   Kansas City Kansas Community College
   Bergen Community College (Paramus, NJ)
   Saddleback Community College (Mission Viejo, CA)
   Tompkins Cortland Community College (Dryden, NY)
   Yuba Community College (Marysville, CA)
   Shoreline Community College (Seattle, WA)
   Fresno City College (Fresno, CA).

All of the degree programs required a core of general education credits, at least six credits in Women’s Studies, and usually some free credits. All required at least six credits in English, six credits in Math/Science, three credits in the Humanities, six in the Social Sciences, and most required at least two credits in Physical Education/Health (see table 3). The number of credits required in Women’s Studies ranged from a minimum of six at one college to a maximum of twenty-four at another (see table 4). It should be noted that Bergen CC, which requires only six credits in Women’s Studies, recommends that Women’s Studies majors fulfill their social science and humanities credits with courses that are woman-focused such as “Women in American History” and “Women and Religion.” SCCC requires its Women’s Studies students to take 13.5 credits in Women’s Studies, therefore falling somewhere in the middle.
Table 3. Requirements for the Associate’s degree in Women’s Studies

<table>
<thead>
<tr>
<th>College</th>
<th>Total Credits</th>
<th>Women’s Studies</th>
<th>Math/Science</th>
<th>Social Science</th>
<th>English</th>
<th>Humanities</th>
<th>Free</th>
<th>PE/Health</th>
<th>Other</th>
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<tbody>
<tr>
<td>SCCC</td>
<td>64.5 to 67.5</td>
<td>12.5</td>
<td>13 to 16</td>
<td>12</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Kansas</td>
<td>63</td>
<td>21</td>
<td>8</td>
<td>12</td>
<td>9</td>
<td>11</td>
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<tr>
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<td>14</td>
<td>15</td>
<td>6</td>
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</tr>
<tr>
<td>Saddleback</td>
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<td>20</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>6</td>
<td>9</td>
<td>4</td>
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</tr>
<tr>
<td>Tompkins-Cortland</td>
<td>68+</td>
<td>24</td>
<td>10 to 11</td>
<td>9</td>
<td>10</td>
<td>4</td>
<td>9</td>
<td>2 to 3</td>
<td>0</td>
</tr>
<tr>
<td>Yuba</td>
<td>60</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Shore-Line*</td>
<td>90</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>10</td>
<td>20</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fresno</td>
<td>60</td>
<td>20</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>3+</td>
</tr>
<tr>
<td>Average credits</td>
<td>62.9</td>
<td>17.25</td>
<td>9.5</td>
<td>10.5</td>
<td>8.6</td>
<td>9.5</td>
<td>4.5</td>
<td>2.1</td>
<td>&lt;1</td>
</tr>
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</table>

*Shoreline is not included in calculation of the average as they operate on a quarter rather than a semester schedule.

Table 4. Women’s Studies courses offered by each college

<table>
<thead>
<tr>
<th>College</th>
<th>Women &amp; Religion</th>
<th>Women’s Studies</th>
<th>Women &amp; Literature</th>
<th>Women’s History</th>
<th>Women &amp; Psychology</th>
<th>Women &amp; Work</th>
<th>Women &amp; Health</th>
<th>Women &amp; Sociology</th>
<th>Other</th>
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<td>0</td>
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<tr>
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<td>4</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Bergen</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Saddleback</td>
<td>21</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
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<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Yuba</td>
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<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
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</tr>
<tr>
<td>Shore-Line</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
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<tr>
<td># of colleges that offer the course</td>
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<td>7</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>3</td>
<td>4</td>
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<td>6</td>
</tr>
</tbody>
</table>

6. The Women’s Studies program does not have a formal advisory board. The Women’s Studies faculty is in regular communication with various professional members of the community who understand and support the concept of Women’s Studies. Recently, one of our adjunct faculty was elected as Assembly Person to the New York State Assembly, thus assuring a direct link between our program and our political representatives in Albany. We have also remained in regular contact with Women’s Studies faculty at SUNY Stony Brook and Nassau County Community College, many of whom contribute to our campus activities in lectures and workshops during Women’s Week. SCCC faculty, too, from a wide range of departments,
contribute to Women’s Week, to our feminist magazine *Lilith*, and express interest in developing special topics courses in Women’s Studies.

7. Our instructors use various interactive and collaborative learning techniques, e.g. group discussion, group projects, group research assignments, as well as lectures and recitation. A majority of the learning activities used in the Women’s Studies courses require the active participation of students in classroom activities, preparing in advance through reading assignments. These activities aim at generating and promoting critical thinking skills, fostering the ability to rationally argue one’s position, especially with respect to gender discrepancies and inequalities. In addition, faculty attempt to help students apply academic course material to their personal lives.

Many instructors use case studies, show videos, or occasionally invite guest speakers to augment their teaching and enhance the learning experience. The program is interdisciplinary in character, which entails that full-time, as well as adjunct faculty members, come from a variety of disciplines and departments; the resulting instructional and learning activities mirror this variety of backgrounds, methods, and approaches.

Women’s Seminar (WS 12) incorporates collaborative learning techniques that shift the locus of attention from the teacher to the students so that both become members of a community of learners. Women’s Seminar has a class size of 15 students (the sizes of our other classes range from 28-35 students), which is conducive for collaborative learning techniques. Career
Internship (HM60) allows students to gain practical experience in a variety of workplace fields, including law enforcement, health care, social services, and politics.

Students in the program also profit from extra-curricular activities, such as the publication of the feminist magazine *Lilith*, Women’s Group and Women’s Week. *Lilith*, currently published once a year under the guidance of a faculty advisor, is a wonderful opportunity for collaborative and applied student learning. SCCC students not only submit their texts; a group of students is actively involved in selecting texts, providing artworks, deciding on the lay-out for the journal, and arranging for the technical requirements necessary to produce a journal. *Lilith* provides an important opportunity for students to put learning into practice. Although student participation in the magazine is open to all SCCC students, faculty encourage Women’s Studies majors to get involved with this very special project so as to make practical use of what they have learnt in the classroom. Over the years, the issues of *Lilith* consistently demonstrated high academic and artistic quality, and the journal is known also outside the Ammerman campus (see Appendix, Chapter III/A/#7 for a sample issue of *Lilith*).

