

# Instructional Program Review Report

## Sierra College, 2018-19

Department/Program Name: Women and Gender Studies

Date Submitted: February 22, 2019

Submitted By: Kathleen Taylor

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as well all other staff and stakeholders invested in the present and future success of the program at all sites throughout the district. The Program Review Committee needs as much information as possible to evaluate the past and current performance, assessment, and planning of your program.

Please attach your Department Statistics Report (DSR) and your planning report with your Program Review.

**1) Relevancy: This section assesses the program's significance to its students, the college, and the community.**

1a) To provide context for the information that follows, describe the basic functions of your program.

The Women and Gender Studies Program provides rigorous interdisciplinary academic courses examining gender as a contemporary and historical variable that affects the social, economic, and political structure of our society as well as the everyday lives of all people. Courses include a wide range of perspectives from disciplines such as history, literature, philosophy, sociology, humanities, psychology, art, anthropology, political science, LGBT Studies and general Women's Studies. Students explore and examine how these disciplines pertain to women and how women have contributed to the cultural and sociological landscape. Students develop critical analytical skills to untangle gender biases in the observer as well as understanding how these biases iterate across structures, culture, families, and within individuals. The Program's mission is to provide the undergraduate student with an education that advances their theoretical, empirical, and methodological perspectives for understanding intersectional gendered culture and addressing social inequalities.

1b) How does your program support the district mission, as quoted below?

“Sierra College provides an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement. The college is committed to practicing diversity and inclusion, and recognizes that a diverse and inclusive curriculum and workforce promotes its educational goals and values. Institutional learning outcomes guide the college's programs and services, encouraging students to identify and expand their potential by

developing knowledge, skills, and values to be fully engaged and contributing members of the global community. Sierra prepares students by offering Associate's and transfer degrees, certificates, career and technical education, foundational skills, as well as lifelong learning and enrichment." [update]

Please include an analysis of how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship? [we could make this a separate question]

The Women and Gender Studies Department is committed to academic excellence and service to community. Across the eleven affiliated academic departments that together comprise the WGST consortium at Sierra College, we strive to provide a solid foundation in core Women and Gender Studies areas for all of our students, as individuals coming to the classroom with unique backgrounds and aspirations. We believe in a rigorous high quality education that provides learning opportunities on multiple levels and in that effort, we use various types of material delivery and a variety of assessment models. Our curriculum offers a wide range of courses that enhance the liberal arts preparation for students working toward the AA degree at Sierra College, as well as for students transferring to four-year institutions, whether or not they major in Women and Gender Studies. We provide a diverse, dynamic learning environment that inspires student achievement, fosters academic excellence, promotes service, and facilitates lifelong learning. Through lectures, readings, research, writing assignments, multi-media vectors, oral presentations, group discussions, community service and other academic activities, WGST courses promote the acquisition of knowledge, skills and values consistent with a liberal arts education. One key outcome in our program is to strengthen students ability to function personally and professionally as informed and socially responsible world-citizens. We emphasize cultural responsive teaching methods to improve students' transnational literacy as well as to develop their own informed standpoints.

Because the very foundation of WGST is theory *and* praxis, we maintain high visibility through campus events and feminist programming. In short, our work positively impacts the larger social fabric of our academic community and we are constantly engaged with the larger College team to facilitate student success and greater equity.

1c) Program offerings align with which of the following mission categories; check all that apply:

Transfer     Career Technical Education  
 Basic Skills     Personal Development/Enrichment     Lifelong Learning

1d) Please analyze your department's performance in supporting the mission categories marked in 1c above. Please provide evidence in support of this analysis, including data from the dashboard relevant to this evaluation; relevant data includes the equity and diversity goals of the department and College.

If any of the following apply to your program, please address them in your analysis.

- Degrees, certificates, and/or licenses your department has generated:
  - The alignment of these awards with the district's mission and/or strategic goals. (See the district "Awards Data File, available from Research and Planning, for your numbers).
- Job placement or labor market information for your program's awards and licenses.
- The contribution your program makes to student transfer.
- Participation in basic skills programs.

Typically, 20-28 students at any given time are declared WGST Majors. We have 8-10 students earning a WGST AA every year. As mentioned in another section of this report, our overall success is weighed in our minds in terms of WGST classes across eleven disciplines. To this end, over 500 students take a WGST associated class every semester with an additional 200 students enrolled in one of our WGST Department numbered courses every semester for a total impact of well over 700 students. All of our courses are CSU/UC transferable.

1e) Optional Additional Data: Describe any other relevant contributions of your program to the district mission, goals, outcomes, and values not incorporated in the answers above. Examples include but are not limited to contributions to student equity and success, diversity, campus climate, cultural enrichment, community ties, partnerships and service, etc. Include specific data and examples.

WGST is, at its core, a discipline concerned with equity. From the historical perspective of academic "diversity" disciplines, WGST commitment to culturally informed research, theory, pedagogy and praxis resonates across many of Sierra College's missions. To be sure, as we become more sophisticated in understanding how to equitize classrooms, WGST faculty will be not just early adopters of improved educational delivery and assessments, but also a significant part of the team leading Sierra in those ongoing efforts.

**2) Currency: This category assesses the currency of program curricula as dictated by Title 5 and the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development.**

2a) Curriculum: Comment on the currency of your program's curricula, including discussion of any recent or projected changes. Please describe your process and the criteria, including state and/or professional mandates, for evaluating and revising curriculum, including the use of SLOs.

Annually, the WGST Department consortium discusses Program Outcomes and adapts both the Outcomes and CSLO mapping. With the feminist research increasing in both intersectionality and transnationalism, we prioritize modifications at the course level as how these emergent conversations influence each discipline differently. At the program level, these changes are reflected in the PSLOs and directly relate to various ISLOs as indicated in the mapping.

As relevant, please address the impact of the development of MAPs, Interest Areas, and Guided pathways on curriculum and program planning and assessment

There are two basic ways in which we consider the impact of MAPs and Guided Pathways for WGST. The most straight forward analysis concerns the WGST AA pathways which provides a basic lower division breadth of class opportunities to meet the various interests of our students, many who double major. With only one compulsory course, Introduction to Women and Gender Studies, which we off on-ground in Rocklin every semester, every two years at NCC, and four times a year online, we typically reach students in their Sophomore year after they have already chosen a major, or two. As such, and because our elective classes range across ten other disciplines in both on-ground and online formats - the number of potential MAPs and Pathways that intersect with WGST is remarkable. In this way, we consider our primary goal the expansion of inclusive feminist methodologies across many disciplines as our most important contribution to the academy.

2b) Student Learning Outcomes Assessment: Analyze your program’s assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided.

WOMEN AND GENDER STUDIES PROGRAM OUTCOMES - PSLOs		Related ISLOs	Enter "X" in boxes as appropriate													
PSLO A	Differentiate between sex and gender in the context of shifting definitions of woman.	1A, 1B, 1C, 1D; 2C, 2D; 3A, 3B, 3D; 4A, 4B							X		X		X		X	
PSLO B	Define and deconstruct explicit and implicit privilege including, but not limited to, white privilege, male privilege and heterosexual privilege.	1A, 1B, 1C, 1D; 2D; 3A, 3B, 3D; 4B, 4D						X		X		X		X		
PSLO C	Evaluate the social construction of gender and explore how it pertains to the particular inquiry of study undertaken (e.g. sexuality; queer theory; anthropology; art history)	1A, 1B, 1C, 1D; 2C, 2D; 3A, 3B, 3D; 4A, 4B						X		X		X		X		
PSLO D	Apply cross-cultural, transnational or global awareness to "significant questions" concerning women and gender	1A, 1B, 1C, 1D; 2C, 2D; 3A, 3B; 4A, 4B, 4C, 4D						X		X		X		X		
PSLO E	Appraise gendered construction of knowledge and social institutions and how they directly apply to the subject under scrutiny	1A, 1B, 1C, 1D; 2C, 2D; 3A, 3B, 3C, 3D; 4A, 4B, 4C, 4D						X		X		X		X		
Total Number of Program Outcomes (manually enter)		5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Number of Program Outcomes Assessed (per formula)			0	0	0	0	5	0	5	0	5	0	5	0	5	
Percentage of Program Outcomes Assessed (per formula)			0%	0%	0%	0%	100%	0%	100%	0%	100%	0%	100%	0%	100%	
Women and Gender Studies: A.A. Degree Outcomes - same as the PSLOs.																
WOMEN AND GENDER STUDIES COURSE OUTCOMES - CSLOs		Related PSLO	Enter "X" in boxes as appropriate													
WMST 1 INTRODUCTION TO WOMEN'S STUDIES			Enter "X" in boxes as appropriate													
CSLO 1	Demonstrate an understanding of the complexity in defining sex and gender within a culture.	A/C							X	X	X		X		X	
CSLO 2	Construct a "wheel of privilege" and articulate/appraise your social and physical positions relevant to the local community.	B						X		X		X		X		
CSLO 3	Describe and evaluate potential ethical issues when individuals from highly industrialized countries intervene politically on a transnational level into life circumstances of women and girls.	D				X					X		X		X	
CSLO 4	Delineate between cultural ideals of masculinity and femininity and analyze personal familial history in terms of conformity to these gender expectations.	C	X					X		X		X		X		
CSLO 5	Demonstrate an understanding of how gendered social values have historically led to the valuing or devaluing of artistic products.	C/E	X					X		X		X		X		

