

## De Anza College

### Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

RAPP provided some good feedback and observations for the Women's, Gender and Sexuality Studies Department. The feedback included:

- Include which students are served in the mission statement.
- Engage with Guided Pathways.
- Clearly articulate strategies to increase student success and how the teaching & learning strategies and program goals are aligned.
- Provide more of an analysis on populations impacted by the equity gap.
- Provide more information about trends in awards.
- Increase dialogue around SLO assessments.

The department used this feedback to look more closely at the data provided through Precision Campus. The FT WMST instructor who completed the comprehensive program review last year has since retired. The department just hired a new FT instructor in Fall '24. As such, some of the feedback RAPP provided has not been used yet.

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

This academic year, 24/25, the department hired a new tenure-track FT instructor to replace the FT instructor, who retired in June 2024. Currently, the dean of IIS is serving as the department chair for this department to allow the new FT faculty a chance to focus on their teaching pedagogy during Phase I of the tenure process. The new FT faculty member has only taught one quarter for De Anza. As such, the department has not had a chance to revisit the mission statement, discuss teaching strategies and have dialogue around SLO assessments. The instructor will be able to use this feedback after they have settled into their role at De Anza.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

Based on the data provided in Precision Campus, most of the students who take classes in this department identify as female (75%). Twenty-three (23) percent of the students identify as male and 2% of the students did not identify with female or male gender. It is not surprising that most of the students are female since the WMST courses look at curriculum through a female and non-male perspective. What is interesting is that the number of male-identifying students taking

WMST classes is increasing. From 2018/19 – 2022/23, the percentage of male-identifying students taking these courses ranged from 15% - 20%. Last year, nearly a quarter of the students were male identifying.

The overall success rate for the 23/24 year was 75%, which was slightly lower than the year before, but on par with the success rates in the past 5 years (73% - 78%). The course success rate for Black, Latinx and Filipinx students is 71%, whereas it is 78% for Asian, Native American, Pacific Islander, White, and Decline to State students. Based on this data, there is an equity gap in the success rates. Drilling down in the data and looking only at demographics that were at least 2% of the total number of students, we see the success rates are highest for Unknown ethnicity (94%), Asians (86%), Filipinx (77%). Latinx student success rate was 73%. The success rates for these groups were significantly below the total success rate: Blacks (53%), Whites (62%). The student equity report also showed that there was disproportionate success rates with low-income students.

Last year, two students earned a certificate in Women's Studies. The state is developing the transfer model curriculum for an Associate's Degree in Transfer for Women's Studies. This is still in progress and we are just waiting for the state to finalize the TMC. Once this happens, the department will look into creating an ADT for De Anza, which will allow the department to engage more with Guided Pathways.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

No change in goals at this time. However, the department would like more 1320 funds so that we can increase the number of classes offered in this department. There is strong demand for these courses.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

The division was ecstatic the college approved a new FT faculty position to replace the FT faculty who retired and they were able to hire a new FT instructor who started in fall '24. Our new FT faculty will be teaching WMST classes and teach the "Introduction to LGBTQ Studies" course in the newly formed Pride learning community. Our LGBTQ+ identifying students have been historically marginalized in higher education and the department's course offering include curriculum that centers LGBTQ+ students so that they can feel included in higher education spaces.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

The college data does not specifically include LGBTQ+ identifying students so it is hard to determine if our courses are serving these students well. The WMST courses have filled showing strong student demand, but it is hard to offer more classes in this department as 1320 funds are limited.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

**Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)**

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p><b>Choose one of the SLOs from the course you teach.</b></p> <ul style="list-style-type: none"> <li>• Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences in contexts of equality and inequality.</li> </ul>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>Students respond to discussion prompts that specifically address aspects of identity, and how these are shaped by culture and society. Examples:</p> <p>*Today we read about the influence elders have in our lives. <b>What place, person, or experience from your past has influenced who you are today, and what you want from your own life? Please explain.</b></p> <p>*In the poem "La Loca de la Raza Cósmica" by Chrisx she emphasizes many of the contradictions experienced by Latinas living in the US. She is "la community organizer", but also the woman who is "not able to get involved because my husband, or father, won't let me out at night" (87). She is a "holy roller", but also "soy la que nunca se puede levantar [the one who can never get up]</p>

	<p>for church on Sunday" (87). She is "el grito del Mariachi, salsa, and Oldies but Goodies"(87), reflecting her multiple, favorite Latina/o musical forms.</p> <p>Of course, all of us are complicated, that's what it means to be human. <b>What are the contradictions in you? What do these contradictions tell you about yourself?</b></p> <p>When you finish, go back and respond to a classmate.</p>
<p>Summary of Assessment Results</p>	<p><b>Exceeding the Learning Outcome:</b> 48 of 50 students demonstrated proficiency by providing detailed responses and referring directly to the required material.</p> <p><b>Areas for Improvement:</b> Two students did not respond to the prompt, lacking access to the required materials or Canvas. (This assignment was early in the quarter)</p>
<p>Reflection on Results</p>	<p>The majority of the students successfully met or exceeded the learning outcome for this presentation task. It may be a good idea to wait until week 2 or 3 to ask students to reflect on required material, since some seemed not to have access to it yet. Or to base discussion prompts on general information rather than texts.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>One of the most useful enhancements to this series of assignments is having students respond to one another. They frequently identify similar struggles, challenges and successes. This also creates community cohesion.</p>

Done? Please email this form to your dean/manager.

8. Dean Manager Comments:

Since the dean is acting as department chair this year, it is not appropriate for the dean to comment on this document.