



Women's and Gender Studies Department
Program Review 2019-2020

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Description of the Program

The Women's and Gender Studies program is an interdisciplinary program with cross-listed courses in almost every instructional division on campus. Founded more than fifteen years ago, WGS was the first interdisciplinary program at the college, and now includes cross-listed courses in several other departments, including Anthropology, Business Administration, Economics, Fine Arts, Health Education, History, Kinesiology, Philosophy, Psychology, Sociology, and Visual and Cultural Studies. Several of these courses are offered online, and this number is increasing. In addition to the AA, the department now houses two certificates: Women in Management and LGBT Studies, which was newly approved as of Spring 2019. The department also houses seven stand-alone, non-cross-listed courses, some of which are included in the Chicano Studies certificate and the Religious Studies certificate, the department also houses an AA degree. WGS courses also fulfill a wide range of GE requirements, including the following: Plan A, health and wellness requirement, Area B, and Area C; Plan B (CSU Transfer), Area C, Area D, and Area E; Plan C (IGETC Transfer), Area 3 and Area 4. Additionally, the WGS department has been organizing Women's History Month annually in March for over 30 years.

Who are our students?

IERP data: The following data will be for 2018-2019 Academic year, but the trends are similar for the previous 6 years (see data sheets at the end of the report):

Age: Our students look much like that of the college aggregate: 72% are under 25.

35% of students are less than 19

39.6% are 20-24

12.4% are 25-29

The rest are 30+ (13%)

Race/Ethnicity: Again, our classes are similar to college demographics

71.4% identify as Hispanic/Latinx

7.5% identify as African American

7.0% identify as Asian

5.3% identify as White

Gender: Note that the categories are limiting as they are binary choices with the third option as "unknown". We suspect that the numbers may have been a bit different if the third option was worded differently.

85.5% of our students identify as female

13.6% identify as male

1.0% identify as unknown

Student survey data:

In a survey of students conducted during the Spring 2019 and Fall 2019 semesters the majority of the respondents reported that this was their first WGS course at Cerritos College; 76.5% of respondents reported that this was their first

WGS course at Cerritos; 17.6% of respondents reported that this was their second WGS course; and 5.9% of respondents reported that they had taken three or more WGS courses at Cerritos College.

Of the students who responded to the survey, the majority of the respondents have been students at Cerritos College for at least 3 or more semesters. Of our respondents, 52% have been at Cerritos for three or more semesters; 21% have been students at Cerritos for two semesters; and 27% of students have been at Cerritos for one semester. The students taking WGS courses at Cerritos reflect students with a diverse range of academic interests. 92% of those who took the survey are not WGS majors; while only 6% are. Regarding academic goals, the students taking WGS courses report an overwhelming desire to transfer to a 4-year school with an AA or AAT degree; 58% of students report such a goal. Furthermore, 10% of students report the desire to transfer to a 4-year school without an AA or AAT degree; 12% of students desire to earn an AA or AAT degree without transferring to a 4-year college or university; 2% want to obtain a vocational degree without transferring.

When it comes down to the financial circumstances and labor force participation of the WGS students at Cerritos college, the majority of students are supported by family or a spouse. 33% of survey respondents reported such a financial circumstance; 50.1% percent of students are financially supporting themselves; 10% of students are supporting two individuals; 2% of WGS students are supporting three individuals; 4% of students are supporting four individuals financially; About 1/3 of respondents taking WGS courses at Cerritos are not currently working for pay. 33.3% of respondents report not currently working for pay; 10% of students report working between 1 to 9 hours per week; 16% of students report working between 10 to 19 hours per week; 15.7% of respondents report working between 20 to 29 hours per week; and 25.5% of students report working 30 or more hours per week. In terms of financial support, the majority of respondents are receiving some form of financial aid.

To round out our survey of WGS students we asked students a number of questions regarding their future desires to pursue more classes in Women's and Gender Studies. When asked if they would be interested in taking another WGS course in the future, 88% of students reported that they would like to take another WGS course in the future. When asked if they would be interested in pursuing a WGS major, 32% of respondents expressed a desire to pursue a WGS major. Students also reported that WGS classes are available at times, which are convenient. 36.5% of respondents strongly agreed and 48% of respondents agreed that WGS courses are offered at convenient times. An equally large number of respondents reported that WGS faculty are available to students. 42% of respondents strongly agreed and 46% of respondents agreed that WGS faculty are available. Lastly, the vast majority of respondents report that they are satisfied with the academic advising they receive from the WGS faculty. When asked if they were

satisfied with the advising they receive from WGS faculty, 46% reported that they strongly agreed, while 42% reported that they agreed.

Finally, in terms of AA awareness, over half of the students in WGS courses are unaware of the Associate Arts degree. Only 40% of our respondents reported being aware of the AA degree, whereas 60% of our students were unaware of the AA degree.

Completion and Success data:

The WGS department has very good completion and success rates. As a whole department the completion rate for AY 2018-2019 was 85.8% and the success rate was 87.4%. These are the rates for every WS/WGS class (even those cross-listed). Two courses are not included in this data (140, 209,) as they have never been offered.

