



2022 Academic Program Assessment Report	Program current assessment plan here:	<a href="https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/womens-studies-assessment-plan-2019.pdf">https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/womens-studies-assessment-plan-2019.pdf</a>
Women's Studies Minor	Program prior assessment report here:	<a href="https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/womens-studies-minor-2021-assessment-report.pdf">https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/womens-studies-minor-2021-assessment-report.pdf</a>

Report Completed By:	Susan Calhoun-Stuber
Date Report Completed:	6/1/2022
Faculty members involved in this Assessment:	

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program Mission and Goals:	The Women's Studies minor program offers students a different perspective for understanding their disciplines, themselves, and others. Based on feminist theory, this perspective incorporates issues of race, ethnicity, sexuality, and other dimensions of human diversity.
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A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
1. Students will demonstrate working knowledge of women's participation in, contribution to, and transformation of areas of social life including culture, society, politics, economics, and religion	Spring 2021	Assessed senior projects (N=2). [Scoring rubric is posted in this folder.]	2 women's studies seniors	Each senior should exhibit proficiency SLOs 1-4 and exemplary performance in one or more of the four program SLOS.	Student one's work was exemplary and student two's work was proficient.	Satisfied with the students' performance.	The interdisciplinary minor is being revised with changes to be effective in AY 2023-2024. During the interim year, faculty will review the requirements for senior projects, in line with the current program SLOS.
2. Students will demonstrate working knowledge of institutionalized discrimination and violence based on gender	Spring 2021	Assessed senior projects (N=2). [Scoring rubric is posted in this folder.]	2 women's studies seniors	Each senior should exhibit proficiency SLOs 1-4 and exemplary performance in one or more of the four program SLOS.	Both students' work was exemplary.	Satisfied with the students' performance. Program expectations were exceeded by student 1 and met by student 2 with combined performance on SLO 1 & SLO 2.	The interdisciplinary minor is being revised with changes to be effective in AY 2023-2024. During the interim year, faculty will review the requirements for senior projects, in line with the current program SLOS.
3. Students will demonstrate a critical understanding of gender from national and global perspectives	Spring 2021	Assessed senior projects (N=2). [Scoring rubric is posted in this folder.]	2 women's studies seniors	Each senior should exhibit proficiency SLOs 1-4 and exemplary performance in one or more of the four program SLOS.	Both students' work was proficient.	Satisfied with the students' performance, but would like to see improved performance on SLO 3 especially in terms of understanding of global perspectives.	Curriculum and course assessments will be evaluated to determine level of attention to global perspectives.
4. Students will apply the basic concepts, theories and methods in gender studies in national and global contexts	Spring 2021	Assessed senior projects (N=2). [Scoring rubric is posted in this folder.]	2 women's studies seniors	Each senior should exhibit proficiency SLOs 1-4 and exemplary performance in one or more of the four program SLOS.	Both students' work was proficient.	Satisfied with the students' performance, but would like to see improved performance on SLO 4 especially in terms of application of concepts and theories in global contexts. Overall, program expectations were met by both students.	Curriculum and course assessments will be evaluated to determine students' opportunities to gain skills in applying gender analysis in national and global contexts.

Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
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<p>SLO 3 - Students will demonstrate a critical understanding of gender from national and global perspectives.</p>	<p>Spring 2021</p>	<p>First, syllabi for the required core courses will be strengthened in the following three areas: feminist/gender theory, methodology, and global perspectives. The curriculum map will be revised accordingly. Second, faculty will review the structure and requirements for senior projects, to determine their appropriateness for program SLOS.</p>	<p>Some attention was given to both areas by faculty teaching the core classes and supervising senior projects, but program level oversight was minimal and student selection of senior project topics did not align as well as hoped for with SLOS 3 &amp; 4 especially in relation to global perspectives and applications.</p>	<p>While this year's assessment had more positive results, it's difficult to conclude with confidence that the changes were due to the measures that were taken. In the coming year there will be renewed attention to how to best integrate the interest in global perspectives and applications in the curriculum.</p>					
<p>SLO 4 - Students will apply the basic concepts, theories, and methods in gender studies in national and global contexts.</p>	<p>Spring 2021</p>	<p>First, syllabi for the required core courses will be strengthened in the following three areas: feminist/gender theory, methodology, and global perspectives. The curriculum map will be revised accordingly. Second, faculty will review the structure and requirements for senior projects, to determine their appropriateness for program SLOS.</p>	<p>Some attention was given to both areas by faculty teaching the core classes and supervising senior projects, but program level oversight was minimal and student selection of senior project topics did not align as well as hoped for with SLOS 3 &amp; 4 especially in relation to global perspectives and applications.</p>	<p>While this year's assessment had more positive results, it's difficult to conclude with confidence that the changes were due to the measures that were taken. In the coming year there will be renewed attention to how to best integrate the interest in global perspectives and applications in the curriculum.</p>					
<p>Comments on part II:</p>									

### ASSESSMENT RUBRIC

	Exemplary - 4	Proficient - 3	Emerging - 2	Not Present - 1
Working knowledge of women's participation in, contribution to, and transformation of areas of social life, including culture, society, politics, economics, and religion	Specific references and detailed understanding of scholarship and theory	References and understands scholarship and theory	References or understands scholarship or theory	
Working knowledge of institutionalized discrimination and violence based on gender	Specific references and detailed understanding of scholarship and theory	References and understands scholarship and theory	References or understands scholarship or theory	
Critical understanding of gender from national and global perspectives	Specific references and detailed understanding of scholarship and theory	References and understands scholarship and theory	References or understands scholarship or theory	
Apply the basic concepts, theories,, and methods in gender studies in national and global contexts	Specific references and detailed understanding of scholarship and theory	References and understands scholarship and theory	References or understands scholarship or theory	