

Program: Women's Studies minor

Date: June 1, 2015

Completed by: Leticia Steffen

**Assessment contributors (other faculty involved in this program's assessment):** Women's Studies Coordinating Committee, specifically Leticia Steffen, Lee Anne Martinez and Trish Orman

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 2014-2015 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2015-2016 based on the assessment process. In Part II, please describe activities engaged in during 2014-2015 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2013-2014. 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? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO last assessed? <b>Please indicate the semester and year.</b>	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	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 women's	Spring 2014	See rubric below	Two senior student projects (the	The current Women's Studies		In this SLO, paper #1 averaged 3.5; paper #2 averaged	Based on the assessment of this year's senior project, it appears that

participation in, contribution to, and transformation of areas of social life including culture, society, politics, economics, and religion			total number of senior projects completed during the 2014-15 academic year)	assessment plan does not indicate the expected achievement level and the proportion of students that should achieve that level; however, the revised WS assessment plan (which will be submitted before the 2015-16 assessment cycle) will indicate these measures.		3.75. Both papers were scored above proficient, approaching exemplary in this SLO.	students are achieving the knowledge of this SLO.
Working knowledge of institutionalized discrimination and violence based on gender	Spring 2014					In this SLO, paper #1 averaged 2.25 and paper #2 averaged 2.75. Both papers were above emerging, but not quite proficient.	Improvements are needed in the SLO area. Possible changes to the program include providing more opportunities for students to develop their knowledge in this area

							throughout the curriculum. This will be addressed in the revised WS assessment plan.
Critical understanding of gender from national and global perspectives	Spring 2014					In this SLO, paper #1 averaged 2.25 and paper #2 averaged 2.75. Again, both papers were above emerging but not quite proficient.	Improvements are also needed in the SLO area. Possible changes to the program include providing more opportunities for students to develop their knowledge in this area throughout the curriculum. This will be addressed in the revised WS assessment plan.
Apply the basic concepts, theories and methods in gender studies in national and global contexts	Spring 2014					In this SLO, paper #1 averaged 2.75 and paper #2 averaged 3. Both papers were above emerging, and one paper scored in the proficient category.	Although both papers were above emerging, approaching proficiency in this area, the program can provide more specific opportunities for students to enhance their knowledge in this area throughout the curriculum. This will be addressed in the revised WS assessment plan.
OVERALL					The average score for paper #1 was 2.6875.  The average		

					score for paper #2 was 3.0625.		
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Comments: The Women's Studies program had planned to revise its assessment plan following the results of last year's (2013-14) assessment; however, the changes were not made in time to incorporate into the current (2014-15) cycle. The results of this year's assessment cycle reinforced the findings from last year that the WS program needs to do a better job incorporating specific program SLOs throughout the curriculum, and assessing student learning throughout the program, rather than focusing solely on senior project assessment. In light of these findings, a revised WS assessment plan will be developed to incorporate during the 2015-16 assessment cycle. Components of this plan will include doing pre- and post-testing in the WS 100 (Intro to Women's Studies) course to determine students' progress in the specific SLO areas, as well as identifying assignments throughout the WS curriculum (at all levels – 200-, 300- and 400-level courses) that will help us better gauge student learning as they progress through the program. Once the new plan is in place, the WS program can revisit the effectiveness of student learning and determine where specific weaknesses in the SLOs may occur throughout the curriculum.

**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) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the semester and year.	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?
Working knowledge of women's participation in, contribution to, and	Spring 2015	Recommendation was to revise the WS assessment plan to provide better gauge of student learning throughout the curriculum.	No – the revised WS assessment plan was not developed in time to implement during the 2014-15 assessment cycle. However, following the old	Next steps – revise the Women's Studies assessment plan in time to incorporate for 2015-16 assessment cycle.

transformation of areas of social life including culture, society, politics, economics, and religion			plan for a second consecutive year helped reinforce the findings from last year and supported the need to revise the plan.	
Working knowledge of institutionalized discrimination and violence based on gender	Spring 2014	Recommendation was to revise the WS assessment plan to provide better gauge of student learning throughout the curriculum.	No – the revised WS assessment plan was not developed in time to implement during the 2014-15 assessment cycle. However, following the old plan for a second consecutive year helped reinforce the findings from last year and supported the need to revise the plan.	Next steps – revise the Women’s Studies assessment plan in time to incorporate for 2015-16 assessment cycle.
Critical understanding of gender from national and global perspectives	Spring 2014	Recommendation was to revise the WS assessment plan to provide better gauge of student learning throughout the curriculum.	No – the revised WS assessment plan was not developed in time to implement during the 2014-15 assessment cycle. However, following the old plan for a second consecutive year helped reinforce the findings from last year and supported the need to revise the plan.	Next steps – revise the Women’s Studies assessment plan in time to incorporate for 2015-16 assessment cycle.
Apply the basic concepts, theories and methods in gender studies	Spring 2014	Recommendation was to revise the WS assessment plan to provide better gauge of student learning throughout the curriculum.	No – the revised WS assessment plan was not developed in time to implement during the 2014-15 assessment cycle.	Next steps – revise the Women’s Studies assessment plan in time to incorporate for 2015-16 assessment cycle.

in national and global contexts			However, following the old plan for a second consecutive year helped reinforce the findings from last year and supported the need to revise the plan.	
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Comments: In hindsight, it was probably good that we did not revise the Women's Studies assessment plan immediately following last year's (2014-15) assessment cycle because it allowed other women's studies faculty the opportunity to follow the current assessment plan and provide recommendations for additional improvement. We have a better idea of areas within the assessment plan that need improvement, and we are in a better place to make these improvements this year than we were last year.

## 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	Specific references and detailed understanding of	References and understands scholarship and theory	References or understands scholarship or theory	

gender studies in national and global contexts	scholarship and theory			
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