

Dept - (IIS) Women's Studies

1. **Program Mission Statement:** 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.

WMST offers 16 courses total, seven courses in the IIS division and nine that are cross listed with other departments. The first two courses offered by this WMST included WMST1, Introduction to Women's Studies, and WMST8, Women of Color in the US. In the past two years we have created seven additional courses:

WMST 22 Asian American Pacific Islander Women,
WMST 24 Women and Gender in Global Perspective,
WMST 25, Black Feminism,
WMST26 La Mujer, Latina Life and Experience,
WMST27, Women and Gendered Violence,
WMST 29 Masculinities in US Culture and Society, and
WMST31 Women and Popular Culture

Nine (9) additional courses are offered in conjunction with Language Arts, Creative Arts, History, Social Science, Philosophy, ICS, Political Science, and Humanities.

All are offered as GE courses to contribute to the wide diversity of general education courses offered campus wide. WMST Classes also fulfill the De Anza ICS requirement.

WMST provides a core curriculum whose educational objectives include the following:

- 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

2. **I.A.1 What is the Primary Focus of Your Program?:** Transfer
3. **I.A.2 Choose a Secondary Focus of Your Program?:** Personal Enrichment
4. **I.B.1 Number Certificates of Achievement Awarded:**
5. **I.B.2 Number Certif of Achievement-Advanced Awarded: 0**
6. **I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 0**
7. **I.B.4 # AA and/or AS Degrees Awarded: 0**
8. **I.C.1. CTE Programs: Impact of External Trends: N/A**
9. **I.C.2 CTE Programs: Advisory Board Input: N/A**
10. **I.D.1 Academic Services & Learning Resources: #Faculty served: 0**
11. **I.D.2 Academic Services & Learning Resources: #Students served: 0**
12. **I.D.3 Academic Services & Learning Resources: #Staff Served: 0**
13. **I.E.1 Full time faculty (FTEF): 0.5**

14. **I.E.2 #Student Employees:** 0
15. **I.E.3 % Full-time :** Full Time: 36.8% (2013-2014); 35/7% (2014-2015); 35/4% (2015-2016) Part Time: 50.5% (2013-2014); 50.8%(2014-2015); 52.0% (2015-2016)
16. **I.E.4 #Staff Employees:** 0
17. **I.E.5 Changes in Employees/Resources:** It is extremely challenging to manage a growing program with only one .5 full time employee serving the department. We now have significant increased enrollment, increased course offerings, and a Certificate of Achievement. By Fall 2019 we will also be offering an Internship in WMST. Due to lack of time and opportunity is very difficult for the .5 full time Chair to schedule meetings with instructors in other departments who teach classes that are cross-listed with WMST, organize faculty retreats or meetings, keep up with SLO's, or manage the other administrative paperwork needed to keep everything running effectively. The Department needs at least one full-time faculty member to administer the program.
18. **II.A Enrollment Trends:** There was a significant increase in enrollment after the addition of the new classes, and move of ICS8 to the WMST Department.
157 (2013-14); 114 (2014-15); 519 (2015-16).
19. **II.B.1 Overall Success Rate:** Within the WMST department in aggregate, there was a small increase in the success rate from 61% to 64% over the past three years as follows: 67%(2013-14); 61% (2014-15); 64% (2015-16).
20. **II.B.2 Plan if Success Rate of Program is Below 60%:**
21. **II.C Changes Imposed by Internal/External Regulations:** This academic year many faculty members have expressed 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.
22. **III.A Growth and Decline of Targeted Student Populations:** The following data show significant enrollment trend increases for our Targeted Student groups:

African Ancestry: 12 (2013-14); 16 (2014-15); 90 (2015-16)

Latin@s: 65 (2013-14); 43 (2014-15); 231 (2015-16)

Filipin@s: 14 (2013-14); 10 (2014-15); 49 (2015-16)

These data indicate a significant increase in enrollment among our targeted populations. This is most likely because we now have classes that focus on the experiences of these specific populations, and we have been able to hire enthusiastic and capable part time instructors to teach these classes.

23. **III.B Closing the Student Equity Gap:** WMST has made progress in relation to our 2015-12016 CPR plan to address the equity gap (aka, Equity Plan), including:
- Active recruitment and hiring of diverse faculty with the strong academic backgrounds in their respective fields. We were successful in recruiting and hiring what we expect will be a very strong PT instructor in whose focus is on Latinas, and who is not only an expert in the content of this field, but also has strong skills and experience scaffolding student reading and writing skills.
 - We have added three specific classes that address issues impacting our targeted student groups – Black Feminism, La Mujer, and Asian American Pacific Islander Women (coming on line in Fall 2017).
 - The roll-out of selected courses using the structure of the “S” designation, Service-Learning option, and the requisite service-learning

hours to structurally provide Social/Emotional support groups for students. We anticipate that this support structure will improve both the retention and success of our Targeted populations in particular.