In the space below, please describe or attach the cycle you have developed for outcomes assessment.

We assess our Core Course, WGST1: Introduction to Women's Studies, every semester. Through appraisal of student learning outcomes, we annually reconsider our core material and delivery methods. As appropriate, we differentiate between modality of course presentation and make adjustments to best address the specific population differences between online students and on-

ground students. For example, we found that an eight-week on-line delivery method optimized the ability to serve the older cohort we typically have on-line. Also, we found that core theoretical foundations of feminist theory are best served in doses across a semester as opposed to in the front-end. Through research, we also determined that to best meet the student's needs, WGST1 online has the greatest success and retention rates if we schedule it in eight-week sessions.

The WGST Department at-large meets annually to adjust curriculum, PSLOs and SLOs as necessary. All of our other classes are assessed in the primary discipline in which they are associated:

<a href="#">ANTH 0027</a>	Anthropology of Sex, Gender and Sexuality	
<a href="#">ARHI 0132</a>	History of Women in Art	
<a href="#">ENGL 0027</a>	Literature by Women	
<a href="#">HIST 0027</a>	Women in American History	
<a href="#">PHIL 0027</a>	Introduction to Philosophy of Women in Western Cultures	
<a href="#">POLS 0027</a>	Women and Politics in a Global Society	
<a href="#">PSYC 0127</a>	Psychology of Women	
<a href="#">PSYC 0130</a>	Human Sexuality	
<a href="#">SOC 0005</a>	Sociology of Women's Health	
<a href="#">SOC 0027</a>	Sociology of Gender	
<a href="#">WMST 0002</a>	Introduction to LGBT Studies/Queer Theory (also <a href="#">LGBT 0001</a> )	
<a href="#">WMST 0003</a>	Introduction to Women, Gender and Religion (also <a href="#">HUM 0009</a> )	
<a href="#">WMST 0004</a>	Feminism and Social Action (also <a href="#">SOC 0010</a> )	

2c) Professional development: Please describe how your department's individual and group activities and professional development efforts serve to improve teaching, learning and scholarship.

WGST faculty are significant contributors to the campus culture in promoting Diversity/Equity and Sierra collaboration. We regularly hold workshops/presentations on topics such as Title IX, Women in Politics, Body Politics, Media Literacy, Sexuality Concerns, Gender Expression, Transnational Feminism, Take Back the Night, Violence Against Women, Consent Culture, Anti-Suicide Ripple Effect, #TimesUp!, Love Your Body

Week, Feminist Film Series/Panels (NCC). We had a high level of collaboration involvement such as in creating the Student Equity Centers, heading Gender Equity committee, holding multiple Senate Leadership Positions, EEO representation, Spectrum Committee, Title IX Committee, PEAC (3 members), Faculty Equity Task Force (5 members) as well as in community organizations. We participate in and/or coordinate AAUW Elect Her, Love Your Body Week, Pride Week, Take Back the Night, Social Justice Week, Women's History Month, NCC Feminist Film Series, as well as the Rise Up! Against Sexual Violence campus-wide educational event. All of our events and educational seminars are open to students as well as the general community.

