De Anza College
Instructional Annual Program Review 2021-22

Instructions: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on "Facilities" tab and large-ticket items are on Large-ticket Items" tab.

	Information Requested	Explanation of Information Requested.	Enter your answers here
	Department Name:		Women, Gender and Sexuality Studies
	Program Mission Statement:	How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies"? (https://www.deanza.edu/about-us/mission-and-values.html).	The Women, Gender and Sexuality Department offers 9 courses in the IIS division. 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. Our courses provide a core curriculum whose educational objectives include the following: Our mission is to: * Develop a methodology emphasizing comparative analyses of Women's issues and positions both in the US and around the world. * Develop research capabilities that will allow students to compile and analyze information from a variety of perspectives relative to women's issues.

			*Teach feminist and activist theory, race and class relations theory and explore multidimensional issues of sexism, racism, institutions and power.
I.A.1	What is the Primary Focus of Your Program?	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Transfer
I.A.2	Choose a Secondary Focus of Your Program.	Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Personal Enrichment
I.B.1	# Certificates of Achievement Awarded	State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Certificates of Achievement please state "none offered".	3
I.B.2	# Certificates of Achievement-Advanced Awarded:	State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html If you do not offer Certificates of Achievement" please state "none offered".	None offered
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to	None offered

		https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Associate Degree Transfer, please state "none offered".	
I.B.4	# AA and/or AS Degrees Awarded:	State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html .-If you do not offer Associate of Arts or Associate of Science Degree, please state "none offered".	None offered
I.B.5.	Trends in # Total Awards	If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes?	We've gone from aprox. 2 a year, to aprox. 3 a year.
I.B.6.	Strategies to Increase Awards	What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.)	1. More outreach to students AND counselors 2. Updating the website 3. Collaboration with existing cohorts
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.	https://www.calpassplus.org/LaunchBoard/Home.aspx

			Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: https://www.calpassplus.org/LaunchBoard/Home.aspx	
I.C.2	CTE Programs: Labor Market Demand and Industry Trends:		Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. 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. California EDD LMI Info: https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj	
I.D.1	Academic Services and Learning Resources: # Faculty Served		Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	

I.D.2	Academic Services and Learning Resources: # Students Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number.	
I.E.1	Full Time Faculty (FTEF)	For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet: https://www.deanza.edu/ir/program-review.20-21/index.html .	One (1)
I.E.2	# Student Employees	If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years.	Zero

I.E.3	Full Time Load as a %	State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. https://www.deanza.edu/ir/program-review.20-21/index.html or access within the program review tool.	42.9%
I.E.4	# Staff Employees	If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.	none
I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges? (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.)	none
	Enrollment		
II.A	Enrollment Trends	What changes in enrollment have you seen in the last three years? Refer to https://www.deanza.edu/ir/progr	**We have seen a 93% increase in the last 5 years. We even increased enrollment during the pandemic, from 555 students in 2017-2018 to 890 students in 2020-2021.**

		am-review.20-21/index.html or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends?	**Our fully online program has been extremely successful in terms of both enrollment and student success.** **We would like to keep the majority of our department offerings ONLINE.**
II.B.	Enrollment Trends for disproportionately impacted student groups	Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans 1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups? Are there other trends that you see when drilling into the data that may be important to explore?	The trend in the department is slowly but surely increasing enrollment and success by African American, Latinx, Filipinx and Pacific Islander students. We have designed specific classes to address the interests of each of these groups and to help students who are not part of such groups to understand the history, struggles and successes of women in these categories. We continue to maintain interest in our classes through direct contact with counselors, students themselves, and by offering multiple opportunities for students to be engaged in the subject matter and what is going on in the communities where students live and work through civic engagement.

