Instructional Comprehensive Program Review: Women & Gender Studies Program Review

Cover

Overview
Title Women & Gender Studies Program Review

Year of Last Comprehensive Review

Year of Last Mini Update, if applicable

Originator Clark, Marjorie

Area Dean Colleen A. Calderon

Division
SocSci, Humnt, Arts, & PE

Department
Women's Studies

Subject

- WOMS - Women's Studies

Is this a review for a degree/certificate or all the courses in the subject?
All Courses

Courses with no Degree or Certification

- WOMS 010 - Introduction to Women's and Gender Studies - Active

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

- Loyola, Angelina

Overview

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- **Access**
- **Curriculum and programs**
- **Services**

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.
Areas of focus are:

- **Increase visibility**
- **Develop strategic partnerships**
- **Building campus community**

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.
Areas of focus are:

- **Communication**
- **Employee development**
- **Transparent Infrastructure**

Related Assessments

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

  The present-day Evergreen Valley College (EVC) Women & Gender Studies (W&GS) Program, (formerly the Women's Studies program) can trace its origin to the creation of the 2005 Women Studies Certificate. This 16-unit interdisciplinary certificate was created by Marjorie Clark, a psychology instructor and Counselor who recognized that EVC courses, pedagogy and co-curricular activities did not address the needs, concerns, experiences, and perspectives of female-identifying students, members of the LGBTQ+ community and other marginalized groups at EVC. To address this deficit, and with the goal of creating brave spaces for scholarly inquiry, research, and reflection, in 2005 Marjorie Clark, created the W&GS Certificate and established an Advisory Board to oversee course offerings and programing. Today, the W&GS Advisory Board functions as the central organizing body responsible for carrying out the program's mission of preserving, expanding, and transmitting knowledge about women, gender, and sexuality with an intersectional, social justice perspective. The program's goal is to create learning environments that challenge students to question the status quo, apply their knowledge to solving social problems and to become socially responsible global citizens.

  In 2010, through the power of grassroots organizing, the pioneering members of the W&GS Advisory Board and EVC students collected 2,000+ signatures on a petition as well as resolutions from the EVC Academic Senate and EVC Associated Student Government for the establishment of an onsite Womyn's Center. After much discussion with all shared governance groups, the Center opened in 2010 and became a dedicated space for female-identifying, marginalized, and reentry students to gather and work. In 2019 the Womyn's Center changed its name to the Womyn's Gender Equity Center, to better align with the program's mission of advancing diversity, inclusion, and equity at EVC.

  New courses that intentionally examined the experiences, concerns, and needs of female-identifying individuals from an intersectional, psychological, historical, social, political, and cultural perspective were created to further advance the program's mission. The courses, WOMS-010 Introduction to Women & Gender Studies, AJ-123

Women and the Criminal Justice System, EDIT-026 Women in STEM, ENGL-032 Gender in Literature, History-014 Women in American History, Psych-025 Psychology of Women: Global Perspective, PSYCH-026 Violence Against Women: Cross-Cultural Perspective,

 SERV 002 Service-Learning: Personal and Career Development are core and elective requirements in our AA General Studies with Emphasis in Women and Gender Studies degree that was created in 2010 and our Social Justice-Gender Studies- Associate In Arts For Transfer that was created in 2021. The W&GS courses are also part of other EVC transfer degrees such as the AA-T Social Justice-Ethnic Studies; AA-T Social Justice-Chicano Studies; AA-T Social Justice-Asian American Studies; AA-T Social Justice –African American Studies; AA-T History; AA-T Anthropology and AA-T Psychology.

In addition to the courses and two degrees, the W&GS program established a Scholarship, *Womyn For Womyn Mentoring* and *Leadership* components. The program also created a TalkSpace Series, Tenure Track Support Group, and a Brown Bag Lecture Series to create a sense of community and encourage students to make connections between theory and direct action. In addition to these services, the program also offers students Service-Learning and Internship opportunities, information on campus and community resources, workshops on salary negotiations, Financial Aid, Essay Writing, Sexual Assault, and Domestic Violence prevention, Womyn's Herstory Celebration annual events in March, and much more.

Despite all of these accomplishments the W&GS program has faced significant institutional barriers and roadblocks since the beginning. The central challenge has been a lack of institutional funding. It wasn't until 2018, two decades after the program's inception that the EVC President Keith Aytch, established a 40% Faculty Coordinator position to provide leadership for the program. A year later, in 2019 the President Aytch, approved a full-time, fund-10 Program Specialist position for the W&GS Program and the Honors Institute. As a result of deceptive actions on the part of an executive Administrator the Program Specialist position was unilaterally changed at the last minute from a Fund-10 (Institutional) funding to a Fund-17 (grant) funding. When the grant expired in 2020 the Program Specialist position was eliminated by the SJECCD Governing Board. The W&GS program is currently getting by with less than 20 hours of temporary clerical support, which expires in spring 2022. Without a designated permanent, full-time, Fund-10 Program Specialist, the program won't be able to offer vital services to students. Another major impediment is the lack of a full-time faculty member designated to teach in the program. Today, many of our classes are taught by Associate faculty members who often rotate in and out of the program with limited capacity to participate in the planning of our learning communities. Given these major obstacles, members of the Advisory Board remain steadfast in their commitment to seek institutional funding for staffing and program development.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

    Not Applicable: This is the W&GS first Comprehensive Program Review.

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

    Since its inception, the W&GS program's core values, vision and mission directly aligns with, and contributions to EVC's mission to "empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens." All of the W&GS courses, as well as our two degrees, seek to create learning environments that challenge students to question the status quo, apply their knowledge to solving social problems and become socially responsible global citizens.

    One of the W&GS program's major strengths is our ability to respond quickly to shifting social norms and students' needs. Our program has changed to become more inclusive, intersectional, and to include a stronger focus on gender theory, LGBTQ+ and sexuality studies. Consequently, we changed the program's name from the Women's Studies Program to the Women & Gender Studies Program. Moreover, we changed our Womyn's Center's name to the Womyn's Gender Equity Center. We also changed many of our core and elective courses

to include a gender, feminist, transnational, intersectional perspectives. The AA General Studies with Emphasis in Women and Gender Studies degree was also revised in 2020 to help students complete the degree requirements in a timely manner.

In keeping with EVC's mission of preparing students of diverse backgrounds to succeed academically, we have increased the number of sections in our Women's Studies, History, and Psychology classes. Prior to the Covid-19 pandemic transition to remote learning, our W&GS courses historically offered face-to-face, hybrid and asynchronous formats to provide students with different learning modalities. In addition to adding more sections, we created the AA-T Social Justice-Gender Studies degree, which received State approval in 2021. This new transfer degree is in alignment with the college's goal of offering more transfer degrees and providing guided pathways for student success. Furthermore, in 2020 the program worked closely with a psychology faculty member to create Psych-027 Introduction to LGBTQ, the first LGBTQ focused course at EVC. We also made certain to include a 40-hour Service-Learning or Public Service requirement in our AA General Studies with Emphasis in Women and Gender Studies degree to instill a sense of civic responsibility and global citizenship.

To further "empower and prepare students from diverse backgrounds" to succeed academically, we made it a priority to equip our Womyn's Gender Equity Center with workstations for students with brand-new laptops, a conference room, and a lending library. Moreover, in 2020 we reinstated our Womyn For Womyn Mentoring Program, which provides students with mentors who help them achieve their educational and personal goals. To enhance our Mentoring program, we created a Leadership component that offers students internship and volunteer opportunities as well as a leadership Lecture Series.

Our most far-reaching accomplishment, which took members of the W&GS Advisory Board decades to secure, is the 40% reassign Faculty Coordinator position which was granted to us in 2018 by EVC President, to provide leadership, and advocacy for the program.

While we have been able to realize great gains, the W&GS program has faced many significant institutional barriers to our road to success. Two major challenges we currently face is a lack of a full-time faculty member teaching in the program and a permanent, full-time Fund-10 classified professionals to staff our Womyn's Gender Equity Center, organize our events, and provide the necessary clerical duties for the day-to-day operation of the program. Without a full-time permanent Program Specialist, we will not be able to keep the Womyn's Gender Equity Center open for students and will have to cut many of our programs and services. We foresee drastic reduction that will substantially undermine all the accomplishments that we have realized in the past two decades.

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

   Not Applicable: This is the W&GS first Comprehensive Program Review.

- **5. Please describe where you would like your program to be three years from now (Program goals) and how the college mission, strategic Initiatives and student success.**

   We envision a day when the W&GS program will have a full-time, permanent Program Specialist who will staff and keep our Womyn's Gender Equity Center doors open for our students, and who will provide the necessary administrative assistance so that we can continue to offer a wide spectrum of educational experiences and support services for our students to "succeed academically and to be civically responsible global citizens." Our program goals for the next three years, listed below, are informed by our primary directive to offer courses that provide an intersectional analysis of gender, women, and sexuality through innovative teaching strategies that improve student engagement and success

Program Goals

- Hire a Full-Time Program Specialist
- Hire a Full-Time Tenured Track Faculty member with an FSA in W&GS and Psychology
- Secure a Budget for office supplies
- Expand course offerings to include more evening sections
- Develop multiyear programming to allow students to work towards a degree at night and weekends in addition to daytime hours.
- Create new courses, Women of Color, Women in Sports and Sociology of Gender
- Create a new ADT LGBTQ+ degree
- Expand community-based Service-Learning opportunities and designed Service-Learning projects across curriculum
- Establish more partnerships with community gender-based organizations to provide students with internships opportunities and advocacy work
- Offer "Honors" Option in all W&GS courses
- Increase connections and a sense of Learning Communities by adopting language about the program in each course syllabus; pre-recorded video of Faculties and Advisory Board members to use as a program orientation
- Strengthen Womyn For Womyn Mentoring Program

Program Set Standards (Summary Tab)

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'14-F'20 average		**71.10%**		

Courses with no Degree or Certification

WOMS 010 - Introduction to Women's and Gender Studies   Created: 10/25/2018
Modify Course   Originator: Charlie Kahn-Lomax

Program Success Rate 54.9%

**Program Set Standard** **: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.**

Program Set Standard 49.41%

**Recommendation:** **90% of the 2 year average success rate could be your program standard (average x 0.9).**

**Program Success Goal** **: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.**

Program Success Goal 57%

- **Is your program success rate higher or lower than the campus?**

     Our program success rate is lower, 16.2%, than the campus rate.

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

Course Completion and Success
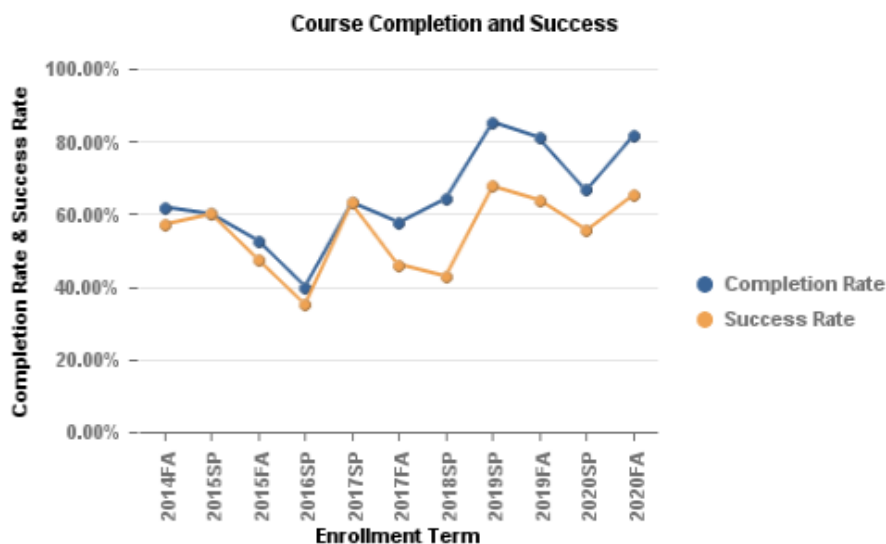
The 2014-2020 data illustrates an ebb and flow particularly between 2014-2018. There was a significant increase between Spring 2018- Spring 2019 and then a decrease in Spring 2020. Covid-19 may have been a contributing factor.

Overall, the program success rate is significantly lower in comparison to EVC's success rate. The overall average success rate [54.9%] may be correlated to a few factors:

1) The number of students enrolled in the program is typically low, with an average of 28 students per semester. This can lead to a significant fluctuation in the data if a few students do not perform well.

2) The W&GS program is distinctive from traditional programs [i.e. Art, Biology, Math] as the course requirements for the degrees vary across a wide range of disciplines. This may be particularly challenging for the faculty to work collaboratively as a whole. The goal moving forward is to focus on strategies for faculty to work in concert to increase student success.

Strategies:

- Strengthen participation in the W&GS Advisory Board, where program goals and strategies are developed.

- Require faculty to participate in early alert in order to identify students who may need academic support.

- Encourage all W&GS faculty to offer tutoring referrals for students who need academic support.

- Encourage students to use the laptops/ work-stations provided in the Womyn's Gender Equity Center.

- Increase OER/ZTC adoption - currently there are two W&GS courses offering ZTC courses. Our goal is to increase OER adoption by at least 20%.

- Offer PDD training workshops for faculty teaching W&GS courses in support of developing relevant strategies to identify weaknesses, improve course materials, and offer innovative pedagogical practices that are student centered.

- Incorporate Service-Learning assignments in all W&GS courses.

- Create learning communities by adopting a common theme every academic year that involves students with "big questions" about social issues.

- Encourage students in all the classes to meet with a counselor to develop an educational plan.

- Continuously publicize student resources in all classes, i.e. financial aid workshops, tutoring and campus-wide resources. Create a "W&GS Student Resources" webpage using Google Site, specifically for W&GS courses, which all W&GS faculty can edit in real time.

- Encourage the teaching faculty to develop Flipped Classrooms (https://www.schoology.com/blog/flipped-classroom) and Liquid Syllabus.

- **Is the current program success rate higher than the program set standard?**

  The current program success rate is higher than the set standard [+5.49%].

  Recommended Standard 49.41% [54.9 x .9]

- **How close is the program to meeting the program success goal?**

  Our program is very close to meeting the program success goal [2.1%]. Our success stands at 54.9% and our program success goal is set at 57%. We aim to increase our success rate by at least 2.1%.

  Please note: Our success rate fluctuates from semester to semester. Although our average is slightly lower, we have met our goal several times within the past 5 years.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

  Yes, the program set standards and program success goals are current.

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian**

  Program Average Total Enrolled
  1.000

  Program Success Rate
  0.000

- **Asian**

  Program Average Total Enrolled
  6.000

  Program Success Rate
  63.900

- **Black or African American**

  Program Average Total Enrolled
  2.000

  Program Success Rate
  43.800

- **Hawaiin/Pacific Islander**

  Program Average Total Enrolled
  1.000

  Program Success Rate
  66.700

- **Hispanic**

Program Average Total Enrolled
17.000

Program Success Rate
56.200

- **Two or More Races**

  Program Average Total Enrolled
  2.000

  Program Success Rate
  36.700

- **Unknown**

  Program Average Total Enrolled
  3.000

  Program Success Rate
  47.200

- **White**

  Program Average Total Enrolled
  2.000

  Program Success Rate
  63.300

Success Rates: Measures by Gender

- **Female**

  Program Average Total Enrolled
  24.000

  Program Success Rate
  53.600

- **Male**

  Program Average Total Enrolled
  5.000

  Program Success Rate
  57.500

- **No Value Entered**

  Program Average Total Enrolled
  0.000

  Program Success Rate
  0.000

Success Rates: Measures by Age

- **17 & Below**

  Program Average Total Enrolled
  2.000

  Program Success Rate
  90.000

- **18-24**

  Program Average Total Enrolled
  20.000

  Program Success Rate
  55.700

- **25-39**

  Program Average Total Enrolled
  5.000

  Program Success Rate
  50.900

- **40 & Over**

  Program Average Total Enrolled
  3.000

  Program Success Rate
  47.700

- **Unknown**

  Program Average Total Enrolled
  0.000

  Program Success Rate
  0.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**
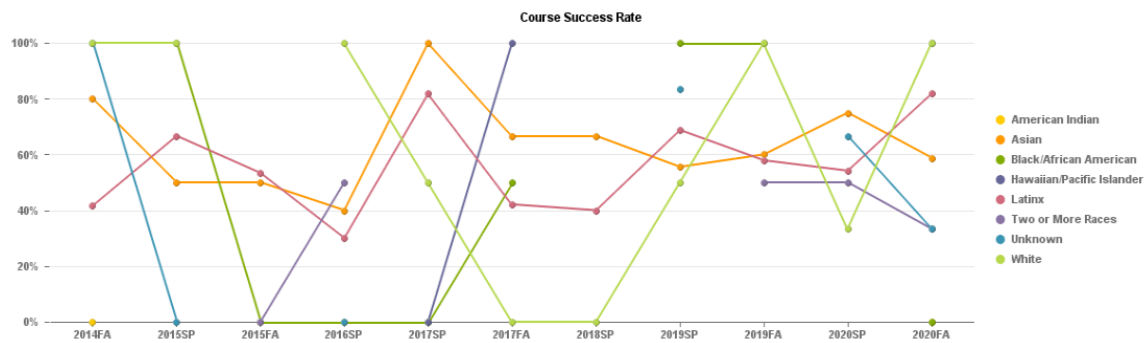
  The W&GS program success rates are significantly less than the rest of campus. However, it is key to note that the number of enrolled students is also significantly lower (Ex: 2 African American students vs. EVC at 493). Therefore, even if just one student does not succeed, the success rates drop significantly. This is true for all categories.

  Our program is lower in almost every category except for 17 & below (+5.07%) and Hawaiian & Pacific Islander (.91%).

  Based on the data, it is evident that the largest equity gaps as compared to EVC are in the following categories:

  - Two or more races [32.25%]

  - 40 & over [31.26%]

  - Unknown race [24.58%]

  - Ages 25-39 [23.90%]

  - Latinx [7.69%]

  - African American [17.12%]

  - Asian [14.28%]

  - Females [19.73%]

The lowest equity gaps are White [10.29%] and Males [10.93%], as compared to EVC.

1. **With respect to disaggregated success rates, list any equity gaps that are identified and discuss possible interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

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- **African American [17.12%]**
- **Asian [14.28%]**
- **Females [19.73%]**

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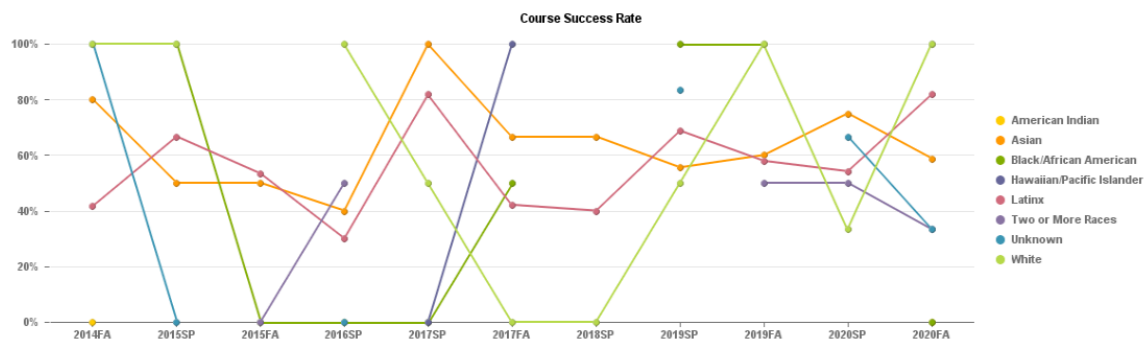
Based on data, our goal is to at least meet EVC success rate by implementing possible strategies moving forward are as follows:

Strategy	Timeline	Reassessment
Secure a designated program coordinator and counselor to provide support and guidance to students participating in the program	**Program Specialist: Spring 2023** **Counselor: Fall 2024**	**Fall 2022**
*To address the needs of the older student population [40+] - we can offer more evening courses.	**Spring 2024**	**Fall 2024**
*Connect students of color to other EVC student programs that offer ethnic/ cultural support - example (Umoja/ Affirm, ASPIRE, ENLACE]	**Spring 2024**	**Fall 2024**
*Develop student progress reports so that we can efficiently address individual needs and provide support	**Spring 2024**	**Fall 2024**
*Open our Women Center for longer hours	**Spring 2024**	**Fall 2024**

The stated goals/ strategies are dependent upon securing a Program Specialist.