Our faculty members are actively involved in public community events and are regularly invited as guest speakers both locally and nationally. Many of our faculty members have been interviewed by local TV channels, Radio shows and for news articles. In 2016, we turned our focus to building NCC programming and visibility resulting in five success community events that drew new people to the campus and seven programs scheduled for the 18/19 school year. We have been featured on the front page of the Nevada County newspaper as well as have had three major radio interviews plus additional short news pieces. We work with AAUW to provide additional opportunities for our students and have a student representative reporting from National AAUW. WGST faculty advise for at least seven active ASSC Clubs and WGST faculty members regularly take on honors contracts for students. WGST faculty develop and facilitate multiple Flex activities every year that address core social problems of our time and expand the cultural literacy of our faculty and staff.

Please describe your staff development needs based on this analysis.

All of our faculty work in at least two departments and have solid foundations in the impact of gender within their particular discipline. To stay current across these many areas requires individual disciplinary research vigilance. As a consortium, we share resources across the department and there is *never* any shortage of front-page stories that inform and extend the application of feminist theory in daily life.

Our faculty attend conferences, read and publish within peer-reviewed journals, read and write books, work within related NPOs, hold positions within Nation and local Boards, teach in International University Programs, and participate actively in Equity Education and the development of the Sierra Equity Programming.

The principle training need for the department is to reach 100% participation in the Equity Bias Retreat as calendars and funding permits. A secondary training need is financial support for attendance at the National Women's Studies Association conference so that we can learn how other community colleges maximize Equity within our discipline.

2d) Optional Additional Information: Please describe and explain any additional information that supports your evaluation of your program's success.

**3) Effectiveness: This section assesses the effectiveness of the program in light of traditional measurements.**

3a) Retention and Success: Assess and evaluate the three-year trends in your program's data contained in the DSR and analyze any relevant information found in the data dashboard related to retention and success. Please include the results of any relevant outcomes assessments, as appropriate. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by your program; if you determine that you need to improve the program's performance, please describe how you plan to achieve this goal.

There are many ways in which to assess retention and success of the WGST program at-large. The most useful, we believe, is to focus on our core course, WGST1 and our three cross-listed courses (which SLOs are found in their specific departments). For WGST1, specifically, our retention and success varies widely depending on the number of online offerings as opposed to on-ground offerings. For example, the step-down in retention rate reflects the ratio of online classes and whether these online classes were available during the initial class registration period as opposed to being added after classes began for that semester. Currently, 60-70% of WGST1 students are online. When compared to District averages, overall our WGST data across the courses with actual WGST department titles is on par. Considering WGST1 as a stand-alone course, we are slightly lower but this is primarily due to the majority of the semester offerings being online.

We assess our Core Course, WGST1: Introduction to Women's Studies, every semester. Through appraisal of student learning outcomes, we annually reconsider our core material and delivery methods. As appropriate, we differentiate between modality of course presentation and make adjustments to best address the specific population differences between online students and on-ground students. For example, we found that an eight-week on-line delivery method optimized the ability to serve the older cohort we typically have on-line. Also, we found that core theoretical foundations of feminist theory are best served in doses across a semester as opposed to in the front-end. Through research, we also determined that to best meet the student's needs, WGST1 online has the greatest success and retention rates if we schedule it in eight-week sessions.

Sierra College: WMST Combined Courses across Department, 2015-18												
		Acad Year / Term Code										
		2015-16			2016-17			2017-18			2018-19	
Subj Crse No (group)		201560	201580	201640	201660	201680	201740	201760	201780	201840	201860	201880
Grand Total	Retention	84%	83%	87%	80%	79%	88%	66%	81%	80%	89%	85%
	Success	66%	70%	70%	69%	69%	75%	55%	68%	74%	86%	73%
	Enrollment	64	143	159	35	126	140	38	231	146	36	178
WMST 0001	Retention	93%	94%	87%		84%	87%		79%	79%		80%
	Success	70%	83%	73%		68%	73%		68%	72%		69%
	Enrollment	30	66	93		63	30		114	87		102
LGBT 0001 & WMST 0002	Retention	76%	84%	90%	80%	73%	93%	66%	92%	80%	89%	92%
	Success	62%	63%	64%	69%	69%	77%	55%	79%	73%	86%	78%
	Enrollment	34	43	39	35	26	44	38	38	30	36	37
HUM 0009 & WMST 0003	Retention		62%	81%		76%	81%		73%	83%		90%
	Success		53%	70%		70%	78%		59%	79%		79%
	Enrollment		34	27		37	32		37	29		39
SOC 0010 & WMST 0004	Retention						88%		81%			
	Success						71%		62%			
	Enrollment						34		42			

As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.

