

## De Anza College

### Program Review – Annual Update Form – Fall 2025

1. Department/Area Name: Women, Gender and Sexuality Studies Department
2. Name of individual(s) completing the form: Susana Cruz-Ramírez
3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).
  - **RAPP feedback:** *“How are they addressing the equity gaps for low-income students, Black students and White students.”* The department utilizes OER/ZTC material for all core courses to remove systemic obstacles encountered by low-income students with limited funds for textbooks. Core courses also implement culturally responsive classroom practices (adopted from [DEI in Curriculum](#)) to support Black students, such as representative course materials, collaborating with student services faculty, and offering collaborative options for class assignments. Overall, class material also reflects themes (disability justice, beauty standards, and gendered violence) that reflects students’ lived experiences regardless of racial/ethnic background, re: White students. Additionally, FT faculty attends professional development equity workshops.
  - **RAPP feedback:** *“We are wondering about the impact of having the new position. If it’s replacing a retired faculty, what impact will that have on the department’s ability to move forward on their goals while addressing RAPPs feedback?”* While there is an initial adjustment period, former FT faculty Marc Coronado has made herself available to support with the transition of the new position. The Women Advisory Council has been another source of support with reaching departmental goals and addressing RAPPs feedback. Currently supporting with the opening of the Women's Resource and Advocacy Center that will also help with reaching department’s goals.
  - **RAPP feedback:** *“Understanding that the LGBTQ+ population is a vulnerable demographic for which we don’t collect data, have you thought of other strategies to outreach to and provide support to these students without collecting their data?”* Coordinators Lauren Gordon and Julie Wilson facilitated end-of-quarter conversations with the Pride cohort to gauge the impact of students’ experiences in the Pride Learning community. After receiving students’ feedback, we reviewed their feedback collectively to provide stronger support for our LGBTQ+ students. We are also implementing best teaching practices, such as teaching the “Introduction to LGBTQ+ Studies” in the Spring quarter to align with Queer and Now and help with recruitment in the Fall/Winter quarters. Overall “[students] seemed to enjoy being in community with each other given their shared experiences and interests”
  - **RAPP feedback:** *“Would’ve liked to see the reflection on the assessment results speak more to the aim of the SLO, and less focus on the timing of the assignment in the quarter.”* Please see “Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)”

4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).
  - The department is now fully staffed by one FT faculty after hiring Susana Cruz-Ramírez who also has formally accepted the department chair position in Fall 2025. This has made a difference in: (1) offering annual schedule for students to plan ahead (2) to have a more presence in activities at the division/institutional level (3) staffing the Pride Learning Community (4) support with 5-year course curriculum revisions, and more. If we could hire additional FT faculty and PT faculty, we could distribute departmental responsibilities more evenly so one FT faculty does not wear “multiple hats.” We can also expect departmental conversations to be richer and more substantive once we have more faculty.
  - Based on the data provided in Precision Campus, success rates for Black students increased significantly, from (53%) to (74%) success rate, which is one of De Anza’s disproportionately impacted student populations. Data also shows a slight increase in success rates for Black, Latinx, and Filipinx students overall (75%) from (73%) the trend is showing a slight increase each year for this demographic. The course success rate remains a steady (78%) for Asian, Native American, Pacific Islander, White, and Decline to State students. The overall success rate for the 2024-2025 year was (77%), which was slightly higher than the previous year (75%) and reaching closer to a (80%) success rate each year.
  - FT faculty started teaching “Introduction to LGBTQ Studies” course in the recently formed Pride learning community. Our LGBTQ+ identifying students have been historically marginalized in higher education and the department’s course offerings include curriculum and programming that centers LGBTQ+ students so that they can feel included in higher education spaces. In Fall 2024, the LGBTQ Youth Space was invited to bring an LGBTQ+ panel sharing their diverse stories with students.
  - Since many courses offered have an asynchronous modality, FT faculty have attended and completed Part I and II of RSI training. These trainings have helped faculty realize the importance of “presence” for our online students. There is still room to grow with ADA compliance and will be linking up with Online Education Center to improve and make online classes accessible for everyone.
  
5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).
  - Most of the students who take classes in this department identify as female (74%). Twenty-four percent (24%) of the students identify as male and (3%) of the students did not identify with female or male gender. It is not surprising that most of the students are still mostly 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 slightly increasing each year. From 2020-2025, the percentage of male-identifying students taking these courses ranged from 16%-24%. Last year, nearly a quarter of the students were male identifying.

- Last year, three 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, Gender, and Sexuality 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.