* Creation and confirmation of the WMST Certificate of Achievement

* The Department has also offered culturally relevant training for faculty and staff, beginning with our WMST Retreat and Brave Girls training in 2015-2016.

Our biggest challenge is lacking fulltime attention to the areas of deficiency. With a lead faculty person, we could develop even more up to date and engaging curriculum, oversee the certificate and/or offer a degree, and develop the formal ties with other parts of campus that are so necessary to programmatic success.

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 Advising services, to be better positioned to connect students with these services as necessary.

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.

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.

24. **III.C Plan if Success Rate of Targeted Group(s) is Below 60%:** Our overall WMST Success Rates for the 2015-2016 were:

53% for African ancestry students,

62% for our Latin@ students, and

67% for Filipin@ students.

The success rate for African Ancestry students is still below the institutional minimum standard overall, and of course, we want to continue drilling down on the success rates at the classroom level as the basis for targeting areas for improvement as well as corresponding areas of best practices to share among our faculty.

Based on faculty feedback, the most significant cause of non-success is a lack of basic reading and writing preparation among students coming into our program. Our classes do not have a writing or reading prerequisite, only an advisory, so sometimes students are unprepared to read and write at a college level. We will address this issue with more focus on scaffolding assignments and early intervention.

25. **III.D Departmental Equity Planning and Progress:** WMST has made progress in relation to our 2014-2015 Equity Plan: Please refer to III. B above.

Additionally, the following plans are in progress:

- We will incorporate data from the Inquiry Tool available in Fall of 2016 to engage in a cycle of inquiry toward Targeted Student success.
- We will also continue to expand the student-mentor led “Familia” model of small group academic and social support in these classes.
- We will continue to monitor the success of using “S” designated courses using the requisite out-of-class service learning hours to create social/emotional support groups for students, and will expand this to other course sections where the success data shows these were effective. We believe that this hands-on approach to community engagement has been one of the most successful elements of the WMST program.
- We need a full time faculty position that will address our need for continuing support and administration of the program

26. **IV.A Cycle 2 PLOAC Summary (since June 30, 2014):** Our PLOs have not yet been assessed or entered into the TracDat, due to lack of personnel to do this work.
27. **IV.B Cycle 2 SLOAC Summary (since June 30, 2014):**
28. **V.A Budget Trends:**
29. **V.B Funding Impact on Enrollment Trends:** The WMST Department is seeking funding for a full-time Instructor/Chair to carry out the work of the department and to better serve our students.
30. **V.C.1 Faculty Position(s) Needed:** Growth
31. **V.C.2 Justification for Faculty Position(s):** Women’s Studies Instructor/Department Chair.

We need to hire one full time instructor/chair for this department. This critical position will both help serve our ever growing student population interested in taking WMST classes , help provide needed training for our faculty and collaboration with our fellow instructors who teach the cross listed courses in our department. Currently, we have .5 full-time employee in WMST, and the person in this position, along with the ICS Division Dean, is responsible for all functions of the department. We have added seven new, and very popular classes this past two years. With the continuing growth in student interest, retention and success in our WMST classes, it is necessary to hire one full time instructor to take on the role of Chair and faculty member in this department.

32. **V.D.1 Staff Position(s) Needed:**
33. **V.D.2 Justification for Staff Position(s):**
34. **V.E.1 Equipment Requests:** No Equipment Requested
35. **V.E.2 Equipment Title, Description, and Quantity:** N/A
36. **V.E.3 Equipment Justification:** N/A
37. **V.F.1 Facility Request:** None
38. **V.F.2 Facility Justification:** N/A
39. **V.G Equity Planning and Support:** We need to have a department retreat at least once a year to provide up to date information to both part time and full time faculty and to assess our progress/challenges in our cross-listed classes.
40. **V.H.1 Other Needed Resources:**
41. **V.H.2 Other Needed Resources Justification:**

42. **V.J. "B" Budget Augmentation:** WMST is requesting \$2,000 to support professional development on the part of our faculty who have not me formally for many years to upgrade their skills and bring cohesion back to the department.

B Budget augmentation of .2 FTE for a faculty coordinator.

Without these funds, this department will not be able to adequately address the issues of lack of oversight, enrollment and faculty training that are essential to maintaining a healthy WMST department.

43. **V.K.1 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.
44. **V.K.2 Staff Development Needs Justification:**
45. **V.L Closing the Loop:**
46. **Submitted by:** Marc Coronado), coronadomarc@fhda.edu, ext. 8409
47. **Last Updated:** 03/21/2017
48. **APRU Complete for 2016-17:** No