

2025-2026 Instructional Program Review - Women's and Gender Study

Latest Version

Self-study template for Instructional Program Review process. Visitation Year: 2025-2026. Review period: 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024, and 2024-2025

Instructional Program Review Overview

Section 1. Instructional Program Overview

A. Mission Alignment : Version by Vitela, Lisa Caroline on 02/12/2026 20:24

1. Explain how your program supports the College's Mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).

The Women's and Gender Studies Department is in alignment with **Cerritos College Mission** as it values our campus diverse student population and is committed to providing these students with high quality, comprehensive instructional program and support services that improve student success and offer clear pathways to achieve personal, educational, and career goals. In doing so, the Women's and Gender Studies Department in alignment with Cerritos College, develops in students the knowledge, skills, and values that prepare them to be productive participants in the global community. The mission of the Women's and Gender Studies Department implies that attitudes that shape a society's treatment of gender influence its economic, social, and cultural politics. As such, questions about women and gender studies should be studied in the broader context of human rights, including its social, religious, philosophical, economic, cultural, and political domains.

Since we are committed to meeting the needs of all of our students, we promote an inclusive curriculum. The goals of the Women's and Gender Studies Department include:

1. Assist students in their pursuit and completion of a Women's and Gender Studies degree or certificate.
2. Offer courses that fulfill the needs of GE students seeking to transfer to four-year universities, enhance job skills, and support the completion of degrees and certificates.
3. Enable students to enhance their quality of life and fulfill their personal goals by helping them use education as a means of cognitive and emotional growth.
4. Maintain a curriculum that respects and embraces the diversity represented in our student body and region.
5. Help students prepare to become responsible participants of complex democratic societies.

The Women's and Gender Studies Department mission aligns with the **Students First Framework** through shared commitments to equity, student success, and inclusive education. Both emphasize creating clear pathways for academic and career goals while addressing diverse student needs. The department's focus on social justice and diverse perspectives complements the framework's goals of equitable access, completion, and career success. The WGS Department contributes to **institutional health** through curriculum development, cross-campus collaboration, and continuous improvement efforts that respond to changing educational and workforce demands. By preparing socially responsible, highly qualified educators and education professionals, the department supports the College's broader mission to serve the region and strengthen transfer.

B. Degrees and Certificates : Version by Vitela, Lisa Caroline on 01/16/2026 19:19

Degree	Type (Cert., AA, AA-T, AS, AS-T)	Units or Courses Required
Women's and Gender Studies	AA	18
Social Justice Studies: Gender Studies	AA-T	18-19.5
LGBT Studies	Cert	15
Social Justice Studies: LGBTQ Studies for Transfer	AA-T	18-19
Women in Management	AA	24
Women in Management	Cert.	24

Section 2. Instructional Program Trends

A. Program Data : Version by Vitela, Lisa Caroline on 04/08/2026 19:23

1. Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- How do the demographics of your program and its related courses compare with the college as a whole?
- Have they changed over time?

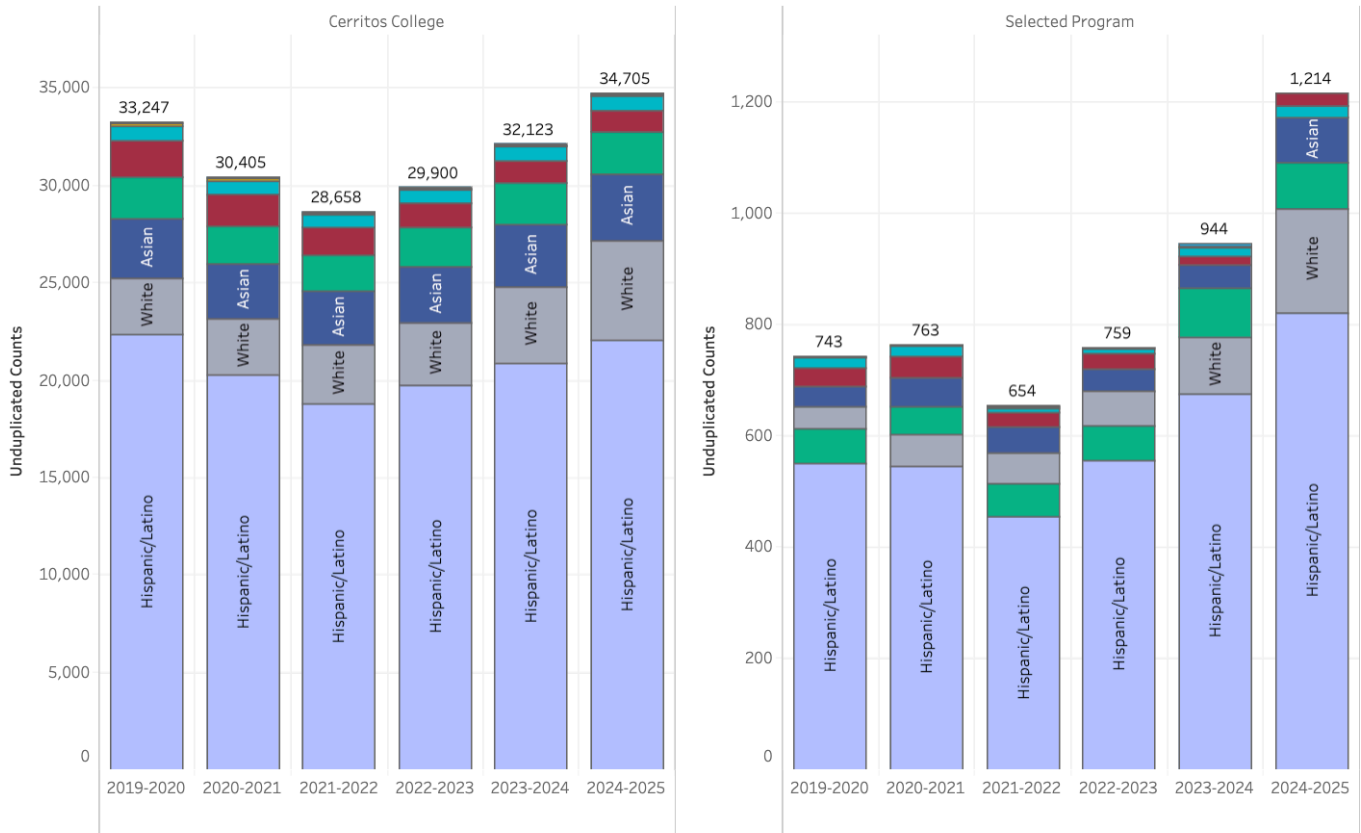
Race/Ethnicity: The highest enrollment group in WGS classes are Hispanic/Latina women. This demographic has been consistent over time. Enrollment of Hispanic/Latino students in WGS courses (67.73% in 2024-25) is similar to the college as a whole (68.8%). Asian students are underrepresented in WGS courses (6.4% in 2024-25) vs. 8.6% for the college as a whole. Enrollment of Asian students has ranged between 4.35% (2023-24) and about 7% (2021-22). **Enrollment of Black students has ranged between 6.68% (2020-21) and 9.32% (2023-24).** Enrollment of white students has increased from about 5% in 2019-2020 to over 15% in 2024-25. WGS has had a higher representation of Black/African American students and lower representation of White students -- except in the last year where it is higher -- compared to the college.



Headcount & Demographics



Division: Humanities & Social Sciences | Department: WGS | Subject: WGS



Population to Display: Cerritos College | Select Characteristic to Diaggregate: Race/Ethnicity | Select Display: Graph

Graph Legend | American Indian ... | Asian | Black or African ... | Hispanic/Latino | Native Hawaiian ... | Two or More Races | Unknown

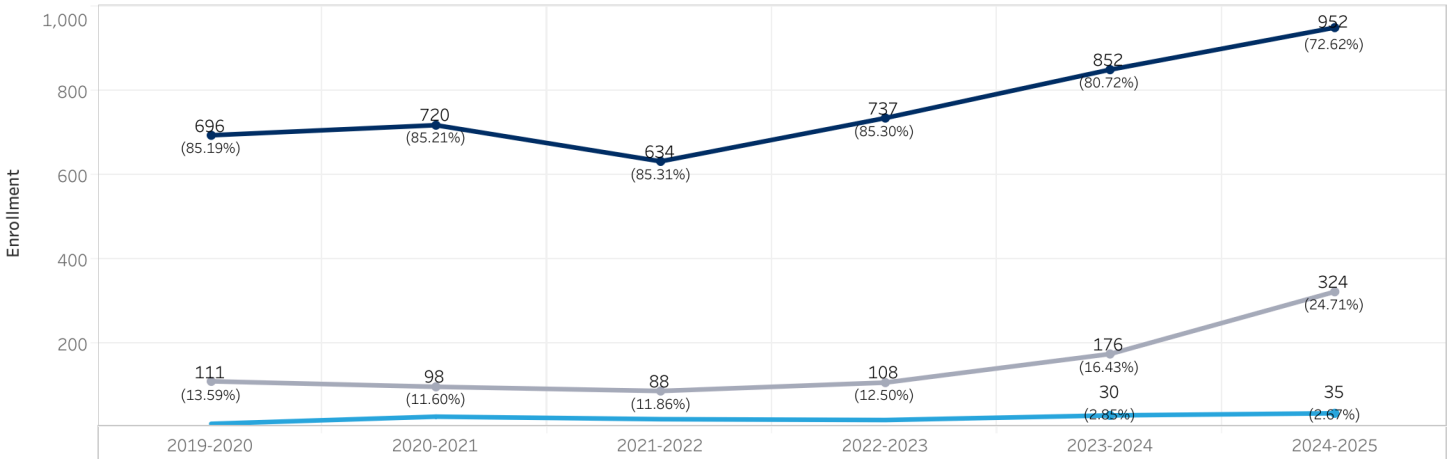
[View on Tableau Public](#)



Gender: Over 72% of WGS students identify as female. This is much higher than the college average of 55.91% female students. The subject matter of the courses increases enrollment by individuals who identify as women, but the department faculty members actively encourage enrollment by all students on campus. We saw a substantial increase in enrollment of male students from 16.4% in 2023-24 to 24.71% in 2024-25. Courses like WGS 107: Men and Masculinities and WGS 140: Introduction to LGBT Studies have introduced new curriculum options for students.



Enrollment Counts



Population: All students

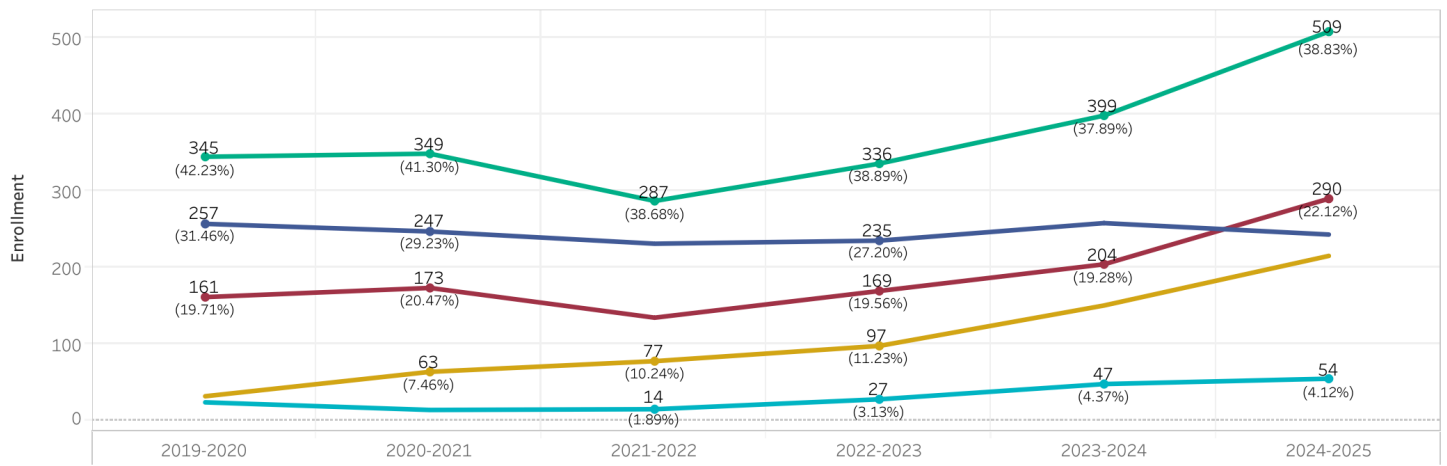


Division	Department	Subject	Course	Select Student At..	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year	2023-2024 Academic Year	2024-2025 Academic Year	
Humanities & Social Sciences	WGS	WGS	WGS 207	Female	9 (90.0%)	11 (73.3%)	17 (100.0%)	18 (90.0%)	20 (95.2%)	16 (69.6%)	
				Male	1 (10.0%)	3 (20.0%)		2 (10.0%)	1 (4.8%)	7 (30.4%)	
				Unknown		1 (6.7%)					
				WGS 208	Female	98 (92.5%)	32 (86.5%)	28 (96.6%)	23 (92.0%)	31 (83.8%)	32 (80.0%)
					Male	7 (6.6%)	5 (13.5%)	1 (3.4%)	2 (8.0%)	6 (16.2%)	8 (20.0%)
					Unknown	1 (0.9%)					
			WGS 250	Female		10 (83.3%)	8 (88.9%)	29 (74.4%)	29 (70.7%)	28 (70.0%)	
				Male			1 (11.1%)	9 (23.1%)	10 (24.4%)	9 (22.5%)	
				Unknown		2 (16.7%)		1 (2.6%)	2 (4.9%)	3 (7.5%)	
			WGS 299	Female	1 (100.0%)						

Age: During the '24-'25 academic year, the top enrollment age group in WGS was ages 20-24 (38.83%), followed by 25-34 (22.12%) and 19 and under (18.5%). The percentage of students 19 and under is lower than the college as a whole (33.7%). One explanation for this is that WGS currently does not offer dual enrollment classes. Also, many students take WGS classes to complement a degree or certificate in combination with another degree they are completing. This results in delayed enrollment. Finally, the department often sees re-entry students who have raised a family, for example, and are returning to school.



