

Foothill Annual Program Review 2024

Annual Program Review Template 2024

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1. Number of full-time faculty in the program.

1

2. Number of part-time faculty in the program.

0

3. Number of staff in the program.

0

4. Do the above numbers reflect any staffing changes?

While there is one full time faculty member who teaches in the department, it is only a portion of her overall load (.3 annually). Additionally, one crosslisted class shares a faculty member with the psychology department, but only a portion of the class (15 seats out of 50) are listed as WMN, so she does not really teach in the department. The previous part time faculty member that taught WMN until Spring 22 is no longer in the department.

5. Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new Strategic Goals.

Previous

The goal for FTES for the Women's studies program is to increase to 20 FTES within two years.

Create a TMC in WMN based on new statewide guidelines.

Add a Women in American History course to the core of the department.

New

Collaborate with De Anza regarding program.

Recreate Student Learning Outcomes

6. What actions identified in the Comprehensive Program Review (or most recent Annual Program Review if no Comprehensive Program Review) have you completed this year?

None of the above have been completed -- all are in progress. The new Transfer Model Curriculum is still being discussed at the state level, and that has stymied any additional courses or degrees that we may choose to add.

7. Explain your implementation timeline and if there have been any changes or updates.

Re: the previous goals, the timeline is dependent on state actions. In terms of collaboration with DA, dialogue is already underway, although given that the new faculty member is in phase I of tenure, these are only tentative conversations.

With the hiring of a new FT faculty member in WMST at De Anza, there are opportunities for collaboration between the two departments that did not previously exist.

Student Learning Outcomes are being reimaged at the campus, so that work will be ongoing.

8. Explain the evidence the program used to evaluate progress and provide an update on progress.

Based on the data provided in this section of the program review information, enrollments have held fairly steady. Although successes have seen a slight drop, withdrawals have seen an increase and non-successes have seen a decline, meaning that students are dropping the course midway through (or at least before the end of week 8) rather than earning a failing grade.

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.

https://foothilldeanza-my.sharepoint.com/:b:/g/personal/20078222_fhda_edu/ETXoAp44fMFCppHXvzplFgcB5ogzcvUXLknHrIXo1ghkHg?e=H8axR7

Identify the groups that are experiencing a disproportionate impact in the most recent year (highlighted in orange). In the text box below, provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group.

For non-instructional programs that do not have program specific disproportionate impact student data, please provide an update on the program's 13-55 project (i.e., project description, students served, implementation timeline).

While most student groups fall within the parameters of the success rates of the college, Black students are not performing well in WMN classes (-41%). This term we have added additional resources for students, including expanding the use of materials written by Black feminists, and have been using Foothill Connect to reach out to students earlier in the term. It should be noted that, given the size of this program, the number of students impacted is fairly small (there were 21 Black students); however, that is not an excuse and we will continue to explore ways to improve the successes for Black students.

The other group not performing well are low income students (-17%); because all WMN classes are offered as fully online asynchronous courses, it is possible that the lack of necessary equipment for those students might be an issue. This is an area to investigate as well.

10. Use this opportunity to reflect on your responses in this document. Include your closing thoughts.

WMN has struggled with the bot/fraudulent student issue found in many of the social sciences; this fall 8 students were dropped the first week for non-attendance and several of them were clearly bots. It takes quite a bit of time to deal with this for the sole faculty member in the department.

WMN remains a small program, and measures of success in this particular discipline vary from many of the other social sciences. This quarter, I had a male student who had to drop because he had never attended college previously (he is in his late 40s) and was taking the class to be able to better connect with his daughter, who was starting college. He is not considered a success in the metrics provided, but his final email (copied here as it was sent) to me before he dropped stated the following, "I never considered any of this before this class... Im in contact with DRC and trying to get an appointment to see what help i can get for dyslexia and am currently on new meds for ADD. I continue to read the textbook we have for this class even though i will be dropped for not completing this research paper.i will take your class again when i'm more prepared.Wanted to let you know that my goal was successful in getting a new perspective.i will continue to see how i can support woman without trying to be the hero and save all woman."

That, to me, is someone who was able to achieve something -- and is a success, whether or not it counts in program review.

Having said that, we will continue to work on improving outcomes and closing disproportionate impact.

Click on the link below to view the Annual Program Review Rubric.

https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/Ec2dqPH1B2RHinzFtnlz6sYB7-DOzW9lv1KkGyWdLuZkbg?e=CifFMU

End of Annual Program Review Template 2024

This form is completed and ready for acceptance.

Rubric Annual Program Review

Criteria

The program's responses...

- align with the program's goals
- align with data
- are informed by data
- are within the control of the program
- have measurable outcomes

Meets Expectations

Needs Improvement

Feedback

The department has engaged with its data and has strong plans for growth in the future. It is acknowledged that successful outcomes are not always figured into the data provided. It will be interesting to see if the inclusion of black feminist authors helps with black student success numbers.

This form is completed and ready for acceptance.