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<center>**Implementation and Reassessment Timeline:**</center>

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*Open our Women Center longer hours	**Spring 2024**	**Fall 2024**

The stated goals/ strategies are dependent upon securing a Program Specialist.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

  Based on data, our goal is to at least meet EVC's success rate by implementing possible strategies moving forward as follows:

  - Work towards securing a designated counselor to provide support and guidance to students participating in the program.

  - Offer more evening sections to address the needs of the older student population [40+] at EVC.

  - Connect students of color to other EVC academic programs that offer ethnic/ cultural support - (Umoja/ Affirm, ASPIRE, ENLACE].

  - Develop student progress reports so that we can efficiently address individual needs and provide students with the support they need.

  - Increase hours of operation for the Women's Gender Equity Center.

  - Create a cohort model to create a sense of community among students.

  Given the small sample of students being served in the program as compared to EVC, a recommendation is to increase program enrollment numbers and continue to track data over time to determine if the trend holds true.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

  Yes, the program offered one fully online course, Psych025: Psychology of Women, Global Perspective, prior to Covid.

  The only data for online courses that the Office of Research, Planning and Institutional Effectiveness could provide was for Fall 2022. There is no data provided for F2F courses Fall 2020. No comparison is possible.

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program:
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
(http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

You will need to select drop down menus and then "select program type by major of study" (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box "program type- four digits TOP", then update report to get program specific information.

Degree Type

- **AA**

  Number of Awards (Examine 2014-15, 2015-16, 2016-17,2017-18 data 2018-19 data and 2019-20 data)

0

Discussion

As of fall 2019 there have been no degrees granted.

- **AA-T**

  Number of Awards (Examine 2014-15, 2015-16, 2016-17,2017-18 data 2018-19 data and 2019-20 data)
  0

  Discussion

  This is a new degree approved by the State for Fall 2021, no degrees have been granted as of this writing.

Student Enrollment Types

Related Assessments

Student Enrollment Type: Day or Evening Student

- **Day: 4721 - 51.130%**

  Program Average Headcount
  24.000

  Program Percentage of Total
  43.640

- **Day & Evening: 3111 - 33.690%**

  Program Average Headcount
  13.000

  Program Percentage of Total
  23.640

- **Evening: 1061 - 11.490%**

  Program Average Headcount
  6.000

  Program Percentage of Total
  10.910

- **Unknown: 341 - 3.700%**

  Program Average Headcount
  12.000

  Program Percentage of Total
  21.820

Student Enrollment Type: Academic Load

- **Full Time: 2259 - 24.450%**

  Program Average Headcount
  8.000

  Program Percentage of Total
  28.570

- **Half Time or less than half time: 6214 - 67.280%**

  Program Average Headcount

17.000

Program Percentage of Total
60.710

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

  Not Applicable This is the W&GS first Comprehensive Program Review.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

  Student Enrollment Types (average F14-F20)

Day or Evening Student	Program average Headcount	Percentage of Total	EVC (average headcount and percentage of total headcount)	
Day	24	43.64%	4721	51.13%
Day & Evening	13	23.64%	3111	33.69%
Evening	6	10.91%	1061	11.49%
Unknown	12	21.82%	341	3.70%

Academic Load	Program average Headcount	Percentage of Total	EVC (average headcount and percent of total headcount)*	
Full Time	8	28.57%	2259	24.45%
Half Time or less than half time	17	60.71%	6214	67.28%

  This is our first Program Review. However, we can note that EVC enrollment for all categories is higher than the W&GS program enrollment, with the exception of the "Full Time" and "Unknown" categories. For the full-time category, the program was 4.12% higher in enrollment than EVC. In the Unknown category, the Program exceeds EVC's enrollment by 18.12%.

- **c. Based on the data, would you recommend any changes?**

  Based on the data, our recommendation is to offer more daytime courses.

Student Demographics - Headcount

Related Assessments

Student Demographic: Gender

- **Female: 5022 - 54.390%**

  Program Headcount
  24.000

  Program Percentage of Total
  84.130

- **Male: 4176 - 45.220%**

  Program Headcount
  5.000

  Program Percentage of Total
  17.450

- **No Value Entered: 36 - 0.390%**

  Program Headcount
  0.000

  Program Percentage of Total
  0.000

Student Demographic: Age

- **17 & Below: 465 - 5.000%**

  Program Headcount
  2.000

  Program Percentage of Total
  5.640

- **18-24: 5542 - 59.990%**

  Program Headcount
  20.000

  Program Percentage of Total
  67.660

- **25-39: 2214 - 24.010%**

  Program Headcount
  5.000

  Program Percentage of Total
  20.100

- **40 & Over: 1006 - 10.900%**

  Program Headcount
  3.000

  Program Percentage of Total
  13.320

- **Unknown: 9 - 0.100%**

  Program Headcount
  0.000

  Program Percentage of Total
  0.000

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 45 - 0.480%**

  Program Headcount
  1.000

  Program Percentage of Total

3.400

- **Asian: 3675 - 39.790%**

  Program Headcount
  6.000

  Program Percentage of Total
  19.910

- **Black or African American: 218 - 2.360%**

  Program Headcount
  2.000

  Program Percentage of Total
  6.940

- **Hawaiin/Pacific Islander: 38 - 0.410%**

  Program Headcount
  1.000

  Program Percentage of Total
  3.720

- **Hispanic: 3650 - 39.500%**

  Program Headcount
  17.000

  Program Percentage of Total
  59.330

- **Two or More Races: 245 - 2.650%**

  Program Headcount
  2.000

  Program Percentage of Total
  6.080

- **Unknown: 773 - 8.390%**

  Program Headcount
  3.000

  Program Percentage of Total
  9.990

- **White: 591 - 6.420%**

  Program Headcount
 2.000

  Program Percentage of Total
  6.450

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

  The data shows our program's total headcount has increased overall.

Seat Count by Gender
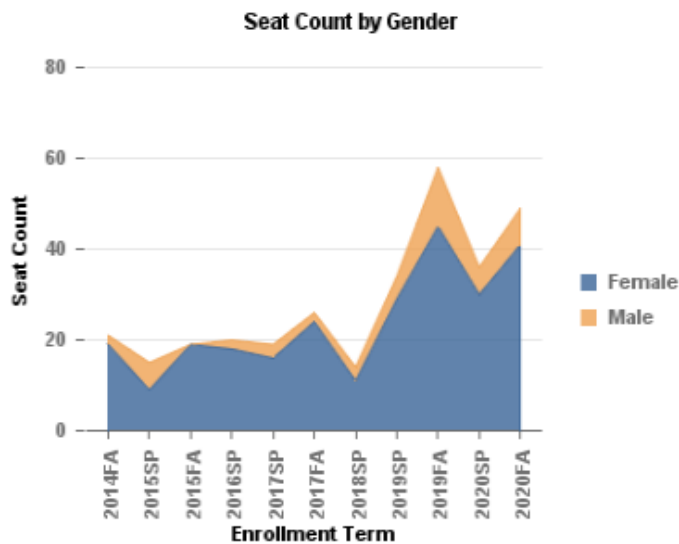
Females: Increased from the lowest in Spring 2015 with 9 students to the highest in Fall 2019 with a head count of 45 female students. The highest shift took place from Spring 2018 to Spring 2019 with an increase of 163.64%. Most notably, the W&GS program serves 29.74% more female students than EVC's total percentage.

Males: The male student population is notably lower than the female student population. On average, there were 5 male students each semester compared to 24 females. This equates to -27.77% compared to EVC's 45.22%. The highest shift was from Spring 2018 to Spring 2019, with an increase of 66.67%.

Seat Count by Age
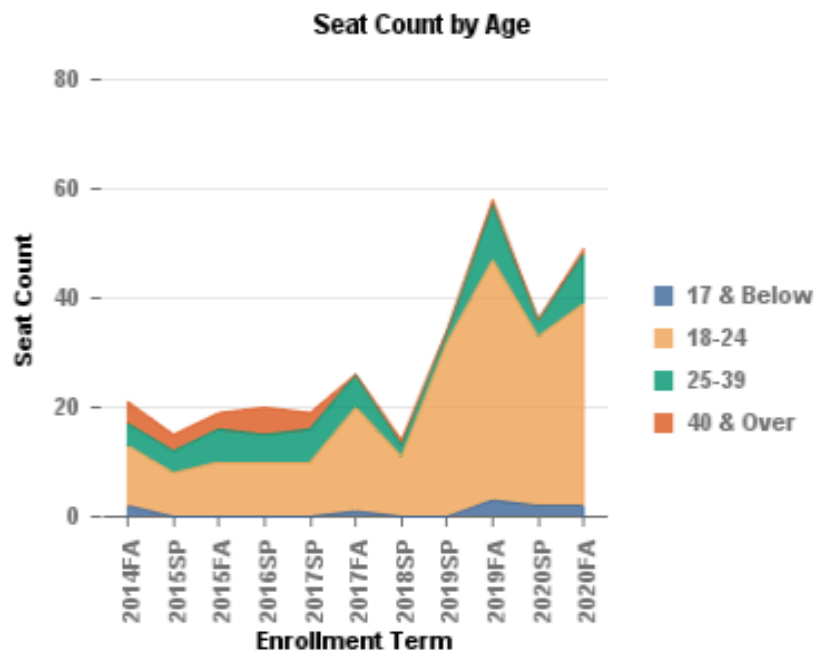
The W&G program rates for age are mostly above EVC's rates. The only age group which is lower than EVC's rates is the 25-39 age range, which stands at -3.91%, lower than EVC's 24.01%. Given the close proximity, the program is doing fairly well meeting EVC's total percentage.
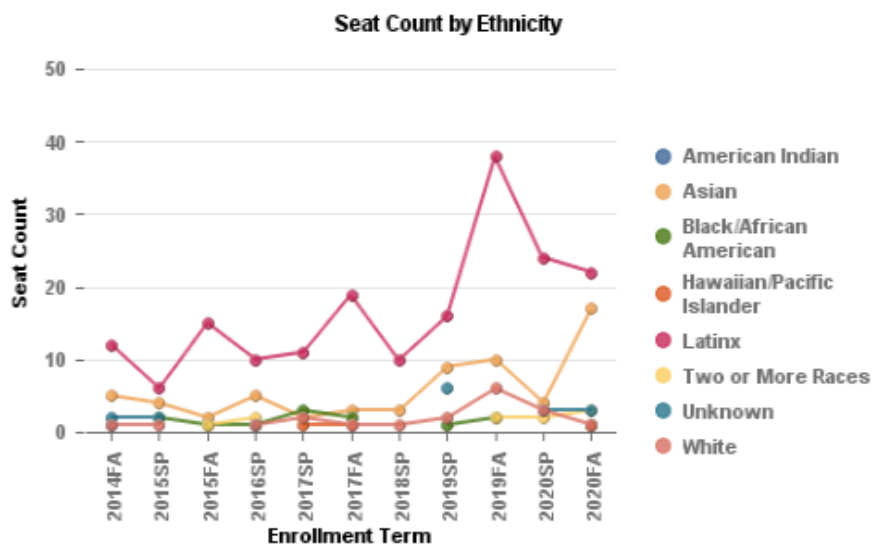
Seat Count by Ethnicity

All races/ ethnicities are faring well within the program with the exception of Asian students. Asian students in the program are under-represented at 19.91% as compared to EVC's overall population of 39.79% [-19.88%]. The program also serves a large number of the younger population [18-24] at 67.66% compared to EVC's 59.99% [+7.67%].