Enrollment Counts



Population: All students

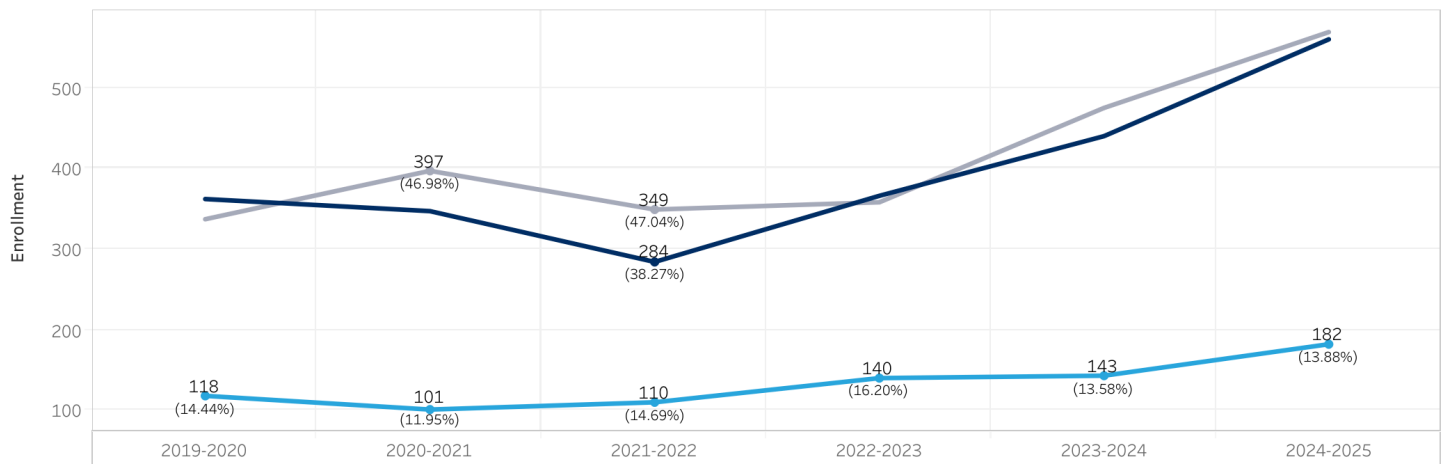


Division	Department	Subject	Course	Select Student At..	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year	2023-2024 Academic Year	2024-2025 Academic Year	
Grand Total					817 (100.00%)	845 (100.00%)	743 (100.00%)	864 (100.00%)	1,058 (100.00%)	1,311 (100.00%)	
Humanities & Social Sciences	WGS	WGS	WGS 101	19 and under	60 (43.17%)	48 (33.33%)	58 (37.18%)	54 (36.49%)	64 (34.04%)	45 (25.86%)	
				20 - 24	52 (37.41%)	65 (45.14%)	62 (39.74%)	48 (32.43%)	79 (42.02%)	71 (40.80%)	
				25 - 34	21 (15.11%)	25 (17.36%)	24 (15.38%)	27 (18.24%)	22 (11.70%)	27 (15.52%)	
				35 - 49	3 (2.16%)	5 (3.47%)	11 (7.05%)	15 (10.14%)	15 (7.98%)	21 (12.07%)	
				50 and over	3 (2.16%)	1 (0.69%)	1 (0.64%)	4 (2.70%)	8 (4.26%)	10 (5.75%)	
				WGS 102	19 and under	42 (29.17%)	58 (36.94%)	45 (31.69%)	35 (27.78%)	40 (29.85%)	38 (27.54%)
					20 - 24	70 (48.61%)	63 (40.13%)	59 (41.55%)	56 (44.44%)	62 (46.27%)	56 (40.58%)
					25 - 34	27 (18.75%)	26 (16.56%)	21 (14.79%)	18 (14.29%)	14 (10.45%)	26 (18.84%)
					35 - 49	3 (2.08%)	8 (5.10%)	14 (9.60%)	13 (10.32%)	13 (9.70%)	15 (10.87%)

First Generation: The number of first generation vs. not-first-generation is nearly identical in WGS courses at about 43% each. This roughly equal split echoes the college as a whole (43% Not First Generation, 37.6% First Generation).



Enrollment Counts



Population: All students



Division	Department	Subject	Course	Select Student At...	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year	2023-2024 Academic Year	2024-2025 Academic Year	
Humanities & Social Sciences	WGS	WGS	WGS 108	Not First Generation	55 (48.67%)	59 (57.28%)	21 (48.84%)	38 (52.05%)	46 (57.50%)	19 (33.93%)	
				Unknown	13 (11.50%)	16 (15.53%)	8 (18.60%)	9 (12.33%)	8 (10.00%)	3 (5.36%)	
				WGS 109	First Generation	10 (47.62%)	12 (63.16%)	10 (50.00%)	11 (40.74%)	9 (36.00%)	5 (22.73%)
					Not First Generation	9 (42.86%)	5 (26.32%)	10 (50.00%)	9 (33.33%)	13 (52.00%)	14 (63.64%)
					Unknown	2 (9.52%)	2 (10.53%)		7 (25.93%)	3 (12.00%)	3 (13.64%)
				WGS 115	First Generation	29 (51.79%)	16 (53.33%)	12 (42.86%)	14 (37.84%)	12 (40.00%)	38 (65.52%)
			Not First Generation		22 (39.29%)	12 (40.00%)	10 (35.71%)	19 (51.35%)	15 (50.00%)	17 (29.31%)	
			Unknown		5 (8.93%)	2 (6.67%)	6 (21.43%)	4 (10.81%)	3 (10.00%)	3 (5.17%)	
			WGS 118	First Generation	21 (42.86%)	8 (33.33%)	17 (37.78%)	27 (50.00%)	16 (43.24%)	15 (37.50%)	
				Not First Generation	21	11	22	23	14	16	

2. Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- Identify enrollment trends.
- Have there been an increase or decrease in enrollment in the last year?
- Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
- How will enrollment trends affect staffing decisions?

The Women's and Gender Studies department has seen an impressive increase in enrollment:

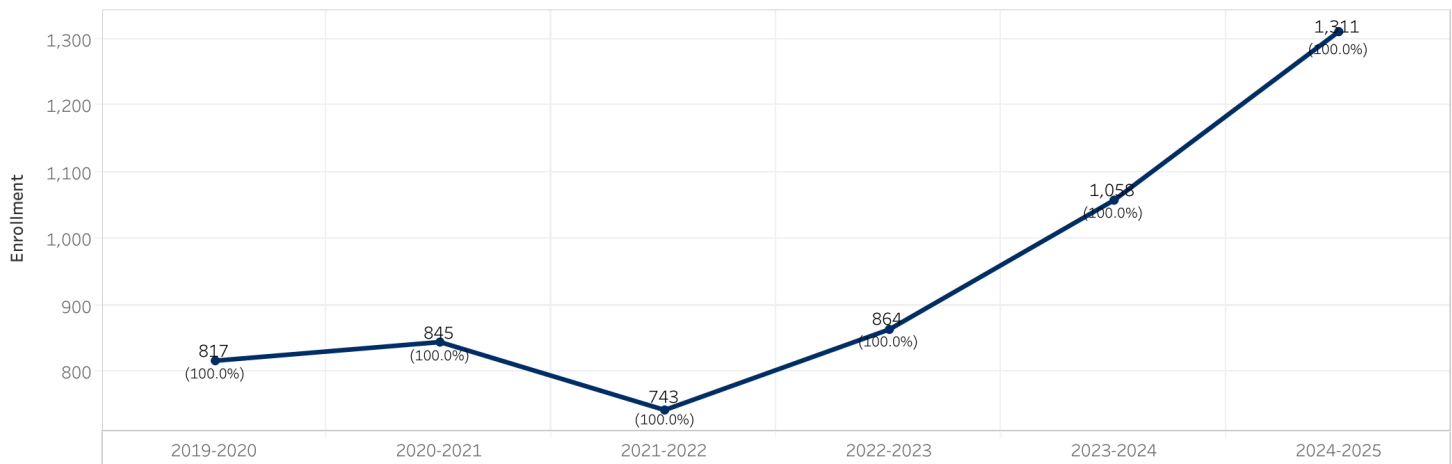
2019-2020: 817
 2020-2021: 845
 2021-2022: 743
 2022-2023: 864
 2023-2024: 1,058
 2024-2025: 1,311

This percentage increase from 2021-22 to 2024-25 is greater than the increase in college enrollment as a whole. The increase in enrollment has been due to adding classes as needed and the introduction of an Area 6: Ethnic Studies approved course: Gender Studies and the Chicana/Latina Experience (WGS 105/ETHN 105).

The decline in enrollment from 2019-2020 through 2022-2023 may also be a result of the COVID-19 pandemic and issues with fraudulent enrollment. The increase in enrollment echoes the normalization of learning and living conditions following the worst years of the pandemic. Additionally, the increase in enrollment reflects better enrollment fraud detection.



Enrollment Counts



Population: All students

All students



Division	Department	Subject	Course	Select Student At..	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year	2023-2024 Academic Year	2024-2025 Academic Year
Grand Total					817 (100.0%)	845 (100.0%)	743 (100.0%)	864 (100.0%)	1,058 (100.0%)	1,311 (100.0%)
Humanities & Social Sciences	WGS	WGS	WGS 101	All students	139 (100.0%)	144 (100.0%)	156 (100.0%)	148 (100.0%)	188 (100.0%)	174 (100.0%)
			WGS 102	All students	144 (100.0%)	157 (100.0%)	142 (100.0%)	126 (100.0%)	134 (100.0%)	138 (100.0%)
			WGS 103	All students	87 (100.0%)	135 (100.0%)	140 (100.0%)	110 (100.0%)	139 (100.0%)	109 (100.0%)
			WGS 105	All students	27 (100.0%)	44 (100.0%)	33 (100.0%)	110 (100.0%)	215 (100.0%)	499 (100.0%)
			WGS 107	All students					7 (100.0%)	5 (100.0%)
			WGS 108	All students	113 (100.0%)	103 (100.0%)	43 (100.0%)	73 (100.0%)	80 (100.0%)	56 (100.0%)
			WGS 109	All students	21 (100.0%)	19 (100.0%)	20 (100.0%)	27 (100.0%)	25 (100.0%)	22 (100.0%)
			WGS 115	All students	56 (100.0%)	30 (100.0%)	28 (100.0%)	37 (100.0%)	30 (100.0%)	58 (100.0%)
			WGS 118	All students	49 (100.0%)	24 (100.0%)	45 (100.0%)	54 (100.0%)	37 (100.0%)	40 (100.0%)

The overall **WGS headcount**, number of students, has increased over the last six year. The department has seen an increase from 743 in 19-20 to 1,214 in 24-25 for a 63.4% increase over the six year period.

