

Instructional Program Review Report

Sierra College, 2019-2020

Department/Program Name: LGBT Studies

Date Submitted: _____

Submitted By: Johnnie Terry

Ideally, the writing of a Program Review Report should be a collaborative process of full-time and part time faculty as well as 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 students, the college, and the community.

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

If applicable, also describe how the program aligns with state mandates, priorities set by external agencies, or any other relevant organizations.

The LGBT Studies Program provides rigorous, interdisciplinary academic courses examining alternate sexual orientations/identities and gender identities and expressions as contemporary and historical circumstance. Emphasis is placed on the social, economic, and political heteronormative structures of our society as well as the everyday lives of LGBT and non-binary persons. As society still has an intense shaming effect on non-binary, non-heteronormative persons and their identities, students in their first two years of college are oftentimes just coming to terms with who they are. Unfortunately, LGBT students can still complete an entire four-year education being taught a version of reality in which they never see themselves reflected. The LGBT Studies Department’s existence punctures that invisibility and silence. It affords LGBT students an opportunity to see themselves reflected in their academic studies. Courses include a wide range of perspectives from disciplines such as LGBT Studies proper, history, literature, philosophy, sociology, psychology, art, anthropology, political science, and Women’s Studies. LGBT Students embrace the opportunity to think analytically about their identities and General Education students engage with histories and subcultures that have remained invisible to them due to heteronormative and cis-gender privilege. Students explore and examine how the various disciplines construct prescriptive narratives about manhood, womanhood and romantic/sexual/social sexual identities. The focus of the program is on these narratives: the political narrative, the historical narrative, the religious narrative, the scientific narrative, the psychological narrative and the ways that these narratives construct and repress individual lives. Additionally, courses cover contributions to history and culture made by LGBT individuals. Students develop critical analytical skills to recognize and disentangle biases as well as how these biases iterate in culture, in families, and within individuals. The

Program's mission is to provide the undergraduate student with an education that reflects their existence and advances their theoretical, empirical, and methodological perspectives for understanding themselves and their sexual orientation/gender identity and expression. Core LGBT courses are intersectional in nature, i.e. they examine the ways that orientations and gender identities intersect with race/ethnicity, class, socioeconomics, religions, politics and science.

1b) How does your program support the District Mission, Vision Statement, and Core Values, quoted below?

Sierra College Mission

The mission of Sierra College is to provide an inclusive and safe educational environment where learners are supported while challenging themselves and achieving their goals.

Sierra College Vision Statement

Sierra College will be the preferred destination for higher education and training in our region while eliminating achievement gaps among our students.

Sierra College Core Values

The following core values will establish our ethical principles and will guide our institutional decision-making. Sierra College will:

1. Empower students in their education.
2. Strive toward student success and continuous improvement.
3. Be an inclusive and equitable community.
4. Be responsive to the education and workforce needs of our local community and businesses.
5. Demonstrate collaboration with all stakeholders in decision making.
6. Manage all resources in a manner that is sustainable and responsible.
7. Support and model excellence and innovation in teaching, learning, scholarship, and creativity.

“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.”

The LGBT Studies Department provides all students the ability to analytically engage with issues of sexual orientation and gender identity/expression as they've been considered throughout history, in United States history, culturally, artistically, politically, socially and individually. The course content and district involvement of the LGBT Studies Department affords LGBT students the ability to see themselves in the view of reality taught to all students. The LGBT Studies Department is one of three such departments in the California Community College System. The LGBT Studies AA Degree is one of two in the state system. As such, the LGBT Community of the greater Sacramento Region has started to view Sierra College as their college. The LGBT Community has responded with the creation of internships, the establishment of a joint community/department Oral History Project and the creation of a thriving, annual Pride Days event at Sierra College. In each of these ways, the LGBT Studies Department embraces the mission of the college.

The LGBT Studies Department is committed to academic excellence and service to community. The Department strives to provide a solid foundation in LGBT Studies for our students. Our degree pattern matches the lower division requirements for the BA in LGBT Studies at San Diego State University. The lower division requirements for the SDSU LGBT Studies Majors provide students with a list of courses from which they can select, none of which are LGBT themed, i.e. the SDSU lower division requirements include introductory courses in Sociology, History, Psychology, Women's Studies, etc., but all of their LGBT themed courses are upper division. The department was faced with creating an LGBT Studies AA degree that satisfied SDSU lower division requirements while, simultaneously, providing students with some broad, general and introductory LGBT themed curriculum to justify the title of the degree. The Sierra College degree pattern does exactly that and provides students with three LGBT themed courses to prepare them for upper division LGBT themed work as well: LGBT 1: Introduction to LGBT Studies, LGBT 2: Queer Film History and English 16: Introduction to LGBTQ Literature. Additionally, students are able to complete internships in LGBT Studies. Students enrolled in LGBT Studies classes are varied in terms of their academic goals:

- a) Some of our students pursue the LGBT Studies AA in order to transfer to SDSU. Additionally, CSUS now offers an LGBT Studies Minor as part of their Women's Studies Degree and some of our students transfer there as well. Women's Studies Students at CSUS have been receiving credit for taking LGBT 1 at Sierra College, so the CSUS Women's Studies Department has invited Johnnie Terry, LGBT Studies Department Chair, to teach LGBT 1 as their WOMST 50 at CSUS starting spring 2020.
- b) Some of our students take LGBT 1 as part of their Women's Studies degree because the Sacramento State University Women's Studies Department accepts Sierra College's LGBT Studies 1 course as satisfying their upper division LGBT class.
- c) Some of our students pursue the degree or take LGBT classes and then pursue employment in the Sacramento LGBT Community, e.g. three of our former students currently work full time at the Sacramento LGBT Community Center, one student works for San Francisco's Frameline LGBT film festival and some of our students are active volunteers for various other LGBT Community organizations. Additionally, one of our students works with Americorps as an AIDS educator, tester and counselor.
- d) Some of our students are LGBT community members who are taking LGBT classes that were unavailable to them when they first attended college. The LGBT Studies degree program and curriculum offer 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 LGBT Studies.

The LGBT Studies Department provides a diverse and dynamic learning environment that inspires student achievement, fosters academic excellence, promotes service, and facilitates lifelong learning. Through lectures, readings, research, writing assignments, discussions, community service and other academic and scholarly activities, LGBT courses promote the acquisition of knowledge, skills and values consistent with a liberal arts education and enable students to function personally and professionally as informed and socially responsible world-citizens. Each of the LGBT themed courses operates from an intersectional approach, i.e. each course resists the temptation to reduce individuals down to one aspect of their identities such as sexual orientation or gender identity and expression but, instead, examines individual lives at the intersection of sexual orientation with gender identity and expression and race/ethnicity, socioeconomics, religious affiliation and global/cultural background. The LGBT Studies Department positively impacts the larger social fabric of our academic community and consistently engages with the larger College team to facilitate student success and greater equity. This program has become highly visible to the greater LGBT Community and has made many opportunities possible for our students, e.g. The Spectrum Archives Project: Narratives of Courage cosponsored and funded by Dennis Mangers, former California State Legislator. Finally, LGBT Studies faculty has had a presence in OLLI classes for senior citizens as well.

1c) Please describe how your program supports ISLOs (Institutional Student Learning Outcomes): Communication, Technology and Information Competency, Critical and Creative Thinking, and Citizenship?

The information below is entered to support the claim that the LGBT Studies Department directly supports the Citizenship portion of Sierra's ISLOs.

As pointed out above, there are many reasons why students select LGBT Studies courses. In addition to that list, students take a course or the courses because they are LGBT or because they know someone who is LGBT. During the summer semester when both LGBT 1 and 2 are taught online, students may enroll simply because it is an open online class. Regardless of the reason, students must self-select into LGBT Studies courses. Given political realities, some LGBT Students may resist taking an LGBT Studies course because it would "out" them prior to coming out themselves. Additionally, there is some perception, a perception that the department is working to dispel, that an individual must be LGBT in order to take an LGBT Studies course, i.e. "LGBT Studies is a class for them." Despite these difficulties, the existence of the degree and the courses is a beacon to many of our LGBT Students who see these courses as affirmation of their very worth. Danny Pfennig, an LGBT Studies student, wrote the following in an in-class assignment:

Before coming to this school, I was majorly struggling with myself regarding sexual orientation and gender. My first semester here, fall of 2014, I took LGBT Studies from Johnnie Terry because I needed more units and because I was desperate to learn more about myself and about queer culture. The first day of class. . . I knew I was home and that I had found a safe place. I grew so much in that class and I know all of my classmates did too. We learned about a culture that is only spoken in hushed tones in the world at large. We learned about a history that nobody knew existed. The AIDS crisis, Stonewall, the creation and striking down of DOMA and Don't Ask Don't Tell, and so much more were all talked about in depth to make sure we understood it all and understood the importance of what had happened in generations passed and continues to happen

every day. I left that class empowered. I know more about who I am because of that class. (Tyler Pfennig, quoted with permission.)

Tyler Pfennig won an LGBT Scholarship from the Rainbow Chamber of Commerce and is now finalizing his BA at CSUS.

For many of our LGBT Studies students, they select the major after migrating into one of the LGBT Studies courses. Finding a home in LGBT Studies, they sometimes select LGBT Studies as a corollary major, corollary to Sociology or Psychology or, with the connection between The Spectrum Archives: Narratives of Courage, Spectrum, and LGBT Studies 2: Queer Film History, Videography in Applied Arts and Design. The number of LGBT Studies majors remains modest but has been consistent.

The department is working towards increasing student awareness about our degree program through club activities, presentations, leaflets and our many activities on the Quad and during Pride Days. The LGBT Studies degree is designed to facilitate students' successful transfer to the BA program at San Diego State University and, with a guided selection of courses, the BA degree in Women's Studies at Sacramento State University. Our goal is to prepare them, as well, for future graduate studies in a related MA/MS or Ph.D. program. LGBT Studies Majors with BAs and graduate degrees have a broad range of employment opportunities including, but not limited to, research, teaching, and policy analysis. LGBT Studies students have continued to careers in fields such as law, medicine, government, human relations, education administration, public arts administration, health, public policy, social work, teaching, counseling, advocacy, media, public relations, politics, fundraising, small business development, and librarianship. Additionally, the AA degree in LGBT Studies on a transcript adds significance to a correlated AA/BA degree; the Human Rights Campaign website lists the top 150 corporations actively seeking employees who are comfortable working in a diverse corporate environment, especially LGBT employees. Having a BA/BS and AA/AS degree in Sociology, Business, Psychology, etc. PLUS an AA Degree in LGBT Studies sends a very clear message to corporations seeking employees comfortable working in an inclusive work environment. The AA Degree from Sierra College on a transcript proves significant for both transfer applications and employment opportunities. Degree recipients are currently studying in BA/BS degree programs at SDSU, Sac State, UC Davis, in the Education Department's Masters in Gender Equity at Sac State and working in LGBT serving non-profits in Sacramento.

Some of the students in the LGBT Studies program are returning students attending classes for lifelong learning reasons. At the behest of some community members, Johnnie Terry taught an OLLI course on LGBT Studies for those community members who did not want to return to college to pursue a degree. Some community members, however, have returned to college so as to earn the degree. For example, one student, Roxanne Schick, taking LGBT Studies 2: Queer Film History during fall 2016 sent a message to the professor which included the following passage:

I proudly returned to Sierra College because of its groundbreaking offering of an LGBT Studies degree. This put Sierra on the forefront of progress, the world is changing for the better. I have completed LGBT studies 1 & 2. I am enrolled in LGBT studies for next semester in the process of completing my LGBT studies AA.