II.C.	Overall Success Rate	What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates. 1. What could be factors that influence success rates? Please refer to: https://www.deanza.edu/ir/program-review.20-21/index.html 2. What strategies does your department have in place to increase or maintain current success rates?	2021-2022 showed a slight decrease in student success. This may be because some of the students who enrolled in our courses may not have been familiar with Canvas, or what our courses expected of them…. PANDEMIC times. Faculty will meet together to plan and coordinate our outreach and in-reach strategies.
II.D.	Success, Non-Success and Withdraw Rates for disproportionately impacted student groups	Using the Disproportionate Impact Tool within the Program Review Tool explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group): 1. What differences do you see in successful course completion rates?	Asian American and White students have the best success rates. Up to 85% The success rate for African American, Latinx and Filipinx are significantly lower – 66% There are many reasons for this difference, I'm sure… I do think our La Mujer class- WMST26 has had a significant impact in attracting Latinx students. We don't have anything similar for Filipinx students. In terms of strategies – perhaps more student/faculty contact on a regular basis might help.

		2. What are your thoughts on these differences? What strategies might be helpful in closing gaps in successful course completion?	
II.E.	Changes Imposed by Internal/External Regulations	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, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.)	We have not yet been impacted, but the requirement that we offer at least one on-campus class a quarter(?) a year (?) may significantly impact enrollment and success… we have yet to know whether that will be an increase or decrease.
	Equity	In order to meet the goals within our State Equity Plan, Institutional Metrics, and Educational Master Plan, the following section asks you to reflect on questions focused on student equity to help inform our goals.	
III.A.	Equity Plans for groups other than the acknowledged disproportionately impacted groups	Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for.	80% of our students are between the ages of 20-39! It is important for students who are re-engaging with school to be offered support in terms of learning about child care, food security, technology support (loans of equipment, etc) in order for them to succeed

III.B.	Program Success	Describe any events/program changes/successes that you would like to share relative to your equity efforts?	We are fortunate that one of our department's adjunct faculty has now been hired full time in our Division. However, her primary responsibility is to CETH, so we just hope we won't lose her work entirely to that department.
III.C.	Equity Planning and Support	Has equity work generated any need for resources? If so, what is your request? Include staff/position needs.	The full time chair of this department will go on Article 19 at the end of 2024. It is our ardent hope that she will be replaced with a full time position in Women, Gender and Sexuality Studies.
III.D.	Departmental Equity Planning and Progress	Identify which of the following resources you need? How would the resource help? • Professional Development – what areas? • Enhanced support for students • Departmental Collaborations • Best Practices • Coaching/Consultation	
III.E.	Assistance Needed to close Equity Gap	Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success?	Yes.
	Assessment Cycle	Navigate to https://www.deanza.edu/slo/ and click "TracDat is gone" which will take you to accordion listing SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division:"	

IV.A	SLOAC Summary	Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022..	
IV.B	Assessment	List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year.	
	Resource Requests		
V.A	Budget Trends	Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with (eg COVID demands) 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.	
V.B	Funding Impact on Enrollment Trends	Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information:	
V.C.1	Faculty Position(s) Needed	Describe each request as: "Replace due to Vacancy",	The Chair of WGSS/WMST will be retiring in Spring of 2024,, so will need a replacement at that time, since we are a one person department

		"Growth", or if none state "None Needed Unless Vacancy"	
V.C.2	Justification for Faculty Position(s):	Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	
V.D.1	Staff Position(s) Needed	Choose: "Replace due to Vacancy", "Growth", "None Needed Unless Vacancy" Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.	
V.D.2	Justification for Staff Position(s):	Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.	
V.E	Equipment Requests	List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns.	
V.F	Facility Request	List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	

V.G	Other Needed Resources	List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns.	
V.H.1	Staff Development Needs	Based on what you have written above, what professional development support/resources do you need to achieve your goals?	
V.H.2	Staff Development Needs Justification	Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need.	
VI.	Closing the Loop	Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year	
	Submitted by:	APRU writer's name	Marc Coronado
	Last Updated:	Give date of latest update	5-5-2022