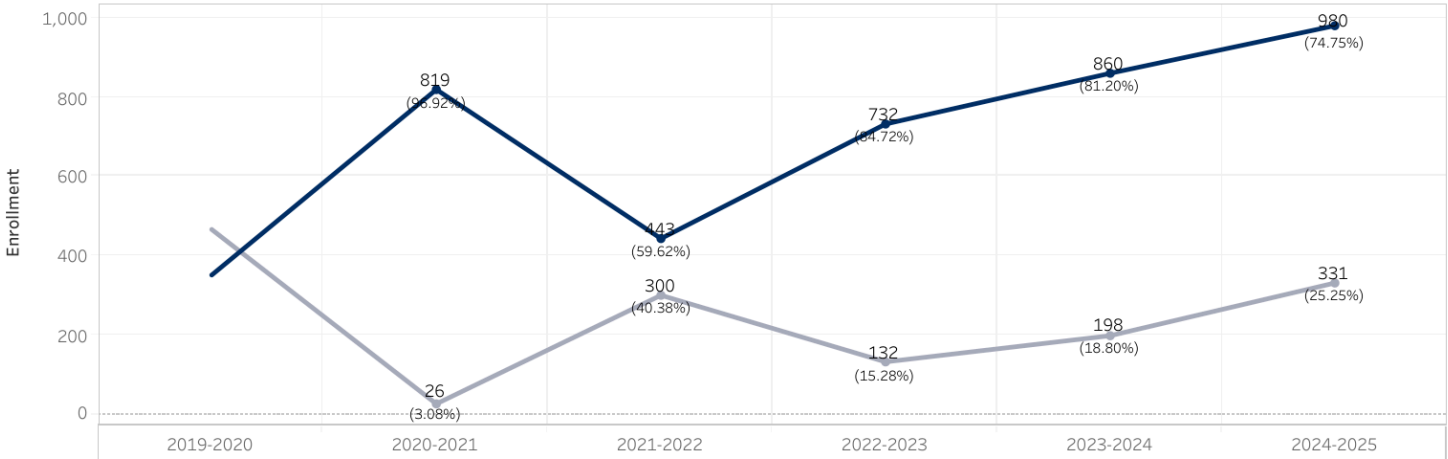
- 2019-2020: 743
- 2020-2021: 763
- 2021-2022: 654
- 2022-2023: 759
- 2023-2024: 944
- 2024-2025: 1214

We expect the enrollment and headcount to continue to grow, and we expect this growth in enrollment supports the rationale to hire a full-time Women and Gender Studies faculty member. To support this goal of the full-time WGS faculty member, the department co-chairs submitted a request to the Faculty Hiring Prioritization Committee in Spring 2025. Our request received #15 ranking out of 51. In collaboration with Human Resources, we listed the WGS full-time position in December 2025 with a early 2026 closing date. The WGS full-time hiring committee is currently being formed. The department co-chairs appreciated Dean Narges Rakin's support in pursuing this full-time hire as well as her support in adding additional classes to meet student demand.

The WGS department offers a robust variety of online classes in order to provide flexibility to our students. These courses had a much higher total number of students enrolled during 2024-25 (980 students online vs. 331 traditional). In 2021-22, our enrollment was more balanced between online and traditional (443 students vs. 300), but the number of online classes has increased due to student demand for flexible class offerings.



Enrollment Counts



Population: All students

■ Online ■ Traditional



Division	Department	Subject	Course	Select Student At..	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year	2023-2024 Academic Year	2024-2025 Academic Year
Grand Total					817 (100.00%)	845 (100.00%)	743 (100.00%)	864 (100.00%)	1,058 (100.00%)	1,311 (100.00%)
Humanities & Social Sciences	WGS	WGS	WGS 101	Online	24 (17.27%)	144 (100.00%)	84 (53.85%)	114 (77.03%)	137 (72.87%)	121 (69.54%)
				Traditional	115 (82.73%)		72 (46.15%)	34 (22.97%)	51 (27.13%)	53 (30.46%)
	WGS 102	Online		157 (100.00%)	90 (63.38%)	84 (66.67%)	89 (66.42%)	88 (63.77%)		
		Traditional	144 (100.00%)		52 (36.62%)	42 (33.33%)	45 (33.58%)	50 (36.23%)		
	WGS 103	Online		121 (89.63%)	78 (55.71%)	110 (100.00%)	139 (100.00%)	109 (100.00%)		
		Traditional	87 (100.00%)	14 (10.37%)	62 (44.29%)					
	WGS 105	Online		44 (100.00%)	33 (100.00%)	60 (54.55%)	125 (58.14%)	282 (56.51%)		
		Traditional	27 (100.00%)			50 (45.45%)	90 (41.86%)	217 (43.49%)		
WGS 107	Online						7 (100.00%)	5 (100.00%)		

In Spring 2025, the fill rate (66% online vs 81% in-person) was higher in traditional classes. The success rate in 2024-25 (60% online vs. 78.5% traditional) was also higher in traditional classes, so we will continue to add more in-person sections to balance options for students and to increase student success. We have been working with Dean Rakin to add more on-campus options for students, including hybrid classes. In addition, we have given these classes extra time to fill for students who prefer the on-campus, classroom experience. Through analysis of the Scheduling Pattern Dashboard, we have determined that morning classes have a higher fill rate, so we will prioritize adding more morning on-campus class meeting times.

In terms of session, our 9A classes consistently have an average success rate of about 70% or higher in the past six years, so we will consider prioritizing offering classes during the first 9-week session to support student success. Success rates in 15B classes have also been strong in the past two years.

Scheduling Dashboard - Modality

Aggregated

Modality

Time of Day

Session

Help

By hovering over the Division column title, user can press the + button to expand and compare Departments, courses, and sections within the division.

Term Type	Fall	Term	Multiple values	Division	All	Department	WGS	Course	All				
				Fall 2024						Fall 2025			
Division	Department	Modality	Section	Enrollment	Capacity	Fill Rate	Waitlist	Waitlist Percent	Success Rate	Section	Enrollment	Capacity	Fill Rate
HUMSS	WGS	In-Person	4.0	118.0	138.0	85.5%	0.0	0.0%	67.8%	5.0	150.0	186.0	80.6%
		Online	23.0	564.0	852.0	66.2%	0.0	0.0%	61.5%	25.0	849.0	997.0	85.2%

3. Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- How have the success and retention rates changed over time?
- Are there particular courses that have particularly low rates and may prove a barrier to program completion?

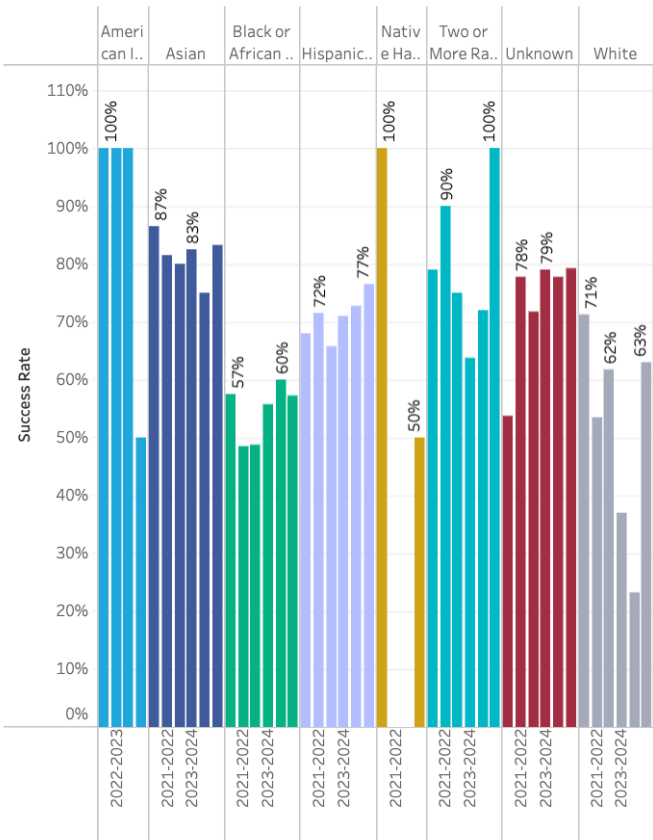
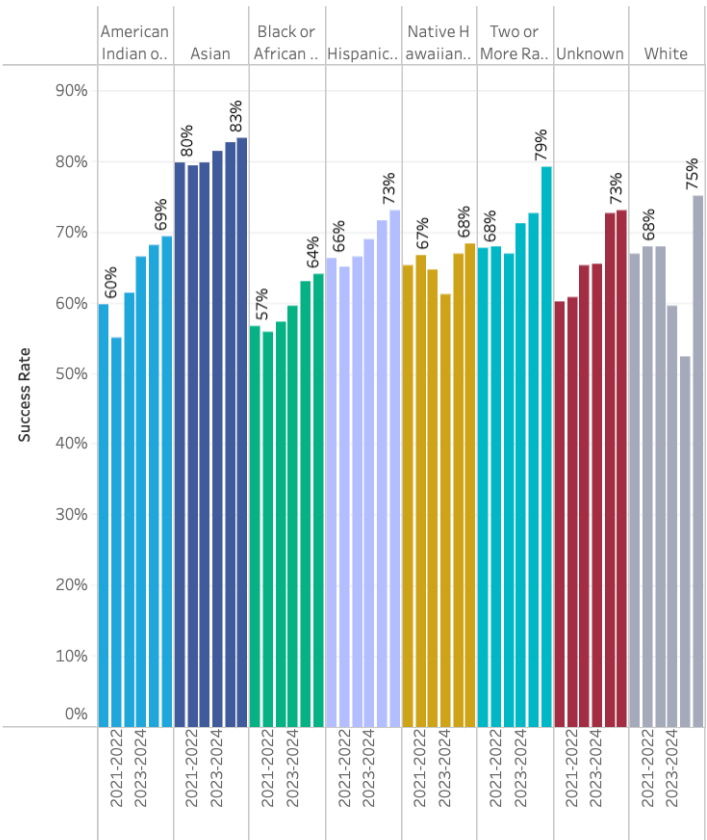
Overall the WGS department saw a decrease in student success rates over the past six years from 72% (2019-20) to 65% (2024-25). **This decrease could be due to our higher enrollment and attracting a greater number of students of varying educational preparations and educational experience.** Through the regular review of SLO data, instructors reflect on trends and adjust course materials in ways that support student success.

In order to provide additional support for WGS student success, we believe more funding for WGS faculty professional development relating to the discipline and student equity would help encourage the development of authentic assessments and support faculty in keeping course materials current and relevant. Through this Program Review process, we noted lower success rates among white students and also slightly lower rates among Black students compared to the college as a whole. **We would like to investigate whether different assessment tools (essays, multiple choice, projects) might impact success rates for diverse student populations.**

Division: Humanities & Social Sciences | Department: WGS | Subject: WGS

Show Annual Plan Question

Show IPR Question



Select Success or Course Completion: Success Rate | Population to Display: Cerritos College | Select Characteristic to Diaggregate: Race/Ethnicity | Select Display: Graph

Graph Legend: American Indian ... Asian Black or African ... Show Statewide 2023-2024 Rate: True

[View on Tableau Public](#)



We also noted lower success rates among older students in some recent academic years compared to the college as a whole.



Course Success & Course Completion



Division

Department

Subject

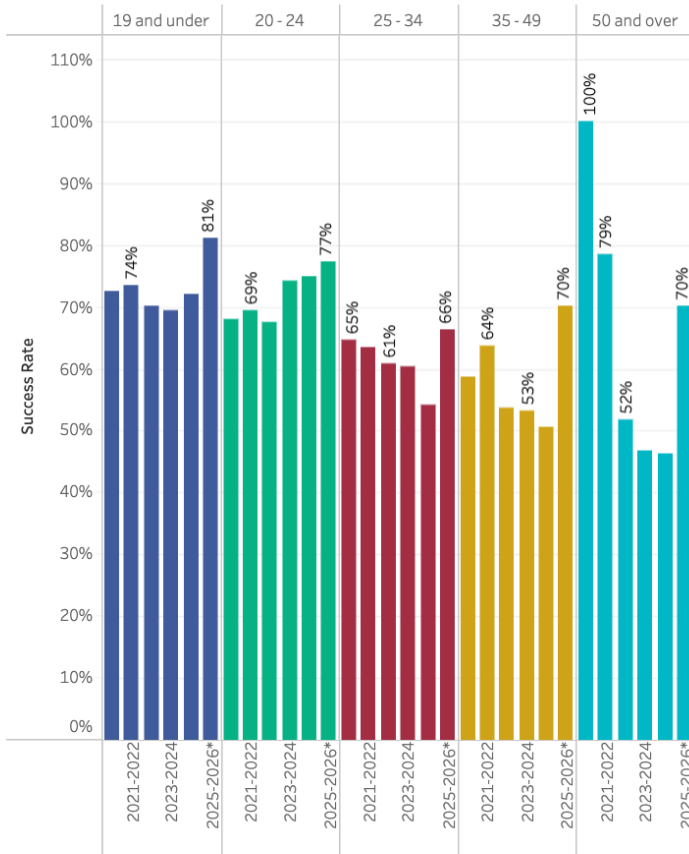
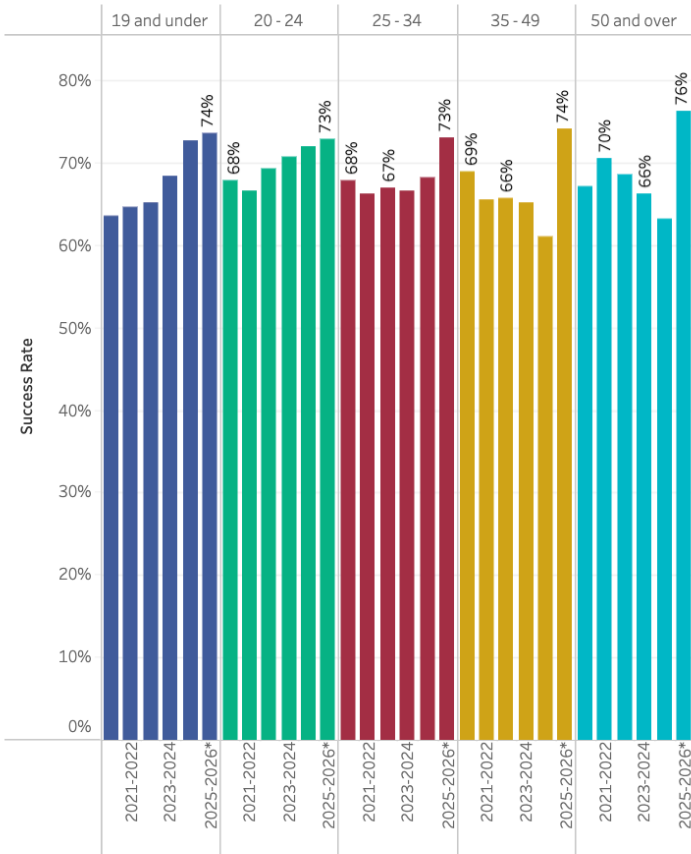
Show Annual Plan Question

