2026-27 Comprehensive Program Review

Program: Women's Studies

Division: BSSL

Writers: Joanna Tice Jen

SLO/SAO Point-Person: Joanna Tice Jen

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- Upon the retirement of the longtime Women's Studies coordinator, TeriAnn Bengiveno, Michelle Simotas appointed Joanna Jen as the coordinator on the recommendation of Professor Bengiveno and based on Professor Jen's certificate in Women's Studies that accompanied her Political Science PhD. This is the first semester (Fall 2026) that Joanna Jen has had this role.

- Upon the retirement of the longtime part-time Women's Studies professor, Dean Simotas and Professor Jen hired Nino Friedman, who has a BA from UCLA and an MA in Women's & Gender Studies and Critical Theory from Utrecht University; Universidad de Granada Utrecht, The Netherlands; Granada, Spain. She has part-time teaching experience at the City College of San Francisco, Berkeley City College, College of Alameda and San Francisco County men's and women's jails

- Nino Friedman is currently teaching her first course at Las Positas, Intro to Women's Studies (WMST 1) in and in the spring, she will teach Global Perspective of Women (WMST 2).

- Introduction to Gender, Sexuality & Politics (Poli 27) has been added back to our curriculum after a failed test run during COVID. This course will complement offerings in Women's Studied and LGBT Studies, as well as providing a Social Science course of a different flavor for the Introduction to Gender,

Sexuality & Politics (Poli 27) has been added back to our curriculum after a failed test run during COVID. This course will complement offerings in Women's Studied and LGBT Studies, as well as providing a Social Science GE course of a different flavor for the Social Justice Studies: Gender Studies (AAT).

2. Please describe your most important **challenges** in year 25-26

- The biggest ongoing challenge is the status of Professor Jen as the sole full-time faculty member, juggling a heavy course load with Program Coordination for Political Science and Women's Studies.

- There are also some minor challenges in onboarding a new faculty member to make sure they are oriented and keeping up with all requirements of the college that might differ from other colleges they've taught at.

- In the classroom, the biggest challenges continue to be AI use and post-COVID student norms relating to attendance and assignment completion.

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

- Potentially hire a second part-time professor to ensure coverage of the program's courses into the future in the case where Professor Friedman is unavailable for some reason.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrIQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- Due to Joanna Jen starting as coordinator this semester, SLO information is not available.

- I have reached out to SLO Chair, John Rosen, to start getting the program back on track this semester.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- Not applicable.

3. Explain potential plans to improve student outcomes and close equity gaps.

- Not applicable.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- Not applicable.

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- Data review done with caution, since there are generally 75 students or less in the program per year.
- The program has had very erratic enrollment, withdrawal, and success rates over the last six years.
- However, the 2025-26 school year had by far the highest enrollment rates in that period.
- Unsurprisingly, the enrollment is majority female (68-90% in the years reported)

- Perhaps surprisingly, the majority enrollment is almost always Latine (23-47% in the years reported.
- There has typically been a very high withdrawal rate (41-70%), which I cannot explain, as I did not evaluate the previous faculty teaching the primary courses in the program. However, the 2025-26 school year did much better, with a withdrawal rate of 10%.
- The program set standard is 32% and this is the first year the success rate was well above that at 52%.

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- Due to the small number of students enrolled, it's not clear to me that the available data can show much in terms of racial inequity. The more worrying factor is the overall low-success, which will hopefully change this year with a new instructor in the course.
- This year's success rate numbers are as follows:
    - African American: 67% (based on 2 students)
    - Asian: 79% (based on 11 students)
    - 60% (based on 3 students)
    - 66% (based on 19 students)
    - 65% (based on 11 students)

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- Not applicable. Both Women's Studies courses are asynchronous.

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be found on this page

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes__X__ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- Not applicable.

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- A discipline that focuses on gender, a major locus of equity issues, is by it's very existence assisting the college in its mission and vision statements of providing an "equity-focused" environment and "support and empower students to develop the knowledge, skills, values, and abilities needed to become engaged participants and leaders in their local and global communities.

- Several of the values statements also seem to connect directly to Women's Studies:

    - "Responding to the needs of the ever-changing workplace and society," both of which continue to have tension related to gender

    - "Promoting ethical behavior, mutual trust, equity, and respect within our diverse community," all of which requires the view that women be respected and that men be trusted.

    - "Holding firm to the belief that each of us makes an astonishing difference" regardless of gender.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

This question remains to be seen in my upcoming evaluation of the new faculty member.

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- Not applicable at this time.

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- This was well organized and provides an opportunity for insight and discovery as I begin my new role in this program.

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus."

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu