Colorado State University – Pueblo Academic Program Assessment Report for AY 2015-2016

Program: Women's Studies (minor)

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Please describe the 2015-2016 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2016-2017 based on the assessment process. In Part II, please describe activities engaged in during 2015-2016 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2014-2015. Thank you.

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

A. Which of the	B. When	C. What	D. Who was	E. What is the	F. What were the	G. What were the	H. What
program SLOs	was this	method was	assessed?	expected	results of the	department's	changes/
were assessed	SLO last	used for	Please fully	achievement	assessment?	conclusions about	improvements to
during this	assessed?	assessing the	describe the	level and how		student performance?	the <u>program</u> are
cycle? Please	Please	SLO? Please	student	many or what			planned based
include the	indicate	include a copy	group(s) and	proportion of			on this
outcome(s)	the	of any rubrics	the number	students			assessment?
verbatim from	semester	used in the	of students	should be at			
the assessment	and year.	assessment	or artifacts	it?			
plan.		process.	involved.				
SLO1: Students	Spring	Assessed all	Senior	Each senior	One senior paper	We are satisfied with	See comments
will demonstrate	2015	senior research	research	research	received a total	student performance	section.
working		projects (2);	projects of	project	average score of	based on this year's	
knowledge of		also assessed	two	should display	3.3 from the	assessment results.	
women's		pre- and post-	graduating	exemplary	reviewers (one	However, we feel that	
participation in, contribution to,		tests in WS 100	WS minors	performance	scorer rated the	the program needs to	
and		course	(representing	in one ore	paper exemplary in	revisit the rubric being	
transformation		(Introduction	100% of	more of the	this SLO; the other	used to assess both the	
of areas of social		to Women's	graduating	SLO areas; WS	scorer rated it	senior papers and the	

life including		Studies) as a	WS minors);	100 students	proficient); one	WS 100 papers A	
culture, society,		1	• •		' '	WS 100 papers. A	
politics,		pilot	8 pre- and	should show a	senior paper	separate rubric should	
economics, and			post-tests	10%	received a 3.9 total	be used for the research	
religion.			from	improvement	score from the	papers to better reflect	
Tengion.			students in	from pre- to	reviewers (both	the nature of the	
			the WS 100	post-test	scorers rated the	research projects and to	
			course		paper exemplary in	allow the faculty	
					this SLO). For the	supervising the student	
					WS 100 scores, an	research to provide	
					average of 6	suitable guidance as the	
					students were	student completes the	
					rated emerging in	research. A completely	
					this category in the	different rubric should	
					post-test,	be used to evaluate the	
					representing a	WS 100 papers and the	
					slight improvement	assessment tool (which	
					(12%) from an	encourages brevity in	
					average of 5	student responses)	
					students who were	should also be revisited.	
					rated emerging in	This was the first year	
					the pre-test.	we used the pre- and	
					-	post-test in WS 100 so	
						we knew that changes	
						would be required in	
						the future.	
SLO2: Students	Spring	Assessed all	Senior	Each senior	One senior paper	We are satisfied with	See comments
will demonstrate	2015	senior research	research	research	received a total	student performance	section.
working	2015	projects (2);	projects of	project	average score of	based on this year's	Section.
knowledge of		also assessed	two	should display	3.3 from the	assessment results.	
institutionalized		pre- and post-	graduating	exemplary	reviewers (one	However, we feel that	
discrimination		tests in WS 100	WS minors	performance	scorer rated the	•	
and violence				l •		the program needs to	
based on gender.		course	(representing	in one ore	paper exemplary in	revisit the rubric being	
		(Introduction	100% of	more of the	this SLO; the other	used to assess both the	
		to Women's	graduating	SLO areas; WS	scorer rated it	senior papers and the	

		Studies) as a pilot	WS minors); 8 pre- and post-tests from students in the WS 100 course	100 students should show a 10% improvement from pre- to post-test	proficient); one senior paper received a 3.9 total score from the reviewers (both scorers rated the paper exemplary in this SLO). For the WS 100 scores, an average of 4.5 students were rated emerging in this category in the post-test, representing an 18% improvement from an average of 3 students who were rated emerging in the pre-test.	WS 100 papers. A separate rubric should be used for the research papers to better reflect the nature of the research projects and to allow the faculty supervising the student research to provide suitable guidance as the student completes the research. A completely different rubric should be used to evaluate the WS 100 papers and the assessment tool (which encourages brevity in student responses) should also be revisited. This was the first year we used the pre- and post-test in WS 100 so we knew that changes would be required in the future.	
SLO3: Students will demonstrate	Spring	Assessed all	Senior	Each senior	One senior paper	We are satisfied with	See comments
critical	2015	senior research	research	research	received a total average score of	student performance based on this year's	section.
understanding of		projects (2); also assessed	projects of two	project should display	3.3 from the	assessment results.	
gender from		pre- and post-		' '	reviewers (both		
national and		tests in WS 100	graduating WS minors	exemplary	scorers rated the	However, we feel that	
global				performance		the program needs to	
perspectives.		course	(representing	in one ore	paper proficient);	revisit the rubric being	
		(Introduction	100% of	more of the	one senior paper	used to assess both the	
		to Women's	graduating	SLO areas; WS	received a 3.9 total	senior papers and the	

