

Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru\_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: [leewheatcoleen@deanza.edu](mailto:leewheatcoleen@deanza.edu) if you have questions.

Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	Women's Studies	
Program Mission Statement:	<p>The Women's Studies (WMST) Department program examines the varying positions of women in society, emphasizing the diverse nature of women's experiences, and includes investigation of family, work, beauty images, social movements and the media. Courses focus on power and gender roles and how they vary for women and men of different racial, ethnic, class and sexuality groups.</p> <p>WMST offers two courses in the IIS division including Introduction to Women's Studies and Women of Color in the US. Courses are also offered in conjunction with Language Arts, Creative Arts, Social Science, Political Science, and Humanities. All are offered as GE courses to contribute to the wide diversity of general education courses offered campus wide. WMST provides a core curriculum whose educational objectives include the following:</p> <ul style="list-style-type: none"> <li>• Develop a methodology emphasizing comparative analyses of Women's issues and positions both in the US and around the world.</li> <li>• Develop research capabilities that will allow students to compile and analyze information from a variety of perspectives relative to women's issues.</li> <li>• Teach feminist and activist theory, race and class</li> </ul>	You may create a new one or copy from your 2008-09 comprehensive program review.

	<p>relations theory and explore multidimensional issues of sexism, racism, institutions and power.</p> <ul style="list-style-type: none"> <li>• Serve as role models for students and the campus community in relation to issues of gender, sexuality, and to advocate for social justice and equity.</li> </ul>	
What is the primary mission of your program?	Transfer.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	Personal enrichment.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: <a href="http://research.lhda.edu/factbook/deanzadegrees/dadivisions.html">http://research.lhda.edu/factbook/deanzadegrees/dadivisions.html</a> leave blank if not applicable to your program
Number Certif of Achievement-Advanced awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <a href="http://research.lhda.edu/factbook/deanzadegrees/dadivisions.html">http://research.lhda.edu/factbook/deanzadegrees/dadivisions.html</a> leave blank if not applicable to your program
Number AA and/or AS Degrees awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <a href="http://research.lhda.edu/factbook/deanzadegrees/dadivisions.html">http://research.lhda.edu/factbook/deanzadegrees/dadivisions.html</a> leave blank if not applicable to your program
Academic Services and LR: # Faculty Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Student Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Staff Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support ,service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Faculty Employees	0	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down

		to the nearest whole number). At this time only a numerical response will be accepted. (program reviews 2008s-10 available at: <a href="http://www.deanza.edu/gov/IPBT/program_review_files.html">http://www.deanza.edu/gov/IPBT/program_review_files.html</a> ) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees	0	For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Part-time Faculty Employees	0	For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees	0	For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
II.A-Growth and Decline of targeted student populations	WMST showed a proportionally dramatic increase in the Targeted student population, from 40% in 2008-2009, to 43% in 2009-2010, to 52% in 2010-2011. All the targeted student populations showed declines in success rates. However, it is important to keep in mind that with such a relatively small number of students enrolled, when disaggregated by targeted student populations the resulting numbers are so small that even a few students can dramatically affect percentages and rates.	Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: <a href="http://www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm">www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm</a> (prior to 2010 PR sheets) and <a href="http://www.deanza.edu/ir">www.deanza.edu/ir</a> (2010-11 PR sheets here)
Trends in equity gap:	The equity gap increased significantly from 7% in 2009-2010 to 24% in 2010-2011. As noted previously, this corresponds to the increased proportion of Targeted students (from 43% to 52%).  The following may be contributing factors to the persistence of an equity gap for students taking ICS courses: • WMST courses have no prerequisites, and only list “Advisory” courses, yet require significant writing assignments as transfer level courses.	Refer to <a href="http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf">http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf</a> , p.16. Briefly address why this has occurred.

	<ul style="list-style-type: none"> <li>• Some ICS faculty report the following feedback from students on in-class surveys administered at the beginning of each quarter:             <ul style="list-style-type: none"> <li>➤ Students in courses do <i>not</i> meet the “Advisory” level of preparation.</li> <li>➤ Students report not being able to get into LART, EWRT 1A, or ESL5 courses prior to or concurrently with WMST courses.</li> <li>➤ Many students report taking WMST courses because they were recommended (even by advisors or coaches) as “easy courses” or “personally interesting”, which they may assume to be less academically rigorous.</li> </ul> </li> <li>• The lack of full-time faculty to give attention to the WMST courses may also contribute to the general reputation of these courses on campus and to a variance in teaching effectiveness by part timer faculty members who have little oversight, cohesive sense of being part of a department, and no regular evaluation.</li> </ul> <p>I don’t know if the following is also true for WMST???</p> <ul style="list-style-type: none"> <li>• We may be seeing a disproportional increase in basic-skill level students enrolling in WMST courses. For example, 40% of WMST students in 2010-2011 were 19 years or younger, compared with 28% of the overall campus population. Further research is needed to determine if these younger students taking WMST courses are disproportionately basic-skills level students.</li> <li>• While ICS faculty may generally have culturally relevant course content and engaging pedagogy, they may not have the capacity to compensate for students’ lack of prior preparation in basic skills for college level work.</li> <li>• Budget cuts / reductions in student services support to our most vulnerable populations.</li> </ul>	
<p>Closing the student equity gap:</p>	<p>Our biggest challenge is lacking fulltime attention to the areas of deficiency. With a lead faculty person, we could develop more up to date and engaging curriculum, offer a certificate and /or degree, and develop the formal ties with other parts of campus that are so necessary to programmatic success.</p> <ul style="list-style-type: none"> <li>• WMST faculty may also benefit from continued interaction and collaboration with the range of student support services on campus, including Learning Resources and the Counseling and</li> </ul>	<p>What progress or achievement has the program made relative to the plans stated in your program’s 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? <b>See IPBT website for past program review documentation.</b></p> <p>If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.</p>