Other returning students, such as Kate McCarthy, took the LGBT Studies 1 class for life-long learning reasons and then continued to take the LGBT Studies Courses. Kate additionally took classes in Videography through the Applied Art and Design Program in order to serve as an intern in Spectrum’s Oral History Project, “The Spectrum Archives: Narratives of Courage.” As a retired educator, Kate has no desire to actually earn an AA degree but she continues to take every class in the LGBT Studies program that we offer. Indeed, Kate has been vocal in requesting that we place the new LGBT Studies 10: LGBT Narratives class on an upcoming schedule.

Additionally, Sandi Dolbee, an investigative journalist who has published articles in the Washington Post and the New York Times , who has attended many LGBT film festivals and who can readily pull up any LGBT themed films that she chooses, wrote the following about the significant impact that having her identity validated in an academic setting had on her: *In taking the Queer Film Studies class this semester, I am finally looking into the pool of water and actually seeing myself. And guess what? Because of the uniqueness of this class, I am not sticking my hand in the water and trying to erase the image. I'm not broken. I'm not a deviant. I am just fine. And I'm not just seeing myself; I am seeing a classroom of others who also are not broken or deviant and are just fine.*

And, Sara Vega, a returning lesbian student writes that *I'm what can be referred to as a " life-long learner". It is so empowering and validating to hear, study and learn the history of my culture. This class and the others I have taken from Johnnie Terry have given me the opportunity to have an open and safe forum. I can finally, perhaps see a reflection of myself on this campus.*

The LGBT Studies Department has been very active in each of the six Sierra College Pride Days events on campus. Indeed, as the chair of the department has been active in the Sacramento LGBT Community, many of the fifteen annual academic presentations were facilitated by community members with direct ties to the LGBT Studies Department.

The LGBT Studies Department facilitates LGBT students in their self-actualization and helps them to develop and appreciate their identities as citizens of the state and nation. Additionally, the LGBT Studies department affords non-LGBT students the ability to see through the eyes of others and recognize the privileges that can be blind us to the experiences of others.

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

XX Transfer Career Technical Education XX AA/AS/T/Certificates
 Basic Skills XX Personal Development/Enrichment. XX Lifelong Learning

Please analyze your department’s performance in supporting the mission categories marked in 1c above. 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.

Please address any developments related to Guided Pathways and Interest Areas that have impacted and/or will impact your program’s support for these goals.

This past year Johnnie Terry, Jennifer Kattman and Wayne Robinson wrote a 3 unit class focused on Equity and Inclusion for the faculty of Sierra College to take in order to help us close our equity gaps. In the three unit course, many strategies are presented that support an inclusive environment in which the cultural, socioeconomic, racial and ethnic, sexual orientation and gender identity and expression identities of students are welcomed and integrated into the curriculum. I have been working to implement as many of those strategies as possible into the classes that I teach. Some of those strategies are listed below. This Program Review will serve as the pre-test for the LGBT Studies Department equity goals and the next Program Review will serve as a verdict on the effectiveness of these strategies. Efforts to make the LGBT classes more inclusive and equitable include:

- Creating and deploying more equitable CSLOs.
- The creation of more inclusive and less legalistic and punitive syllabi
- The elimination of obstacles to demonstration of course mastery in assessments, obstacles created by skills and abilities that are not found in the outcomes of the courses and that are not listed as prerequisites of the courses
- The creation of multiple modalities by which students can demonstrate mastery of course content
- The addition of culturally responsive exercises that encourage students to bring their rich backgrounds and identities into the classroom to share with others.
- LGBT Studies courses have passed Accessibility Examination completely.

Dashboard data shows that slightly over half of the LGBT Studies students are white. Efforts to create inclusive and culturally responsive pedagogies into the classroom should close equity gaps for all of the college’s disproportionately impacted students.

The LGBT Studies Department will be marketing its courses to other disproportionately impacted populations of students and historically underrepresented students as well.