Women’s Group, one of the student clubs, usually meets bi-weekly and addresses current issues and topics pertaining to the situation of women. Topics addressed by the club over the last few years (either in form of a discussion, as film presentation, or book critique) include: Reproductive Technology, Mail Order Brides, Moral Implication of Fetal Research, Same Sex Domestic Violence, Women and AIDS, Islamic Women Today, Eating Disorders, and Latina Immigrants on Long Island. Women’s Group relies on active student participation, which ranges for club officers from finding interesting topics to inviting speakers and publicizing the events.
By assigning special projects, Women’s Studies faculty frequently incorporate Women’s Group events into their teaching (see Appendix, Chapter III/A/#7 for a sample of Women’s Group posters).

In contrast to Women’s Group, Women’s Week is a professional, conference-type set of events, held only once a year, typically in March, which is Women’s History Month. During Women’s Week, students meet feminist scholars, women artists, and women in high-ranking leadership position in politics or culture. The topics of Women’s Week over the last years included Women and Film (“Chicks and Flicks”), Women in the Arts (“Women Vision”), and this year’s “The Power of Politics and the Politics of Power.” Events during Women’s Week include lectures by invited speakers (e.g. this year’s talk by the radio journalist Amy Goodman), panel discussions (e.g. this year’s panel of women politicians Angie Carpenter, Patricia Eddington, Regina Seltzer, and Vivian Fisher), presentations of women’s work (e.g. experimental film maker Su Friedrich two years ago or SCCC’s very own Laura Stoland last year), and student participation (e.g. last year’s panel of SCCC art students or this year’s panel of student interns). The setting of Women’s Week usually allows for students to engage in discussions with various women of achievement but also Women’s Studies professors and other interested participants. Faculty incorporate the Women’s Week events into their teaching by having classes attend lectures and presentations and by giving related assignments to students (see Appendix, Chapter III/A/#7 for a brochure of this year’s Women’s Week program).

A special incentive, unique to the Women’s Studies Emphasis and offered only to Women’s Studies majors, is the Lynn Buck scholarship award. Established by Lynn Buck, one
of the founders of the program, this scholarship offers a $500 award to a student of special achievement each year. The winner is selected through an essay competition on the topic, “How to become a feminist,” in which students are encouraged to share their personal experiences and motives for enrolling in this particular program. The scholarship is typically awarded during Women’s Week so as to provide a cultural-historical context and a festive surrounding for a particular student’s achievement, thus encouraging other students to participate the following year (see Appendix, Chapter III/A/#7 for the Lynn Buck Scholarship application form).

8. The assessment tool we will use to measure the student learning outcomes for the Women’s Studies Program will be a guided exit interview. Upon completion of the coursework required for the program, the student will meet with the coordinator and two faculty who teach Women’s Studies courses to participate in a guided exit interview. This interview will consist of questions that embody the objectives/learning outcomes of the Women’s Studies Program (see Appendix, Chapter III/A/#8 for sample questions).

To support the format of this assessment measure, several steps will be taken. Upon matriculation into the Women’s Studies Emphasis, students will be informed that they will be expected to participate in a guided exit interview at completion of the program. They will be provided with the learning objectives of the Women’s Studies Program and encouraged to apply these objectives to their coursework and experiences while enrolled in the program. Professors of HM 46, Sexism and the Humanities, and PL 32, Philosophy of Human Liberation (the two required women’s studies courses), will be encouraged to familiarize their students with the
format of the guided interview. Guided discussions in Women’s Group will also provide opportunities for Women’s Studies students to become familiar with the kinds of analysis, and critical thinking skills they will be expected to demonstrate during the guided exit interview.

9. The Women’s Studies faculty is developing a rubric for the guided exit interview based on Lynch, Wolcott, and Huber’s (2001) “Steps for Better Thinking Skill Patterns” model (see Appendix, Chapter III/A/#9), which was derived from King and Kitchener’s (1994) reflective judgment model of cognitive development. In light of the inherently integrative nature of the Women’s Studies Emphasis and the explicitly stated program objectives, this model is the most theoretically appropriate and psychometrically sound foundation for our own assessment measure. The reflective judgment model is recognized as “the best known and most extensively studied model of adult cognitive development,” as well as the most useful model for evaluation in which reflective judgment is a desirable educational outcome. Substantial validation of the rubric (Kitchener & King, 1996) and empirical support for its use in evaluation and design of college-level work (King & Kitchener, 1994) can be found in the literature.

Adaptation of the rubric specifics to the Women’s Studies evaluation will include assessment of the reliability of its application to the exit interview as well as an evaluation of the validity of the rubric/interview measure itself. The reliability of the rubric will be evaluated using inter-rater (scorer) reliability. A minimum estimate of \( r_{xx} = .80 \) will be considered as an acceptable level of reliability. The validity of the rubric/interview measure will be evaluated using a content validity (with a minimum validity coefficient of .81 or 90% overlap between the
items and the content area domains) to ensure adequate domain sampling and measurement among the represented domains. It is anticipated that a pilot of the measure and rubric will be conducted in spring of 2003.

10. Upon evaluating student performance on the guided exit interview the coordinator of the Women’s Studies Program along with two Women’s Studies faculty will meet to assess how the assessment process reflects the strengths and weaknesses of the Women’s Studies Program and will recommend changes where appropriate.

B. PROGRAM COURSES

1. Since the last program review in 1994-95, Sociology of Gender (SO 55) was developed by a member of the Department of Sociology as a regular course offering (with SO 11 as prerequisite). This addition enables students to choose between SO 55 and Women’s Role in American History (HS 38). HS 38 has been reformatted for distance education and is also available to Women’s Studies students in this format. Perspectives on Human Liberation (HM 47) was revised by members of the Philosophy Department, receiving a new focus and designation as Philosophy of Human Liberation (PL 32). Career Internship for Women (HM 60) was revised as Career Internship: Equity, Choices and Professionalism in the Workplace in order to emphasize the values of equity in the workplace and to appeal to men as well as women.
2. Prerequisites have not been changed since the last review. Prerequisites are constantly reevaluated and altered where deemed appropriate.

3. Course syllabi within the program are updated every semester. Updated versions of textbooks are included in the syllabi. One text frequently used in Sexism and the Humanities (HM 46) is *Making Sense of Women’s Lives: An Introduction to Women’s Studies* (ed. M. Plott, L. Umanski, Collegiate Press, 2000). Excerpts from *Complements*, (ed. Katsavos), are still popular, while some faculty members have replaced this anthology with *Listen Up* (ed. B. Findlen). Faculty teaching Women’s Studies courses attempt to take into account new developments and changes in science, technology, and society that pertain to women, e.g., developments in reproductive technology, and current women’s health issues. The coordinator of Women’s Studies serves on the Editorial Advisory Board of Collegiate Press to evaluate new introductory texts in the field.

