

## Comprehensive Program Review

### A. Department Information

#### Mission

Please enter your department's mission statement here.

The Women, Gender, and Sexualities Department is committed to nurturing an inclusive, supportive, and empowering academic environment where individuals can explore, question, and contribute to the ongoing conversation about gender and sexuality. Our mission is to educate, advocate, and inspire change, ultimately creating a more equitable and just world for all.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

The mission of the WGSS Department aligns perfectly with De Anza College's mission to provide "an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world." Including attention to the core competencies:

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Civic capacity for global, cultural, social and environmental justice
- Critical thinking

#### Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
New Hire	The Department needs to replace a retiring instructor/department chair	Dean of IIS	Faculty hiring committee			
ADT	Create ADT in Women and Gender Studies, and Align courses with the evolving ADT for Women and Gender Studies	Dept Chair IIS Dean	Curriculum Committee and Articulation Officer	Provide students with transfer options	ADT is approved	#of students who apply for it
Increase success rates for students of color	Improve online pedagogy, and offer more courses on campus	Dept Faculty IIS Dean	Office of online education		Success rates	Data on success rates

#### Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

A statewide WGSS ADT is being formulated, and De Anza's department will need to keep in touch with them and adapt our curriculum, course titles, etc. as the ADT develops.

The single full time faculty member in this department is retiring in June 2024, and a hiring committee has been approved to replace this position.

### B. Enrollment Trends

#### Enrollment Variables and Trends

Enrollment Trends						
Intercultural/Internation Stu - Womens Studies-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	666	829	890	896	773	16.1%
Enrollment	726	908	1,004	993	828	14.0%
Sections	15	18	21	31	31	106.7%
WSCH	968	1,211	1,339	1,324	1,104	14.0%
FTES (end of term)	65	82	90	89	74	13.8%
FTEF (end of term)	1.5	1.8	2.1	2.3	1.9	27.0%
Productivity (WSCH/FTEF)	647	673	638	576	581	-10.2%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

#### Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

The enrollment in WGSS classes has increased every year, except for 2022-2023. The 5 year increase is 16.1%. The drop in enrollment in 2022-2023 may be because all of the department's classes are online (although they have also been fully online for the past 8 years) or to community economic factors.

#### CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f/s/dactedepartments/EiRTueQ8GrNLqtlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpMY>).

2. Cite current industry trends.

3. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

N/A

## D. Course Success

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### Course Success

Women's Studies-DA

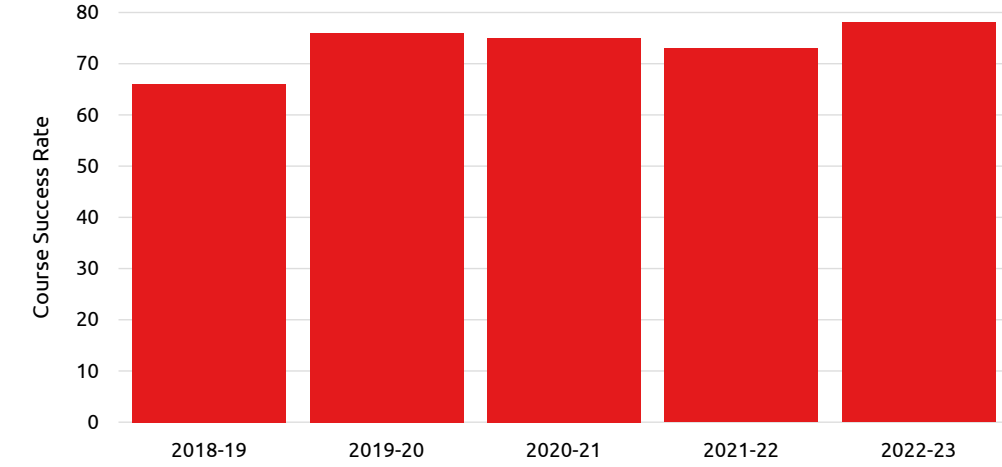
**Who uses this report:**

All users who want to further explore their enrollment or course success data.

**What is this report:**

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

**Limits:**



**Limits:**

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
<b>Measures</b>	726	66%	482	908	76%	692	1,004	75%	752	993	73%	725	828	78%	642

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

### Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: [https://www.deanza.edu/ir/documents/How\\_to\\_Access\\_Your\\_Program\\_Review\\_Data.pdf](https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf))
4. How do course success rate trends align with your program goals?

Course success is overall 78%.

1. Many of the WGSS students work full time, care for elders or children, and appreciate having the opportunity to take online courses, particularly asynchronous courses that they can fit around their schedules.
2. Continue to work with both Counseling and the departments that require WGSS courses for their own ADTs (including Nursing, Child Development, and Social Justice ADTs)
3. Work with Office of Online Ed to provide professional development for online pedagogy

## Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

**Who uses this report:**

All users who want to explore student equity and disproportionate impact in course success.