	<p>Advising services, to be better positioned to connect students with these services as necessary.</p> <ul style="list-style-type: none"> <li>• WMST faculty would benefit from continued and more focused departmental collaboration on developing a “cycle of inquiry” practice that involves examination of evidence of successful or not successful teaching practices, developing alternative strategies for success, applying these practices, and then examining and reflecting on the outcomes of these strategies to guide further practice. Regular meeting times to engage in this work should be structured into the department’s academic-year calendar, at minimum in conjunction with division meetings.</li> </ul> <p>While there may indeed be a number of external factors that contribute to the persistence of the student equity gap—such as a decline in the quality of secondary education received by students who are entering our program, the economic depression placing more stress on students’ personal/family life and/or requiring students to take on additional employment while enrolled full-time, etc.—the WMST department is committed to focusing on those factors that are potentially within our realm of control to develop our capacity to better support our most disadvantaged students.</p>	
<p>Overall growth/decline in # students:</p>	<p>These are the WMST enrollment numbers for the past three years: 2008-2009, 57; 2009-2010, 67; 2010-2011, 66. Again, because the overall enrollment in WMST is relatively small, the result of disaggregating the data by sub populations the resulting numbers are so small that even differences of a few students can dramatically affect percentages.</p>	<p>Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.</p>
<p>Changes imposed by internal/external regulations</p>	<p>This academic year our preparation for the Accreditation site visit, and the corresponding work on SLOACS and PLOACS, gave rise to a number of meetings and discussions on assessment teaching strategies that were engaging (but at times also stressful with the pressure of the site visit). However, many faculty members express an interest in continuing to work collaboratively to share and develop “best practices”. However, since WMST has no full time faculty member to organize such meetings, this continues to be a challenge.</p>	<p>Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.)</p>
<p>Progress in “Main Areas of Improvement”</p>	<p>One of the Areas of Improvement that remains unfulfilled is that of securing a full-time faculty member.</p>	<p>Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current</p>

	<p>The faculty member who serves as ad-hoc department chair for WMST is also convening a day-long retreat for faculty who teach in this department as well as allies across campus to address the issues discussed in this review, and to create a greater sense of cohesiveness among all faculty who teach WMST. The new women’s club on campus is also hoping to organize a student conference on women’s issues for Spring 2013, and this will serve as a way to reignite interest in WMST, and bring faculty and students together to highlight the importance of the field.</p> <p>It is our intention to continue professional development through a structured cycle-of-inquiry process focused on the retention and success of our “target” student populations.</p>	<p>implementation of effective solutions.</p>
CTE Programs: Impact of External Trends:	N/A	<p>Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: <a href="http://www.deanza.edu/gov/IPBT/resources.html">www.deanza.edu/gov/IPBT/resources.html</a> Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans.</p>
CTE Programs: Advisory Board Input:	N/A	<p>Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.</p>
IV. A Budget Trends		<p>Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students.                  If you don't work with Budget, please ask your Division Dean to give you the information.</p>
Enrollment Trends	<p>There are no direct funding changes that we anticipate will impact enrollment trends in our department.</p>	<p>Assess the impact of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students.                  If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.</p>
V. A -Faculty Position Needed	NONE	<p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed</p>
Staff Position Needed	None.	<p>A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed</p>

		Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.
Justification for Faculty/Staff Positions:	N/A	Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.
Equipment Request	NONE	A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.
Equipment Title and Description, Quantity	N/A	Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . . )
Equipment Justification	N/A	Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.
Facility Request	N/A	Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility
Facility Justification	N/A	Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc.
B Budget Augmentation	None requested.	How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the

		college mission or strategic goals?  If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".
Staff Development Needs	Please see responses outlined in the "Closing the Equity Gap" section. No additional funds required. Our department can work with the Office of Organizational and Staff Development to sponsor trainings on how to incorporate basic skill development in WMST content area courses. The implementation of collaborative cycle-of-inquiry structure and process would likely require only a minimal amount of additional resources and this training may be available through the Staff Development office.	What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?
SLOAC and PLOAC summary	In addition to learning a variety of teaching and assessment strategies and tools, overall we became more grounded in having our SLOs guide our instruction, and we reconnected with the value of working collaboratively to share best practices.	What did you learn from your SLOAC and PLOAC activities this year?
Future plans	N/A	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Edmundo Norte (for Marc Coronado), <a href="mailto:norteedmundo@deanza.edu">norteedmundo@deanza.edu</a> , ext. 8443	APRU writer's name, email address, phone ext.