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. Please include specific data and examples when these are available and relevant to the analysis.

The chair of the department, Johnnie Terry:

- Chairs the Sierra College Spectrum Committee
- Has served as Faculty Advisor for the Sierra College Rainbow Alliance
- Served for a year on the board of the Sacramento International Gay and Lesbian Film Festival
- Served as an officer for a year on the board of the Greater Placer County PFLAG Organization
- Received a 2015 Harvey Milk Award for Community Service as the originator of the LGBT Studies Department and Degree at Sierra College

- Received a 2014 PRIDE Award from the Sacramento LGBT Community Center as the originator of the LGBT Studies Department and Degree at Sierra college
- Received the CCA LGBT Award for Statewide LGBT work
- Presented at Sierra College Pride Days on the following topics
 - Why Pride Days?
 - Queer Injustice: An Intersectional look at Queers and the USA Legal System, 2016
- Organized and presented at a Sierra College Rally in honor of the lives lost at Pulse Nightclub in Orlando, Florida. Video posted to youtube: <https://www.youtube.com/watch?v=ogHvPfbvCQ> .
- Presented at the following Community Events:
 - The Celluloid Closet: Queer Film History, Discussion at the State Theater in Auburn
 - California Teacher’s Association: Addressing Moral Arguments Against LGBT Equality at CTA’s LGBT Conference, 2014. Presentation was recorded and posted to youtube: <https://www.youtube.com/watch?v=Nuf1HbxKQ8s>.
 - California Teacher’s Association: LGBT: Community, Terminology and Tensions, 2015
 - NEA Conference in Dallas, TX on the Spectrum Archives Project
 - CCA Conference in San Jose, CA on the Spectrum Archives Project
- As LGBT Studies faculty and Spectrum Chair, participated with Angie Coughlin, Applied Art and Design Faculty and student interns, in the video recording of 8, 4-6 hour oral history interviews, and the roll out of “The Spectrum Archives: Narratives of Courage.” <https://www.youtube.com/watch?v=wOvBrEtXMs0>
- Met with staff from SIGLFF (Sacramento International Gay and Lesbian Film Festival) to establish regular, recurring internships for LGBT Studies majors.
- Presented with Angie Coughlin, Applied Art and Design faculty and Videographer for “The Spectrum Archives: Narratives of Courage,” will be presenting on the oral history project at NEA’s March conference in Dallas, TX and the General Session at CCA’s conference in San Jose, CA.

2) Currency: This category assesses the currency of program curricula and instruction 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: Describe any developments in your program’s curricula since the last Program Review, including discussion of any projected changes. Please describe the process and criteria for curriculum development and review, including state and/or professional mandates, for developing, evaluating and revising curriculum, including the use of SLOs. Please note as part of this analysis if you have completed Curriculum Review.

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

The LGBT Studies Department is current with its curriculum review process but will enter curriculum review during the spring 2020 semester. The process for curriculum review will involve collaboration among the two LGBT Studies faculty members, analysis of state and local CSU/UC LGBT Curriculum and local enrollment trends. Two things can be noted at this time. First, the CSU Women and Gender Studies Department provides Sierra College students with credit for completing LGBT 1 at Sierra College. Additionally, the CSUS Women and Gender Studies Department has invited Johnnie Terry to teach their Sexual Orientation and Gender course at CSUS; Johnnie will begin teaching that class for them during the

spring 2020 semester. Secondly, at the local level, LGBT Studies students have difficulty locating the LGBT Literature class as it is found under the English Department course offerings. As such, we will begin the process of crosslisting LGBT Lit in the LGBT Studies Department to increase enrollments. The department is so small that the chair of the department works with the Humanities and Philosophy Department at each department meeting, both fall and spring. The two LGBT courses are on a regular schedule for SLO assessment and the English course is on the English department rotation for SLO assessment. SLO assessment data was used to update LGBT Studies curriculum during the first round of curriculum review. After collaboration with the Women's Studies Department at Sacramento State University, Sac State now gives Sierra College credit for having taken their upper division Introduction to LGBT Studies when their transcript demonstrates that they have taken the lower division course at Sierra College.

