

**Instructions:** The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. You will be able to copy and paste or type in your information into the TracDat boxes. **SAVE OFTEN WHILE ENTERING INFO!!!!** ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. You will save program review as a pdf through the print option of your browser. This is the document you will send to your Dean and it is the document that will be posted on the De Anza website. If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: [papemary@fhda.edu](mailto:papemary@fhda.edu).

Section I: Overall program description (including CTE)

Section II: Overall student enrollment and success

Section III: Equity

Section IV: Assessment Cycle

Section V: Resource requests

In TracDat. Limit narrative to 100 words; bullet points encouraged

	Information Requested	Explanation of Information Requested. ? TracDat Help button will reveal the same cues (sorry no hyperlinks)
	<b>Program Description</b>	
	Department Name:	<b>Women’s Studies Department</b>
	Program Mission Statement:	<p>“ The Women’s Studies 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:</p> <p>Our mission is to:</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 relations theory and explore multidimensional issues of sexism, racism, institutions and power.</li> <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>

I.A.1	What is the Primary Focus of Your Program?	Transfer
I.A.2	Choose a Secondary Focus of Your Program.	Personal Enrichment
I.B.1	# Certificates of Achievement Awarded	
I.B.2	# Certificates of Achievement-Advanced Awarded:	Two students were eligible for our new Certificate of Achievement Advanced in Women's Studies, however neither of the students completed the application process. We will encourage them to do so this year.
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	
I.B.4	# AA and/or AS Degrees Awarded:	
I.B.5.	Strategies to Increase Awards	Many of our students do not know the WMST Certificate of Achievement Advances is available. So, e plan to do more publicity this coming year by attending outreach events on and off campus, and encouraging students in our online classes to complete and apply.
I.C.1	CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	
I.C.2	CTE Programs: Labor Market Demand and Industry Trends :	
I.D.1	Academic Services and Learning Resources: # Faculty Served	
I.D.2	Academic Services and Learning Resources: # Students Served	
I.D.3	Academic Services and Learning Resources: # Staff Served	
I.E.1	Full Time Faculty (FTEF)	1.5

I.E.2	# Student Employees	0
I.E.3	Full-time to Part-time ratio % of Full-time Faculty Compared to % Part-time Faculty Teaching	Because one of our Full Time Faculty members was on PDL last year, the part time load increased from 33.3% to 40%
I.E.4	# Staff Employees	
I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease of employees/resources has impacted your program. Leave blank if not applicable to your program.
	<b>Enrollment</b>	
II.A	Enrollment Trends	Enrollment in WMST classes has increased steadily in the last three years from 519 in 2015-16 to 604 in 2017-2018. There is a five year increase of 284%.
II.B	Overall Success Rate	Our overall success rate has increased slightly from 64% in 2015-2016 to 67% in 2017-2018.
II.C	Changes Imposed by Internal/External Regulations	Because we are unable to offer classes that have low enrollment, (less than 45 students) we have not been able to offer the full range of WMST classes. This has not resulted in decreased overall enrollment, but it will impact the number of students who can complete our Certificate.
	<b>Equity</b>	
III.A.1.	Growth and Decline of Targeted Student Populations: 2017-18 Enrollment	African American students – 11% Latinx students – 38% Filipinx students – 6%
III.A.2	Targeted Student Populations: Growth and Decline	We have seen an increase in the number of African American students taking our classes from 8% to 11%, a slight decrease in Latinx students from 41% to 38%, Filipinx from 9% to 6%, and Pacific Islander students from 2% to 1%
III.B.1.	Closing the Student Equity Gap: Success Rates	What are the success rates reported on your <b>2017-18</b> Program Review Data sheets for each of the following populations? <ul style="list-style-type: none"> <li>• African American: 42%</li> <li>• Latinx: 61%</li> <li>• Filipinx: 59%</li> <li>• Pacific Islanders: 80%</li> <li>• Asian: 79%</li> <li>• White: 77%</li> </ul>