4. The objectives for all major courses in the program are written in behavioral terms and are measurable by the evaluative criteria set in the course outlines. The course objectives are consistent with the program goals. The following courses prepare students for transfer to a four-year college or a career in gender related fields, and they enable students to advocate for change and support the student learning outcomes: Sexism and the Humanities (HM 46), Philosophy of Human Liberation (PL 32), Women and the Arts (HM 48, 49), Women’s Role in American History (HS 38), Sociology of Gender (SO 55), Career Internship: Equity, Choices, Professionalism in the Workplace (HM 60), Women’s Legal Place (HM 52) and Women’s
Seminar (WS 12). Our faculty measure student achievement with objective short-answer, multiple choice and essay examinations, term papers, personal essays, book reviews, oral presentations, and journals.

C. INSTRUCTIONAL METHODOLOGIES AND MODALITIES

1. A number of faculty use collaborative learning techniques in the classroom. Students are assigned discussion questions, they form groups, and prepare responses that they communicate to the class. In order to convey applications of general issues, faculty use actual case studies, selections from literature and film clips. To insure that students comprehend the relevance of the class material for their personal experience, they are frequently asked to write reflective responses, and to keep journals.

2. Faculty have integrated technology into instruction in a number of ways. In Career Internships: Equity, Choices and Professionalism in the Workplace, students are asked to use the Internet and to research career information and job opportunities. In some classes students must hand their papers in on disk as well as in hard copy, which facilitates revisions of papers when it is required. In the rotating special topics course Women Around the World, students were brought to the computer lab during class time to use on-line resources, such as materials provided by the Beijing Conference on Women. Students were also given e-mail addresses and assignments in which they needed to communicate with each other through e-mail. Student assignments entailed providing an annotated bibliography of websites.
3. Women’s Role in American History will be offered as a distance learning course in the fall of 2002. This course will be a synchronous distance education classroom course where students at the Eastern and Western Campuses will sit in the distance education classroom and view a monitor showing the professor who, simultaneously, will be broadcasting the course from the Ammerman campus.

Sexism and the Humanities is currently being offered as a telecourse. Students receive tapes from the school library at the beginning of the semester and are given assignments to go along with each tape. The class meets as a group every other week for five occasions.

Currently no Women’s Studies courses are offered in the asynchronous on-line modality.

D. TRANSFERABILITY/EMPLOYMENT

1. The Women’s Studies Emphasis Program has an articulation agreement with SUNY Stony Brook. Upon transfer, students who have taken Sexism and the Humanities receive credit for Introduction to Women’s Studies (WST 103). Women and the Arts, Women’s Legal Place, and Career Internship are equivalent to a second year Women’s Studies elective. The last update of this agreement was done in 1994-95.

2. The Liberal Arts and Sciences: Women’s Studies Emphasis utilizes many of the general education components required in other Liberal Arts and Sciences degrees. The courses are accepted for credit at other institutions. Since 1995, graduates of the Women’s Studies Program
have transferred to four-year colleges and universities and have majored in a wide variety of fields, including Art History, Law, Psychology, Reading Education, Secondary Education, Social Work, Sociology, Special Education, Television Production, and Theatre Arts.
IV. STUDENTS

1. The committee conducted telephone interviews with the following groups of students: graduates of the program, students who left the program before completion, and current students (for additional information on students see data package in Appendix, Chapter IV, for Survey Forms see IV/#1).

GRADUATE SURVEY:
Telephone contact was attempted with 31 students who graduated from the Women’s Studies Program since 1995. All were female; 24 were Caucasian, 2 were Hispanic, 1 indicated Other, and 4 did not indicate ethnicity. Twelve former students (39%) responded to the survey. All were female; 11 were Caucasian, and 1 did not indicate ethnicity. There was no significant difference in the grade point average of the respondents and non-respondents ($M_{\text{respondents}} = 3.47$, $M_{\text{non-respondents}} = 3.38$). So the sample is considered representative. Most of the respondents indicated that they found out about the program through the college catalog (41.7%) or through taking Sexism and the Humanities (HM46) (25%).

Educational and Career Goals:

The majority of the respondents (75%) continued at another college or university after leaving the Women’s Studies Program at SCCC. One-third (33.3%) of respondents had earned a Bachelor’s Degree and 8.3% a Master’s Degree. The most common majors chosen were Social Work (3 respondents), and English (2); Elementary Education (1), Women’s Studies (1), Nursing
(1), and Paralegal Studies (1) were also indicated. The majority of responding graduates who were not currently enrolled in a four-year program plan to continue their education. They included intended majors in Mathematics (1), Political Science (1), and Women’s Studies (1). Importantly, 66.7% of respondents indicated that the availability of Women’s Studies courses was or would be influential in their choice of a four-year school or university.

Satisfaction with Instructional and Non-Instructional College Services and Facilities:

Among the courses offered within the SCCC Women’s Studies Program, Sexism and the Humanities is clearly the most important course – all respondents had taken HM46. Respondents also indicated completion of Women’s Legal Place and Women’s Seminar (58.3% each), Mythology, Women’s Role in American History, and Philosophy of Human Liberation (50% each), Career Internship (25%), Sociology of Gender (16.7%), and Women and the Arts (8.3%). Respondents indicated the following courses had been of particular relevance to them: Sexism and the Humanities (58.3%), Women’s Legal Place and Women’s Role in American History (33.3% each), Philosophy of Human Liberation (25%), Mythology (16.7%), and Career Internship (8.3%). While respondents were pleased with the courses they took, 1 expressed the wish that more courses be offered; another mentioned a lack of availability of courses for evening students as a problem. Overall, respondents seemed to have been quite satisfied with the SCCC support system: 41.6% respondents perceived SCCC counselors as encouraging of their choice of a major; and all respondents found SCCC faculty encouraging.