Show IPR Question

Humanities & Social Sciences

WGS

WGS



Select Success or Course Completion

Population to Display

Select Characteristic to Diaggregate

Select Display

Success Rate

Cerritos College

Age Range

Graph

Graph Legend

19 and under

20 - 24

25 - 34

Show Statewide 2023-2024 Rate

True

[View on Tableau Public](#)

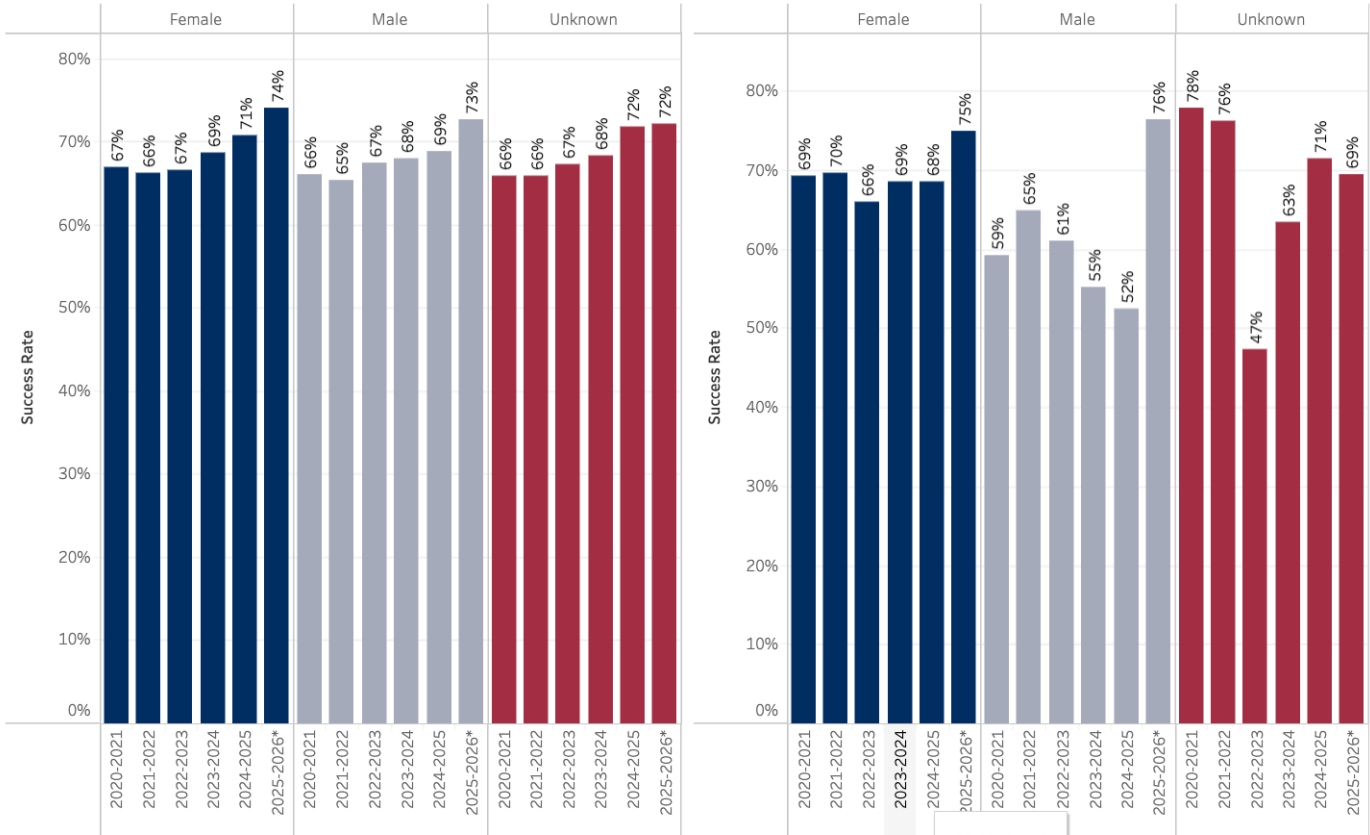
Share

We also noted that male students have had lower success rates in some recent years compared to the college.

Course Success & Course Completion



Division: Humanities & Social Sciences | Department: WGS | Subject: WGS



Select Success or Course Completion: Success Rate | Population to Display: Cerritos College | Select Characteristic to Display: Gender | Select Display: Graph

Graph Legend: Female (Dark Blue), Male (Light Blue), Unknown (Red) | Show Statewide 2023-2024 Rate: True

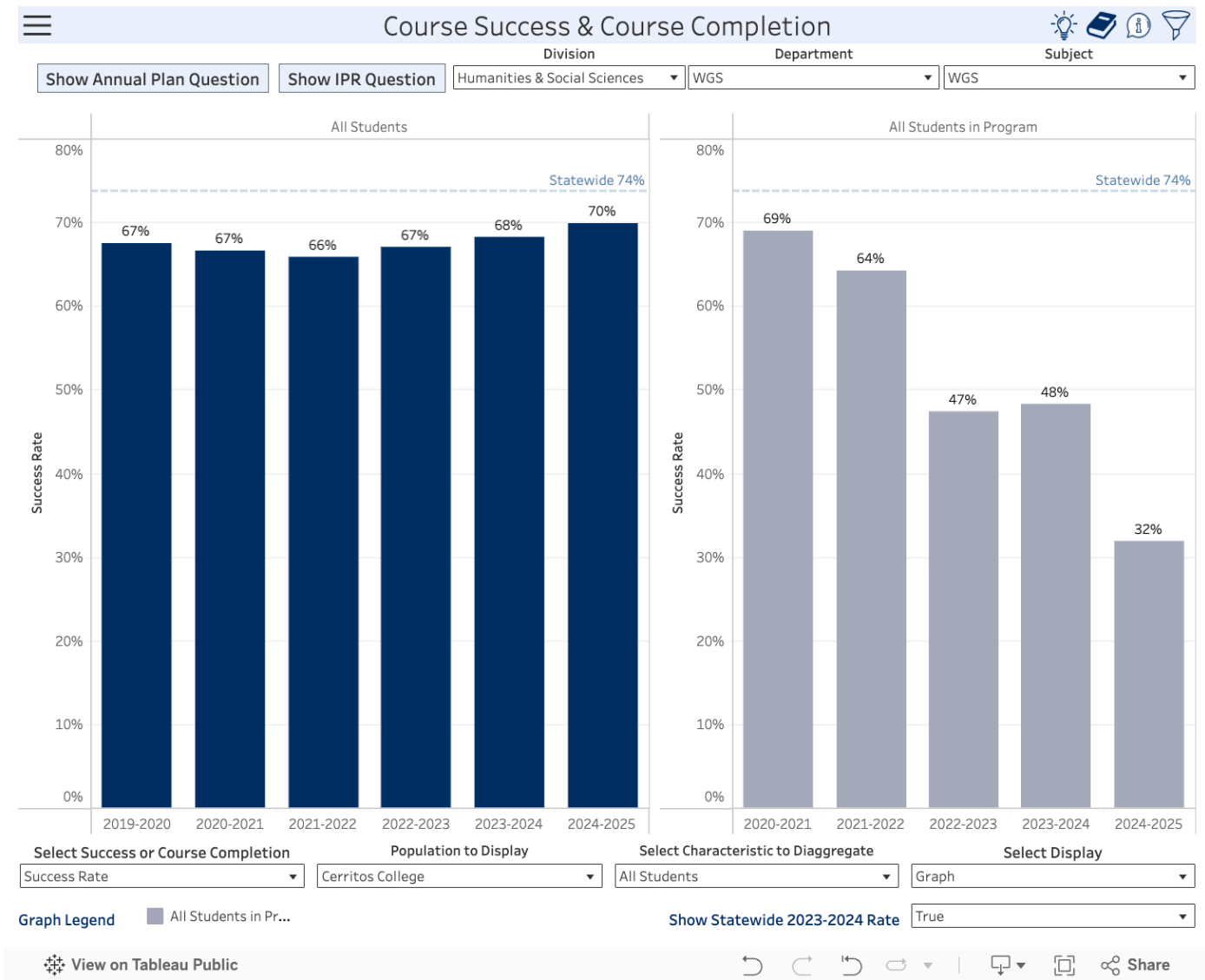
[View on Tableau Public](#)



Recently, we have seen lower success rates in WGS 140: Introduction to LGBT Studies:

- 2019-2020: No data *[course in development, not offered]*
- 2020-2021: 68.9% success
- 2021-2022: 64.29%
- 2022-2023: 47.37%
- 2023-2024: 48.28%
- 2024-2025: 31.91%

Image below shows completion/success data of WGS 140 on the right compared to the college as a whole (left).



This trend is of declining success in WGS 140 concerning, and during our upcoming department meeting, we will highlight how we may need to adjust ways of presenting the course content and key concepts to students in this course. We will also ensure students who are no longer participating in the class are cleared from rosters. Enrollment numbers in WGS 140 were quite low when the course was first offered perhaps leading to more individualized student attention and higher success; as enrollment has increased, some students may not be getting the level of feedback required. It may be helpful to lower the enrollment capacity from 31 to 25 students to ensure sufficient instructor connection with students.

Image below shows enrollment data for WGS 140 on the right compared to the college as a whole (left).



Enrollment



Division

Department

Subject

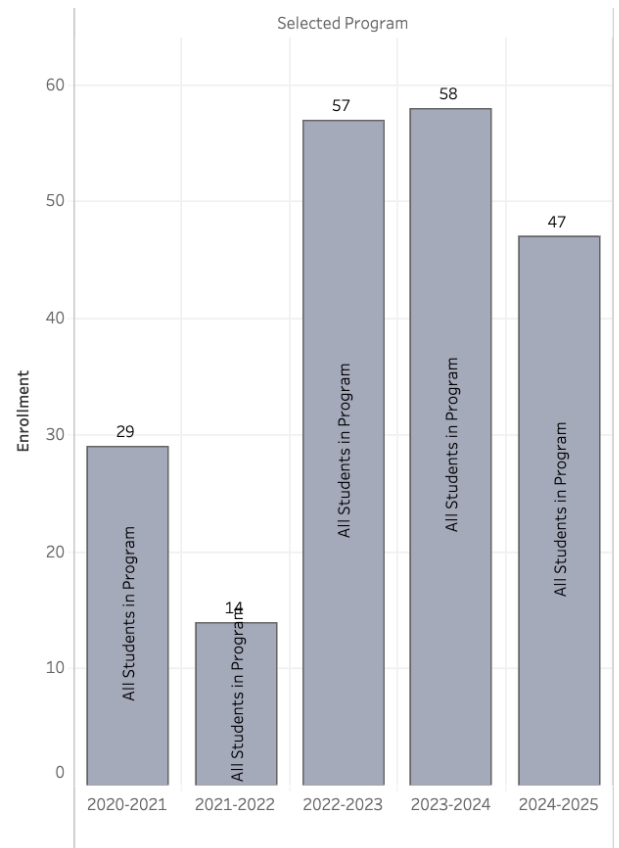
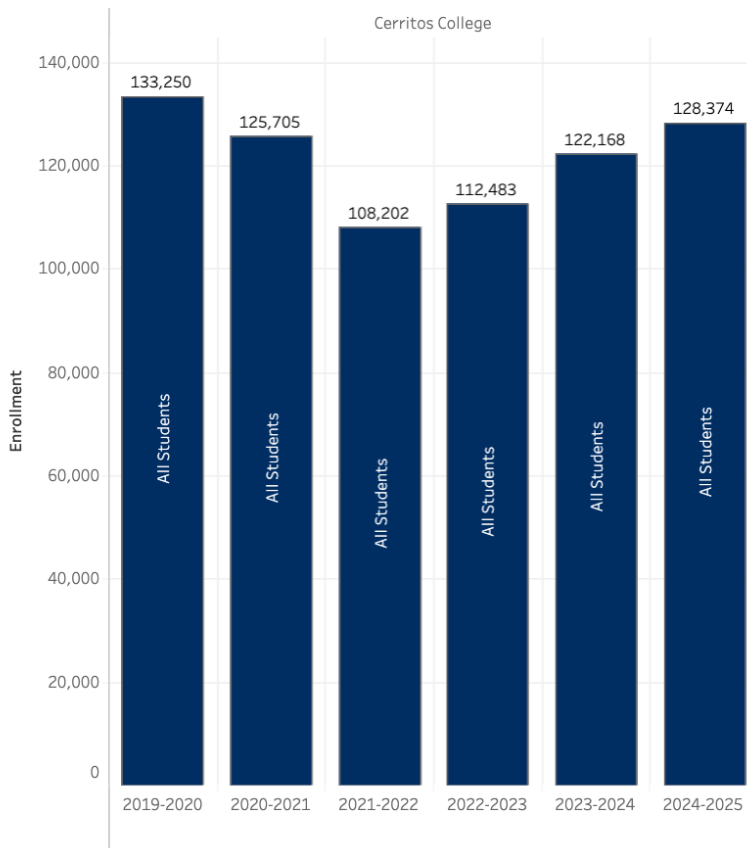
Show Annual Plan Question

Show IPR Question

Humanities & Social Sciences

WGS

WGS



We wanted to create an on-campus, traditional offering for WGS 140 during the 9B session of Spring 2026, which we believed will help to support student success and increase student engagement in the course material, but enrollment was not sufficient to add another section.

