

Program: Women's Studies Minor

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Assessment contributors (other faculty involved in this program's assessment): Susan Calhoun-Stuber, Jane Fraser, and members of the Women's Studies Coordinating Committee (Dora Luz Cobian Klein, Penny Green, Carol Loats, Lee Anne Martinez, Trish Orman, Cindy Taylor, Ted Taylor, Sarai Trujillo)

Please complete this form for each undergraduate, 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, and submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2014. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2013-2014 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2014-2015 based on the assessment process. In Part II, please describe activities engaged in during 2013-2014 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2012-2013. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

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 last assessed? Please indicate the 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.	E. What is the expected achievement level and how many or what proportion of students should be at it?	F. What were the results of the assessment?	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?
Working knowledge of	Spring 2012	Evaluating senior projects	Two students who	80 percent of students	One student scored as	One student met the expected	The WS coordinating committee plans to meet

women's participation in, contribution to, and transformation of areas of social life including culture, society, politics, economics, and religion		(see rubric copied at the end of this document)	completed senior projects in spring 2014	demonstrate proficient or exemplary performance	borderline proficient (2.5) and one scored as proficient (3)	achievement level while one student was not quite up to the expected achievement level	during the 2014-15 academic year to revise the program's assessment plan to find ways to better assess how and where students are achieving the program SLOs; during this round of assessment, the faculty scorers questioned the existing rubric and its use, in particular whether or not it is reasonable to expect that student work on one assignment will extend across all four SLOs.
Working knowledge of institutionalized discrimination and violence based on gender	Spring 2012	Evaluating senior projects	Two students who completed senior projects in spring 2014	80 percent of students demonstrate proficient or exemplary performance	One student scored as borderline proficient (2.5) and one scored as borderline exemplary (3.5)	One student met the expected achievement level while one student was not quite up to the expected achievement level	The WS coordinating committee plans to meet during the 2014-15 academic year to revise the program's assessment plan to find ways to better assess how and where students are achieving the program SLOs; during this round of assessment, the faculty scorers questioned the existing rubric and its use, in particular whether or not it is reasonable to expect that student work on one

							assignment will extend across all four SLOs.
Critical understanding of gender from national and global perspectives.	Spring 2012	Evaluating senior projects	Two students who completed senior projects in spring 2014	80 percent of students demonstrate proficient or exemplary performance	One student scored as borderline proficient (2.5) and one scored as borderline exemplary (3.5)	One student met the expected achievement level while one student was not quite up to the expected achievement level	The WS coordinating committee plans to meet during the 2014-15 academic year to revise the program's assessment plan to find ways to better assess how and where students are achieving the program SLOs; during this round of assessment, the faculty scorers questioned the existing rubric and its use, in particular whether or not it is reasonable to expect that student work on one assignment will extend across all four SLOs.
Apply the basic concepts, theories and methods in gender studies in national and	N/A	Evaluating senior projects	Two students who completed senior projects in spring 2014	80 percent of students demonstrate proficient or exemplary performance	One student scored as proficient (3) and one scored as borderline	One student met the expected achievement level while one student was not quite up to the expected	The WS coordinating committee plans to meet during the 2014-15 academic year to revise the program's assessment plan to find

global contexts.					proficient (2.5)	achievement level	ways to better assess how and where students are achieving the program SLOs; during this round of assessment, the faculty scorers questioned the existing rubric and its use, in particular whether or not it is reasonable to expect that student work on one assignment will extend across all four SLOs.
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Comments: The Women's Studies Coordinating Committee wanted to use previous years' assessment methods, as outlined in the WS assessment plan, to determine if they are applicable to the senior projects completed by women's studies minors. Some questions arose as to whether all four SLOs would be clearly demonstrated in all senior projects. In this year's projects, the four SLOs were demonstrated but not always to the level expected by the WS faculty. Because of this, the women's studies faculty will work together during the 2014-15 academic year to determine how we want to measure the SLOs across the program and will revise the assessment plan accordingly.

II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s)	B. When was this SLO last assessed? Please indicate the semester and	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	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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verbatim from the assessment plan.	year.			
Working knowledge of women's participation in, contribution to, and transformation of areas of social life including culture, society, politics, economics, and religion	2011-2012	<ol style="list-style-type: none"> 1. We will implement a pre-test and posttest in WS 100 2. Re-evaluate student learning outcomes in the assessment plan and add a campus and community component. 3. Continue to work on embedding SLOs in all courses. 	No – coordination of the women's studies minor has switched hands so there has not been consistency in terms of who handles assessment of the minor; recommendations from the previous year were not implemented	No changes were made; however, women's studies faculty will be involved in redeveloping an assessment plan for the minor during the 2014-15 academic year
Working knowledge of institutionalized discrimination and violence based on gender	2011-2012	<ol style="list-style-type: none"> 1. We will implement a pre-test and posttest in WS 100 2. Re-evaluate student learning outcomes in the assessment plan and add a campus and community component. 3. Continue to work on embedding SLOs in all courses. 	No – coordination of the women's studies minor has switched hands so there has not been consistency in terms of who handles assessment of the minor; recommendations from the previous year were not implemented	No changes were made; however, women's studies faculty will be involved in redeveloping an assessment plan for the minor during the 2014-15 academic year
Critical understanding of gender from national and global perspectives.	2011-2012	<ol style="list-style-type: none"> 1. We will implement a pre-test and posttest in WS 100 2. Re-evaluate student learning outcomes in the assessment plan and add a 	No – coordination of the women's studies minor has switched hands so there has not been consistency in terms of who handles assessment of the minor; recommendations	No changes were made; however, women's studies faculty will be involved in redeveloping an assessment plan for the minor during the 2014-15 academic year

		campus and community component. 3. Continue to work on embedding SLOs in all courses.	from the previous year were not implemented	
Apply the basic concepts, theories and methods in gender studies in national and global contexts.	N/A	N/A	It does not appear that this SLO was assessed during the last assessment cycle	Women's studies faculty will redevelop an assessment plan for the 2014-15 academic year addressing this, and all other, SLOs

Comments: The Women's Studies Coordinating Committee will consider the recommendations made during the past assessment cycles (especially continuing to work to embed SLOs across the program and re-evaluating the SLOs in the assessment plan. These steps may lead us to develop some kind of assessment strategy in the WS 100 course, though it is unclear at this time what form that will take (e.g., pre-test/posttest will be considered but may not be deemed the solution).

Women's Studies Minor: Senior Research 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	