Judged retrospectively, 91.7% respondents thought their education in Women’s Studies at SCCC had enabled them to advocate for a change in gender roles. The areas to which SCCC
Women’s Studies graduates have been applying their education ranged from the most private (interpersonal relationships, children, in particular daughters) to the public (workplace, children’s schools, in particular daughters’ education, community at large). For example, one respondent works as a volunteer in a domestic shelter and teaches ESL to women, another mentioned she is involved with a feminist journal, another wants to write a book for women, and yet another sees herself as having a particular impact on younger women in general. General comments regarding the program range from its having been “empowering in my personal life and for my daughters,” to “I enjoyed the program,” and “I loved it!”

To summarize the findings of the survey of SCCC Women’s Studies Graduates, the program fulfills its goals as stated: (1) preparing students for transfer to a four-year college, (2) preparing students for a career in gender-related fields, and (3) enabling students to advocate for change of women’s gender roles in order to achieve social and political equality between the genders. Respondents indicate that they successfully transfer to four-year colleges and pursue a variety of four-year degrees. Furthermore, they seem to actively contribute in many different ways to the overall change of women’s situation in society, thus realizing the inherent interaction between academic learning and private life, which is a unique feature of Women’s Studies.

NON-RETURNING STUDENT SURVEY:

Telephone contact was attempted with 37 non-returning students. Thirty-six were female, 1 was male; 32 were Caucasian, 2 were Black non-Hispanic, 2 were Hispanic, and 1 indicated Other. Sixteen former students (43%) responded to the survey. All were female; 12 were Caucasian, 1
was Black non-Hispanic, 2 were Hispanic, and 1 indicated Other. There was no significant difference in the grade point average of the respondents and non-respondents ($M_{\text{respondents}} = 2.96$, $M_{\text{non-respondents}} = 2.48$). So the sample is considered representative. Similar to the students in the Graduate Survey, the majority of non-returning students (62.5%) had also found out about the Women’s Studies Emphasis through the college catalog.

**Educational and Career Goals:**

Eleven of the 16 non-returning student respondents (68.8%) are currently employed (full-time or part time), and 5 of the 9 respondents (55.6%) who are employed full-time indicated that their Women’s Studies course work positively influenced their employment situation. Half of the respondents did not continue with their college education, 25% transferred to another college/university, and the remaining 25% stayed at SCCC but switched their majors. Half of the respondents indicated an interest in continuing their education in Women’s Studies, while 73.3% think that the education they received while majoring in Women’s Studies has enabled them to advocate for a change in gender roles.

**Satisfaction with Instructional and Non-Instructional College Services and Facilities:**

Eighty percent of respondents indicated that their reasons for leaving the program were either job-related, family related, were personal, or were motivated by a change of interest.

**CURRENT STUDENT SURVEY:**

Five students are currently (Spring 2002) enrolled in the Women’s Studies Emphasis Program. Three of these students participated in the survey. Two of the respondents found out about the
program through the college catalog, the other respondent learned about it from another SCCC student. All of the current students are female and Caucasian. The GPA of the 3 who completed the survey ranged from 1.3 to 3.8 (average = 2.5). The student who was not contacted was similar (2.3). The 5th student, in her first semester, did not have a GPA and declined to be surveyed.

**Educational and Career Goals:**

All 3 of the respondents plan to transfer to a four-year college after graduating from SCCC; 1 intends to continue with Women’s Studies, 1 wants to switch to Elementary Education, and the other 1 to Community Service. All 3 indicated that they would like to continue taking Women’s Studies courses.

**Satisfaction with Instructional and Non-Instructional College Services and Facilities:**

The 3 respondents had taken only few Women’s Studies courses so far. Two indicated that Sexism and the Humanities has been of particular relevance to them. One mentioned Women’s Seminar as having had particular impact. All 3 were interested in having a broader course offering; among the courses mentioned were Women in Non-Western Cultures, Women-Centered Teaching/Learning, and Women’s Sexuality and Reproduction. Only 2 of the 3 respondents are interested in a Women’s Center, which would offer support groups and other counseling services. None of the respondents has sought academic/career advice from Women’s Studies faculty, and all three found SCCC counselors and faculty between “neutral” to “somewhat encouraging” with respect to their choice of a major.
All 3 students indicated that they like the program and they think they can learn a lot from it. However, none of them is at this point advanced enough to provide a more detailed or elaborate account of their assessment of the SCCC program or the field of Women’s Studies. Nevertheless, 2 of the 3 respondents think that their education in Women’s Studies has enabled them to advocate for a change in gender roles.

**OS15 SURVEY:**

In addition to conducting surveys with students who are currently enrolled in the Liberal Arts and Sciences: Women’s Studies Emphasis Program, who graduated from it, or dropped out of it, the committee also conducted a brief awareness survey with incoming freshmen students taking the OS15 Freshmen Seminar course (for Survey Form see Appendix, Chapter IV/#1). The goal of this survey was to find out the extent to which incoming students have information about the program. In this survey, a total of 327 students completed the form. Students who completed the OS15 survey were of average academic skill and appear to be similarly prepared to succeed in an academic environment when compared to students enrolled in the Women’s Studies in fall 2001-- CPT-R (M<sub>OS15</sub> = 76, SD<sub>OS15</sub> = 17.88; M<sub>WS</sub> = 82.5, SD<sub>WS</sub> = 18.7); CPT-S (M<sub>OS15</sub> = 83, SD<sub>OS15</sub> = 18.84; M<sub>WS</sub> = 91.3, SD<sub>WS</sub> = 26.3); CPT-Arith (M<sub>OS15</sub> = 63, SD<sub>OS15</sub> = 23.12; M<sub>WS</sub> = 56.0, SD<sub>WS</sub> = 25.7); CPT-Alg (M<sub>OS15</sub> = 60, SD<sub>OS15</sub> = 23.20; M<sub>WS</sub> = 41.5, SD<sub>WS</sub> = 10.6); GPA (M<sub>OS15</sub> = 2.6, SD<sub>OS15</sub> = .93; M<sub>WS</sub> = 2.6, SD<sub>WS</sub> = .7). Just under three-quarters (71.6%) of respondents were not aware of the existence of the Women’s Studies Emphasis Program at SCCC. Of the 21.4% of respondents who were aware of
the program at SCCC, nearly half (48.6%) found out about it through the college catalog, as compared to only 8.6% through SCCC counselors/advisors and 7.1% through other SCCC faculty or staff. Of those respondents who knew about the existence of the program at SCCC, fewer than half were aware of its transferability to a four-year institution (45.6%), knew about the possibility of continuing an education in Women’s Studies (43.3%), or knew about the applicability of Women’s Studies credits to a variety of academic and career areas (37.9%). Nearly all of the respondents who were not aware of the Women’s Studies Emphasis Program at SCCC were also unaware that Women’s Studies credits transfer to four-year institutions (93.5%) or that an education in Women’s Studies can be continued at a four-year institution (91.2%). When asked whether they would like to receive information about the Women’s Studies Emphasis Program, respondents both aware and unaware of the program’s existence expressed an interest (22.9% of unaware respondents as compared to 34.3% of those who were already aware and would like more information). In the context of this question, additional contact information was retrieved (see recommendations).