4. With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- **Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?**

Over the past six years, success rates of Black students have ranged from a high of 64% in 2019-20 to a low of 48.57% in 2021-22. Most recently, in 2024-25, the success rate for Black Students is 60%, similar to the college as a whole. The success rates for white students have dropped dramatically from 85.37% in 2019-20 to 23.35% in 2024-25, much lower than the college as a whole. It will be important to assess our teaching methods and consider culturally-responsive pedagogical practices that can support these groups. Most recently, the success rate for Asian students was 75% in 2024-25 (lower than the overall college rate of 83%), and the success rate for Hispanic/Latino students was 73% in 2024-25 (nearly identical to the overall college rate of 72%).

We have developed a goal related to faculty professional development funding that would help improve course relevancy, increase student engagement, and support faculty online and in-class teaching skills.



Course Success & Course Completion



Division

Department

Subject

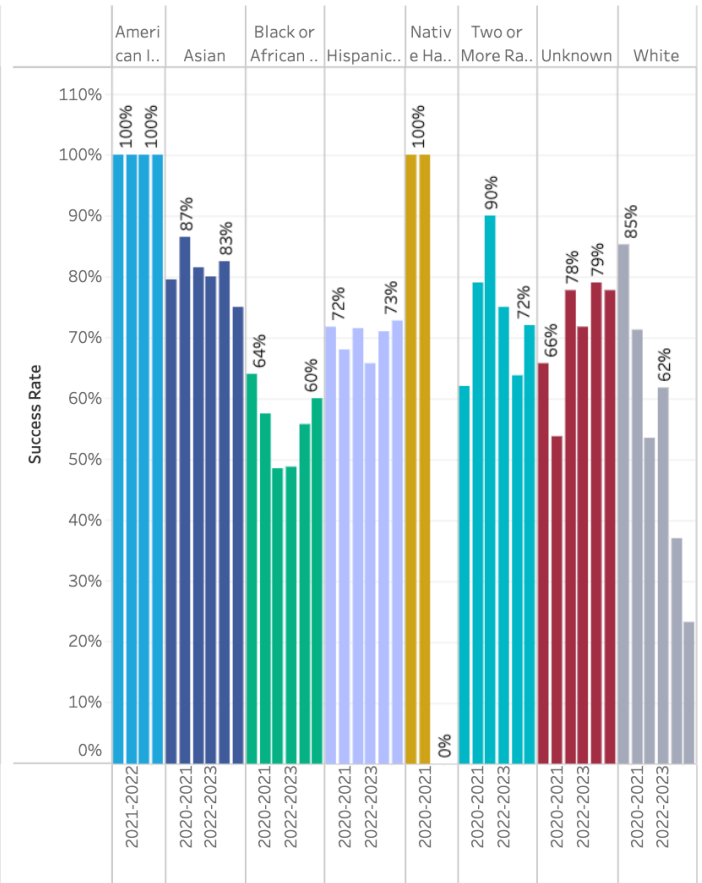
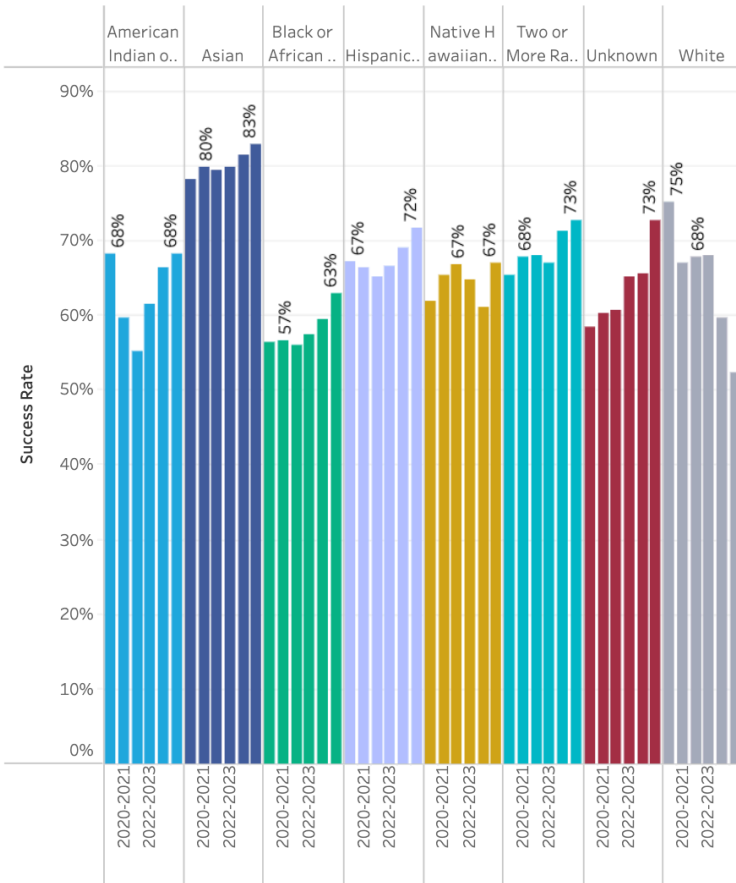
Show Annual Plan Question

Show IPR Question

Humanities & Social Sciences

WGS

WGS



Select Success or Course Completion:
 Population to Display:
 Select Characteristic to Diaggregate:
 Select Display:

Graph Legend: ■ American Indian ... ■ Asian ■ Black or African ...

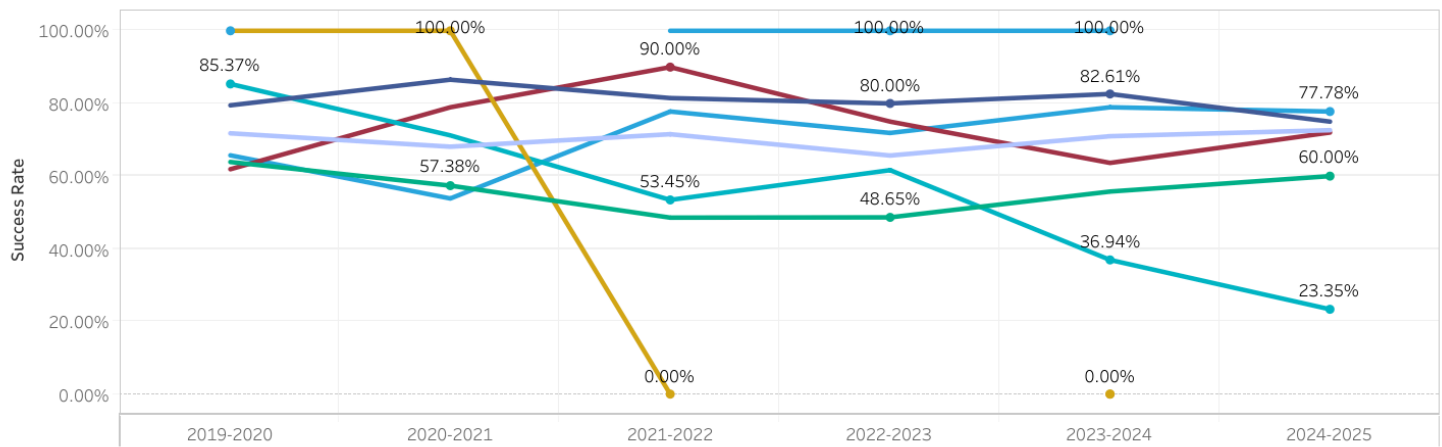
Show Statewide 2023-2024 Rate:

View on Tableau Public





Success Rates



Population: All students

■ American Indian or Alaska Native
 ■ Asian
 ■ Black or African American
 ■ Hispanic/Latino
 ■ Native Hawaiian or Other Pacific Islander
 ■ White
 ■ Two or More Races
 ■ Unknown
 ■ 0.00%
 ■ 100.00%

Division	Department	Subject	Course	Select Student At..	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year	2023-2024 Academic Year	2024-2025 Academic Year
Grand Total					71.73%	68.40%	69.18%	64.93%	66.16%	64.61%
Humanities & Social Sciences	WGS	WGS	WGS 101	American Indian or Alaska Native	100.00%		100.00%		100.00%	
				Asian	90.00%	84.62%	92.31%	75.00%	85.71%	80.00%
				Black or African American	85.71%	66.67%	40.00% DI	53.85%	72.73%	57.14%
				Hispanic/Latino	75.47%	73.58%	73.50%	62.50%	63.38%	67.74%
				Native Hawaiian or Other Pacific Islander		100.00%	0.00%		0.00%	
				Two or More Races	50.00%	100.00%	100.00%	75.00%	66.67%	0.00%
				Unknown	80.00%	75.00%	50.00%	60.00%	100.00%	50.00%
				White	75.00%	76.92%	88.89%	70.00%	35.71% DI	22.22% DI
		WGS 102	American Indian or Alaska Native			100.00%				

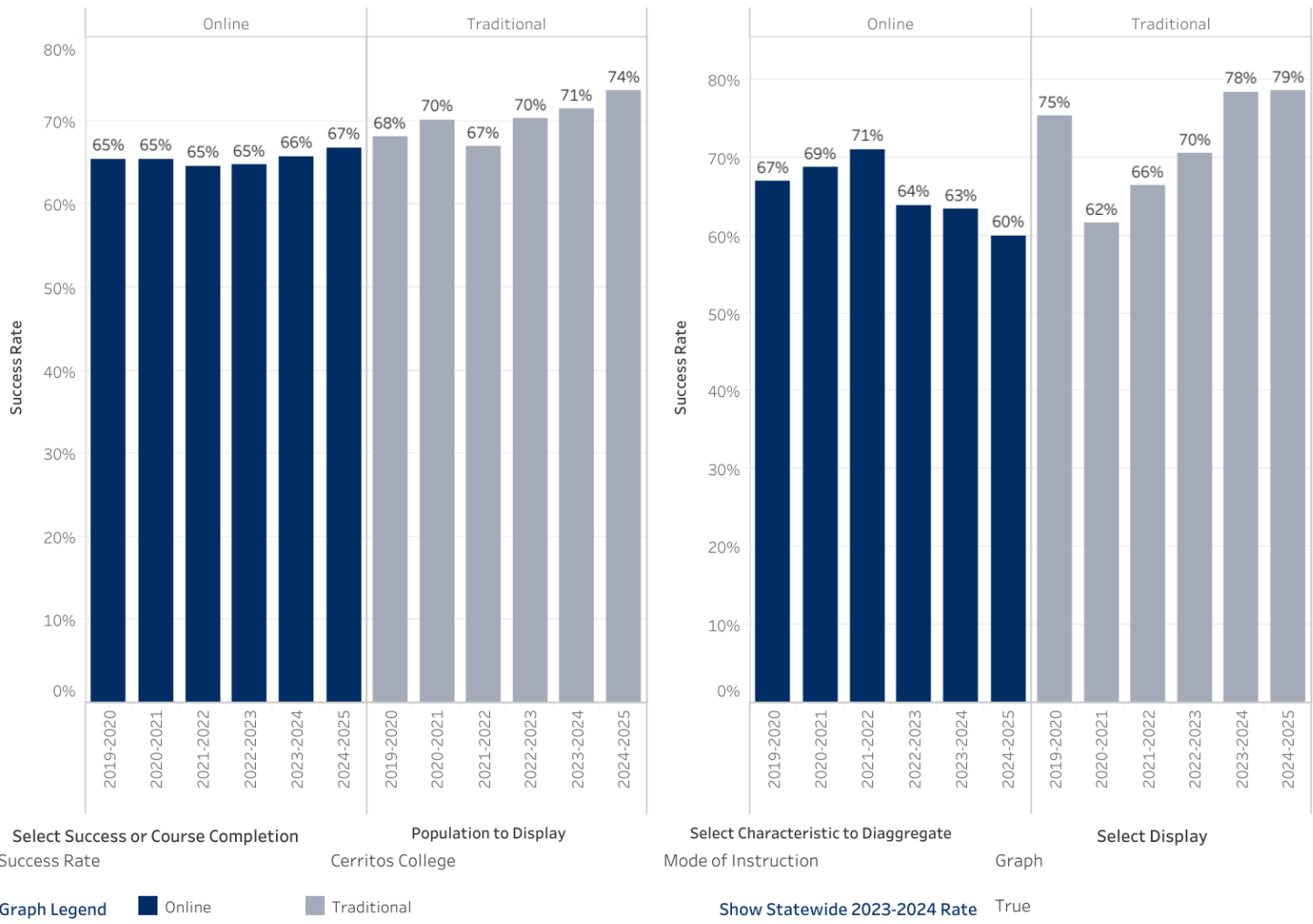
As noted above, the most recent success rate (60% online vs. 78.5% traditional) was higher in in-person classes, so we plan to add in-person sections to balance options for students.