There are two basic considerations we made as we developed MAPs and Guided Pathways for WGST. The most straight forward development concerns the WGST AA pathway which provides a basic lower division breadth of class opportunities to meet the various interests of our students, many who double major. With only one compulsory course, Introduction to Women and Gender Studies, which we offer on-ground in Rocklin every semester, every two years at NCC, and four times a year online, we typically reach students in their Sophomore year after they have already chosen a major, or two. As such, and because our elective classes range across ten other disciplines in both on-ground and online formats - the number of potential MAPs and Pathways that intersect with WGST is remarkable and we only control WGST. None-the-less, we consider our primary goal the expansion of inclusive feminist methodologies across many disciplines as our most important contribution to the academy. To this end we have "campaigned" for inclusion across many programs resulting in our related courses widely seen in academic MAPs and Pathways.

3b) Enrollment Trends: Assess and evaluate the three-year enrollment trends in your program's DSR data. In addition, analyze any relevant information found in the data dashboard related to these trends. Include an analysis of fill rates, wait lists, course cancellations, program completion, and classroom use. Address separately the data for on ground and online courses, as well as the data for the campus or centers at which you operate. Please describe any challenges experienced by the program; if you determine that you need to improve the program's performance in any way, please describe how you plan to achieve this goal.

In general, WGST enrollment trends have benefited by our online format. We offer the access to all of our classes online and rotate on-ground offerings across semesters to maximize student access. Our DSR fill rates are misleading as the DSR only reflects the students enrolled in WGST classes and three of our courses (WGST 2, 3 and 4) are cross-listed. None-the-less, 33-



50% of our classes have waitlists and our fill rate ranges from 70%-93%. Also, because we offered WGST1 at NCC, our overall class fill rate is skewed downward in 2017. As far as online class offerings, if we schedule it they will fill, every time.

Typically, 20-28 students at any given time are declared WGST Majors. We have 8-10 students earn a WGST AA every year. As mentioned in another section of this report, our overall success is weighed in our minds in terms of WGST classes across eleven disciplines. These trend have been positive with two exceptions, History27 and Psych130. History 27 has lost enrollment when the key FT Faculty became management several years ago. Anticipating the hire of her replacement suggests that this course demand will rise back to previous demand. As for Psych 130, the Psychology Department is carefully observing trends across the region in the number of Human Sexuality classes offered. Obviously, with the breadth of Social Media driven online content concerned with sexuality, it may be that new generations are not seeing the academic advantage of a formal class. Online, both of these courses show strong demand as does Psych127, which has had rolling enrollment trends.

As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.

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3c) Equity: Analyze and evaluate your program's performance in promoting and/or achieving equity for at risk students and equity in general. Based on this analysis, describe any plans you have to sustain or improve the program's contribution to student equity as a central component of student success.

WGST faculty are significant contributors to the campus culture in promoting Diversity/Equity and Sierra collaboration. We regularly hold workshops/presentations on topics such as Title IX, Women in Politics, Body Politics, Media Literacy, Sexuality Concerns, Gender Expression, Transnational Feminism, Violence Against Women, Consent Culture, Anti-Suicide Ripple Effect, #TimesUp!, Love Your Body Week, and Feminist Film Series/Panels (NCC). We had a high level of collaboration involvement such as in creating the Student Equity Centers, heading the Gender Equity committee, holding multiple Senate Leadership Positions, EEO representation, Spectrum Committee, Title IX Committee, PEAC

(3 members), Faculty Equity Task Force (5 members) as well as in community organizations on local levels and national levels.

Beyond our current delivery of high quality feminist influenced equity-minding classes to over 700 students every semester, we are dedicated to more deeply understanding our equity gaps and creating solutions to close them. Although many of us are on the Equity committees, we fully realize that our understanding of our Equity gaps is an evolution and we are excited to garner greater understanding through both data analysis and teaching/support improvements.

3d) Optional information: Please describe and evaluate any additional relevant information supporting the evaluation of your program's success.

3e) Analysis and Planning: Referring to the analysis in 3a-d, to your ongoing planning and assessment documents, and to any relevant information from section 2 above, please describe your program's plans to maintain or increase its effectiveness and analyze and evaluate your efforts to achieve these goals. As relevant, please address your program's role in the development of MAPs, Interest Areas, and Guided pathways and the impact of these developments on program planning and assessment.