2. Enrollment in the Women’s Studies Emphasis Program has declined over the last six years from a high of 32 full and part-time students in 1995 to 7 students in 2001. Roughly half of the students are enrolled part-time, a trend that has held steady since 1996. Enrollment trends for the Women’s Studies Emphasis have been compared to those of the Social Sciences and Humanities programs at SCCC (see charts 1 and 2). While enrollment in the Social Sciences program has increased steadily since 1996, enrollment in the Humanities program has dropped significantly
since 1998. Furthermore, it should be noted that although enrollment in the Social Sciences and Humanities programs are significantly greater than that in the Women’s Studies program, both the Social Sciences and Humanities programs encompass a number of program “options.” The Humanities program allows students to concentrate in one of four options (English, Cinema Studies, Philosophy, and Communications) while the Social Sciences program allows students to choose from one of five options (Psychology, Sociology/Anthropology, History, Political Science, and Economics). Since the Women’s Studies Program does not offer multiple options, it is to be expected that enrollment for the program would be much lower than such figures for Social Sciences and Humanities.
Although attempts were made to compare enrollment trends for the SCCC Women’s Studies program with those of the seven community colleges used for the curriculum comparison (see Chapter III/A/#5) such figures could be obtained only from Bergen Community College (see chart 3). The program at Bergen CC appears to be much smaller than that at SCCC with only 1 or 2 students enrolled over the last few years for which figures are available.
3. The graduation rate for the Women’s Studies Emphasis program has declined since the last program review, conducted in 1995. In that year, 8 students were graduated from the program; in 2000 2 students were graduated. Women’s Studies’ graduation rates were compared to those of SCCC’s Humanities and Social Sciences programs (see charts 4 and 5). The graduation rate has held steady since 1996 at about 15 students per year for the Humanities program while the rate has increased for the Social Sciences program from 29 students in 1995 to 44 in 2000, mirroring the increase in enrollment in the Social Sciences program. However, the Women’s Studies Program graduates a higher percentage of its students than does the Social Sciences and Humanities programs. Generally in any given year, about 25% of Women’s Studies students are graduated as compared to less than 10% for Humanities and a little more than 10% for Social Sciences.
As with enrollment trends, attempts were made to compare graduation rates for SCCC’s Women’s Studies Program with those of the seven community colleges used for the curriculum comparison, but again figures could be obtained only for Bergen Community College. Reflecting the small size of Bergen’s program, only one Women’s Studies student was graduated in the last few years (see chart 6).

4. As has been stated already in #1, 31 students have graduated from the Women’s Studies Emphasis Program since 1995, and 37 students have dropped out of the program during the same time period. Based on the surveys conducted with non-returning students, current students, and
graduates (see above), virtually all were/are satisfied with the program. Many stated that their education had enabled them to advocate for a change in gender roles and/or had positively influenced their employment situation and/or that they would be interested in taking further Women’s Studies’ courses in the future. Those students who had dropped out of the Women’s Studies Program had done so usually for personal reasons. Satisfaction with the program would naturally contribute to a student’s desire to complete the program. It appears that impediments to the successful completion of the program stems from students’ personal lives and perhaps reflect the fact that Women’s Studies students tend to be adult, returning students and thus have more responsibilities and demands made on them than the typical 18-year-old freshman.

Retention and attrition (see Appendix, Chapter IV, for data package, and the Retention Report on the Institutional Research webpage) is documented in terms of first-time full-time and first-time part-time matriculation into the program. This data (discussed below) is not particularly representative of persistence within the Women’s Studies Emphasis as the vast majority of students matriculate into the WS program subsequent to first-time enrollment.

The proportion of WS enrollment represented by first-time matriculants is very small – just 1 or 2 students each year since 1995: 16% (5/32) in 1995, 4.5% (1/22) in 1996, 8.7% (2/23) in 1997, 18.2% (2/11) in 1998, 13.3% (2/15) in 1999, 0% (0/12) in 2000, and 14.3% (1/7) in 2001. However, despite small numbers, it is somewhat encouraging that 8 of the 13 (62%) first-time matriculants in the past 7 years (1995-2001) have graduated or remain enrolled. Five have graduated from SCCC, 3 in Women’s Studies, 3 are still attending, and only 4 have been lost to attrition.

5. The available data on student transfer is limited. The National Student Loan Clearinghouse data (currently accessible in 2000 & 2001, of the years under review) confirm that the Women’s Studies Program had 2 graduates in 2000, and indicate that neither enrolled in another college or
university. However, from 1995 to 2000 (inclusive) the program has had 31 graduates (see survey results in IV/#1). A higher proportion of respondents to our Graduate Survey indicated successful transfer to another college or university, which better represents the overall rate of transfer for the program.

6. Students are made aware of joint admissions and/or articulations/unified programs of study agreements in regard to Women’s Studies as described in the viewbook and application. Unless the student asks particular questions about these options in admissions, they receive no further information. No students in the Women’s Studies Program have taken advantage of the joint admissions options as far back as 1999.

7. Although an education or degree in Women’s Studies provides an excellent foundation for a variety of careers and for further education, it is not designed to lead directly into any specific type of employment. As a five-year projection, we anticipate continued success in business and education for our graduates.

8. In 1999 and 2000 all students who applied to the WS program enrolled in the program (4 students and 5 students, respectively). In 2001, 2 students inquired about the program but did not go on to apply. Four students applied to the program without previous inquiries; only 2 of those enrolled. For the 2002 fall semester, 1 student has been accepted into the Women’s Studies Program thus far.
The marketing strategies currently in use for the Women’s Studies Emphasis program are limited. A brochure exists, which introduces the program, briefly describing its requirements and mentioning its transferability to a four-year institution. However, there is no regular system of distribution for this brochure at this time. Flyers announcing Women’s Studies courses are produced and distributed during pre-registration periods, although this practice has been sporadic. For detailed suggestions as to which new marketing strategies are to be employed in the future, see the sections on Students: Marketing Strategies in Chapters VII (Major Findings) and VIII (Recommendations).

