Instructional Discipline Template 2023
A. Program Information

Program Mission Statement

Please enter your mission statement here.

> The Women's Studies major offers both male and female students opportunities to study the experiences, history, contributions and cultural images of women domestically and internationally, with a strong emphasis on global understanding and multicultural contributions. Courses from a variety of traditional disciplines, including sociology, history, psychology, communication, and art are included within the major.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Business & Social Sciences - Womens Studies-FH

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	172	187	167	155	173	0.6%
Enrollment	174	193	173	161	195	12.1%
Sections	5	6	5	6	5	0.0%
WSCH	232	257	231	215	260	12.1%
FTES (end of term)	16	17	16	14	18	12.5%
FTEF (end of term)	0.4	0.4	0.4	0.4	0.4	0.9%
Productivity (WSCH/FTEF)	585	709	577	537	650	11.0%

B.1 - FTES

Goals: What is your program's goal with respect to FTES?

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

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the FTES in your program?

> WMN at Foothill is a small program that has been staffed exclusively by part-time faculty in the past four years. In 2022-23, the full time faculty member (who teaches approximately 30% in WMN) returned from statewide service, and enrollment increased significantly, with a jump of 34 students and one less section (meaning an average of 39 students per section in 2022-23 versus an average of 26 students per section in 2021-22).

Action: What actions does your program plan to take in order to achieve your goals?

> It is highly likely that a TMC (transfer model curriculum) will be created for Women and Gender Studies in the next year, meaning that it will be possible to offer a WMN AD-T potentially as early as 2025-2026. If the TMC is introduced, we will create an AD-T in WMN as quickly as possible. We also intend to continue with the schedule from last year, offering WMN 5 (Intro to WMN) twice a year and in the summer, and WMN 11 (Women in Global Perspective) and WMN/PSYCH 21 (Psychology of Gender) once a year. We are also actively engaged with the history department in discussions about eventually creating a Women in American History course, which could either become part of the WMN core or could serve as a support course, especially if that course is cross-listed.

Needs: What does your program need to execute this action plan?

At this time, we are waiting on the creation of the TMC. The WMN DIG (Discipline Input Group) met on 25 October in Sacramento and online and agreed to the preliminary outline for the TMC. Now an FDRG (Faculty Discipline Review Group) will need to be convened to finalize the TMC template and to create descriptors for the courses offered within the TMC. We will then need to be sure that we a) align with the template and b) submit our courses for review.

B.2 - Sections

Goals: What is your program's goal with respect to sections?

One section in fall, two sections in winter (two different courses), one section in spring, and one or two sections in summer

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

While the program is gaining momentum with the return of the full-time faculty member, we want to ensure that the program does not become bloated.

Action: What actions does your program plan to take in order to achieve your goals?

In the next year there are no plans to add additional sections unless demand outpaces current offerings.

Needs: What does your program need to execute this action plan?

N/A

B.3 - Productivity

Goals: What is your program's goal with respect to productivity?

The college average or higher

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the productivity in your program?

The return of our full-time faculty member has significantly improved productivity. By not adding sections and limiting courses to one per quarter, productivity should remain high and potentially could increase.

Action: What actions does your program plan to take in order to achieve your goals?

Retain current number of sections.

Needs: What does your program need to execute this action plan?

N/A

C. Enrollment by Student Demographics

Enrollment Distribution

Student Headcounts by Gender

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	135	78%	160	83%	131	76%	141	88%	158	81%
Male	39	22%	32	17%	38	22%	16	10%	29	15%
Unknown gender	0	0%	1	1%	4	2%	4	2%	8	4%
Total	174	100%	193	100%	173	100%	161	100%	195	100%

Student Headcounts by Race/Ethnicity

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Asian	31	18%	25	13%	36	21%	21	13%	32	16%
Black	23	13%	16	8%	11	6%	20	12%	21	11%
Filipinx	7	4%	6	3%	7	4%	8	5%	6	3%
Latinx	64	37%	89	46%	69	40%	69	43%	80	41%
Native American	2	1%	3	2%	0	0%	0	0%	1	1%
Pacific Islander	3	2%	2	1%	1	1%	2	1%	3	2%
Unknown ethnicity	0	0%	5	3%	8	5%	4	2%	4	2%
White	44	25%	47	24%	41	24%	37	23%	48	25%
Total	174	100%	193	100%	173	100%	161	100%	195	100%

C.1 - Enrollment by Gender

Goals: What is your program's goal with respect to enrollment by gender?

> To increase enrollment by male students.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

> As might be expected in WMN, the number of women enrolled significantly outpaces that of men; the percentages of male/female students are virtually identical to the numbers at De Anza, a program three times the size of Foothill's with a full time faculty member and multiple adjunct faculty.