The department's offerings have passed accessibility examination completely.

2b) Student Learning Outcomes Assessment: Analyze your program's assessment of course outcome, 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.

In the space below, please describe or attach the cycle you have developed for outcomes assessment. You can also attach the cycle as a PDF or other file.

The two courses assessed for SLOs in the department are LGBT Studies 1 and 2. English 16 is assessed in the English Department cycle. The remaining courses on the degree list are assessed in their originating departments. Our courses continue to be rigorously measured and assessed through the use of SLOs. LGBT Studies' two courses are measured more frequently than required. The schedule for assessing LGBT Studies courses is attached as a pdf.

Some recent changes that would not have influenced the data as of yet and made in order to "equitize" the LGBT Studies courses involve the option of multiple types of submission of assessments in order to measure mastery of course outcomes. For example, since none of the LGBT studies courses have English course prerequisites and since none of the LGBT studies courses have writing assessment outcomes, the LGBT Studies courses now offer multiple modes by which students can demonstrate mastery of course content; students may demonstrate mastery via a formal paper, a video recording or oral presentation to the professor of the course during his student hours. Additionally and in order to avoid the "gotcha" effect of one time online quizzes, online LGBT Studies courses now allow unlimited re-taking of quizzes during the availability times but students are not allowed to see either the answers they provided or the correct answers until after the due date/time has passed. Given this arrangement, students are required to continually re-engage with the readings and lectures until they attain the grade that they prefer. The retaking of quizzes allows for a student to retain the highest score attained in the collection of attempts at the quiz. I look forward to analyzing the data with regards to success and retention that these new strategies provide.

The Department's offerings have passed online Accessibility examination completely.

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

Please describe any staff development needs you have identified based on this analysis.

As LGBT Studies is a very small department with only two faculty teaching part time in the department and only three courses besides independent study and internship, the department does not undertake the department meeting/planning and assessment hours. However, each of the faculty in the LGBT Studies Department participates in their other departments (Humanities/Philosophy and English) and carries that information into our work in LGBT Studies. Each of the department's faculty participates in the Equity focused professional development and mandatory flex days as well.

Additionally, the LGBT Studies Department continues to work with the Spectrum Committee to bring flex activities to the district, e.g. The Theatrical Screening of the Documentary WARD 5B, jointly sponsored by the LGBT Studies Department and the Nursing Department with a panel of experts in HIV work following.

- 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.

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

Using the scheduling data provided by Ad Astra, the department has increased the number of LGBT 1: Introduction to Lesbian, Gay, Bisexual and Transgender Studies sections to two per semester; these courses fill rapidly and regularly have waitlists. LGBT 2 and Eng 19 have both been reduced to being taught once per semester, excluding summer, and their enrollments are moderate given this schedule. This is primarily a result of a relatively small number of LGBT Studies majors and a relatively large number of students taking LGBT 1 as a General Education course. Declared LGBT Studies major numbers have remained in the 7-15 range over time and LGBT 1 has consistently had wait lists. Student success and retention rates over the past three years have been commensurate with district rates with LGBT success rates ranging from 3.0 above to .1 below district success rates and retention rates ranging from 86.8-88%. While district success and retention rates are not the ultimate goal for which we are aspiring, these numbers do signal that there is no problem to be addressed here. The new equity focused adjustments to assessments stand the chance of the improving these scores dramatically. The department is sufficiently small such that changes to influence one section can dramatically change departmental numbers as well.

The Department's offerings have passed Accessibility examination completely.

- 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.