III.B.2	Closing the Student Equity Gap: Withdrawal Rates	<p>What are the withdraw rates (list withdraw rates from <b>2017-18</b> Program Review Data sheets) for each of the following populations?</p> <ul style="list-style-type: none"> <li>• African American: 25%</li> <li>• Latinx: 21%</li> <li>• Filipinx: 27%</li> <li>• Pacific Islander: 0%</li> <li>• Asian: 15%</li> <li>• White: 14%</li> </ul>
III.B.3	Closing the Student Equity Gap: 2017-18 Gap	<p>2013-14, 12% 2014-15, 3% 2015-16, 9% 2016-17, 12% 2017-18, 21%</p> <p>Although moving WMST online may result in higher enrollment, without significant focus on retention strategies for Targeted Groups, the Student Equity Gap may suffer.</p>
III.C	Action Plan for Targeted Group(s)	<p>Our department and the entire IIS division are seriously committed to achieving student equity. Some of our strategies include:</p> <ul style="list-style-type: none"> <li>• improving online pedagogy, including sending regular messages to follow up with students on their progress and having a consistent schedule for online work.</li> <li>• scaffolding assignments thoughtfully, requiring routine submission by students and providing timely and thorough feedback.</li> <li>• requiring affordable textbooks.</li> <li>• exploring best practices with colleague.</li> <li>• teaching “studenthood” in all our classes.</li> </ul>
III.D	Departmental Equity Planning and Progress	<p>To support student success and close the Equity gap, Women’s Studies areas would benefit from the following resources:</p> <p><b>In-Class Strategy:</b></p> <ul style="list-style-type: none"> <li>• <u>Enhanced support for students</u>: funding for stipends to compensate in-class peer mentors for ICS classes.</li> </ul> <p><b>Departmental Programmatic Strategy:</b></p> <ul style="list-style-type: none"> <li>• <u>Enhanced support for students</u>: monies for students to register for and attend</li> </ul>

		<p>Intercultural Studies-oriented conferences to help students participate in and learn more about the professional world of the field (in our various Intercultural Studies areas).</p> <ul style="list-style-type: none"> <li>• <u>Enhanced support for students:</u> monies for stipends for guest speakers sponsored by the Intercultural Studies for departmental program activities.</li> <li>• <u>Departmental Collaborations/Best Practices:</u> funding for compensation to adjunct instructors to participate in Division and Department in-house meetings and workgroups focused on best practices for supporting the success of our “targeted” students.</li> </ul> <p><b>Community-Based Strategy:</b></p> <ul style="list-style-type: none"> <li>• <u>Enhanced support for students:</u> monies for honoraria to community organizations who provide orientations or presentations to Intercultural Studies classes.</li> </ul>
III.E. Yes/No o Box	Assistance Needed to close Equity Gap	Yes.
II.F. Drop down box with goals	Integrated Plan goals: current student equity data and action plan	<ul style="list-style-type: none"> <li>• Improve transfer and graduation rates for disproportionately impacted students.</li> <li>• Close the achievement gap for students in developmental (Basic Skills) courses and other identified student populations by increasing persistence, retention and success rates.</li> <li>• Identify and update campus services, policies, procedures towards reducing barriers and increasing student success.</li> <li>• Engage faculty and staff in professional development activities focused on improving student success and closing the achievement gap.</li> </ul>
	<b>Assessment Cycle</b>	
IV.A	PLOAC Summary	
IV.B	SLOAC Summary	72%
	<b>Resource Requests</b>	
V.A	Budget Trends	See Dean’s Summary.
V.B	Funding Impact on Enrollment Trends	See Dean’s Summary.

V.C1	Faculty Position(s) Needed	None
V.C.2	Justification for Faculty Position(s):	N/A
V.D.1	Staff Position(s) Needed	None
V.D.2	Justification for Staff Position(s):	N/A
V.E.1	Equipment Requests	NONE
V.E.2	Equipment Title, Description, and Quantity	N/A
V.E.3	Equipment Justification	N/A
V.F.1	Facility Request	NONE
V.F.2	Facility Justification	N/A
V.G.	Equity Planning and Support	Has this work generated any need for resources? See Dean's Summary for Funding Requests.
V.H.1	Other Needed Resources	None.
V.H.2	Other Needed Resources Justification	N/A
V.J.	"B" Budget Augmentation	See Dean's Summary.
V.K..1	Staff Development Needs	Funding to support adjunct faculty participation.
V.K.2	Staff Development Needs Justification	Our Equity Gap is the justification for seeking this staff development.
VI.	Closing the Loop	The monitoring of our student enrollments and success using the Inquiry Tool.
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