



## SKYLINE COLLEGE ANNUAL PROGRAM PLANNING SELF-STUDY

*Note: To complete this form, SAVE it on your computer, then send to your Division Dean/VPI as an ATTACHMENT on an e-mail message.*

**Program Title**  **Date Submitted**

**Key Findings:** Women who re entering academic life face many challenges. This diverse population of students has unique educational needs. The mission of the Women in Transition Program is to assist women seeking higher education expand and reach their intellectual, professional, career and transfer goals. The Women in Transition Program faculty and coordinator are committed to retaining our students and empowering them to create a future of success. All PSLOs need to be entered into Tracdat and mapped with ISLOs. Assessments need to be developed for all PSLOs and administered one per semester. The WIT Program Coordinator needs an increase coordination time, an Academic Counselor knowledgeable of re entry student needs, a Student Assistant, and a larger meeting space or classroom.

### 1. Planning Group Participants (include PT& FT faculty, staff, students, stakeholders)

List of names and positions: Lori Slicton, Women in Transition Program Coordinator  
Donna Bestock, Dean of Social Science/Creative Arts  
23 student volunteers

**2. Contact Person** (include e-mail and telephone): Lori Slicton slicton@smccd.edu 650-738-4157

### 3. Program Information

#### A. Program Personnel

Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:

Administrators: 1  
Coordinator: 1  
Counselors: 0  
Faculty: 6  
Volunteers: 23

**FT Faculty:**  **PT/OL Faculty (FTE):**

**FT Classified:**  **PT Classified (FTE):**

**Volunteers:**  **Student Workers:**

## **B. Program mission and goals**

**State the goals/focus of the program and how the program contributes to the mission and priorities of the College and District. Address how the program meets the current year's strategic priorities. (200 word limit is recommended.)**

The Women in Transition Program helps women from diverse ethnic, socioeconomic and educational backgrounds identify and develop their strengths and talents. The WIT Program encourages and supports students in their educational goals, such as transferring to a four year college or university, or earning an associates' degree or vocational certificate. By doing this, the WIT Program assists the college to meet its goals and promote a campus climate with a "student first" philosophy. Student success, academic excellence, and an open access to quality educational programs are central to the WIT Program's mission.

## **4. Program/Service Area Student Learning Outcomes and Program Data**

**A. Summarize recent course (for instruction, including student service courses) or program (for student services and every three years, CTE programs) SLO assessment, identify trends and discuss areas in need of improvement. Please attach summary Tracdat reports with assessment and analysis for SLOs evaluated during the last two years (prior to submission deadline of April 1<sup>st</sup>). (200 word limit is recommended.) Tool: <https://sanmateo.tracdat.com/tracdat/>**

Women in Transition Program

By the end of the program, students will be able to do the following:

1. Successfully navigate student services and programs available at Skyline College
2. Demonstrate academic success in developing critical thinking and analytical skills, through effective communication in oral and or written form.

Successful completion of course work, graduation and transfer rates will be used to assess the success of the PSLOs.

PRIE will assist in collecting data. Analysis to follow.

The Program SLOs have not been assessed.

**B. Analyze evidence of Program performance. Review and analyze productivity, student characteristics and outcomes. (200 word limit is recommended.)**

Tool: <http://www.skylinecollege.edu/prie/programdata.php>

Re entry students are typically those that have been separated from an academic institution for five or more years. The WIT Program also works with students who have not had that length of separation but who may be young moms, or been incarcerated, have struggled with addiction, have been victims of domestic violence, etc.

According to the data from PRIE, approximately 47% of our students are aged 23 and older. The WIT Program would like to know of this large portion of our campus, who is a WIT student?. Are these students part time or full time, day or evening, have they completed previous coursework or hold degrees. How many of these students are veterans? The WIT Program has created a volunteer-liaison position (a WIT student who is also a veteran) with the Veterans Resource Center.

**C. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements etc.)**

(200 word limit is recommended.)

Job loss is a common reason for WIT students return to college. Many need new training in their fields or an entirely new career/educational direction. The Coordinator works with the Workability office, EDD, and the Career and Transfer Centers.

Financial hardship is quite severe for many WIT students which jeopardizes their education. Many are threatened by or are homelessness. This creates a lot of stress on the student so collaboration and referrals are made to counseling, the Health center, the food pantry, financial aid and planning resources, housing, among many others.