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

As mentioned above, GE trends are filling LGBT Studies 1 sections at a higher rate than either LGBT 2: Queer Film History or English 16: LGBT Literature. As such, the number of sections for LGBT 1 has grown while the number of sections for the latter two courses has been reduced. As LGBT students can still complete a two year degree and/or transfer without ever seeing themselves represented in the version of reality taught to them by Sierra's course offerings, it is important to maintain at least two sections of LGBT 1 per semester such that LGBT students may still take one of those sections despite the need to take other required courses for their degree. Though sections of LGBT 2 and English 19 have not been canceled due to low enrollment, the demand for those courses is smaller than for LGBT 1. LGBT 10: LGBT Narratives, a one unit course designed to complement the Spectrum Archives: Narratives of Courage course, has been canceled due to low enrollment. It is our hope that when the Videography Professor completes her MFA program, we can recharge and revitalize that course to pair with internships with the Spectrum Archives project.

The Department has consistently offered onground sections of LGBT 1 and LGBT 2 courses each semester and online sections of LGBT 1 and LGBT 2 during the summer. During the 2019, the department started experimentally offering two sections of LGBT 1 onground and during the fall, one section of LGBT 1 online and one section of LGBT 2 on ground. Starting with Spring 2020, the department will offer one section of LGBT 1 onground and one section of LGBT 1 online in the spring and one section of LGBT 1 onground, one section of LGBT 1 fast track online with one section of LGBT 2 on ground. The department strives to make the sections available for most students, outside of high demand times, and to make courses available both online and onground.

The Department's offerings have passed accessibility examinations completely.

3c) Equity: Analyze and evaluate your program's performance in promoting and/or achieving equity. 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.

The LGBT Studies Department ahead of the district in experimenting with equitizing its courses. As mentioned above changes to syllabi and assessments seem theoretically promising and we are in the process of collecting data to assess progress on equity and inclusion. At this point, there is no data that we can offer to explain but the next program review will have data and results to assess.

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

The Sacramento LGBT Community Center continues to employ graduates of the Sierra College LGBT Studies program. In the past year, the Community Center sent a letter describing the value of our students/their employees to them. I've attached that letter as a document to this program review.

3e) Analysis and Planning: Referring to the analysis in 3a-d, your ongoing planning and assessment documents, and 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.

The LGBT Studies Department will continue to adjust its course offerings, mode of offerings and schedule of offerings to the completion rates of Sierra College's students. We will continue to evaluate and adjust our equity results and efforts, and we will continue to be a strong presence at Sierra College.

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. Please include any relevant analysis of student success, equity goals, and the development of Interest Areas and Guided Pathways. Please incorporate analysis of any relevant outcome or other data in this description, including any data from the dashboard.

The LGBT Studies Department will continue to assess SLOs, update curriculum by completing curriculum review and writing program reviews and in a timely manner. As opportunities for Interest Area and Guided pathways work become available, we will commit to participating in an effective way there as well.

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.

Equipment/Technology: No requests.

Facilities: No requests.

Staff: No requests.

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

5) Summary/Closing

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

The LGBT Studies Department at Sierra College is one of three such departments in the community college system in the state of California. The LGBT Studies Degree is one of two in the state. Sierra College is absolutely on the cutting edge of this rapidly growing academic emphasis. The Department chair is active in the program, chairs the Spectrum Committee, active in the LGBT Communities of Placer County and Sacramento County and active in the state with regards to CCA and CTA. The existence of the department is absolutely a cherished asset of the Sacramento region and it garners much attention from the community.

In terms of weaknesses, there are two: The inability to access data and the distorted effect on research statistics of the department’s small size. Since there is no data on LGBT students and how they fare on the various metrics used to determine disproportionate impact, it is difficult to ascertain effectiveness of attempts to improve success and retention. Additionally, due to the small number of sections of LGBT studies courses, productivity, among other metrics, can be the result of single-class experiments in pedagogy. .

5b) How has this report integrated the views and perspectives of stakeholders in the program? The author of this report wrote the basic, rough draft of this report and then shared it with some the professor of the LGBT Literature course, the dean and key students for input and revision.