Demographic	Completion Rate	Success Rate
Age		
Less than 19	87.3	85.5
20-24	86.5	87.7
25-29	81.9	90.9
Race/Ethnicity		
Hispanic/Latinx	87.8	87.9
Black/African American	71.4	80.0
Asian	95.6	95.3
White	84.8	96.4
Gender		
Female	86.1	88.3
Male	83.3	81.3
Unknown	100.0	83.3

When discussing the course-level data, we will be referring to the courses which are not cross-listed and have been offered for more than two years so that we have longitudinal data (those classes that are only WGS designation - WGS 101, 102)

WGS 101 saw a completion rate increase from 76.7% in 2008-2009 to 85.9% in 2018-2019. And success rate of 87.7% in 2018-2019. And the WGS 102 course saw a completion rate change from 90% in 2008-09 to 96.2% in 2018-2019. And success rate of 94.7% in 2018-2019. These rates are well above the school target.

And two other classes (105, 250) have only been offered one time for the first time in AE 2018-2019 and the enrollment small, so the sample size is small, but for the one semester they were offered, the rates are:

WGS 105: Completion: 78.9% and Success 60.0% (enrollment was 19)

WGS 250: Completion: 71.4% and Success 100% (enrollment was 14)

SWOT Analysis

Strengths (internal to department control)

1. Our success/completion rates are above the college standard
2. We have two certificate programs: Women in Management, LGBT Studies
 - a. The Women in Management can be completed entirely on-line
 - b. LGBT Studies certificate was approved in Spring 2019
3. 88% of students surveyed are interested in taking another WGS class
4. 80% of respondents are satisfied with the variety of classes the department has and say that they are offered at a time that is convenient
5. Our Women's History Month has been a strong event every March for 32 years
6. We are offering more classes on-line each year
7. Our numbers of majors is on an upward swing
8. As of Fall 2019, we have a new student club: Intersectional Feminist Society
9. Connections to other departments and clubs on campus
10. SLO data for select classes shows students performing well

Weaknesses:

1. 60% of survey respondents (students currently in WGS classes) are not aware of the AA degree in WGS
2. Many students and campus community are unaware of our certificates
3. Meetings are difficult to schedule as every faculty member is a part of an instructional department separate from WGS
4. In any one semester, we do not have a lot of majors
 - a. Fall 2017: 7 majors, 1 AA degree awarded, 4 AB degrees
 - b. Spring 2018: 9 majors, 1 AA degree awarded
5. Department Chairs do not have access to current and reliable data. IERP has been going through transitions and data is slow to get and not available. The data presented here is a mixture of campus data and Chancellor's office data from data mart. According to campus IERP staff, even the Chancellor's office data is not up to date either.
6. Data collection is difficult due to the nature of the cross-listing. It does not give us the full measure of what our classes look like.
7. SLO data is not complete for our sections and is not streamlined due to the nature of the cross-listing

Opportunities

1. The prevalence of the recent "Me Too" movement against sexual violence, as well as widescale activist events like the Women's March have increased visibility of feminism and the study of gender.
2. Recent years have shown an increase in recognition of various gender identities and sexual orientations, creating more potential interest in studying gender.
3. Because our courses fulfill GE requirements, the new implementation of Cerritos Complete offers potential to introduce a wide number of students into our courses.

- Institutionalization of Safe Zone training, which has a strong connection with the WGS department.

Threats

- Women’s and Gender Studies has less name recognition than other disciplines, so many potential students may not be aware of what the program is.
- The current political climate has resulted in a backlash against feminism, with meme culture and internet spaces expressing hostility toward feminism and the study of gender. One result of this is that our classes are overwhelming female, with fewer and fewer male students enrolling in our courses.
- Statewide enrollments at community colleges is falling.
- Cost of living in geographic area impacts our ability to hire and retain part-time faculty.
- We do not have a full-time faculty in WGS
- Currently the chancellor’s office has not approved an AAT degree specifically in Women’s and Gender Studies, only an AA

GOALS:

Ref	Goal	Action	Completion Date	Person Assigned
S2, 3 W1, 2 O1, 2, 3 T3,5,6	Increase number of majors by 5%	Increase awareness by revising brochure to include new courses and certificates	Spring 2020	Fagundes Holzgang
		Build capacity of student club by recruiting students through announcements in WGS classes	Spring 2020	Fagundes
		Continue connections to campus programs like Cerritos Complete, FYE, Safe Zone, Dual Enrollment by presenting once a year to each program	Fall 2020	Fagundes Holzgang
S2, 3 W2 O1, 2 T3,4,5	Increase number of students completing certificates (in Women in Management and LGBT Studies) and AA degrees by 2%	Revised brochure to include certificates	Fall 2020	Fagundes Holzgang Kayser

		Promote certificates/AA degree among Safe Zone training, Women's History Month activities, LGBT awareness month, Business Week, and among relevant student clubs	Fall 2019	Holzgang Fagundes
S10, W7	Establish a sustainable department-wide SLO assessment process	Work with SLO committee to improve procedures	Spring 2021	Fagundes Holzgang
		Implement SLO process	Fall 2021	Fagundes Holzgang
		Reassess SLO data and process	Spring 2022	Fagundes Holzgang
W1, 2 O2, T2	Increase gender diversity in our classes	Changing name of our WGS 101 to Introduction to Women's and Gender Studies from Issues for Women in American Society	Fall 2020	Fagundes Trager Kayser
S2, 3, 5, 6, 7 O1, 2, 4	Submit a formal request to hire a full-time faculty member in WGS	Add new sections to each semester's offerings to increase FTEs	Fall 2024	Holzgang
S2, 3, 7 T1 O1, 2	Track majors after transfer to learn what they do after Cerritos college (BA, career) in order to inform majors of opportunities after graduation	Research how other programs/campuses track majors after transfer	Fall 2024	Fagundes Holzgang