



(Due: May 1, 2019)

Date report completed: May 24, 2019

Completed by: Susan Calhoun-Stuber, Coordinator, Women's Studies Program

Assessment contributors (other faculty involved): _____

Please describe the 2018-2019 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2018. You'll also find this form on the assessment website at <https://www.csueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

Brief statement of Program mission and goals:

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2018-2019 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO <u>last</u> 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 <u>program</u> are planned based on this assessment?
SLO1: Students will demonstrate working knowledge of women's participation in,	Spring 2018	Assessed all senior research projects (N=2) [Scoring rubric follows assessment report]	2 Women's Studies graduates (100% of WS minors graduating in spring 2019)	Each senior research project should exhibit exemplary performance	Both students were rated proficient on SLO1.	We are satisfied with student performance on SLO 1, but would like to see more students with exemplary scores	The senior project represents minors' capstone experience however the size of the program and staffing issues prevent us from offering a senior capstone class or senior seminar exclusively for minors.

contribution to, and transformation of areas of social life including culture, society, politics, economics, and religion.				in one or more of the SLOs (1-4).		for SLO 1.	Instead seniors complete individual projects under the supervision of a member of the women's studies faculty. Upon reviewing the overall results of this year's assessment, women's studies faculty will review the requirements for the senior capstone experience and develop a set of clear guidelines for the senior projects that serve as our primary means for assessment student performance on program SLOs.
SLO2: Students will demonstrate working knowledge of institutionalized discrimination and violence based on gender.	Spring 2018	Assessed all senior research projects (N=2) [Scoring rubric follows assessment report]	2 Women's Studies graduates (100% of WS minors graduating in spring 2019)	Each senior research project should exhibit exemplary performance in one or more of the SLOs (1-4).	Both students were rated exemplary on SLO2.	We are satisfied with student performance on SLO 2.	While this year's assessment involves only two students, SLO2 appears to be well covered in the curriculum with students having sufficient opportunities to demonstrate their knowledge of institutionalized discrimination and violence based on gender. We plan to use this information to help determine how to strengthen attention to SLOs 1, 3, and 4 in the curriculum.
SLO3: Students will demonstrate critical understanding of gender from national and	Spring 2018	Assessed all senior research projects (N=2) [Scoring rubric follows assessment report]	2 Women's Studies graduates (100% of WS minors graduating in spring 2019)	Each senior research project should exhibit exemplary performance	Both students were rated proficient on SLO3.	We are dissatisfied with student performance on SLO 3 based on the evaluation using the WS assessment rubric; primary	We will re-look at the curriculum to determine how the SLOs can be more effectively addressed though content coursework and graded assignments.

global perspectives.				in one or more of the SLOs (1-4).		concerns relate to the minimal attention in senior projects to global perspectives	
SLO4: Students will apply the basic concepts, theories and methods in gender studies in national and global contexts.	Spring 2018	Assessed all senior research projects (N=2) [Scoring rubric follows assessment report]	2 Women's Studies graduates (100% of WS minors graduating in spring 2019)	Each senior research project should exhibit exemplary performance in one or more of the SLOs (1-4).	Both students were rated proficient on SLO4.	We are dissatisfied with student performance based on the evaluation using the WS assessment rubric; primary concerns relate to the minimal attention in senior projects to global contexts, and to a lesser extent, theory and methods significant in gender studies.	Both students completed their senior projects during the same semester that they were completing core requirements in the minor, specifically the theory course. We believe this factored into the quality of their senior projects. Students can declare minors in their junior or senior year and current staffing prevents us from offering required classes every semester. We need to address how this impacts SLOs and our current assessment process; We need to reconsider how core requirements connect to elective offerings

Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2018-2019 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 the outcome(s) verbatim from the assessment plan.	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?
All 4 SLOs listed in part 1 of the report	Spring 2018	Revise curriculum map based on program changes effective fall 2018 and an evaluation of course offerings, including core requirements.	Curriculum map was revised to better represent desired emphases in required core classes.	The seniors assessed this year completed two of the three required classes prior to implementation of the most recent program changes.

Comments on part II:

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	