Course Success & Course Completion



Division: Humanities & Social Sciences | Department: WGS | Subject: All



5. Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data. The WGS department co-chairs hold a weekly standing meeting to plan and adjust course offerings in light of our course data, including enrollment, SLOs, and information provided by WGS faculty members and the division dean.

Because most WGS courses are cross-listed, outcomes data are also discussed informally through ongoing communication with faculty in partner departments. For example, SLO results for Women in Sports are shared with Kinesiology, while History of Women in Visual Arts aligns with Art History. These cross-department dialogues ensure that SLO expectations remain consistent and that interdisciplinary perspectives inform continuous improvement.

- For WGS courses that are not cross-listed—
- WGS 101 Introduction to Women's and Gender Studies
 - WGS 102 Women and Religion
 - WGS 104 Women and Activism
 - WGS 105 Gender Studies and the Chicana/Latina Experience
 - WGS 140 Introduction to LGBTQ Studies
 - WGS 209 Gender and Science
 - WGS 250 Foundations of Feminist, Gender, and Queer Theories

SLO results are also reviewed in program-level dialogue sessions that include faculty teaching in related disciplines such as Sociology, Anthropology, and Communication Studies. These cross-disciplinary discussions help situate Women's and Gender Studies within the broader social sciences framework and ensure consistent emphasis on critical thinking, intersectionality, and inclusive pedagogy. Faculty document shared insights and strategies, which inform course updates and the planning of future assessments.

Section 3. Instructional Program Learning Outcomes Assessment

A. SLO Assessment Report : Version by Vitela, Lisa Caroline on 01/16/2026 19:19

Course By SLO	Expected Performance	Performance
ART118 - History of Women in Visual Arts		
A. Identify prominent aesthetic, symbolic, and functional features of art related to female subjects, patrons, and artists (Active from 2018 FA)	100.00%	49.70%
B. Demonstrate recognition of historical and cultural changes in gender roles and their influences on specific global works of art and architecture related to female subjects, patrons, and artists (Active from 2018 FA)	100.00%	53.16%
C. Describe the cultural and historical influences on specific global works of art and architecture related to female subjects, patrons, and artists (Active from 2018 FA)	100.00%	52.87%
D. Compose critical analyses of specific works of art related to female subjects, patrons, and artists (Active from 2018 FA)	100.00%	53.95%
KIN108 - WOMEN IN SPORTS		
Students identify the three parts of the Title IX definition. (Active from 2013 FA)	100.00%	41.87%
Students describe a visionary woman who worked for equality in women's sports. (Active from 2013 FA)	100.00%	41.87%
Students describe damages that occur as a result of discrimination against lesbian athletes. (Active from 2013 FA)	100.00%	41.87%
Students define the Female Athlete Triad. (Active from 2013 FA)	100.00%	41.87%
WS103 - Women, Their Bodies and Health (Archived)		
A. Understand how to develop a healthy lifestyle (Active from 2018 FA)	100.00%	64.45%
B. Identify how sociocultural influences (SCIs) contribute to her/his self-esteem and self-image (Active from 2018 FA)	100.00%	64.45%
C. Recognize the signs related to abusive behaviors (Active from 2018 FA)	100.00%	63.51%
D. Understand the characteristics in a healthy relationship (Active from 2018 FA)	100.00%	62.56%
WS108 - Women in Sports		
Student demonstrate ability to assess and evaluate critically the collaborative timeline and points of view of secondary and primary sources. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate ability to write a critical analysis about a topic in women's history that includes an evaluation of diverse points of view offered by the historical sources and an argument that judges the validity of these points of view. (Active from 2013 FA)	100.00%	0.00%
Students demonstrate ability to apply skills of critical analysis and knowledge of the historical understanding of women in American history to individual project and/ or personal reflections. (Active from 2013 FA)	100.00%	0.00%
WGS101 - Introduction to Women's and Gender Studies		
Demonstrate understanding of the impact of women's movements (Active from 2021 FA)	100.00%	66.15%
Explain how feminism in the 21st century moves toward inclusiveness to oppose gender oppression against individuals of all racial/ethnic groups, social classes, sexual orientations, religions, and disability statuses (Active from 2021 FA)	100.00%	67.53%
WGS101 - Introduction to Women's and Gender Studies		
Employ methodologies for studying gender (Active from 2018 FA)	100.00%	60.57%
Demonstrate understanding of the impact of women's movements on the experiences of women and men (Active from 2018 FA)	100.00%	68.63%

Course By SLO	Expected Performance	Performance
Explain the development and assumptions of various feminist theories (Active from 2018 FA)	100.00%	63.41%
Analyze the ways in which gender roles are shaped by socialization, institutions, and communication media (Active from 2018 FA)	100.00%	73.17%
Inquire how gender roles also affect those who do not conform to the gender binary (Active from 2018 FA)	100.00%	71.95%
F. Evaluate how gender intersects with race, ethnicity, social class, and sexual orientation (Active from 2018 FA)	100.00%	71.43%
G. Examine how comprehension of the social construction of gender expands personal choices and empowerment (Active from 2018 FA)	100.00%	71.43%
H. Explain how feminism in the 21st century moves toward inclusiveness to oppose gender oppression against women of all racial/ethnic groups, social classes, and cultural backgrounds. (Active from 2018 FA)	100.00%	68.63%
WGS102 - Women and Religion		
A. Demonstrate knowledge about women's roles in major religions of the world (Active from 2018 FA)	100.00%	64.13%
B. Assess how gender impacts religious practices (Active from 2018 FA)	100.00%	57.85%
C. Explain the role of culture in the practice of religion (Active from 2018 FA)	100.00%	60.54%
D. Explain the role of feminist studies in religion (Active from 2018 FA)	100.00%	55.16%
E. Explain various issues relevant to women's current status in their particular religious traditions (Active from 2018 FA)	100.00%	64.57%
WGS105 - Gender Studies and the Chicana/Latina Experience		
A. Analyze the ways in which Chicana/Latina experiences are influenced by the conditions of imperialism, colonialism, and patriarchy in the context of changing U.S. - Latin American relations (Active from 2018 FA)	100.00%	44.44%
B. Recognize Chicana/Latina experiences as they relate to migration, globalization, and economic development (Active from 2018 FA)	100.00%	44.44%
C. Evaluate how gender intersects with race, ethnicity, social class, and sexual orientation and it impacts Chicana/Latina communities, identities, and social institutions (Active from 2018 FA)	100.00%	44.44%
D. Analyze whether feminism in the 21st century moves to combat sexism of all racial/ethnic groups, social classes, and cultural backgrounds and how it contributes to social transformation (Active from 2018 FA)	100.00%	44.44%
E. Explain the historical and contemporary conditions of Chicanas and Latinas by exploring the relationship between political power and gender oppression (Active from 2018 FA)	100.00%	44.44%
WGS105 - Gender Studies and the Chicana/Latina Experience		
A. Define Ethnic studies as a field including history, vocabulary, terminology, oppression, power dynamics, and patterns of racial and ethnic interaction. (Active from 2022 FA)	0.00%	91.67%
B. Recognize Chicana/Latina experiences as they relate to significant contributions that Chicana/Latina people have made to the United States of America including areas of art, education, migration, globalization, and economic development. (Active from 2022 FA)	0.00%	69.79%

Course By SLO	Expected Performance	Performance
C. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as they apply to Latino/a American Studies. (Active from 2022 FA)	0.00%	81.72%
D. Apply theory and knowledge produced by Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation. (Active from 2022 FA)	0.00%	78.49%
E. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Latino American communities. (Active from 2022 FA)	0.00%	87.10%
(Active from 2022 FA)	0.00%	0.00%
(Active from 2022 FA)	0.00%	0.00%
(Active from 2022 FA)	0.00%	0.00%
WGS107 - Men and Masculinities: Constructing Manhood in America		
A. Demonstrate an understanding of the historical, political, social, economic, and cultural movements and influences on the experiences of men and women (Active from 2018 FA)	100.00%	80.00%
B. Explain the various theories on masculinities (Active from 2018 FA)	100.00%	80.00%
C. Analyze and evaluate the ways in which gender roles are shaped by socialization, institutions, and communication media (Active from 2018 FA)	100.00%	80.00%
D. Evaluate how gender intersects with race, ethnicity, social class, ability, and sexual orientation (Active from 2018 FA)	100.00%	80.00%
WGS108 - Women in Sports		
Students identify the three parts of the Title IX definition. (Active from 2019 FA)	100.00%	40.00%
Students describe a visionary woman who worked for equality in women's sports. (Active from 2019 FA)	100.00%	40.00%
Students describe damages that occur as a result of discrimination against lesbian athletes. (Active from 2019 FA)	100.00%	40.00%
Students define the Female Athlete Triad. (Active from 2019 FA)	100.00%	40.00%
WGS109 - Philosophy of the Body, Feminism, and Gender		
A. Assess traditional and non-canonical arguments in support of or against the ontology of gender and the body (Active from 2018 FA)	100.00%	67.14%
B. Explain and assess how gender norms pervade the philosophical discourse and affect the nature of the self, personal identity, and personal relationships (Active from 2018 FA)	100.00%	67.14%
C. Assess the ways in which feminist perspectives can be used to transform, enhance, and undermine traditional institutions and behaviors (Active from 2018 FA)	100.00%	67.14%
D. Explain and evaluate philosophical arguments, methods, and assumptions with respect to traditional and non-traditional theories of feminist and gender conceptions of knowledge, philosophy of language, philosophy of religion, and philosophy of science (Active from 2018 FA)	100.00%	67.14%

Course By SLO	Expected Performance	Performance
E. Compare and contrast male or conventional responses to contemporary moral, social, and political feminist philosophical theories (Active from 2018 FA)	100.00%	67.14%
F. Compare and contrast feminist aesthetics and philosophy of art with traditional concepts of beauty and art (Active from 2018 FA)	100.00%	67.14%
WGS140 - Introduction to LGBT Studies		
A. Define terminology regarding sexual orientations and gender identities and expressions (Active from 2020 FA)	100.00%	46.67%
B Identify major issues and historical events of LGBT+ studies (Active from 2020 FA)	100.00%	42.22%
C. Analyze and critique the scholarship related to LGBT+ issues and individuals. (Active from 2020 FA)	100.00%	36.36%
D. Identify the effects of heterosexism, homophobia, and transphobia. (Active from 2020 FA)	100.00%	48.84%
E. Describe how gender, gender identity, and sexual orientation intersect with race, ethnicity, and social class (Active from 2020 FA)	100.00%	34.09%
WGS202 - Gender and Society		
A. Discuss gender from a sociological perspective (Active from 2018 FA)	100.00%	0.00%
B. Distinguish different perspectives on gender (Active from 2018 FA)	100.00%	0.00%
C. Discuss the extent to which gender is a product of our environment (Active from 2018 FA)	100.00%	0.00%
D. Evaluate the implications of gender assignments on relationships (Active from 2018 FA)	100.00%	0.00%
E. Compare and contrast sociological perspectives used to interpret gender relations (Active from 2018 FA)	100.00%	0.00%
F. Differentiate between the terms sex and gender and discuss their differences within the larger social context of gendered relations (Active from 2018 FA)	100.00%	0.00%
G. Identify the main agents of gender socialization and their impact on children's and adults' gender construction (Active from 2018 FA)	100.00%	0.00%
H. Describe gender ideology and practices in multiple social institutions and across cultures and societies (Active from 2018 FA)	100.00%	0.00%
I. Identify the interplay of race, ethnicity, class, and sexuality affecting gender relations (Active from 2018 FA)	100.00%	0.00%
J. Outline the process by which people negotiate power and gender boundaries through their relationships with others (Active from 2018 FA)	100.00%	0.00%
WGS202 - Gender and Society		
A. Identify the basic sociological approaches to understanding sex and gender. (Active from 2018 FA)	100.00%	0.00%
B. Distinguish different perspectives on gender (Active from 2018 FA)	100.00%	0.00%
E. Apply sociological analysis to issues and dilemmas within the study of gender. (Active from 2018 FA)	100.00%	0.00%
C. Discuss the extent to which gender is a product of our environment (Active from 2018 FA)	100.00%	0.00%
H.Understand how sex and gender are socially constructed and explain how this social structure is built and reinforced. (Active from 2018 FA)	100.00%	0.00%
D. Evaluate the implications of gender assignments on relationships (Active from 2018 FA)	100.00%	0.00%