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

  W&GS vs. EVC student population:
  - W&GS serves a higher percentage of female students [+29.74%]
  - W&GS serves a higher percentage of students ages 18-24 [+7.67%]
  - W&GS serves a higher percentage of students ages 40+ [+2.42%]
  - W&GS serves a higher percentage of African American students [+4.58%]
  - W&GS serves a higher percentage of Latinx students [+19.83%]

  All races/ ethnicities are faring well within the program with the exception of Asian students.
  - Asian students in the program are under-represented at 19.91% as compared to EVC's overall population of 39.79% [-19.88%].
  - Males are under-represented in the program at 17.45% compared to EVC's 45.22% [-27.77%]
  - Age group 25-39 are also under-represented at 20.10% compared to EVC's 24.01% [-3.91%]

  Males do not make up the majority of the program students. Females have a significant lead over males at 84.13% of the student program population. This is most likely due to the nature of the program, which was created and developed with women in mind. The program also serves a large number of the younger population [18-24] at 67.66% compared to EVC's 59.99% [+7.67%].

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

  The most notable gaps are the male and Asian students. While this program targets female-identifying students, addressing this gender gap by recruiting more male students would enrich classroom discussions and bring in more diverse ideas.

In order for the program to meet its mission of preparing students to be social activists to work towards a more equitable society, we need more male allies.

Male students should have access to knowledge about women, gender, and sexuality from an intersectional, social justice perspective. The program's goal is to create learning environments that challenge ALL students to question the status quo, apply their knowledge to solving social problems, and to become socially responsible global citizens.

In regards to the Asian student gap, we plan to meet and dialogue with the ASPIRE program to identify strategies to recruit/ invite Asian students into our program.

Institutional Effectiveness (5 year average, see Summary Tab)

EVC Capacity: 62.49% EVC Productivity: 14.72

Program Capacity
39.80

Program Productivity
10.88

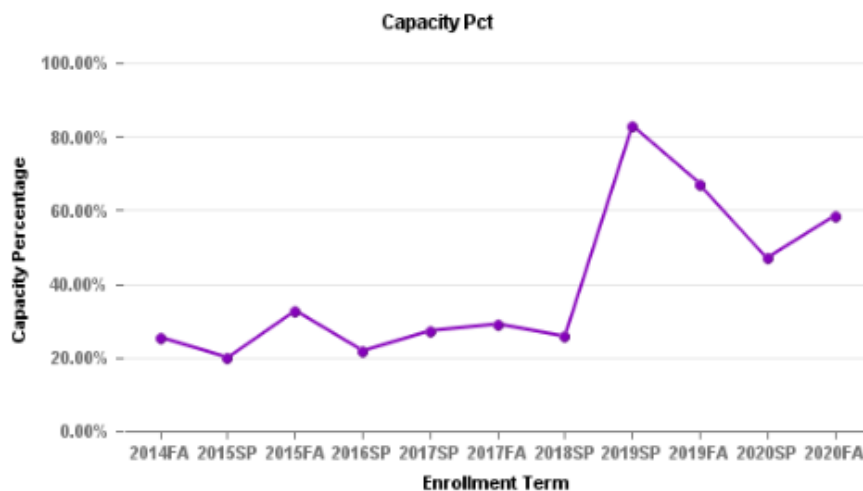**Is your capacity rate higher or lower then the campus?**
Lower

Is your productivity goal higher or lower than the campus?
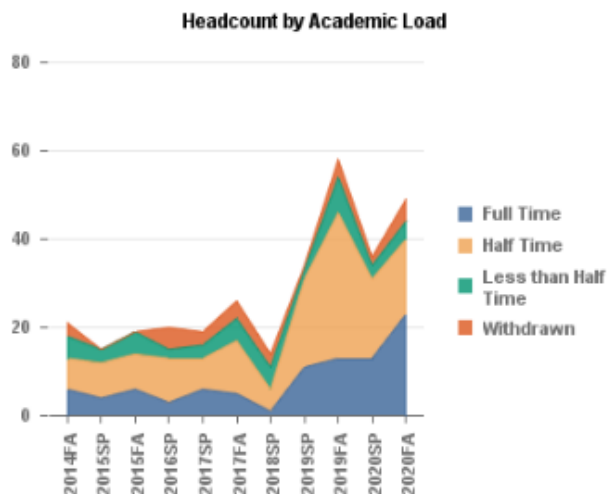Lower

If the program capacity and/or productivity is lower than the campus, please provide rationale:
The current program capacity is 39.80% as compared to EVC's 62.49%.

Rationale:

- Withdrawal rate is at 10.71%. Student retention needs to be addressed.

- Retention: There is a need to recruit, enroll, and maintain student retention

- Completion rates - age factors: 66.71% of students ages 18-24 are completing the program; ages 25-39 are at 54.80% ; and 40+ stand at 60.21% completion rate.

- Capacity and productivity may also be due to part-time students, whereas, 60.72% of students are either half-time or less.

Headcount by Academic Load

The current productivity is 10.88, as compared to EVC's 14.72.

Rationale:

- Many of the W&GS courses are in "soft sciences." Historically, classes in those disciplines [SSHAPE] tend to have lower productivity rates when compared to Math, Business, and the "hard sciences".

- Productivity can be attributed to the historically low enrollment of the program. Again, addressing retention issues is a priority for the program.

- Recruitment can be done through the dual-enrollment program, EVC Outreach and the First Year Experience (FYE) program.

Curriculum

Related Assessments

Courses with no Degree or Certification

- WOMS 010 - Introduction to Women's and Gender Studies - Active

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

    This is the first program review for the W&GS program; however, we can note the following:

    - AA General Studies with Emphasis in Women's Studies degree was updated and activated in Fall 2021
    - New AA-T Social Justice-Gender Studies degree was activated in Fall 2021
    - W&GS Courses updates and timeline are listed below:

Course Number	Course Title	Updated/Effective Term	Planned Update
WOMS-010	Introduction to Women's and Gender Studies	Fall 2019	Fall 2025
HIST-014	Women In American History	Fall 2018	Fall 2024

ENGL-032	Gender in Literature	Fall 2020	Fall 2025
PSYCH-025	Psychology of Women: Global Perspective	Fall 2020	Fall 2025
PSYCH-026	Violence Against Women: Cross-Cultural Perspective	Fall 2020	Fall 2025
EDIT-026	Women in STEM	Spring 2016	Spring 2022

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).**

All the courses offered in the program remain relevant in the discipline by being part of either AA-T Social Justice-Gender Studies degree or and the AA General Studies with Emphasis in Women & Gender Studies degree. All of the courses are also all transferable to both California State University (CSU) and University of California (UC) systems.

Table W&GS 1A. Courses Developed & Offered by W&GS Program

Course Number	Course Description	Degree/Transfer Status
WOMS-010	**Introduction to Women's and Gender Studies** 3 Units This course will explore women's and gender theories and the perspectives of women from different ethnicities, ages, social groups and social classes, along with contemporary definitions and values that affect women's livelihoods. Perspectives on cultural, ethnic, and gender similarities and differences will be examined. Issues and experiences affecting transgender, sexual orientation will be explored. (C-ID SJS 120)	Transfer Status: CSU/UC Degree Applicable: AA/AS CSU GE: D IGETC: 4 District GE: D, ES
HIST-014	**Women in American History** 3 Units This is a historical survey course about women in the United States from Pre-Columbian to present times. The course will analyze the social, political, and economic aspects of women's lives. Also, the course will examine the interaction of race, class, ethnicity and gender.	Transfer Status: CSU/UC Degree Applicable: AA/AS CSU GE: D, US-1 IGETC: 4 District GE: D, ES, US-1

ENGL-032	**Gender in Literature** 3 Units This introductory survey of literature focuses on the stereotyped and individualized characterizations of gender in multicultural literature, including fiction, nonfiction, poetry, drama, and film. Students will read, discuss, and write about literary images of men and women, representations of gender in literature, portrayals of gender-based attitudes and values, and the ways in which writing can change conventional views of gender.	Transfer Status: CSU/UC Degree Applicable: AA/AS CSU GE: C2 IGETC: 3B District GE: C2, ES
PSYCH-025	**Psychology of Women: Global Perspective** 3 Units This course examines the female experience from a global, historical, familial, cultural and psychological framework, and analyzes how women's lives are shaped by social and economic institutions, political movements, ethnicity, race and individual experiences. Psychological theories and current research will address concepts of development, gender-typing, sexism, motherhood, work, adaptation, well-being as well as other psychological questions of central concern to women.	Advisory Level: Read: 3 Write: 3 Math: None Transfer Status: CSU/UC Degree Applicable: AA/AS CSU GE: D, E IGETC: 4 District GE: D, E, ES
PSYCH-026	**Violence Against Women: Cross-Cultural Perspective** 3 Units This course presents an overview of various forms of violence against women and girls from a global and human rights perspective through critical examination of social structures and psychological research. Contemporary attitudes towards women, children, power, aggression, sexuality, race and class will be investigated. Topics will include, rape, wife beating, incest, sexual harassment, sex trafficking, pornography, honor and dowry killing, and economic, psychiatric and military violence. The course will also consider the ways in which women are individually and collectively combating these various forms of violence.	Transfer Status: CSU/UC Degree Applicable: AA/AS CSU GE: D IGETC: 4 District GE: D