Many WIT students return to school after having negative educational experiences due to Learning Disabilities. The DRC is an important resource for these students.

Domestic violence/partner abuse is also a common experience among WIT students and the Coordinator collaborates with CORA, Community Overcoming Relationship Abuse to help develop WIT Center Resources and referral services when needed.

## 5. Curricular Offerings

**A. Program Curriculum and Courses. If your program does not offer curriculum, please state "N/A".** Tools: CurricUNET <http://www.curricunet.com/smcccd>; <https://sanmateo.tracdat.com/tracdat/>

Respond to the following:

- What new courses (excluding individual Selected Topics [665] topics and Experimental [680/880] courses) have you added to your program curriculum in the past academic year? List by Department, Course Number and Course Title.
- Note that you've added new courses to the department's three-year calendar of assessment and requested that they be added to TracDat.
- Note that you've done the following for new courses on TracDat:
  - Uploaded SLOs?
  - Mapped course-level SLOs to PSLOs (including relevant interdisciplinary degrees) and ISLOs?
  - Uploaded assessment method(s) (need not be specific)?

Social Science 160: Women in Transition Seminar

Social Science 150: Gender, Society and Culture

Learning Skills 801: Applied Study Skills

English 100: Composition

History 248: Women and the American Experience

Math 811: Fundamentals of Mathematics

Math 110: Elementary Algebra

Career and Personal Development 137: Life and Career Planning

SOSC 160 will be assessed in Fall 2014

Other WIT courses will be assessed in their respective departments

## B. Identify Patterns of Curriculum Offerings

Respond to the following:

- Identify the planning group's two-year curriculum cycle of course offerings by certificates and degrees.
- Describe the ideal curriculum cycle.
- Discuss any issues.

Ideally, a WIT student should begin their return to academics by attending the Women in Transition Seminar (SOSC 160).

There is not one single path that the WIT Program can create for returning students. WIT students have some of the most complicated educational histories of all of our students. Many have previously attended colleges and some hold degrees. This makes the interpretation of their transcripts and placement into appropriate courses challenging. "Auditing" such transcripts is beyond the scope and expertise of the WIT Coordinator making it ever more important for re entry students to have a designated counselor who is sensitive to and supportive of their histories, challenges and new academic goals.

The WIT Coordinator truly needs to treat each student as an individuals. This requires personal attention and a great deal of flexibility on the part of the coordinator and the WIT Program structure.

## 6. Response to Previous Annual Program Plan & Review

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

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## 7. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.

**Note: resource requests should be connected to action plans**

Respond to the following:

- Describe data and assessment results for SLO assessment on the course level (for instruction, including student service courses) or program level (for student services or every three years, career technical education programs). Analyze and reflect on SLO assessment results and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum and pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.

The Women in Transition Program (est. 1975) currently serves approximately 100 students in various stages of their education. The WIT office serves as the Coordinator's office, study space and meeting place for the Women in Transition Club. It is also the Women's Center, which, with the help of volunteers, provides information and referrals for students to campus and community resources. The WIT office/Women's Center averages between 60-90 drop ins per week. making it a very vibrant part of our campus.

The WIT Coordinator is the Advisor for the WIT Club and co-advisor for "POP", Parents without Partners. The clubs are active in campus activities and did especially well in the campus food drive as well as the drive for CORA, Community Overcoming Relationship Abuse. Nearly \$500 of new items were collected and donated to their shelter for victims of domestic violence. Each spring the WIT Program sponsors weekly events for Womens' History Month which are consistently well attended.

The demands of the WIT Program continue to grow and the Coordinator needs an increase in coordination time. Currently the coordinator teaches the SOSC 160 course each fall and receives time for one class in that semester. There is no coordination time provided for WIT in the spring yet a great deal of coordination with students, programs, services and event planning takes place.

According to the data from PRIE, 47% of our student body is 23 and older which indicates that nearly half of the students have had a separation from academics. Of all the students we serve on our campus, re-entry students can have the most complicated educational histories making it essential that there be a counselor to meet those needs. While some students are entirely new to school, many return with college credits and even degrees under their belts. Students need to be able to meet with a counselor to assess the appropriate courses. When the WIT Program began in 1975 it had a strong academic counseling component. When that counselor retired, they were never replaced and re entry students, WIT students in particular, have not had a consistent resource in this important area of academic support. Students frequently express their need for a WIT counselor (see enclosed letters).The print as well as web information all indicate that there is counseling for WIT students, but there isn't any.