Action: What actions does your program plan to take in order to achieve your goals?

> Continued information for counselors and others that WMN is designed for both male and female students. We have also discussed creating an Honors section of WMN 5, which might attract more male students to the program.

Needs: What does your program need to execute this action plan?

> Working with the Honors Program regarding creation of a WMN 5 honors section.

C.2 - Enrollment by Ethnicity

Goals: What is your program's goal with respect to enrollment by ethnicity?

> Current enrollment levels are solid for all ethnicity levels, and are higher than the college average for both Black and Latinx students. Current goal would be to retain those levels and potentially increase Asian enrollment,

which remains significantly lower than the college average.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

Latinx enrollment has continued to be strong in the program, but Asian enrollment has not grown, and that is something that needs to be addressed.

Action: What actions does your program plan to take in order to achieve your goals?

Speaking with counseling faculty and others about the importance of WMN for students of all ethnicities but particularly for students who come from patriarchal cultures that may feel that WMN is not appropriate for them. Continued focus on the intersectionality of the discipline and the need to reach out to students who may not see the value in the program.

Needs: What does your program need to execute this action plan?

Dedicated meetings with counselors.

D. Overall Student Course Success

Student Population Areas of Focus

Limits: **Course Credit Status** Credit

Course Success
Business & Social Sciences - Womens Studies-FH

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	121	70%	144	75%	121	70%	98	61%	137	70%
Non Success	27	16%	19	10%	27	16%	37	23%	27	14%
Withdrew	26	15%	30	16%	25	14%	26	16%	31	16%
Total	174	100%	193	100%	173	100%	161	100%	195	100%

Course Success for Black, Latinx, and Filipinx Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	55	59%	78	70%	57	66%	50	65%	60	70%
Non Success	19	20%	13	12%	16	18%	17	22%	13	15%
Withdrew	20	21%	20	18%	14	16%	10	13%	13	15%
Total	94	100%	111	100%	87	100%	77	100%	86	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	66	83%	66	80%	64	74%	48	57%	77	71%
Non Success	8	10%	6	7%	11	13%	20	24%	14	13%
Withdrew	6	8%	10	12%	11	13%	16	19%	18	17%
Total	80	100%	82	100%	86	100%	84	100%	109	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

D.1 - Student Course Success

Goals: What is your program's goal with respect to student course success?

Continue to provide students with the ability to succeed in courses within the department. Ensure that online courses have gone through POCR processes and are accessible to all students, and have all of the necessary supports in place to assist students who need additional help Increase student success rates for Black and Latine students to meet or exceed the current college average. The current faculty member teaching the courses has only been teaching since the start of the 2022-23 year, so comparisons to the previous years may not be as accurate as desired.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the student course success in your program?

Success rates for Latine students are close to the college average; success for Black students is significantly lower. It does appear that students are withdrawing rather than failing, which is a positive on one level, but we need to determine why that is happening -- are they realizing that the courses are more difficult than they expected? Is the course not what they believed it to be when they signed up? It would also be interesting to see when they are withdrawing; 2.5 weeks into the quarter is quite different than withdrawing at the end of week 8. Students who have access to additional services through the DSPS system are succeeding at high rates. Some students may require an earlier intervention if they are not showing signs of success within the first week or two weeks of the course.

Action: What actions does your program plan to take in order to achieve your goals?

Continue to focus on the intersectionality and interdisciplinary nature of WMN, bringing in additional information and materials about BIPOC women and their contributions and roles in both the United States and abroad; use additional resources that highlight the roles of women of color so that students see themselves reflected in the course materials and assessments. This quarter one of the introductory discussions asked students why they had chosen the class, and many responded that they had the class recommended by counseling faculty, so speaking with the counselors to make sure they are aware of the structure and time commitment of the class

might also help, so that students don't sign up for the class believing that it will be easy or will not require a time commitment in terms of reading and writing.

Needs: What does your program need to execute this action plan?

The only resource we need here is more time to develop our action plans and continue to improve course offerings and engagement of students. As mentioned above, the faculty member currently teaching the courses has only been teaching since the start of the 2022-23 year, so comparisons to the previous years may not be as accurate as desired.

D.2 - Course Success by Modality

Click the link below to view the program's Course Success by Modality data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/10771097_fhda_edu/EvAWlA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Goals: What is your program's goal with respect to course success by modality?