EDIT-026	EDIT 026 Women in STEM 3 Units	Transfer Status: CSU Degree Applicable: AA/AS
	Female participation and retention in science, technology, engineering and math (STEM) education and careers is an international issue with critical social, economic and political implications. In this course, students will learn strategies for women and girls to overcome the societal and cultural barriers to STEM careers and focus on narrowing the gender gap in STEM. Students will do so by exploring emerging technologies and their potential impact in increasing women's access and success in STEM education and careers.	CSU GE: None IGETC: None District GE: None

Table W&GS 1B. Courses Offered by the W&GS program and Relevancy in the Discipline

Course Number	Course Title	• Relevancy In The Discipline
WOMS-010	Introduction to Women's and Gender Studies	Part of TMC in AA-T Social Justice-Gender Studies degree Major requirement in AA General Studies With Emphasis in Women & Gender Studies degree
HIST-014	Women In American History	Part of TMC in AA-T Social Justice-Gender Studies degree Major requirement in AA General Studies With Emphasis in Women & Gender Studies degree
ENGL-032	Gender in Literature	Part of TMC in AA-T Social Justice-Gender Studies degree Major Elective in AA General Studies With Emphasis in Women & Gender Studies degree
PSYCH-025	Psychology of Women: Global Perspective	Major requirement in AA General Studies With Emphasis in Women & Gender Studies degree Major Elective in AA-T Social Justice-Gender Studies degree

PSYCH-026	Violence Against Women: Cross-Cultural Perspective	Major Elective in AA General Studies With Emphasis in Women & Gender Studies degree Major Elective in AA-T Social Justice-Gender Studies degree
EDIT-026	Women in STEM	Major Elective in AA General Studies With Emphasis in Women & Gender Studies degree

Table W&GS 1C. Terms and Time Courses Offered

Course Number	Course Title	Terms Offered	Time Offering
WOMS-010	Introduction to Women's and Gender Studies	Fall, Spring	Days & Evenings
HIST-014	Women In American History	Fall, Spring	Day & Online
ENGL-032	Gender in Literature	Fall	Day & Online
PSYCH-025	Psychology of Women: Global Perspective	Fall, Spring	Day & Online
PSYCH-026	Violence Against Women: Cross-Cultural Perspective	Not offered in 2 years	Not offered in 2 years
EDIT-026	Women in STEM	Fall, Spring	Online

Only one course, Psych-026 Violence Against Women: Cross-Cultural Perspective, specifically developed for the W&GS program has not been offered in the past two years. Request to offer the course has been made to the Division Dean and the course will be offered in 2022-2023 academic year.

- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

ASSOCIATE IN ARTS FOR TRANSFER 2021-2022 Social Justice Studies-Gender Studies

The Associate in Arts for Transfer (AA-T), Social Justice Studies-Gender Studies is a dynamic interdisciplinary field of study that examines our diverse human experiences and identities from a social, psychological, historical, political and economic perspective. From an intersectional, feminist, transnational, LGBTQ and social justice framework, we investigate how assumptions about Gender Studies shape our culture, institutions, daily lives and social interactions. Through student-initiated research and community service projects students develop skills to recognize, confront and to find creative solutions to social injustice in our communities.

Program Learning Outcomes

- Apply the basic principles from the field of women, gender, sexuality and feminist studies.
- Identify the intersections of identities (e.g., gender, race, ethnicity, class, sexuality, abilities etc.) and assess the ways in which they contribute to instances of privilege and power dynamics across cultures and time.
- Analyze how assumptions about women, gender and sexuality impact social and power structures in research, business, literature, criminal justice and STEAM fields.
- Engage in social action work with local, national, and/or transnational organizations and communities.

Required Core:

- ETH 010 Introduction to Ethnic Studies 3.0
- WOMS 010 Introduction to Women and Gender Studies 3.0
- HIST 014 Women in American History 3.0

List A: *Select three courses from at least two of the following areas* 9.0

Courses must be related to social justice, gender/women, or ethnicity/race. Only one course from Area 4 may be used.

Area 1: History or Government

- POLSC 001 Politics and Government in America 3.0

Area 2: Arts and Humanities

- ENGL 032 Gender in Literature 3.0

Area 3: Social Science

- PSYCH 025 Psychology of Women: Global Perspective 3.0
- PSYCH 026 Violence Against Women: Cross-Cultural Perspective 3.0
- PSYCH 100 Human Sexuality 3.0
- SOC 011 Social Problems 3.0

Area 4: Quantitative Reasoning and Research Methods

- MATH 063 Elementary Statistics 3.0
- OR BUS 060 Fundamentals of Business Statistics 3.0
- OR PSYCH 018 Introduction to Research Methods 3.0

Major Requirements 18.0

CSU GE-breadth or IGETC for CSU 37-39

Total Units 60.0

To be awarded the Associate Degree for Transfer, students must have the following:

• Completion of 60 CSU transferrable units

• Completion of at least 18 units in the major with a grade of "C" or better. A "P" (Pass) grade is also an acceptable grade for courses in the major if the course is taken on a Pass/No Pass basis.

• A minimum of at least 2.0 GPA in CSU transferrable courses (*note that a higher GPA may be required in some institutions*).

• Certified completion of the CSU General Education-Breadth (CSU GE-Breadth) requirements, or completion of the Intersegmental General Education Transfer Curriculum (IGETC for CSU) requirements

Please Note: No more than 60 units are required for this degree and no additional requirements will be imposed by Evergreen Valley College. *Some GE courses may be double-counted within the major and will reduce the number of units. General electives may be needed to reach 60 units. Please consult with a counselor to determine which courses are applicable.*   (May, 2021)

ASSOCIATE IN ARTS FOR TRANSFER Social Justice Studies - Gender Studies Program Map

Map is for reference only for the 2021-2022 catalog year. It represents one possible pathway through the program. Be sure to make an appointment with a counselor to create an education plan that is customized to meet your needs.

Term 1	Units	CSU GE	IGETC for CSU	Notes
ETH 010	3	C2	3B	CORE
WOMS 010	3	D	4	CORE
ENGL 001A	3	A2	1A	
GE	3	B4	2A	
GE	3	A1	1C	
Total Units	**15**			

Term 2	Units	CSU GE	IGETC for CSU	Notes
HIST 014	3	D	4	CORE - US-1, US-2, US-3*
GE	3	A3	1B	
GE	3	C1	3A	
GE	3 - 4	B1/B3	5A/5C	
Major Elective	3			List A: Select one course from at least two areas: Area 1, Area 2, Area 3, or Area 4. Only one course from Area 4 may be used.
Total Units	**15**			

Term 3	Units	CSU GE	IGETC for CSU	Notes
Major Elective	3			List A: Select one course from at least two areas: Area 1, Area 2, Area 3, or Area 4. Only one course from Area 4 may be used.
GE	3 - 4	B2	5B	
GE	3	C2	3B	Recommended: ENGL 001B
GE	3	D	4	Recommended: POLSC 001 - US-1, US-2, US-3*

Transferable Electives	2 - 3			
Total Units	**15**			

Term 4	Units	CSU GE	IGETC for CSU	Notes
Major Elective	3			List A: Select one course from at least two areas: Area 1, Area 2, Area 3, or Area 4. Only one course from Area 4 may be used.
GE	3	E	Transferable Electives	
GE	3	F	Transferable Electives	
Transferable Electives	6			As needed to reach a minimum of 60 transferable units
Total Units	**15**			

For courses that meet the below graduation requirements, refer to the appropriate general education pattern (https://www.evc.edu/current-students/degrees-certificates) you are following (CSU GE or IGETC for CSU).

* CSU Graduation Requirement: Student must complete a set of courses that meet the US-1, US-2 and US-3 American Institutions requirement.

ASSOCIATE IN ARTS 2021-2022 General Studies with Emphasis Women & Gender Studies

The General Studies with Emphasis in Women and Gender Studies Associate in Arts Degree is an interdisciplinary course of study that stresses an intersectional, transnational, feminist, queer theory, and social justice approach to the study of women and gender. Utilizing perspectives from disciplines such as Women's Studies, Psychology, Literature, History, and Sociology students explore how gendered experiences are created and shaped by social and economic institutions, political movements, and power structures. Through student driven Community Service-Learning or Public Service projects students learn to identify and implement strategies to achieve gender equity. Graduates from this versatile degree will be able to transfer and pursue a Baccalaureate Degree in Women's Studies, Women Gender and Sexuality studies. The degree prepares students to find employment in Healthcare, Non-profits, Social Work, Journalism, Public Policy, Education, Communications, Family Services, Research and other professional fields.

Program Learning Outcomes:

- Communicate both orally and in writing in a culturally responsible manner.
- Analyze gender roles using intersectional analysis, of race, ethnicity, sex identity, gender, sexuality, social class, and ability, in various cultural and historical contexts.
- Analyze and critique gender images in literature, visual and performing arts, digital media, and popular culture.
- Identify and implement strategies to address societal and power inequities to promote social justice and human rights for all genders.

Major Requirements

- WOMS 010 Introduction to Women's and Gender Studies 3.0
- PSYCH 025 Psychology of Women: Global Perspective 3.0
- **Major Electives - Select 5 Courses from the following:**

- AJ 123 Women and Criminal Justice 3.0
- ENGL 032 Gender in Literature 3.0
- EDIT 026 Women in STEM 3.0
- SOC 011 Social Problems 3.0
- HIST 014 Women in American History 3.0
- PSYCH 026 Violence Against Women: Cross-Cultural Perspective 3.0
- PSYCH 096 Marriage, Family, and Intimate Relationships 3.0
- PSYCH 100 Human Sexuality 3.0
- SERV 002 Service-Learning: Personal and Career Development 3.0

Community Service-Learning/Public Service Requirement

Select One Option

- 40 hours of Community Service-Learning in Major or Elective Courses **or**
- 40 hours of Public Service approved by EVC Service-Learning and Public Service Program

Major Requirements 6.0

Major Electives 15.0

General Education 39.0

Total Units 60.0

Some GE courses may be double-counted within the major and will reduce the number of units.