Course By SLO	Expected Performance	Performance
I. Evaluate differing perspectives and experiences of gender and utilize an intersectional approach to understand gender within broader contexts including race, class, sex, nationality, age, ability and/or other social locations. (Active from 2018 FA)	100.00%	0.00%
J. Outline the micro and macro processes by which people negotiate power and gender boundaries. (Active from 2018 FA)	100.00%	0.00%
F. Differentiate between the terms sex and gender and discuss their differences within the larger social context of gendered relations (Active from 2018 FA)	100.00%	0.00%
G. Identify the main agents of gender socialization and their impact on children's and adults' gender construction (Active from 2018 FA)	100.00%	0.00%
WGS202 - Gender and Society		
A. Identify the basic sociological approaches to understanding sex and gender. (Active from 2018 FA)	100.00%	0.00%
E. Apply sociological analysis to issues and dilemmas within the study of gender. (Active from 2018 FA)	100.00%	0.00%
H. Understand how sex and gender are socially constructed and explain how this social structure is built and reinforced. (Active from 2018 FA)	100.00%	0.00%
I. Evaluate differing perspectives and experiences of gender and utilize an intersectional approach to understand gender within broader contexts including race, class, sex, nationality, age, ability and/or other social locations. (Active from 2018 FA)	100.00%	0.00%
J. Outline the micro and macro processes by which people negotiate power and gender boundaries. (Active from 2018 FA)	100.00%	0.00%
WGS205 - The Anthropology Of Sexuality And Gender		
A. Evaluate sexuality and gender as culturally learned behaviors (Active from 2018 FA)	100.00%	100.00%
B. Indicate that sexuality is not a fixed behavior among all humans (Active from 2018 FA)	100.00%	100.00%
C. Indicate that some societies have more than just two gender categories (Active from 2018 FA)	100.00%	100.00%
D. Assess the relationship between the sexual division of labor and the status of genders other than "man" (Active from 2018 FA)	100.00%	100.00%
E. Distinguish between subsistence strategies and the status of genders other than "man" (Active from 2018 FA)	100.00%	100.00%
WGS206 - Women In the Global Economy		
A. Identify the major trends in the global economy today (Active from 2018 FA)	100.00%	66.67%
B. Explain the recent global financial crises (Active from 2018 FA)	100.00%	66.67%
C. Evaluate critically the role of global economic institutions and their impact on women in the Third World (Active from 2018 FA)	100.00%	66.67%
D. Explain economic issues pertaining to women in diverse cultural settings. (Active from 2018 FA)	100.00%	83.33%
E. Compare and contrast the impact of multicultural diversity on global issues (Active from 2018 FA)	100.00%	66.67%
F. Recognize the productive role of women in the Third World economically and ecologically (Active from 2018 FA)	100.00%	66.67%
G. Appraise the various modes of resistance that women's movements have employed in reconfiguring globalization (Active from 2018 FA)	100.00%	83.33%
WGS208 - Leadership For Women In Business		

Course By SLO	Expected Performance	Performance
A. Describe the challenges that women leaders face managing work and family life (Active from 2018 FA)	100.00%	95.45%
B. Describe the obstacles facing a woman as a leader in business (Active from 2018 FA)	100.00%	95.45%
C. Examine the entrepreneurial alternatives for women in business (Active from 2018 FA)	100.00%	95.45%
D. Explore information relative to the status and impact of women leaders in the workplace (Active from 2018 FA)	100.00%	95.45%
E. Assess strategies for how to best integrate women into leadership and managerial positions (Active from 2018 FA)	100.00%	95.45%
Evaluate the entrepreneurial alternative for women in the US and in countries throughout the world (Active from 2018 FA)	100.00%	95.45%
WGS250 - Foundations of Feminist, Gender, and Queer Theories		
A. Analyze the ways in which feminism and gender-based experiences are influenced by worldviews (western, non-western, etc.) (Active from 2018 FA)	100.00%	45.00%
B. Evaluate women and gender-based experiences as they relate to education, globalization, and economic development (Active from 2018 FA)	100.00%	38.33%
C. Evaluate how feminism, gender and queer theories intersect with race, ethnicity, social class, and sexual orientation and their impact in social institutions (Active from 2018 FA)	100.00%	46.67%
D. Assess whether feminism in the 21st century and its impact in gender and queer theories move to challenge sexism of all racial/ethnic groups, social classes, and cultural backgrounds and how they contribute to social transformation (Active from 2018 FA)	100.00%	41.67%
E. Compare and contrast the historical and contemporary understanding of feminism, gender, and queer theories by exploring the relationship between political power and gender oppression (Active from 2018 FA)	100.00%	48.33%
WGS118* - History Of Women In Visual Arts		
A. Identify prominent aesthetic, symbolic, and functional features of art related to female subjects, patrons, and artists (Active from 2018 FA)	100.00%	0.00%
B. Demonstrate recognition of historical and cultural changes in gender roles and their influences on specific global works of art and architecture related to female subjects, patrons, and artists (Active from 2018 FA)	100.00%	0.00%
C. Describe the cultural and historical influences on specific global works of art and architecture related to female subjects, patrons, and artists (Active from 2018 FA)	100.00%	0.00%
D. Compose critical analyses of specific works of art related to female subjects, patrons, and artists (Active from 2018 FA)	100.00%	0.00%
WGS118* - History Of Women In Visual Arts		
A. Identify prominent aesthetic, symbolic, and functional features of art related to female subjects, patrons, and artists (Active from 2018 FA)	100.00%	0.00%
B. Demonstrate recognition of historical and cultural changes in gender roles and their influences on specific global works of art and architecture related to female subjects, patrons, and artists (Active from 2018 FA)	100.00%	0.00%
C. Describe the cultural and historical influences on specific global works of art and architecture related to female subjects, patrons, and artists (Active from 2018 FA)	100.00%	0.00%

Course By SLO	Expected Performance	Performance
D. Compose critical analyses of specific works of art related to female subjects, patrons, and artists (Active from 2018 FA)	100.00%	0.00%

B. SLO Assessment Analysis : Version by Vitela, Lisa Caroline on 04/08/2026 19:23

1. Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

Frequency and Planning:

Student Learning Outcomes (SLOs) for all Women's and Gender Studies (WGS) courses are assessed each semester except during summer, following Cerritos College's SLO cycle. Because WGS operates as an interdisciplinary program, most courses are cross-listed with other academic departments such as Sociology, Anthropology, History, Art, and Kinesiology. As a result, assessment planning and reporting occur collaboratively between the discipline faculty teaching the cross-listed course and the WGS chairs. Each semester, faculty teaching WGS-designated sections assess all SLOs in all courses and report via eLumen.

The department holds one formal WGS meeting each semester, typically near the end of term, a standing agenda item is to review outcomes data and plan for the following assessment cycle. Since all WGS faculty are part-time, participation in these meetings varies depending on availability. Part-time faculty are encouraged but not required to attend.

Data Collection and Reporting:

Faculty assess SLOs using embedded assignments, essays, projects, or quizzes that correspond directly to the measurable verbs in each outcome (e.g., analyze, evaluate, identify). Data are entered into eLumen, which aggregates the results by course and SLO. Each assessment reflects the percentage of students meeting or exceeding the target outcome (college benchmark = 100% target).

Given the cross-listed structure, assessment practices sometimes vary by department, but all WGS faculty follow a consistent expectation: to assess each semester, all SLOs in each course taught and report the results in eLumen.

We are looking forward to the possibilities of the new Canvas Insights tool to reduce barriers and improve data collection.

2. Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

Review and Discussion of Outcomes:

At the semester meeting, the WGS Chairs lead a discussion of the aggregated SLO data. The conversation focuses on:

- Performance trends: identifying SLOs or courses consistently above or below the benchmark.
- Pedagogical practices: opportunities for scaffolding, active learning, or earlier formative assessments; sharing effective teaching strategies from faculty in different disciplines.
- Equity considerations: examining differences in success rates across modalities or student populations where possible.

The department chairs regularly review and discuss this data for the annual planning process (i.e., unit plan).

This year's results show that WGS205, WGS208, and WGS107 achieved strong outcomes (80–100%), while WGS140 and WGS250 demonstrated lower success rates (34–52%). These findings prompted program dialogue about integrating early formative checks, more explicit scaffolding of theory-based assignments, and clarified rubrics across sections. We are finding the department is coming out of a period of many fraudulent students in WGS courses, which have negatively impacted our success rates.

Integration with Program Dialogue:

Because most WGS courses are cross-listed, outcomes data are also discussed informally through ongoing communication with faculty in partner departments. For example, SLO results for Women in Sports are shared with Kinesiology, while History of Women in Visual Arts aligns with Art History. These cross-department dialogues ensure that SLO expectations remain consistent and that interdisciplinary perspectives inform continuous improvement.

For WGS courses that are not cross-listed—

- WGS 101 Introduction to Women's and Gender Studies
- WGS 102 Women and Religion
- WGS 104 Women and Activism
- WGS 105 Gender Studies and the Chicana/Latina Experience
- WGS 140 Introduction to LGBTQ Studies
- WGS 209 Gender and Science
- WGS 250 Foundations of Feminist, Gender, and Queer Theories

SLO results are also reviewed in program-level dialogue sessions that include faculty teaching in related disciplines such as Sociology, Anthropology, and Communication Studies. These cross-disciplinary discussions help situate Women's and Gender Studies within the broader social sciences framework and ensure consistent emphasis on critical thinking, intersectionality, and inclusive pedagogy. Faculty document shared insights and strategies, which inform course updates and the planning of future assessments.

Continuous Improvement Cycle:

The department follows a Plan–Assess–Reflect–Improve cycle:

1. Plan: Select SLOs for focus and align assignments.
2. Assess: Collect data each fall and spring semester through eLumen.
3. Reflect: Review results at once-a-semester department meetings.
4. Improve: Implement instructional and pedagogical changes (e.g., revising rubrics, adding formative assessments, etc.).

Faculty document individual follow-up actions, ensuring that subsequent assessments measure the impact of interventions.

C. Curricular Course Review : Version by Vitela, Lisa Caroline on 01/16/2026 19:19

1. Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

The Women's and Gender Studies program follows the curriculum review cycle established by the Cerritos College Curriculum Committee. As courses come due, the department is notified by its Curriculum Committee representative and updates Course Outlines of Record (CORs) accordingly. This process ensures that all WGS courses are reviewed and revised at least once every six years, in alignment with institutional requirements and statewide standards.

2. Explain any course additions to current course offerings.

The department successfully revised WGS 105: The Chicana/Latina Experience to meet the new Area 6—Ethnic Studies GE requirement. In Fall 2025, WGS 107: Men and Masculinities was also officially moved from Humanities to be fully housed within the Women's and Gender Studies department. This transition increases WGS-controlled FTES, strengthens curricular coherence, and supports long-term efforts toward securing a full-time faculty position.

3. Explain any course deletions and inactivation's from current course offerings.

There are no course deletions or inactivations at this time.

4. Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- **Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?**
- **How has degree and/or certificate completion changed over time?**
- **Are there sufficient completers compared with the size of your program?**

• **Course Offering Cycle:** While not all courses on the degree and certificate patterns have been offered in the last two years, the pathways include multiple options that allow students to complete requirements through currently active courses. This flexibility ensures continued progress toward degree and certificate completion. The department is also engaged in ongoing dialogue with disciplines that house cross-listed courses to encourage more regular offerings.

• **Degree/Certificate Completion Trends:** Completion trends have been uneven in recent years, influenced by pandemic-related disruptions and ongoing issues with fraudulent student enrollment. Despite these challenges, the program anticipates improvement as enrollment patterns stabilize.

• **Adequacy of Completers:** The number of completers does not yet fully align with the program's size and growth potential. The department plans to enhance marketing, student outreach, and support for timely submission of graduation and certificate paperwork.

5. Are any licensure/certification exams required for program completion or career entry?

- **If so, what is the pass rate among graduates?**
- **Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

No licensure or certification exams are required for program completion or entry into related career fields.

- **Pass rates:** Not applicable.
- **Performance benchmarks:** Not applicable.

Section 4. Instructional Program Reflection

A. Six-Year Program Reflection : Version by Vitela, Lisa Caroline on 04/08/2026 19:23

1. Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

Over the past six years, the Women's and Gender Studies program has experienced strong and sustained growth, with enrollment increasing by nearly 60 percent. The WGS department experienced limited enrollment disruptions due to the pandemic because we have robust online course offerings. Hispanic/Latino students continue to make up the largest demographic group, reflecting the broader composition of the campus and the program's alignment with student interest and community representation. While the program has historically enrolled a majority of women, recent data show a notable rise in male student participation, signaling expanding appeal across genders. The program also serves a large population of first-generation college students, demonstrating its role in supporting access and equity for students who are the first in their families to pursue higher education. Additionally, enrollment gains among adult learners, those ages 25 and older, indicate that the program is increasingly relevant to returning students, working adults, and community members seeking pathways for personal and academic growth.