All courses in the department are currently taught online and asynchronously, so goals are similar to the above goals. The full-time faculty member teaching in WMN has been through POCR certification and accessibility training to ensure that classes are accessible to all students. The current success rate (70% in the previous year) is nearly 10% higher than the previous year; the faculty member currently teaching two of the three courses within the program has only been teaching since the start of the 2022-23 year, so comparisons to the previous years may not be as accurate as desired. While this still does not reach the level of the overall college asynchronous online percentage (78-79%), a 10% increase in a single year is a helpful sign. Having said that, the winter quarter 2024 has seen an explosion of bots in courses, particularly WMN 5, so the numbers may drop as a result.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about course success by modality in your program?

At this time, there is no intention to offer any of the WMN core courses in a modality other than asynchronous online, although courses in other departments that are part of the degree program may be taught using other modalities. As mentioned above, the success rates are nearly 10% higher in 2022-23 than in 2021-22, but because the faculty member teaching the courses has only been teaching since the start of the 2022-23 year, comparisons to the previous years may not be as accurate as desired.

Action: What actions does your program plan to take in order to achieve your goals?

At this time there is no intention in the next academic year (2024-25) to teach an in-person section, but that could change depending on demand and availability of the faculty member to teach them.

Needs: What does your program need to execute this action plan?

Nothing at this time.

E. Disproportionate Impact

Click the link below to view the program's Disproportionate Impact data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/10771097_fhda_edu/EvAWlA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group).

Black Students: 41% gap (number of students needed to close gap = 9)

Low Income: 15% gap (number of students needed to close gap = 17)

Goals: What is your program's goal with respect to disproportionate impact?

To reduce the gaps, particularly in terms black students

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the disproportionate impact in your program?

Because all sections are currently taught online, the gap for low-income students may be due to a lack of necessary equipment, especially reliable internet and access to a computer. While the Canvas app is better than most, writing a paper on a phone is not pedagogically sound and prevents students from being able to do things such as proofread their papers or use footnotes or endnotes. Encouraging students to access resources either on campus or near their homes to enable them to do the requisite work for the course is essential.

Action: What actions does your program plan to take in order to achieve your goals?

Continuing to decolonize our classes will hopefully make the courses more attractive for our students of color, particularly black students. Additionally, continuing to improve delivery in the online, asynchronous modality will hopefully lead to higher success rates for students who are disproportionately impacted. As mentioned above, an increased focus on intersectionality in terms of race/ethnicity as well as looking at economic status may make students more aware of intrinsic benefits of the courses.

Needs: What does your program need to execute this action plan?

N/A

F. Regular and Substantive Interaction

If your program has any courses that are approved for distance education, describe how regular and substantive interaction was incorporated in those courses. (List each course)

WMN 5/WMN 11 (both taught by same instructor) = RSI is incorporated in the following ways:

- Welcome message prior to beginning of class;
- Course syllabus and "Getting Started Module" both of which provide clarifying content to students;
- Announcements about the content that allow for student comments;
- Weekly announcements explaining, previewing, summarizing, and/or clarifying content;
- Video introducing each module content;
- Release of weekly module content;
- Regular deadlines throughout the quarter for assignments and other student participation;
- Instructor participation in discussion boards;
- Student feedback in gradebook;
- Review sessions;
- Rubrics;
- Instructor-initiated timely communications with students, such as:
  - Direct email, Canvas inbox, or instant messaging regarding coursework;
  - Individual meetings to discuss course content and or assignments;
  - Instructor-initiated discussions with personalized, specific, timely feedback;
  - Regular scheduled office hours, tutoring sessions, online review sessions;
  - Instructor-initiated Canvas inbox check-ins about course content, additional guidance;
  - Meeting for assignment support, • Regular check-ins regarding internships or externships.

G. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

One of my students this quarter provided this as part of an exam answer: "Women's studies is a complete and legitimate field of academic study. When I told my boyfriend I was taking an Intro to a Women's Studies class, he looked at me funny and asked "What's that?" It was only a few days into the quarter and I tried to do the best I could to explain the class and academic field to him. He joked around and asked the question "Why isn't there a men's study class?" and his expression quickly turned to thought when I said, "That is just called history." He thought about it for a second and realized the heaviness of what I just said."

Another student, as part of her discussion post about WMN as an academic discipline, wrote, "I really like this class and let me be honest; when I chose it i thought I got this I'm a woman this should be a cakewalk .... boy was I wrong! This is using a part of my brain that I have not used for years!"

Those examples of comments from this terms are provide to demonstrate two key points -- that women's studies is a vital academic discipline and that the courses within it are academically rigorous and challenging. In an age where women's rights to reproductive freedom, voting, and even existence are being stripped away around the world and here in the United States, it is more crucial than ever that WMN be offered at Foothill and at colleges and universities around the country and beyond. We will continue to strive to increase student success, especially for students within the disproportionate impact categories, and for male students who might not be familiar with the discipline but will hopefully come to recognize its significance.

This form is completed and ready for acceptance.