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

No new goals at this time. However, the department would like more funds so that we can increase the number of sections offered in the department. Only 16 sections were offered in 2024-25 compared to 28 sections previously. There is strong demand for these courses, especially for online courses from our dual-enrollment students and full-time working students. In Spring 2025, "Introduction to Women's Studies" courses had at least 11 waitlisted students plus another 10+ students requesting add codes directly to professor.

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

No additional resources were allocated at this time.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

No resources (personnel or instructional equipment) were requested, but the hiring of a new FT faculty in Fall 2024 has allowed the department continuity following the retirement of the previous FT faculty.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). 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)**

|   |   |
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| <p>Learning Outcome (SLO, AUO, SSLO)</p>                                    | <p><b>SLO from WMST 1: Introduction to Women’s Studies</b></p> <p>Students will analyze core values of Women's Studies in a multicultural and class sensitive manner, including feminism, 'voice', consciousness-raising, and others of the instructor's choice.</p>  |
| <p>Method of Assessment of Learning Outcome (please elaborate)</p>          | <p>In WMST 1 courses, students are asked to submit an end-of-quarter Final Project. They have several options to choose from to demonstrate their analysis of Women’s Studies core values. For example, students can write a letter to a feminist author, write a short story reflecting a class theme, or interview a community leader that reflects core values of Women’s Studies.</p>   |
| <p>Summary of Assessment Results</p>  | <p>In Spring 2025, 38/41 or (92%) students scored (90%) or higher in the WMST 1 hybrid course for the Final Project. 36/41 or (87%) students scored 90% or higher in the WMST 1 online course for the Final Project. The few students who scored lower made no submissions.</p>   |
| <p>Reflection on Results</p>  | <p>This Final Project aims to offer students a creative space for them to apply what they have learned in class by utilizing their unique talents/voice. It challenged them to not only regurgitate information but create something meaningful from what they learned in class.</p> <p>Student performance was successful; only a few students in each class did not submit/pass. This tells me that students are more likely to participate when assessments go beyond standardization. (It also makes it trickier to rely solely on AI to submit.)</p> |
| <p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p> | <p>The Final Project will be used again. The only enhancement to improve is offering new exciting and creative selections each quarter to captivate students’ interests. For example, I would add the options of creating a recipe book by women in students’ families, creating a screenplay that reflects class themes, or designing clothes/fashion that reflect feminist values.</p>  |

**Please email this form to your dean/manager.**

10. Dean Manager Comments:

The Women, Gender, and Sexuality Studies Department continues to demonstrate a strong commitment to equity and student-centered pedagogy. The usage of OER/ZTC materials, culturally responsive teaching strategies, and intentional collaboration with Student Services all speak to the department's ongoing effort to reduce barriers and support disproportionately impacted students. Susana has done a good job collaborating with other faculty in developing curriculum for the Pride Learning Community.

I appreciate the smooth, seamless transition from Marc Coronado to Susana as the lone FT faculty member in this department. This allowed the department to have stability and continuity in its offerings and work on campus. It can be very challenging to be the lone FT faculty member in the department since that person has to manage instruction, curriculum, scheduling, and teach in a learning community. It is clear that additional faculty would enhance the department in terms of capacity, course offerings, and departmental dialogue, especially since the state will soon be coming out with the new TMC (transfer model curriculum) for an Associate's Degree for Transfer in Women's Studies.

The improvement in success rates, particularly for Black students, is a significant achievement and reflects the department's intentional pedagogical practices and commitment to equity. Maintaining and expanding these gains will be important as the department continues to engage in assessment cycles and refine teaching strategies.

The SLO assessment results are strong, and the emphasis on authentic, creative, student-driven projects supports deeper learning and engagement. I love the ideas that Susana has listed as ways students could do their end of quarter final project. These ideas are very creative and would rely less on writing.

Overall, this department is a model of equity-minded, student-centered, interdisciplinary education.

#### 11. Vice President/Associate Vice President Comments:

The Women, Gender, and Sexuality Studies Department continues to demonstrate strong leadership in equity-centered instruction, culturally responsive pedagogy, and student success. The transition to a new full-time faculty member and department chair has strengthened program stability, annual scheduling, curriculum leadership, and engagement with the Pride Learning Community. The department's use of OER and zero-textbook-cost materials removes financial barriers for low-income students, while intentional instructional practices have contributed to a significant increase in success rates for Black students. High student demand, particularly for online courses, underscores the need for additional sections and faculty capacity to sustain access, equity, and pathway development.