There are two basic considerations we made as we developed MAPs and Guided Pathways for WGST. The most straight forward development concerns the WGST AA pathway which provides a basic lower division breadth of class opportunities to meet the various interests of our students, many who double major. With only one compulsory course, Introduction to Women and Gender Studies, which we offer on-ground in Rocklin every semester, every two years at NCC, and four times a year online, we typically reach students in their Sophomore year after they have already chosen a major, or two. As such, and because our elective classes range across ten other disciplines in both on-ground and online formats - the number of potential MAPs and Pathways that intersect with WGST is remarkable and we only control WGST. None-the-less, we consider our primary goal the expansion of inclusive feminist methodologies across many disciplines as our most important contribution to the academy. To this end we have "campaigned" for inclusion across many programs resulting in our related courses widely seen in academic MAPs and Pathways.

We assess our Core Course, WGST1: Introduction to Women's Studies, every semester. Through appraisal of student learning outcomes, we annually reconsider our core material and delivery methods. As appropriate, we differentiate between modality of course presentation and make adjustments to best address the specific population differences between online students and on-ground students. For example, we found that an eight-week on-line delivery method optimized the ability to serve the older cohort we typically have on-line. Also, we found that core theoretical foundations of feminist theory are best served in doses across a semester as opposed to in the front-end. Through research, we also determined that to best meet the student's needs, WGST1 online has the greatest success and retention rates if we schedule it in eight-week sessions.

**4) Resources: This category assesses the adequacy of current resources available to the program and describes and justifies the resources required to achieve planning goals by relating program needs to the assessments above.**

4a) Please describe the future direction and goals of your program for the next three years in terms of sustaining or improving program effectiveness, relevance, and currency. Include any relevant analysis of equity goals and the development of MAPs, interest areas, and guided pathways. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

WGST will continue its focus on the WGST AA degree as well as expanding the breadth of our associated courses, hopefully in a STEM course. Beyond our current delivery of high quality feminist influenced equity-minding classes to over 700 students every semester, we are dedicated to more deeply understanding our equity gaps and creating solutions to close them. Development of more online courses is a potential solution for our dropping night class students and NCC student populations and we are looking at how that evolves with MAPs and Pathways.

We will, of course, at least maintain, if not increase, our commitment to the Sierra community at-large in terms of our programming and leadership positions.

4b) Please describe and justify any projected requests for additional staff, new or augmented technology/equipment, and additional or remodeled facilities necessary to support these goals. Please incorporate any relevant data related to SLOs, student success, and equity.

NONE

Equipment/Technology:

Facilities:

Staff:

4e) Please check the appropriate boxes in the chart below indicating the general reasons for the resource requests described above (please check all that apply):

Function/Role	Maintenance	Development	Growth	Safety	Outcomes	Other success measures	No Requests
							X

**5) Summary/Closing**

5a) Based on the analysis above, briefly summarize your program's strengths, weaknesses, opportunities, and challenges.

The Women and Gender Studies Department is committed to academic excellence and service to community. Over 700 students per semester take either a core WGST class or an associated class. Across the eleven affiliated academic departments that together comprise the WGST consortium at Sierra College, our curriculum offers a wide range of courses that enhance the liberal arts preparation for students working toward the AA degree at Sierra College, as well as for students transferring to four-year institutions, whether or not they major in Women and Gender Studies. One key outcome in our program is to strengthen students ability to function personally and professionally as informed and socially responsible world-citizens. We emphasize culturally responsive liberation teaching methods to improve students' transnational literacy as well as to help them develop their own informed standpoints.

Because the very foundation of WGST is theory *and* praxis, we maintain high visibility through campus events and feminist programming. In short, our work positively impacts the larger social fabric of our academic community and we are constantly engaged with the larger College team to facilitate student success and greater equity. We are highly involved in the Equity work across campus and we are committed to evolving our pedagogy and methods to best meet all of our students' needs and close the equity gap.

5b) How has the author of this report integrated the views and perspectives of stakeholders in the program?

This report reflects the WGST faculty meeting from Spring 2019, "Reimagining WGST." All WGST consortium members received the opportunity to vet this report.