**What is this report:**

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

**How to interpret the data:**

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

**New features:**

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

**Success rate**

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

**Comparison success rate**

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

**Additional successes needed to erase percentage point**

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

**Legend:**

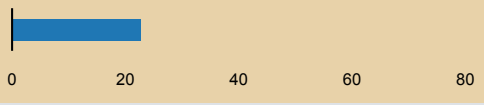
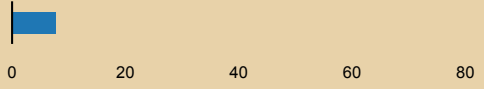

**Yellow:** Student groups experiencing a negative percentage point gap that is not statistically significant

**Orange:** Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method<sup>1</sup>

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

[Click here to show and compare disproportionate impact with .](#)

Hide cells with fewer than  students

Intercultural/Internation Stu - Womens Studies-DA						2022 Summer to 2023 Spring
Number of sections: 31						
Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students (Women's Studies-DA, 31 sections)	828	78%	78%	0		
Asian	210	87%	74%	+12		
Black	48	56%	79%	-23		11
Filipinx	73	82%	77%	+5		
Latinx	337	73%	81%	-8		26
Native American	N/A					
Pacific Islander	N/A					
Unknown ethnicity	18	83%	77%	+6		
White	137	80%	77%	+2		
Female	640	79%	72%	+7		
Male	169	74%	78%	-4		8
Non-Binary	0					
Unknown gender	19	58%	78%	-20		4
Foster youth	N/A					
Individuals with disabilities	27	67%	78%	-11		4
Low Income	443	72%	83%	-11		49
Not Low Income	385	83%	72%	+11		
Veterans	N/A					

<sup>1</sup>The PPG-1 method follows the CCCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

## Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

1. the greatest negative gap is for Black and Latinx students and students with disabilities
2. Students of color and students with low income are under resourced and may not understand the full scope of services provided by the college. We especially need to do more to initiate outreach when students are struggling.
3. We still have much work to do. The new faculty member should be supported in developing methods to reach out to less successful students.

## Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

1. WGSS courses have always focused on intersectionality of discrimination, and this should continue
2. Continuing, it will be helpful to introduce more material on gender/sexuality differences in all of our courses
3. This is completely aligned with the departments focus on inclusion

## Trends in Awards

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## Degrees and Certificates by Ethnicity

Women's Studies-DA

### Who uses this report:

All users who need degree and certificate data.

### What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Credit Certificate-Transcriptable	Asian				2	
	Latinx	2	1	2		3
	Pacific Islander		1			
	White			1	2	
<b>Total</b>		2	2	3	4	3
<b>Total</b>		2	2	3	4	3

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show;

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

## Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

Students who qualify for certificates have been steady since being created.

## Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

A few of our courses have not been offered in the past few years, owing to limited staffing. (Women and Popular Culture, and Women and Gendered Violence, for instance)  
Staffing has been limited. The person who taught these has resigned.

## Staffing Trends

### Faculty Workload

Faculty Workload						
Intercultural/Internation Stu - Womens Studies-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	0.6	0.5	0.9	1.4	1.1	84%
Full Time %	39.9%	26.7%	42.9%	60.9%	57.9%	45%
Overload	0.5	0.5	0.3	0.4	0.7	40%
Overload %	33.4%	26.4%	14.3%	17.4%	36.8%	10%
Part Time Load	0.4	0.8	0.9	0.5	0.1	-75%
Part Time %	26.8%	46.9%	42.9%	21.7%	5.3%	-80%
Total FTEF	1.5	1.8	2.1	2.3	1.9	27%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

## Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

1. a MINIMUM of one full time instructor is required
2. no major classified staffing needs at this time
3. Build relationships with neighboring colleges to find adjunct faculty to teach classes
4. Ensure that new faculty follow the tenure plan (no extra duties in first year), branch out after that. Provide tools they need to succeed: course outlines, SLO's, curriculum due dates, assistance with teaching in multiple modalities (hybrid, asynchronous, etc).

## Assessment Cycle

### Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

Students are achieving the SLOs to date, but some of our courses have not been taught in a while, and probably need the SLOs updated.

### Dean/Manager Comments

Kudos to the Women's, Gender and Sexuality Studies! The department has grown and been able to maintain load for more than 1 FT instructor. We are looking to hire our first-ever dedicated Women's, Gender and Sexuality Studies FT instructor at De Anza and that is thanks to the FT instructor teaching in this department now and the many people who have supported this program.

The goal of doing professional development in online teaching is a good one. Many of these courses are offered fully online and the department is to be commended for looking into improving their teaching pedagogy and employing teaching strategies that will hopefully improve the success rates of our students, especially those from the targeted populations.

I am quite elated to see that the department is also looking to incorporate more Gender and Sexuality Studies courses and looking at supporting the college's Pride Learning community.

It is a good idea to build relationships with our neighboring colleges and to increase the number of adjunct faculty who can teach in this department. Being a one-person department can be very lonely so it helps to have this extra community to support the program. Also, having adjuncts who can teach the different course offerings would be very helpful.

Overall, the department has done a great job!

**STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.**

This form is completed and ready for acceptance.