General electives may be needed to reach 60 units. Please consult with a counselor to determine which courses are applicable. (June, 2021)

A.A. General Studies with Emphasis in Women & Gender Studies Program Map

Map is for reference only for the 2020-2021 catalog year. It represents one possible pathway through the program. Be sure to make an appointment with a counselor to create an education plan that is customized to meet your needs.

Term 1	Units	A.A. GE	NOTES
WOMS 010	3	D	
ENGL 001A	3	A2	
GE	3	C1	
AA Applicable Electives	3		
Total Units	**15**		

Term 2	Units	A.A. GE	NOTES
Psych 25	3	D/E	
ENGL 032	3		
GE	3	A3	
GE	3	B4	
GE	3	C1 or C2	
Total Units	**15-16**		

Term 3	Units	A.A. GE	NOTES
HIST 014	3	D	US-1, US-2, US-3*
GE	3	A1	
GE	3 - 4	B1/B3	
AA Applicable Electives	3		
Total Units	**15 - 16**		

Term 4	Units	A.A. GE	NOTES
ENGL 032	3	D/E	
GE	3 - 4	B2/B3	
GE	3	D	US-1, US-2, US-3*
Physical Activity	1		
AA Applicable Electives	5		As needed to reach a minimum of 60 - 61 AA applicable units
Total Units	**15 - 16**		

For courses that meet the below graduation requirements, refer to General Education Requirements for Associate in Arts (https://www.evc.edu/current-students/degrees-certificates).

* American Institutions Graduation Requirement: Student must complete a set of courses that meet the US-1, US-2 and US-3 American Institutions requirement

+ Cultural Pluralism Graduation Requirement: Student must complete a course that meets EVC's Cultural Pluralism/Ethnic Studies requirement

Physical Activity Graduation Requirement: Student must complete a course that meets EVC's Physical Activity requirement

A.A. Degree – Math Competency is a MATH course with a prerequisite of MATH 013

- **4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

The Association of American Colleges and Universities has identified Service-Learning as a High-Impact Educational practice that increases student success. Service-Learning (SL) is a teaching and learning methodology that enhances student learning through active participation in meaningful community service that is directly connected to course content and theory. Through real world experiences, students enhance their course learning and develop a sense of social and civic responsibility. The W&GS program adopted the SL pedagogy as a core value and made it a graduation requirement for the Associate of Arts General Studies With Emphasis in Women and Gender Studies degree. Our goal was to identify and to create service projects and

assignments that would provide students with direct experience with issues they were studying in their W&GS courses so that they could learn to analyze and solve problems in the community. While this pedagogy remains central to our program's teaching philosophy, the reality is that many of the faculty members teaching in the program have neglected to offer SL assignments in their courses. For this reason, the program is unable to determine the impact that this pedagogy has on our students and their success rates.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

    The W&GS program is always interested in developing innovative, vibrant, engaging curriculum. The Advisory Board is currently actively engaged in plans to develop the following course:

    - Women of Color
    - Women in Sports
    - Sociology of Gender

    Additionally, the program plans to develop a degree in Sexuality, Gender and Queer Studies or LGBTQ+ Studies to offer students the opportunity to study sexuality from a variety of cultural and disciplinary perspectives. The W&GS program strongly believes that students need to acquire a greater understanding of how sexuality has been organized throughout history in different cultures to gain a greater appreciation of sexual diversity and the complex ways in which gender interacts with other identities and power structures. Our new Psych-027 Introduction to LGBTQ+ Studies will be a core major requirement in this new degree.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

    The W&GS program has one Associate Degree for Transfer (ADT). Our AA-T Social Justice: Gender Studies degree is a two-year associate degree that is fully transferable to the California State University (CSU) system. With this degree our W&GS graduates, who meet the CSU's minimum eligibility requirements are guaranteed priority admission to a CSU campus, although not necessarily to a specific campus or major. They are also guaranteed that they need only complete an additional 60 units to obtain a baccalaureate degree when they transfer. Our interdisciplinary degree also prepares students to major in Women & Gender, and Sexuality Studies and work in a variety of careers such as Education, Human Resources, Nonprofit organizations, Journalism, Law Lobbyist, Advocacy and more.

    Several four-year colleges and universities in EVC's region offer a Social Justice and Women Studies degree. San Jose State offers a BA in Sociology, Concentration in Women, Gender and Sexuality Studies degree, CSU Fresno offers a Women's Studies degree, and San Francisco State offers a Women and Gender Studies degree. At San Francisco State their WGS 200 Introduction to Women & Gender Studies is articulated with our WOMS-010 Introduction to Women's and Gender Studies course. Our course also has a CID number SJS 120 designation. Our graduates who wish to transfer enjoy all the benefits that an ADT degree affords.

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

    No external accreditation or certification is required.

Student Learning Outcome and Assessment

Related Assessments

Student Learning Outcomes

WOMS 010 - Introduction to Women's and Gender Studies - Analyze, critique and defend theories regarding women, gender, race and class from text books, the media, and oral presentations.

WOMS 010 - Introduction to Women's and Gender Studies - Compare and contrast relationships within and among cultures, gender groups and social classes that value identity and empowerment.

WOMS 010 - Introduction to Women's and Gender Studies - Distinguish between women and gender issues in the United States and globally through reading, politics, media and the workplace.

WOMS 010 - Introduction to Women's and Gender Studies - Apply historical actions of specific role models to their local communities.

Program Learning Outcomes

- **1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs (http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29 (http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29)). Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

General Education (GE) Institutional Learning Outcomes (ILO's)

ILO 1: Communication – The student will demonstrate effective communication, appropriate to audience and purpose.

ILO 2: Inquiry and Reasoning – The student will critically evaluate information to interpret ideas and solve problems.

ILO 3: Information Competency – The student will utilize information from a variety of sources to make an informed decision and take action.

ILO 4: Social Responsibility – The student will demonstrate effective interpersonal skills with people of diverse backgrounds and effectively function in group decision-making.

ILO 5: Personal Development – The student will demonstrate growth and self-management to promote life-long learning and personal well-being.

Program Learning Outcomes (PLOs)

1. Apply the basic principles from the field of women, gender, sexuality and feminist studies.

2. Identify the intersections of identities (e.g., gender, race, ethnicity, class, sexuality, abilities etc.) and assess the ways in which they contribute to instances of privilege and power dynamics across cultures and time.

3. Analyze how assumptions about women, gender and sexuality impact social and power structures in research, business, literature, criminal justice and STEAM fields.

4. Engage in social action work with local, national, and/or transnational organizations and communities.

Associate in Arts for Transfer Social Justice Studies – Gender Studies

Table W&GS 1D. PLO & ILO

Program Learning Outcomes	Linked to ILO
1. Apply the basic principles from the field of women, gender, sexuality and feminist studies.	1, 2, 3, 4
2. Identify the intersections of identities (e.g., gender, race, ethnicity, class, sexuality, abilities etc.) and assess the ways in which they contribute to instances of privilege and power dynamics across cultures and time.	2, 3, 4

3. Analyze how assumptions about women, gender and sexuality impact social and power structures in research, business, literature, criminal justice and STEAM fields.	2, 3
4. Engage in social action work with local, national, and/or transnational organizations and communities.	1, 4, 5

Associate in Arts General Studies: Women and Gender Studies

Table W&GS 1E. PLO & ILO

Program Learning Outcomes	Linked to ILO
1. Communicate both orally and in writing in a culturally responsible manner.	1, 4, 5
2. Analyze gender roles using intersectional analysis, of race, ethnicity, sex identity, gender, sexuality, social class, and ability, in various cultural and historical contexts.	2, 3, 4
3. Analyze and critique gender images in literature, visual and performing arts, digital media, and popular culture.	1, 2, 3
4. Identify and implement strategies to address societal and power inequities to promote social justice and human rights for all genders.	1, 3, 4, 5

Table W&GS 1F. PLO & SLO

COURSE	PLO's	SLO's	Assessment Term	SLO ASSESSMENT

AJ123: Women and Criminal Justice	2, 3	1. Examine the history and influence of women in the criminal justice system including challenges, experiences, and barriers related to offenders, victims, and criminal justice professionals. 2. Compare and contrast causes and theories of crime as it relates to gender, and analyze external and internal differences of female offenders and victims of crime. 3. Recognize the cycles of offending and common violence theories, and critique strategies and services provided by federal, state, and local criminal justice agencies to address and assist society. 4. Assess the criminal justice system's response in intervention, treatment, education, mental health services, confinement, recidivism, and working with women and minorities 5. Analyze legal, moral, and ethical structures that relate to women as offenders, victims, and/or professionals working in the criminal justice system and evaluate how such structures directly improve quality of life, benefit the community, and/or meet due process standards.	Spring 2019	Faculty did not submit SLO statistics. Faculty comment: "The results of the SLO assessments are satisfactory. The opportunities to explain procedures and the barriers women experience in the criminal justice system seemed to enable students to successfully comprehend the complexities females experience."
EDIT26: Women in STEM	1, 2, 3, 4	1. Analyze factors affecting women's participation in STEM fields from a historical perspective 2. Assess how STEM education and careers have affected women nationally and globally 3. Create strategies to recruit, support and retain women in STEM education and careers 4. Analyze women's contribution in STEM education and careers 5. Analyze the future of women in STEM education and careers from a global perspective		Course has not been offered for several years - therefore there are no SLO reports

ENGL032: Gender in Literature	1, 3	1. Describe images of gender in literature by defining, comparing, and contrasting gender, ethnic, and age-based stereotypes and assessing significance of religion, social class, setting, marital status, and sexual orientation. 2. Analyze the relationship of gender in literature to society. 3. Analyze the relationship of the individual reader to gender in literature by comparing readers' experiences with those of characters in literature and assessing readers' reaction to the themes conveyed about gender in literature. 4. Compare and contrast images of gender in distinct genres of literature	Fall 2019

Almost all (90%+) of the students have mastered the competency.

In online section 201, 12 students took the final exam and 12 passed: 100%. The course assessment survey, 67% of students said they learned "a lot" about this SLO, and 33% said they learned "a great deal."

HIST014: Women in American History	1, 2, 3	1. Identify gender-related issues and assess them from a historical perspective. 2. Distinguish collective from individual women's issues. 3. Evaluate the application of terms and phrases such as patriarchy, equality, sexism, LGBT and power-relationships, as well as evaluate gender-based stereotypes about women in various periods of American history. 4. Critically evaluate the similarities and differences between women across the lines of race, class, sexual orientation and ethnicity. 5. Assess the patterns of change and continuity in women and their roles in American history. 6. Critically evaluate primary and secondary sources of information.	Fall 2019

Most (70-89%) of the students have mastered the competency.