Additionally, many WIT students express feeling that they are not important members of the campus community because they are "not 18." They want to be taken seriously as students with as much academic potential as the the next student. Re entry/WIT students express that they would benefit from an increased college-wide awareness of their presence on campus, their academic needs, and referrals to the WIT Program.

While there are a number of wonderful volunteers, the WIT Program needs to have a Student Assistant who can perform tasks and keep the Women's Center open while the Coordinator is in classes and meetings. The Women in Transition Center needs to have predictable hours that can be advertised throughout the campus. This also allows for greater (out of office) WIT Program participation and outreach at at campus events.

The WIT Program Coordinator looks forward to collaborating with the new Program Services Coordinator in areas of outreach to new WIT students and to support the institution's commitment the mission of the WIT Program.

WIT students are not consistently tracked throughout the college. It is not easy for students to identify themselves as re-entry/WIT students on forms used with the college. Often there's "no box to check" when they utilize campus resources. This adds to their sense of invisibility and that their needs are not being addressed.

The WIT Program needs new and updated brochures, consistent signage on campus that includes WIT/Women's Center and easier web access/links to the WIT Program. The images used for the WIT Program often depict very young students. Frankly, WIT students want to see more gray hair and people with disabilities on the college website--a closer image of themselves.

The Women in Transition office/Women's Center is often over crowded and noisy. It's the problem the coordinator is thrilled to have. However, it is not conducive to confidential discussions between the coordinator and students or for studying. The WIT Program requests larger space.

The WIT Program needs 2 computers for student access and small computer tables. If a larger space is allotted to the WIT Program, study cubicles (similar to the Veterans Resource Center) would be ideal. Computers could be installed in them,etc. The WIT Program and Anthropology have regularly used room 2351 which seems to be used by Counseling. WIT would be happy to share the space with them if that were agreeable.

## 8. Resource Identification

### A. Professional Development needs

The WIT Coordinator needs access to clerical staff in order to spend more time coordinating the program and increase effectiveness.

The WIT Coordinator would like to collaborate with other institutions and services to determine best practices when working with re entry/WIT students and to share that information with colleagues.  
The WIT Coordinator has created a volunteer/liaison [position with the Veterans Resource Program. The liaison is a WIT student and a veteran. We are fostering this relationship with VRP to better provide resources to women veterans.

### B. Office of Planning, Research & Institutional Effectiveness requests

Actions:

- List data requests for the Office of Planning, Research & Institutional Effectiveness.
- Explain how the requests will serve the Student/Program/Division/College needs.

The WIT Coordinator requests that more data be gathered on re-entry/WIT students.

All courses with JR or AR in their code

Educational history (i.e. HS diploma? college credits? degree?)

Age

Sex

Pt-FT student?:

Day, Eve both?

Veterans?

While the WIT Program is very active and committed to the academic success of returning students, we don't have adequate data on this demographic. We need better outreach and then tracking of these students to put them and their academic needs/goals in full focus.

### C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests

Complete the following table:

**Annual Program Planning Resource Needs**  
**Program Women in Transition Date 24 April 2014**

	<b>Needs</b>	<b>How does this request align with your assessment of student outcomes</b>	<b>How does this request align with your action plan</b>	<b>Estimated cost for facilities and equipment</b>
<b>Personnel</b>	<ol style="list-style-type: none"> <li>1. Increased coordination time</li> <li>2. Academic counselor</li> <li>3. Student assistant</li> </ol>		<ol style="list-style-type: none"> <li>1. Coord. needs time w/new returning students and to coord. w/necessary programs/ services.</li> <li>2. Students need advising to clarify transcripts, academ goals and develop an SEP.</li> <li>3. S.A allows greater students access to Center/WIT services</li> </ol>	release time equiv of 2 classes in Fall and one in Spring
<b>Equipment</b>	<ol style="list-style-type: none"> <li>1. Updated brochures</li> <li>2. 2 computers</li> <li>3. 2 computer tables</li> <li>4.</li> </ol>		<ol style="list-style-type: none"> <li>1. Brochures are necessary for outreach and program visibility</li> <li>2./3. The equipment is necessary to meet the students and program needs</li> </ol>	Desktop computers, laser printer \$2,500
<b>Facilities</b>	<ol style="list-style-type: none"> <li>1. Classroom size room, fully furnis</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>		These facilities are necessary for the WIT Program to provide adequate space for student collaboration and study.	