9. The current advisement system is conducted partly by SCCC counselors, partly by Women’s Studies faculty. While counselors make students aware of the program and familiarize them with its broader outline, faculty are often better able to address an individual student’s needs and particular concerns. It is currently up to Women’s Studies faculty to find interested students who are not yet in the program and to encourage them to enroll. For further discussion of problems and possible solutions regarding the advisement system currently in use, see the sections on Students: Counseling and Advisement System in Chapters VII (Major Findings) and VIII (Recommendations).
V. RESOURCES

1. The Huntington Library supports the faculty and students of the Women’s Studies Program by providing access to a variety of collections, resources, and services. In accordance with the interdisciplinary nature of the program, the data provided (see Appendix, Chapter V) demonstrate that the diversity of material purchased to support the teaching and research being done in the field is of considerable value to those in the program as well as in a variety of other disciplines.

2. In reviewing the effectiveness of the collection, as well as the utilization of resources, it is important to keep in mind the challenges of fitting an interdisciplinary program into the rigid scheme of library classification. To address this, “subject heading” and “keyword” searches were done for the terms “women” and “feminist*”. (Note: *allows you to search for feminism, feminist,
and feminists simultaneously). The results were added to those titles catalogued under the Library of Congress classification HQ1101 – 2030.7. As such, the data consistently points to the value of the collection to faculty and students in Women’s Studies as well as other programs. Patrons have access to all collections and services during the library’s operating hours (at present 70 hours per week); those with internet access can search via the library’s homepage the web-based catalog, electronic databases, search engines, interlibrary loan and online reference service at their convenience. As no library workshops or lectures had been scheduled during the period under review, the data suggests that students are referred by faculty to the library on an individual basis for research assistance.

3. The resources available in the Library, the Academic Computing Lab, and the Teaching and Learning Center are sufficient to meet the needs of the Women’s Studies Program.

4. Women’s Studies faculty regularly refer students to the Writing Center. In some instances students are given extra-credit points so as to encourage them to consult the services of the center. Students in Career Internship (HM 60) are taken to the Writing Center in order to familiarize themselves with the various services on site.

   Women’s Studies faculty also inform students about the Academic Computing Lab, in particular students who do not have a computer at home. Some faculty members assign research projects which involve internet searches.

5. The currently available instructional space and equipment for faculty and staff are adequate for the Women’s Studies Program.
Note: The data provided on the Campus Library Data worksheet in the appendix reflects the relationship between the program and the more traditional collection of books, audiovisual materials, and print periodicals. Where appropriate, additional information has been provided to highlight the online resources the library increasingly provides access to in order to expand its support of the program’s research and information needs.

VI. STAFFING

1. There is 1 full-time faculty and between 5 and 6 adjunct faculty in Women’s Studies at present, Spring 2002. There are also 3 full-time faculty from other departments who teach Women’s Studies courses. At the last program review there were 2 full-time faculty, and 3 before that. At the time, we also had clerical support. The loss of clerical staff and full-time faculty has made it more difficult to advertise the courses and program, recruit students, and create a presence on campus.

2. The ratio of full-time to part-time faculty in the program is 1:5. Less than half of the sections are taught by full-time faculty. While no additional full-time faculty is needed at this time, we do need clerical support. We need help coordinating the courses taught, advertising the program, recruiting students, and disseminating information about the Lynn Buck Women’s Studies scholarship. The Program coordinator cannot do this alone.
3. Program faculty upgrade their teaching skills and their expertise in a number of ways. They attend professional conferences and faculty development workshops, and they organize various programs on women, art, and politics for Women’s Week. The institutional support available through the Library and Student Activities is ample for our needs, however, we cannot stress enough how much we need additional clerical help to coordinate elements and activities of our program.

Below is a partial list of examples of professional development activities in which program faculty engage. Complete faculty resumes are attached in the appendix (Chapter VI/#3).

**Awards:**


– Alice Goode-Elman: Writer’s Grant $1000 to attend Vermont Studio Center, Johnson VT. June 2000.

**Publications:**


**Conferences/Presentations:**


– Janet Gulla, Wellness Committee at University Hospital and Medical Center at SUNY Stony Brook, NY 1999-present.

– Veronica Miller, Feminist Expo 2000, Baltimore, Maryland, Feminist Majority Foundation.

– Gertrude Postl, Mimesis and Parody: Linguistic Subversion in Irigaray, Butler, and Jelinek,” Twenty-Fourth Annual Conference of the International Association for Philosophy and Literature, SUNY at Stony Brook, Stony Brook, NY, May 2000.
VII. MAJOR FINDINGS

I. INTRODUCTION

- As long as gender-related issues are of ongoing social concern, nationally as well as globally, the SCCC Women’s Studies Emphasis Program is of the highest relevance. (I/1)
- The Women’s Studies Emphasis Program at SCCC is unique in that its curriculum is truly interdisciplinary in character. (I/3)
- The Women’s Studies Emphasis Program serves an important function with respect to the mission of the college and as possible outreach to the broader community of Suffolk County. (I/4)
- Recommendations made in the previous review (1994-95) have not been implemented. (I/6)

II. PROGRAM GOALS AND OBJECTIVES

- Contrary to the previous program review, the current review distinguishes and specifies program goals and learning objectives.

III. CURRICULUM

Course Designations:

- Due to the interdisciplinary nature of the Program, the courses have a variety of different designations.
a) These are not easily recognizable as part of the same Program.

b) The SCCC Schedule of Classes usually lists only a small selection of actually available Women’s Studies courses under the heading of “Women’s Studies;” the majority of Women’s Studies courses is normally listed under “Humanities,” with some listed under HS or SO.

c) The designations assigned to particular courses are not always apt or revealing (e.g. HM for Women’s Legal Place and for Career Internship: Equity, Choices and Professionalism in the Workplace).

SAIN-Report:

- The SAIN-report does not mention Women’s Seminar (WS 12) as satisfying the OS15 requirement.

SUNY General Education Requirements (III/A/4):

- Currently, the following courses in the program satisfy the SUNY general education requirements: EG11; CO 11, CO 12, CO 15, CO 27; a restricted Social Science course; HS 11/ID 11, HS12/ID12; FA, MU, TH; a Laboratory Science elective; a Social Science elective; HS38 (with an American History Regents score of 85 or above); two electives.