Most students were able to discuss the actions that women took during the Revolution, many had difficulty with the politicization of women prior. In future lectures will have to be modified to emphasize the actions of women during the boycotts leading up to the Revolution.

PSYCH025: Psychology of Women: Global Perspective	1, 2, 4	1. Evaluate and discuss gender as a social construct 2. Explain gender biases and discrimination from a global perspective 3. Differentiate sex-related psychological disorders and treatment 4. Explain the difference between traditional and feminist psychotherapy 5. Identify strategies for effecting social change in promoting gender equality	Fall 2019	Most (70-89%) of the students have mastered the competency. Ch2 quiz: 22/27 (81.5%) scored C or higher; Midterm 1: 21/26 (80.8%) scored C or higher; Research Paper: 18/20 students (90.0%) scored C or higher
PSYCH026: Violence Against Women: Cross-Cultural Perspective	1, 2, 3, 4	1. Articulate the global nature of gender based violence. 2. Discuss patriarchy as a social structure and its relationships to violence against women. 3. Critically analyze the sociological, psychological and economic consequences of violence against women. 4. Explain various women's right's initiatives and strategies for eradicating violence against women and helping survivors.		Course has not been offered for several years - therefore there are no SLO reports
SERV002: Service-Learning: Personal and Career Development	2, 4	1. Describe the mission, services, clientele and social problems of the community organization or schools where they served 2. Discuss the importance of Community Service-Learning, civic and social responsibility 3. Evaluate future career options while performing service 4. Formulate strategies for lifelong personal development 5. Describe and demonstrate appropriate social skills to develop positive interpersonal relationships with diverse groups and individuals		*11/20 students (55%) scored C or higher Students who submitted the assignment achieved satisfactory mastery of the competency *Only 11/20 students submitted this writing assignment

| WOMS10: Intro to Women and Gender Studies | 1, 2, 3, 4 | 1. Analyze, critique and defend theories regarding women, gender, race and class from text books, the media, and oral presentations.

2. Compare and contrast relationships within and among cultures, gender groups and social classes that value identity and empowerment.

3. Distinguish between women and gender issues in the United States and globally through reading, politics, media and the workplace.

4. Apply historical actions of specific role models to their local communities. | Faculty member submitted SLO report - does not appear in Curriqunet - SLO coordinator is looking into this matter. |

- **2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) Your program review will not be approved unless every SLO for every course in your program, and every PLO (if your program has a degree or certificate) is complete and approved by EVC's SLO Coordinator. All SLOs and PLOs must be assessed every two years.**

This is the first W&GS Comprehensive Program Review. Therefore, there are no activities and results to offer a comparative analysis. However, the program coordinator (Marjorie Clark) and the program review co-contributor (Angelina Loyola) have recently discussed challenges within the program that need to be further examined. The plan is to bring this information back to the W&GS Advisory Board in spring 2022. The following are challenges that have be brought to our attention during the process of completing this program review:

Challenges	Strategies
Based on the nature of the program, which consists of interdisciplinary courses, there is little to no collaboration between faculty teaching the courses, which we believe is impacting our success rates and program identity.	The W&GS Board will address these issues going forward and devise a plan to work with the program Dean to ensure all participating faculty members are working towards the program's goals.
Some of the course SLO reports are not populating, and/or missing data in the final report. We have found multiple issues within Curriqunet that have hindered the process of reporting SLO's efficiently.	We have discussed this with SLO specialist (Grace Estrada), and with Fahmida Fakhruddin, IEC Coordinator.
Two courses, EDIT-26 Women In STEM, and AJ-123 Women In Criminal Justice, in our AA General Studies with Emphasis in Women and Gender Studies have not been taught in several years due to low enrollment.	Increase marketing of courses and the program.

- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

  Unable to offer sufficient response until this program addresses some of the challenges noted in question #2. Discussions begin with the W&GS Advisory Board and program Dean in spring 2022.

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

  Currently, the Women & Gender Studies (W&GS) program has one, 40% reassigned faculty position designated to Coordinate the program. This translates to approximately 13 hours a week. The faculty members teaching in the program are from different disciplines in the Social Science and Language Arts divisions. The following is a list of the W&GS staff, faculty members, the courses they teach and their contributions to the program:

  Marjorie Clark, Program Coordinator & Faculty Member

  W&GS CURRICULUM: Ms. Clark developed and teaches PSYCH-25 Psychology of Women: Global Perspective. She revised PSYCH- 96 Marriage and Family to include a study of domestic violence an important topic in the field. She also developed PSYCH-26 Violence Against Women, SERV-002 Service-Learning: Personal and Career Development.
  EDUCATION: A.A., Englewood Cliffs College, New Jersey, B.A., Montclair State College, New Jersey, M.A., New School for Social Research, New York
  AREAS OF EXPERTISE: Psychology, Domestic Violence, Sexual Assault, Service-Learning and Counseling.
  CONTRIBUTIONS: Ms.Clark is the founder and Coordinator of the W&GS Program. She provides leadership and advocacy for the program. Ms. Clark Co-Chairs the W&GS Advisory Board, identifies goals, strategies, policies, procedures and services for the program. She acts as the liaison between the program, college and the community. Additionally, she is responsible for identifying and co-authoring with faculty in the discipline curriculum for the program. She created the AA General Studies: Gender Studies degree and AA-T Social Justice: Gender Studies Degree. Ms. Clark is currently working on a LGBTQ+ transfer degree.

  Charlie Khan-Lomax, Faculty member Co-Chair W&GS Advisory Board

  W&GS CURRICULUM: Ms. Khan-Lomax, developed and teaches WOMS-10: Intro to Women and Gender Studies for the program.
  EDUCATION: AA, Contra Costa College; BA, San Francisco State University and MA, San Jose State University.
  AREAS OF EXPERTISE: Women Studies and Ethnic Studies (African American/Black Studies) Educational Counseling specializing in first generation college students who are historically disadvantaged, low income).
  CONTRIBUTIONS: Ms. Khan-Lomax is a founding membe**r** of the program and **C**o-Chairs of W&GS Advisory Board with the Marjorie Clark the Program Coordinator. As a Black/African American, she brings a Womanist, intersectional perspective and stresses Critical Race Theory to empower students to "BE" Agents of Change as they pursue their educational goals and go out into the world!

David Hendricks, Faculty Member

W&GS CURRICULUM: Dr. Hendricks teaches HIST- 4**:** Women in American History
EDUCATION: B. A. History (UCSB); M.A. History (UC Davis); Ph.D. History (UC Davis)
AREAS OF EXPERTISE: U.S History; African American History; Women in American History
CONTRIBUTIONS: David Hendricks has been teaching American Women's History since 2015. History 14 is one of the core classes for the WGS Degree and also helps to fulfill the CSU U.S. History, Constitution and American Ideals requirement. When first offered, History 14 had difficulty loading and was cancelled on occasion. Once the course was redesigned to fulfill the CSU U.S. History, Constitution and American Ideals requirement, it fulfilled a specific GE requirement and began to load to capacity regularly. The class is now in demand by students and is available in online or in-person formats. Several sections are offered each semester, and we now also offer one section during the summer session. Dr. Hendricks also serves on the Women & Gender Studies Advisory Board and organizes various events with the Honors Institute.

Lori Injejikian, Associate Faculty Member

W&GS CURRICULUM: Ms Injejikian teaches History 14: Women in American History
EDUCATION: B.A. History (California State University, Northridge); M.A. History - Gender and Women's Studies, McGill University
AREAS OF EXPERTISE: U.S History; Women in American History; History of Diasporas in America; Gender and Women's Studies
CONTRIBUTIONS: Lori Injejikian has been teaching HIST-14 American Women's History since 2020. This course provides students with the opportunity to fill in the void that traditional histories of the United States have left. History 14 incorporates the lives and stories of persons of marginalized genders, sexualities, and the like. History 14 is one of the core classes for the WGS Degree and helps fulfill the CSU U.S. History, Constitution, and American Ideals requirement. Ms. Injejikian also serves on the Women & Gender Studies Advisory Board.

Robin Hahn, Faculty Member

W&GS CURRICULUM: English 32, Gender in Literature
EDUCATION: B.A., M.A. English; Reading, TESOL, and Educational Technology Certificates; Certificate in Women Gender and Sexuality Studies in progress.
AREAS OF EXPERTISE: Composition, Literature, Women Gender and Sexuality Studies, Reading, English as a Second Language, Educational Technology
CONTRIBUTIONS: Robin Hahn is a member of EVC's Language Arts faculty and began teaching ENGL- 33, Women in Literature, in 2009. She developed its replacement course, English 32, Gender in Literature, in 2016 as an OER online course, which received state approval to enter the California Online Course Exchange in 2020. The course explores themes of social justice, religion, technology, and the environment through the lens of gender in literature, speculative fiction, and international films. Ms. Hahn also serves on the Women & Gender Studies Advisory Board.

Patricia Tirado, Faculty Member

W&GS CURRICULUM: Ms. Tirado, teaches HIST-14: Women in American History.
EDUCATION: B.A. History & M.A. History (CSUH); Ed.D. Leadership with emphasis in Community College Curriculum, Mills College
AREAS OF EXPERTISE: U.S. History, Mexican American History, California History, Native American History

CONTRIBUTIONS: Ms. Tirado has been teaching American Women's History at CSU and community college level for approximately 10 years. HIST-14 is one of the core classes for the W&GS Degree and also helps to fulfill the CSU U.S. History, Constitution and American Ideals requirement. She also serves on the Women & Gender Studies Advisory Board serves on various subcommittees such as the Wmyn's Herstory Celbration planning Committee.

Nasreen Rahim, Faculty Member

W&GS CURRICULUM: Dr. Rahim, developed and teaches EDIT 26: Women in STEM
EDUCATION: M.A. Linguistics and TESOL (SJSU); Ed.D. Leadership in Global Education (Northcentral University); Education and Technology (UC, Santa Cruz)
AREAS OF EXPERTISE: Dr. Rahim is the Instructional Technology Faculty and Distance Education Coordinator for 20 years. Currently, she is the lead faculty for the Educational Instructional Technology (EDIT) Program. Dr. Rahim has been teaching EDIT 26: Women in Technology since 2017 at Evergreen Valley College. This is a core course in for the Online Teaching and Educational Technology Certificate Program at EVC. This course explores female participation and retention in science, technology, engineering, and math (STEM). STEM education and careers is an international issue with critical social, economic, and political implications. Dr. Rahim also serves on the Women & Gender Studies Advisory Board.