Looking ahead to the next six years, the WGS program aims to continue building on its momentum by strengthening course offerings, increasing visibility, and ensuring all students see themselves reflected in the curriculum. A primary goal is to expand WGS 105 and other high-demand courses to meet Cal-GETC and support transfer pathways. The program also seeks to develop additional interdisciplinary partnerships and learning communities that connect WGS content with fields such as sociology, psychology, education, and ethnic studies. To better serve the growing population of male students, adult learners, and first-generation students, the program plans to integrate more flexible scheduling options and increase access to zero-cost textbooks and open educational resources. Continued attention to equity gaps, particularly for Black, Pacific Islander, and other disproportionately impacted groups, will guide future instructional practices and faculty development. Overall, the program intends to grow its reach while deepening its commitment to inclusive, equitable, and socially relevant education.

2. What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

Over the last six years, the Women's and Gender Studies program has conferred a modest but steady number of awards, reflecting both the size of the program and the evolving curricular pathways available to students. Award conferral patterns show consistent completion of the Women's and Gender Studies Associate Degree, along with growing interest in related certificates such as the LGBTQ Studies Certificate and the Women in Management Certificate, which collectively broaden the program's reach and relevance.

Data from the Tableau Award Count Report show that WGS conferred 8 associate degrees in 2019–2020, 4 degrees in 2020–2021, 6 degrees in 2021–2022, 4 degrees in 2022–2023, 3 degrees in 2023–2024, and 4 degrees in 2024–2025. Certificate completions in Women's and Gender Studies and LGBTQ-related areas have also remained steady, with 2 certificate completions in 2021–2022, 2 in 2022–2023, 1 in 2023–2024, and 2 projected for 2024–2025. These patterns indicate sustained engagement among students, even as awards, especially degrees, often represent only a portion of those who complete significant coursework in the discipline but may pursue transfer or interdisciplinary goals that do not require formal WGS credential completion.

The fluctuating yet consistent number of awards aligns with broader campus-wide trends of increasing completions and reflects ongoing student interest in social justice, gender equity, intersectionality, and LGBTQ issues. The presence of multiple award types within the WGS area, degrees and certificates, demonstrates the program's ability to serve diverse student goals, including transfer preparation, personal enrichment, and workforce-skills development related to culturally responsive and equity-focused careers.

Looking ahead, the next six years present an opportunity to strengthen pathways to degree and certificate completion by adding a WGS certificate that stacks with the new AAT degree. Additionally we will work to increase student awareness of available awards, integrating clearer advising and completion messaging in collaboration with Counseling, our LCP and maintaining consistent scheduling of required courses. Expanding stackable certificates and enhancing visibility of the LGBTQ Studies Certificate and Women in Management Certificate could also increase the number of completions. Continued alignment with CSU Area F remains a cornerstone strategy for supporting both degree completion and overall program growth. Together, these efforts can help ensure that the number of awards conferred continues to rise in proportion to the program's rapidly expanding enrollment.



Award Count by Program Report



“What is the Number of Awards conferred campuswide?”

	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
Grand Total	5,095	4,662	5,186	6,321	8,166	9,295
AA/AS	1,511	1,259	1,520	1,765	1,580	2,304
ADT	1,116	1,120	1,059	1,056	1,045	1,190
Cert	2,468	2,283	2,607	3,500	5,541	5,801

“What is the Number of Awards conferred by Program?”

Hover over title to expand and collapse columns using [+] and [-]. Data can be disaggregated from Division down to Academic Plan.

Division	Department	Award Category	Student Attribute	19 - 20	20 - 21	21 - 22	22 - 23	23 - 24	24 - 25
Total				8	4	11	6	4	9
Humanities & Social Sciences	Women’s and Gender Studies	Associates Degree	All students	8	4	8	4	3	4
		Associates Degree for Transfer	All students						2
		Certificate	All students			3	2	1	3

Completion Year(s):

Multiple values

Awards Count Value:

Number of Awards

Student Attribute Group:

All students

3. Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

During the 2024–2025 academic year, the Humanities and Social Sciences Division experienced a significant and positive organizational change with the appointment of a permanent dean after several years of interim leadership. This transition has brought much-needed stability, clearer long-term direction, and more consistent administrative support. As a result, the WGS program has been able to more effectively advocate for resources, particularly in building the case for a full-time faculty hire to support program growth and leadership continuity.

Another positive development occurred in Fall 2025 when WGS 107: Men and Masculinities was officially moved from its prior placement in Humanities to be fully housed within the Women’s and Gender Studies department. This realignment strengthens the program’s FTES base and supports its efforts to demonstrate the scope, relevance, and sustainability of WGS as an academic unit. Bringing this course into the department ensures curricular cohesion and provides additional evidence toward the long-term goal of securing a tenure-track faculty position.

We have also experienced unplanned events such as the COVID-19 pandemic and issues with fraudulent enrollment. Due to COVID-19, some students experienced more challenging learning conditions leading to lower success rates, while fraudulent enrollment led to lower enrollment numbers overall as “bad actors” were often removed from the classes after census. Some classes also often filled quickly with fraudulent enrollment, which prevented students from enrolling in the courses they needed to complete their academic plan. In the last two years, student learning conditions have been more consistent, and issues with enrollment fraud have subsided.

4. Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

Over the past review cycle, the Women’s and Gender Studies program has benefited from several important faculty achievements and professional contributions that have strengthened the program’s visibility and impact across campus and statewide.

Kimberly Rosenfeld is the Co-Chair of Women’s and Gender Studies and a Communication Studies faculty member whose work advances diversity, equity, inclusion, and accessibility at Cerritos College.

Kimberly Rosenfeld received the Human Resources Diversity Award for the 2023–2024 academic year, with formal recognitions from Congresswoman Linda Sánchez, State Senator Bob J. Archuleta, and Assembly Member Blanca Pacheco. This award honors faculty, staff, and students whose advocacy and leadership advance diversity, equity, inclusion, and accessibility at Cerritos College.

Professor Rosenfeld's contributions reflect a deep commitment to Women's and Gender Studies and to equity-centered education. She teaches the cross-listed course COMM/WGS 115, where she supports student engagement and understanding of social identities, power, and systems of inequity. She works collaboratively on curriculum development for Women's and Gender Studies and supports Course Outline of Record revisions that align with **CAL-GETC (California General Education Transfer Curriculum)** and strengthen transfer pathways for WGS students by writing their first Gender Studies AAT degree and collaborating on a Gender Studies certificate.

Her work extends beyond the classroom through community-based praxis that advances the goals of Women's and Gender Studies. As a College Corps faculty mentor, she focuses on leadership development that center the experiences of disproportionately impacted groups.

Professor Rosenfeld also contributes to institutional leadership at Cerritos College. She serves as co-chair of the Chairs Council and as the inaugural chair of the Academic Senate Committee on Artificial Intelligence, where she supports faculty in understanding how emerging technologies intersect with equity, pedagogy, and social systems.

In support of the college and in response to recent retirements, Professor Rosenfeld also serves as chair of the Education and Educational Technology Department and the Reading Department. These leadership roles reflect her commitment to sustaining strong academic programs that advance gender equity, interdisciplinary teaching, and student success across multiple areas.

At the statewide level, Professor Rosenfeld serves as the Faculty Discipline Review Group Lead in Women's and Gender Studies for the **C-ID (Course Identification Numbering)** system beginning in 2024. In this role, she collaborates with faculty from the California Community Colleges and the California State University system to guide curricular alignment and strengthen transfer pathways in Women's and Gender Studies. Her leadership elevates the visibility of Cerritos College within statewide curriculum initiatives and supports student mobility, equity, and academic success.

Lisa Boutin-Vitela is co-chair of Women's and Gender Studies and a faculty member in the Art & Design Department. Professor Vitela holds a doctorate in art history with a specialization in studying material culture and significant women patrons of the Renaissance. Professor Vitela continues to attend and participate in scholarly conferences, including a conference in Venice, Italy in December 2023 about Renaissance religious spaces. In recent years, she has also presented lecture series at local arts institutions, including the Bowers Museum and Orange County Museum of Art (OCMA).

In 2021-2022, Professor Vitela was a faculty fellow in the EPIC Community College Fellowship Program through Global Studies at Stanford University. Her EPIC project focused on using digital technology to enhance student research. She returned to Stanford in August 2024 to participate in an EPIC faculty alumni panel.

Professor Vitela was pleased to receive an academic-year sabbatical in 2022-2023 for research about digital humanities and campus spaces that engage with digital technology for student research and innovation. Through this sabbatical project, Professor Vitela was able to share her research with her students through new student projects and with faculty through CTX workshops.

Since 2022, Professor Vitela supported the development of a new Asian American Studies program through her service on the Ethnic Studies Task Force. She has used her experience as co-chair of Women's and Gender Studies to support the development of new courses and programs in Asian American Studies.

At Cerritos College, Professor Vitela has served for many years on the Faculty Senate as the Fine Arts and Communications Division representative and on the College Committee for Arts in Public Spaces (CAPS) as the Art History representative. She was awarded a Cerritos College "Bridge to Equity" Diversity Award in 2024 in recognition of "making significant contributions to the campus community in building bridges and fostering a climate of equity at Cerritos College."

She completed two multi-day workshops through the Center for Teaching Excellence (CTX). Professor Vitela was a member of Culturally-Responsive Pedagogy and Practice (CRPP) 2024-2025 cohort, and she also participated in the CTX 2025 Summer Institute: Leading with Authenticity: Navigating Workplace Dynamics and Cultivating Community.

Professor Vitela applied for and was selected to participate in the 2024-25 SanFACC Mentor Program.

Professor Vitela is currently serving on the Zero Textbook Cost (ZTC) Taskforce and is ZTC project lead for WGS, Art History, and Visual and Cultural Studies. She is working to support faculty as they transition their courses to "Zero Textbook Cost" or "Low Textbook Cost." Through ZTC support from grant funding and exceptional faculty efforts, students should have an initial pathway to attain their WGS degree as a fully "Zero Textbook Cost" program by fall 2026.

The program has also benefited from the addition of several highly qualified part-time faculty, hired in response to significant WGS growth. Collectively, these faculty bring a wide range of advanced academic training, professional experience, and specialized expertise that enrich the curriculum. Their credentials include graduate degrees from institutions such as SUNY Stony Brook University, Oregon State University, the California Institute of Integral Studies, the University of Arizona, CSU Long Beach, and UC Davis. Their areas of specialization span Sociology, Women's and Gender Studies, Queer Studies, Latin American Literature, Cultural Theory, English Literature, Women's Spirituality, and Multicultural Studies. Several hold teaching credentials, graduate certificates, and professional certifications—including online teaching certification, restorative justice training, and Difference, Power, and Discrimination pedagogy. Many have also taught extensively across the CSU and CCC systems, with some receiving campus-level awards for exceptional service to students.

Collectively, this growing group of part-time faculty has strengthened the program's interdisciplinary foundation, expanded the breadth of course offerings, and enhanced the department's ability to serve a diverse student population with high-quality, equity-centered instruction.

5. Provide a status update on goals from the last program review cycle.

Previous Goals from **2019-2020 to 2024-2025** IPR Report:

1. Increase number of majors by 5%
2. Increase number of students completing certificates (Women in Management and LGBT Studies) by 2%
3. Establish a sustainable department-wide SLO assessment process
4. Increase gender diversity in our classes
5. Submit a formal request to hire a full-time faculty member in WGS
6. Track majors after transfer to learn what they do after Cerritos college (BA, career) in order to inform majors of opportunities after graduation.

Goal #1 is challenging to track as the college does not track majors over time since students can easily change majors. Total WGS certificates and degrees are as follows:

- 2018-19: 1
- 2019-20: 8
- 2020-21: 4
- 2021-22: 11
- 2022-23: 6
- 2023-24: 4
- 2025-26: 9

Goal #2 has been accomplished as there were no certificates awarded in 2019-20, and between 1 and 3 have been awarded each year between 2021-22 and 2024-25.

Goal #3 has been accomplished. As outlined above, the department has developed a process to ensure WGS SLOs are regularly assessed and the data is reviewed.

Goal #4 has been accomplished. Due to the development of WGS 105 and a greater variety of WGS courses, we have seen male enrollment grow from the low to mid-teens to over 24%.

The renaming of "Women's Studies" to "Women's and Gender Studies" has helped the department to be more inclusive.

Goal #5 has been accomplished. The formal request for a full-time hire was submitted in Spring 2025, and we hope to hire the first Cerritos College WGS full-time faculty member in Spring 2026.

Goal #6 has not been accomplished. While this is a worthy goal, we have not had access to this type of student data, nor a means of regularly connecting with WGS students after graduation. We recommend an annual message to department chairs from the Cerritos College Foundation with a list of alumni who are still interested in maintaining connections with the department. We also hope the hiring of the full-time WGS faculty member will increase likelihood of longer-term student connections and help this goal come to fruition.

6. If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

During this review cycle, the Women's and Gender Studies program received additional funding to support Women's History Month (WHM) 2026. The program is currently in the planning stages for the month-long series of events scheduled for March; however, the allocated resources are already having a meaningful impact. These funds will enable the department to secure guest speakers, host student-centered contests and activities, and develop expanded educational programming that elevates the visibility of Women's History Month across campus. This support strengthens the program's ability to offer high-quality, community-engaged events that promote gender equity, student engagement, and interdisciplinary learning.

Section 5. Instructional Program Goals and Resource Requests

A. Six-Year Program Goals and Resource Requests