- Of the courses in the program that teach Women’s Studies, only one currently satisfies the SUNY general education requirements (HS 38).

Assessment (III/A/8-10):

- Prior to this review there was no program assessment of the Women’s Studies Program learning outcomes.

Distance Education (III/C/3):
• Women’s Role in American History (HS 38) is currently available in a Synchronous Distance Education format.

• Sexism and the Humanities (HM 46) is being offered as a telecourse.

• The courses on the program that teach Women’s Studies are currently not available as an asynchronous on-line course.

Articulation Agreement (III/D/1):

• The last update of an articulation agreement with SUNY Stony Brook was 1994-95.

• No articulation agreements do currently exist with other colleges or universities.

IV. STUDENTS

Enrollment (IV/1 and IV/2):

• While steady over the previous years, student enrollment has decreased since 1995. There are currently five students enrolled in the program. However, Women’s Studies courses consistently attract high enrollments, in part, because they satisfy other requirements.

• Career Internship (HM 60) was taken by 25% of the graduate student respondents.

• Impediments to the successful completion of the program stem from students’ personal lives. This reflects the fact that Women’s Studies students tend to be adult, returning students who encounter different responsibilities and demands than the typical eighteen-year old freshman. The demographics of the SCCC on-line student population is similar to the student demographics in the Women’s Studies Program at SCCC.

Counseling and Advisement System (IV/9):
• The current counseling and advisement system is not satisfactory:
a) Only 21.4% of incoming students were aware of the Women’s Studies Program at SCCC.

b) About half of those incoming students who knew about the program found out about it in the college catalogue, thus rendering the college catalogue a major venue for students interested in the program.

c) Only 8.6% of those incoming students who knew about the program found out about it through counseling. It seems that the SCCC counselors are not focused on the Women’s Studies program as an option within the Liberal Arts and Science area of the College.

d) Students currently enrolled in the program stated that they do not seek advice from Women’s Studies faculty, in part, because Women’s Studies faculty are not clearly identifiable as such.

Marketing Strategies (IV/8):

- The marketing strategies for the program which are currently in place are not sufficient:
  
a) 71.6% of incoming students were not aware of the existence of the program at SCCC.

b) Due to a lack of clerical assistance, no systematic distribution of brochures and flyers has been taking place over the last years.

c) A follow-up of students taking their first Women’s Studies course has been virtually non-existent over the last years.

Applicant Pool:

- Little specific data is kept on applicant pool.
V. RESOURCES

Teaching:

• Although course outlines point to a wide variety of research projects, there have been no library lectures or workshops introducing and instructing students in the use of the available resources.

Books:

• After advocating for reconsideration, code 38, which covers the library budget for Women’s Studies purchases, was reinstated in the fall 2001. It had been removed the previous year in accordance with the collection development policy instituted by the then new head librarian.

• Comparing the circulation of those titles that directly support the program to the number of students in the program, the high usage of women's studies titles suggests their value for research in a wide range of disciplines. The attached list of titles added to the collection between 1998-2001 further demonstrates this.

Periodicals:

• The usage of print periodicals relative to the number of students in the program reflects the value of these resources to students and faculty within the program and beyond.

• At present, the library subscribes to over 80 periodical databases. Among the specialized databases that directly support the program are Contemporary Women’s Issues and GenderWatch. While both databases offer full-text options for indexed material which comes from magazine and journal articles, newsletters, books, research reports, and fact sheets, the library’s current subscription provides full-text for GenderWatch but not for
Contemporary Women’s Issues.

- Subscription to the Contemporary Women’s Issues and GenderWatch electronic databases began in February 2001. As of that date, they were searched a total of 39 and 362 times respectively. EthnicNewswatch, part of the same package as GenderWatch, was searched a total of 408 times for the same period.

Media Software, Equipment and Services:
- Videotape equipment is in good working order in the Media Resources Center, with most of the equipment having been replaced since the last review. Like other programs, Women’s Studies classes have access to college media services equipment such as VHS players, DVD players, and Smart Carts. With the input of program instructors, the media collection would benefit from new titles.

Other:
- Supporting extra-curricular activities – Women’s Week, Women’s Group, and Lilith – provide valuable contact, exchange, and reinforcement of the program.

VI. STAFFING

- The clerical assistance currently available for the Women’s Studies Program is not sufficient, especially in light of the unique demands of an interdisciplinary program. (VI/1, 2)
- The interdisciplinary nature of the Women’s Studies Program puts special demands on the recruitment of faculty.
- The faculty who teach Women’s Studies courses are highly qualified professionals who
are very active in their field, attend conferences and publish. (VI/3)

- Compared to other program coordinators, the interdisciplinary nature of the program puts an additional burden on the Women’s Studies coordinator. The faculty member in charge of the Program has to communicate with different department heads in order to schedule courses and to avoid time conflicts. It is also the responsibility of the coordinator to solicit faculty from a wide range of departments inside and outside SCCC.
VIII. RECOMMENDATIONS

I. INTRODUCTION

- The SCCC Women’s Studies Emphasis Program should receive continued administrative support for the following reasons:
  a) the ongoing relevance of gender-related issues;
  b) the current trend towards an interdisciplinary approach in education; (I/3)
  c) the important function the Women’s Studies Emphasis Program serves for the mission of the college and the community of Suffolk County; (I/4)

- In order to improve enrollment and maintain the overall quality of the program, the following list indicates in priority order what is needed immediately (for details see the sections below):
  a) a staff assistant is needed so as to help facilitate the planned improvements of the program; (VI. Staffing)
  b) cross-listing of all Women’s Studies courses in the form of a dual designation; (III. Curriculum)
  c) a general information campaign regarding the existence of the program, directed at SCCC students but also the general public (including an improved counseling and advisement system and improved marketing strategies); (IV. Students)
  d) maintaining of coordinator’s reassigned time of three credit hours a semester; (VI. Staffing)
  e) increased offerings of courses in a distance education format to accommodate the needs of the adult Women’s Studies student; (III. Curriculum)
f) course scheduling should be revisited to allow for more flexibility so as to accommodate the needs of the adult Women’s Studies student; (III. Curriculum)

g) a program budget for upgrading Women’s Studies resources; (V. Resources)

h) maintaining a library budget for the subscription of periodicals, books, and audio-visual materials relevant to the program; (V. Resources)

i) expansion of the program through new and more diverse courses; (III. Curriculum)

j) as enrollment increases, considerations should be given to the hiring of a full-time faculty member in Women’s Studies; (VI. Staffing)

II. PROGRAM GOALS AND OBJECTIVES

• Program goals and learning objectives should be revisited on a regular basis.

  a) In order to assure that classroom activities reflect these goals and objectives, regular faculty meetings and intensified communication between the teaching faculty (full-time and part-time) shall be introduced.

  b) The course outlines for the various Women’s Studies courses should also reflect these program goals and learning objectives.