Angelina Loyola, Faculty Member

W&GS CURRICULUM: Ms. Loyola teaches SOC11 Social Problems and ; SERV-002 Service-Learning for Career and personal development, two course in the W&GS degrees.
EDUCATION: [EVC] AA Psychology; [SJSU] BA Sociology [Minor: Criminology]; [SJSU] MA Mexican-American Studies.
AREAS OF EXPERTISE: Ms. Loyola Sociology, Ethnic Studies, EVC OER Liaison, Culturally Relevant Curriculum [CRC], Chicana/o Culture, Chicana/o Resistance, Critical Race Theory, Intergenerational Trauma/ Internalized Oppression.
CONTRIBUTIONS: Professor Loyola's position contributes to program success as she has been teaching for the San Jose Evergreen Community College District since 2016. As an Ethnic Studies and Sociology instructor, her pedagogy is grounded in equity and social justice which is aligned with the mission of the W&GS Program. Contributions to the success of the program are demonstrated through her personal connection to the college [alumni] and the diverse student demographic. As a first-generation college student, she has a profound understanding of the challenges that underrepresented student's experience. She is a current member of the W&GB Advisory Board and serves as the OER/ZTC Liaison.

Milina Jovanovic, Faculty Member

W&GS CURRICULUM: Ms. Jovanovic teaches WOMS-10: Intro to Women and Gender Studies
EDUCATION: BA, Law Studies and Sociology of Law, Belgrade, Yugoslavia; M. A. Law Studies and Sociology of Law, emphasis on Gender Studies; J. D., Belgrade, Yugoslavia; M. A. Social Sciences and Women's Studies, SJSU, San Jose, CA
AREAS OF EXPERTISE: Women and Gender Studies, Sociology of Law, Sociology of the Family, Ecofeminism, Women's Spirituality, Matriarchal Studies, Ethnic Studies; History of Immigration; Immigration Policy; History of Serbian Americans; U. S. and E. U. foreign policy; Sociology of Love
CONTRIBUTIONS: Ms. Jovanovic unique educational and professional experiences provides students with a global perspective committed to divesting from white supremacy, capitalist exploitation, and patriarchal oppression.. Ms. Jovanovic serves on the W&GS Advisory Board Her and her empirical research and policy analysis informs the program's transnational perceptive.

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

  Faculty teaching in the W&GS program will need to participate in a comprehensive training on the principles of "Good Practice" for Service-Learning. This training will occur annually in either an individual or group setting. Moreover, faculty will also be encouraged to attend annual roundtable discussions with their colleagues on how to design meaningful Service-Learning projects and assignments that prepare students to apply course

theories to solving local and global social problems. Additionally, W&GS faculty will need to participate in SLO roundtable discussion every semester to discuss their course SLO and how it aligns with the Program's Learning Outcomes.

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

  The W&GS Fund 10 Budget that we received from the Dean Colleen Calderon does not make sense, for the spreadsheet only shows funds of approximately $235.00 for an Hrly Cert Sal-Non-Teaching salary. The budget should include the coordinator's salary, and it does not. Even if the coordinator's salary was included in the budget it would not be enough since there is no funding for a full time program Specialist, which we need desperately or a modest amount for office supplies.

GL Account Number	Description	Budget	Actuals	Encumbrances	Remaining	% Received/ Spent
10-21-2201-00000-51400	User Unspecified : Hrly Cert Sal-Non Teach	$0.00	$194.28	$0.00	($194.28)	101%
10-21-2201-00000-53110	User Unspecified : STRS	$0.00	$32.85	$0.00	($32.85)	101%
10-21-2201-00000-53120	User Unspecified : STRS Non-Instructional	$0.00	$0.00	$0.00	$0.00	0%
10-21-2201-00000-53310	User Unspecified : OASDI Certif/Instr Aide	$0.00	$2.81	$0.00	($2.81)	101%
10-21-2201-00000-53320	User Unspecified : OASDI-Class/Non-Instr Cert.	$0.00	$0.00	$0.00	$0.00	0%
10-21-2201-00000-53510	User Unspecified : Unemp Insur - Instruction	$0.00	$1.27	$0.00	($1.27)	101%
10-21-2201-00000-53520	User Unspecified : Unemp Insur - Non-Instruction	$0.00	$0.00	$0.00	$0.00	0%
10-21-2201-00000-53610	User Unspecified : Workers' Comp - Instr	$0.00	$3.26	$0.00	($3.26)	101%
10-21-2201-00000-53620	User Unspecified : Workers' Comp - Non-Instr	$0.00	$0.00	$0.00	$0.00	0%

- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

  The W&GS program has not written any grants. Moreover, the program is unaware of any Fund-17 monies contributed to the program. The budget below received by the Dean Colleen Calderon, does not make sense and does not reflect our understanding of the program's budget, therefore we cannot comment on this budget.

GL Account Number	Description	Budget	Actuals	Encumbrances	Remaining	% Received/ Spent
17-21-2201-10401-52110	VTEA Title I-C : Reg, Other Than Instruction - Un	$0.00	$543.12	$0.00	($543.12)	101%
17-21-2201-10401-52351	VTEA Title I-C : Overtime	$0.00	$0.00	$0.00	$0.00	0%
17-21-2201-10401-53220	VTEA Title I-C : PERS Reg Classified	$0.00	$112.42	$0.00	($112.42)	101%
17-21-2201-10401-53320	VTEA Title I-C : OASDI-Class/Non-Instr Cert.	$0.00	$41.56	$0.00	($41.56)	101%
17-21-2201-10401-53420	VTEA Title I-C : H & W - Non-Instruction	$0.00	$0.00	$0.00	$0.00	0%
17-21-2201-10401-53520	VTEA Title I-C : Unemp Insur - Non-Instruction	$0.00	$3.53	$0.00	($3.53)	101%
17-21-2201-10401-53620	VTEA Title I-C : Workers' Comp - Non-Instr	$0.00	$9.12	$0.00	($9.12)	101%

Technology and Equipment

Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

  The W&GS program currently has 1 desktop and 4 lap-top computers, and one printer. The program's current equipment and technology is currently adequate. This being the first program review there are no changes that we can report.

Additional Information

Part G: Additional Information

- **Please provide any other pertinent information about the program that these questions did not give you an opportunity to answer.**

  During the 1970s, colleges and universities across the United States began establishing Women and Gender Studies courses, degrees, programs, and Women's Centers. It took Evergreen Valley College, 30 years after its inception in 1975, to create a Women's and Gender Studies Certificate program, and another two decades after that before the college officially recognized the program by funding a 40% reassign Coordinator position to provide leadership. Today, the program still struggles for institutional funding, even though the majority of EVC students identify as female. For some, the increase in women enrolling in colleges signals equity. However, the reality is that the increase of women entering college and earning degrees belie the entrenched inequities, systematic discrimination, gender wage and employment gaps, violence, and oppression that women still face in higher education, in the United States and globally.

During the current COVID-19 pandemic, women are experiencing an increase in domestic violence, job loss, housing and food insecurities and poverty. Approximately 5 million women have had to leave the workforce due to the disappearance of low-wage jobs, where women of all ethnicities are overrepresented. Moreover, millions more have had to leave the workforce due to the lack of childcare. Currently, there are approximately 2 million student parents enrolled in California Community Colleges. Many of these students face formidable challenges juggling work, school, and childcare. It is noteworthy that only one or two community colleges in the entire California Community College system offers onsite childcare, which effectively leaves most community college parents on their own to figure out their own child-care. As a result of these and other social problems, many women are entering and/or returning to community colleges for retraining and new career skills, since it is much tougher for women than it is for men to find employment.

We believe that our educational program, and degrees go a long way towards preparing these returning and new students for a wide range of career opportunities in many fields. Our graduates learn important skills in reading, writing, oral communication and critical thinking, all essential skills that all employers across the board seek today. We also prepare our graduates to go on to four-year colleges and universities, and to think about graduate schools, and/or professional training. Our Women and Gender Studies graduates are fortunate enough to find work in a variety of fields, such as Education, Journalism, Non-Profits, Human Resources, Health, Law, Social Work, Corporate Communications, Marketing, Public Policy and much more. Our program data provided by the Office of Institutional Effectiveness demonstrates that female-identifying students are faring better than women that are not enrolled in these courses.

Today, more than ever, EVC needs a vibrant and robust Women and Gender Studies program and Womyn's Gender Equity Center to serve our students' needs. It is incongruous that despite an increase in female-identifying students at the college, a greater need for diversity and inclusion, as well as greater need for career preparation, that the W&GS program still must struggle to provide the leadership and collaborative space for organizing campus-wide efforts to improve the academic and professional success of our female-identifying students, and staff. Without an institutionalized operating budget for a full-time Program Specialist and at least one designated full-time faculty member, the program as it has existed for the past two decades will be unable to deliver the essential services our students need because many of our founding members have retired.

As an institution that embraces "opportunity, equity and social justice" as guiding principles, the college should not, and must not forget and abandon the women who happen to be the majority of the EVC student population.

Future Needs and Resource Allocation Request

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next six years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

1. **Faculty Request**

   Ongoing Budget Needs
   Full Time Women and Gender Studies Faculty

   One-Time Expenditure
   89000

   Total Expenses (Staffing and Faculty Requests include Salary and Benefits)
   25000.000

   Request linked to SLO/PLO #
   Yes request links to all SLO and PLO

   Total Cost
   114000.000

   Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

Improving Student success rates

Yes

Achievement of program set standard for student success

Yes

2. **Staffing Request**

Ongoing Budget Needs

Full Time Program Specialist

One-Time Expenditure

89000

Total Expenses (Staffing and Faculty Requests include Salary and Benefits)

25000.000

Request linked to SLO/PLO #

Request links to all SLO & PLO

Total Cost

114000.000

Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

Improving Student success rates

Yes

Achievement of program set standard for student success

Yes

Attach Files

Attached File

IEC Reviewers

IEC Mentor

Fahmida Fakhruddin

IEC Second Reader

Robert Brown