April 9, 2014

Dear Dean Bestock;

I'm writing this letter to you to remind you of our conversation concerning our discussion about the Women's Center and the Woman in Transition Program. The room is nice but much too small. During meetings we are beginning to be like sardines in a can. It is much too small for the women to stop by for a quiet place to study as there is always someone there grabbing a bite to eat or to ask for help with a problem they are having either at school, or at home. Since I worked there last semester I have seen the need grow for more room and for money to keep the office open on a set schedule every day. I have felt for some time that what needs to happen is that it would be great if we could have the room next to where we are now as the women's center and turn what is now the center into an office with a receptionist who can make appointments ect. When we spoke I asked if you thought that applying for a grant maybe from the President of the Skyline College fund. I would be open to doing anything I could to be able to help Professor Slicton run the Women in Transition program in a much more professional way than we are now and to be able to get women who are returning to school, no matter their age, the help they deserve. Any help you could give me on this matter would be greatly appreciated.

Sincerely

Patiane Gladstone

## Slicton, Lori

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**From:** Lorna Ayag <layag@my.smccd.edu>  
**Sent:** Thursday, January 30, 2014 11:44 AM  
**To:** Slicton, Lori  
**Subject:** WIT needs their own counselor

The Women in Transition program is great in assisting women who have never been to college or wants to return to college. However, to obtain information about the WIT program was quite a challenge for me, I almost changed my mind about going back to school. I felt like I didn't belong there. When I asked about WIT, the staff in the admissions office only heard of WIT or seen the listing in the catalog. I took the placement test not knowing whether or not I needed it to join WIT. When I asked to meet with a counselor, I was given someone who told me he was "just filling in" so he had no information about the WIT program. He went on to say that my math scores were so low that he believed I would have a difficult time succeeding and that taking nine units would most likely overwhelm me. I agreed, saying that is the reason I want to join WIT so I could have a smooth transition. Unfortunately he was unable to assist me. It would be great if the counselors and admissions office could explain the WIT program and help us connect with the right people. I think the best scenario would be to have a person in the counseling office that was dedicated to WIT.

**Slicton, Lori**

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**From:** Daphne Holtz <dholtz3@my.smccd.edu>  
**Sent:** Thursday, January 30, 2014 11:27 AM  
**To:** Slicton, Lori  
**Subject:** Silver Adults Trans.

Dear Sirs/Madam;

I am writing this letter because I have a few concerns as a mature adult transitioning and or re-entering Skyline it has been my experience with some of the counselors to be very dismissive and at times rude and or disconnected. It seems that the attitude toward mature adult is that of I should know what to do or that I should know what I would like to do? when in fact this is not always the case. Just as the younger students have specific and unique challenges and needs, mature adults face a different set only unique to them. Therefore, I would like to suggest that there be specific counselor to address these specific needs and or challenges of the mature population male and female. Although we are a minority we should not be made to feel as such or be dismissed because we have grey hair. Nor should it be assumed or presumed that we know what to do or what we need or how everything works because of our age. With that being said I would appreciate your thoughts? perhaps the experience of myself and others would be a start to having some dialogue about or around some of these experience and how we might address target and or integrate into a existing platform in order to service our mature adults on campus now and in the future. As we all know the mature adults are living longer. Thank you so very much for your time and I anticipate your thoughts and or response.

Regards,

Ms. Daphne J. Holtz

## Slicton, Lori

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**From:** Melody Glines <mglines1@my.smccd.edu>  
**Sent:** Wednesday, April 30, 2014 1:31 PM  
**To:** Slicton, Lori  
**Subject:** WIT Program

Dear Lori:

In my two years here at Skyline College, I have repeatedly come across staff and counselors that need to have sensitivity training when it comes to dealing with "older" students.

I do not appreciate being asked why I am in school at my age. When I say that at this time I do not plan to transfer to a four year due to severe financial hardships, I am dropped like a hot potato. I am a student regardless and should be treated as such. I have every intention of getting my AA degree.

Other than the WIT Program, there is no where else to go for support for older students. it is hard enough to take these classes without any WIT Math or English classes geared for a smaller group.

I appreciate all that you do and have done for me as my advisor but you are not always available when questions arise, which necessitates having someone other than you on campus to go to.

I feel like I have been penalized for attempting to get my education at this stage of my life.

Melody Glines  
G001516