III. CURRICULUM

Course Designations:

• A cross-listing of courses in the form of a dual designation (WS and HM).

  a) Dual designations would eliminate the current confusion regarding Women’s Studies Program courses, which carry an HM designation.
b) Dual designations would also give the courses easier recognizability for students.

c) Dual designations would help to address the problem of course designations that do not reflect the subject matter of a course (e.g. HM 60 for Career Internship)

d) The dual designation of Women’s Studies courses should be aligned with the articulation agreement.

SAIN-Report:

- All other courses which satisfy the OS 15 requirement (including WS 12) should be listed on the SAIN-Report.

SUNY General Education Requirement (III/A/4):

- Sexism and the Humanities (HM 46), shall be submitted for consideration of satisfying SUNY general education requirements.

Assessment (III/A/8-10):

- Implement the program assessment plan in the academic year 2002-03; this will include a pilot of the guided exit interview questions and rubric to assess student learning outcomes.

- The Program coordinator will review the guided interview process with the Women’s Studies faculty.

Distance Education (III/C/3):

- More courses in a Synchronous Distance Education format should be offered so as to allow enrollment of students on the other two campuses.

- Women’s Studies courses should be offered on-line in the future to accommodate students’ needs.
Articulation Agreement (III/D/1):

- The articulation agreement with SUNY Stony Brook should be updated and improved.
- A similar agreement with other colleges and universities shall be pursued.

IV. STUDENTS

Enrollment (IV/1 and IV/2):

- Decline in student enrollment must be reversed (see “Advisement System” and “Marketing Strategies”).
- The Women’s Studies faculty will brainstorm on how to increase student enrollment in Career Internship (HM 60). This might help to solidify the students’ decision to continue Women’s Studies at a four-year institution. Furthermore, it supports the program goal of preparing students for employment in a field that requires knowledge of gender-related issues.
- The Women’s Studies Program should offer more courses on-line so as to accommodate the needs of the adult Women’s Studies student.
- Course offerings of the program should be more flexible so as to accommodate the needs of the adult Women’s Studies student;

Counseling and Advisement System (IV/9):

- The current counseling and advisement system shall be improved in the following ways:
  a) target incoming students;
  b) the Program coordinator needs to review the college catalog on a regular basis, which entails keeping it current and responding to requests for revisions;
c) counselors need to be made aware of their obligation to inform students about the program; the Women’s Studies coordinator, with assistance from a Women’s Studies staff assistant, needs to work closely with admission counselors and continually educate them on the Women’s Studies curriculum and the possibilities of the program;

d) raise awareness of Women’s Studies faculty regarding their role as program advisors;

e) the communication between faculty teaching OS15 and WS12 shall be improved;

Marketing Strategies (IV/8):

- The current marketing strategies shall be improved and awareness raised in the following ways:
  a) use additional contact information retrieved from #8 in the OS15 survey to contact students who expressed an interest in the program but lacked specific information;
  b) systematically target incoming students, explaining the merits of the Program in terms of its transferability and career perspectives, and clarifying the requirements, particularly in contrast to a general Liberal Arts and Sciences Degree;
  c) raise awareness of faculty members who teach Sexism and the Humanities (HM46) about their crucial role in marketing the program (HM 46 is not only the most popular Women’s Studies course, it also serves as an “entry-course” into the program);
  d) contact students who successfully complete Sexism and the Humanities (HM 46) and inform them that they have already fulfilled a Women’s Studies requirement, and that other courses are available;
  e) use Women’s Group, Women’s Week, and Lilith to market the program;
f) contact interested faculty in other departments and ask them for assistance in marketing the program;

**Applicant Pool:**

- Maintain greater variety of data on applicant pool to support marketing directives, including age, contact info, program interests, etc.

**V. RESOURCES**

**Teaching:**

- Increase awareness of available library resources, and the use of these resources.
  
  a) Determine whether the library component of WS12 is required.
  
  b) Redesign the WS12 library component around a specific class project.
  
  c) Offer customized library sessions on doing research in Women’s Studies.
  
  d) Offer workshop for HM60 focusing on accessing career resources.
  
  e) Explore developing a course integrating Women’s Studies and research methods.
  
  f) On the library’s homepage, develop a “Subject Resources” link for Women’s Studies.
  
  g) Regularly update full- and part-time faculty of changes in and availability of resources.

**Books:**

- Maintain reinstated library code 38 to track purchases in Women’s Studies.

- Continue purchasing titles that support the interdisciplinary nature of program.

- Seek specific recommendations for purchases from faculty.

**Periodicals:**

- Encourage faculty to incorporate periodical usage into assignments and lectures.
• Highlight availability of Women’s Studies databases.
  
  a) Work with faculty on incorporating use of databases in class assignments.
  
  b) Investigate cost and funding sources for providing full-text access to material indexed in the *Contemporary Women’s Issues* database.
  
  c) Provide the coordinator of the program with a list of the material indexed in *GenderWatch* and *Contemporary Women’s Issues*.
  
  d) Make recommendations, as appropriate, to the library Electronic Resources Committee and Periodicals Librarian.

• Advocate a system that documents use of online resources.

**Media:**

• Seek recommendations for purchases from faculty. Title III resources money should be used for making purchases.
Other:

- Continue to support Women’s Week programs and related activities.
- Develop and maintain a Women’s Studies Website.

VI. STAFFING:

- The hiring of a staff assistant specifically assigned to the Women’s Studies Program is imperative in order to advertise the program and its courses, recruit students and create a presence on campus. (VI/1,2)
- While no additional faculty are required at this time, faculty from both inside and outside the college should be recruited in order to sustain the interdisciplinary nature of the Program.
- A greater variety of special topics courses should be offered in the future so as to utilize the special expertise and enthusiasm of the Women’s Studies faculty. (VI/3)