		Studies) as a pilot	WS minors); 8 pre- and post-tests from students in the WS 100 course	100 students should show a 10% improvement from pre- to post-test	average score from the reviewers (one scorer rated the paper proficient in this SLO; the other scorer rated the paper exemplary). For the WS 100 scores, an average of 5 students were rated emerging in this category in the post-test, representing a 38% improvement from an average of 2 students who were rated emerging in the pre-test.	WS 100 papers. A separate rubric should be used for the research papers to better reflect the nature of the research projects and to allow the faculty supervising the student research to provide suitable guidance as the student completes the research. A completely different rubric should be used to evaluate the WS 100 papers and the assessment tool (which encourages brevity in student responses) should also be revisited. This was the first year we used the pre- and post-test in WS 100 so we knew that changes would be required in the future.	
SLO4: Students	Spring	Assessed all	Senior	Each senior	One senior paper	We are satisfied with	See comments
will apply the	2015	senior research	research	research	received a total	student performance	section.
basic concepts, theories and		projects (2);	projects of	project	average score of	based on this year's	
methods in		also assessed	two	should display	3.3 from the	assessment results.	
gender studies in		pre- and post-	graduating	exemplary	reviewers (both	However, we feel that	
national and		tests in WS 100	WS minors	performance	scorers rated the	the program needs to	
global contexts.		course	(representing	in one ore	paper proficient);	revisit the rubric being	
		(Introduction	100% of	more of the	one senior paper	used to assess both the	
		to Women's	graduating	SLO areas; WS	received a 3.9 total	senior papers and the	

Studies) as a	WS minors);	100 students	average score from	WS 100 papers. A	
pilot	8 pre- and	should show a	the reviewers (one	separate rubric should	
	post-tests	10%	scorer rated the	be used for the research	
	from	improvement	paper proficient in	papers to better reflect	
	students in	from pre- to	this SLO; the other	the nature of the	
	the WS 100	post-test	scorer rated the	research projects and to	
	course		paper exemplary).	allow the faculty	
			For the WS 100	supervising the student	
			scores, an average	research to provide	
			of 6 students were	suitable guidance as the	
			rated emerging in	student completes the	
			this category in the	research. A completely	
			post-test,	different rubric should	
			representing a 19%	be used to evaluate the	
			improvement from	WS 100 papers and the	
			an average of 4.5	assessment tool (which	
			students who were	encourages brevity in	
			rated emerging in	student responses)	
			the pre-test.	should also be revisited.	
				This was the first year	
				we used the pre- and	
				post-test in WS 100 so	
				we knew that changes	
				would be required in	
				the future.	

Comments: The WS program needs to evaluate what the expectations are for students in the WS 100 course as they relate to program student learning outcomes. Even though we met our goals for the pre- and post-test in WS 100, it was clear as we used the rubric to evaluate the papers that there was a disconnect between the evaluation tool and the rubric. The rubric used to evaluate senior research papers also needs to be revised (we noted this in last year's assessment report also). Perhaps a better program assessment strategy would be to assess classes in which specific SLOs are focused (a recommendation from the 2015 cycle). To address this, starting in fall 2016, we will be surveying faculty of the WS core courses determining which courses address which program SLOs. Once this data is gathered, we plan to incorporate another assessment method to better show learning in the

four SLO areas as it progresses through the program's curriculum, rather than using the current rubric on senior research papers and on the pre- and post-tests in the WS 100 course. One possible challenge to keep us moving forward with this plan is the changing of leadership in the women's studies program. The current program coordinator is now chair of her home department, and the new women's studies coordinator (taking over in fall2016) is an adjunct professor. However, we hope we can maintain continuity because the Women's Studies Coordinating Committee (which includes both the previous coordinator and the new coordinator) has been very active in working through assessment strategies as a group, so the burden to move forward on assessment should not fall entirely on the new coordinator.

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?
SLO1: 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 2014	"Although the current rubric provides reasonable data to consider program effectiveness, proposals to develop a more robust assessment program (including student assessment at multiple levels within the curriculum and not just the senior capstone) demonstrate an understanding of how to improve assessment moving forward." "The program proposes developing these standards in its next Program Assessment Report. It may be helpful to develop a set of increasing standards across the entire curriculum instead of a single standard to be met at the very end of the program. As with many programs, there may be few students in capstones at the end of a given year, skewing the results due to a small sample size."	We were able to pilot an assessment strategy (preand post-tests) in the WS 100 course to try giving us an understanding of where students are coming into the WS program. Doing this provided us with more evidence of the need to revise the current rubric being used and to move forward on our plan to assess students at multiple levels throughout the	We will survey faculty teaching all of the required women's studies courses beginning in fall 2016 to determine which program SLOs are being addressed in specific courses, then we will tailor our assessment accordingly.

			program	
SLO2: Students will demonstrate working knowledge of institutionalized discrimination and violence based on gender.	Spring 2014	"Although the current rubric provides reasonable data to consider program effectiveness, proposals to develop a more robust assessment program (including student assessment at multiple levels within the curriculum and not just the senior capstone) demonstrate an understanding of how to improve assessment moving forward." "The program proposes developing these standards in its next Program Assessment Report. It may be helpful to develop a set of increasing standards across the entire curriculum instead of a single standard to be met at the very end of the program. As with many programs, there may be few students in capstones at the end of a given year, skewing the results due to a small sample size."	we were able to pilot an assessment strategy (preand post-tests) in the WS 100 course to try giving us an understanding of where students are coming into the WS program. Doing this provided us with more evidence of the need to revise the current rubric being used and to move forward on our plan to assess students at multiple levels throughout the program.	We will survey faculty teaching all of the required women's studies courses beginning in fall 2016 to determine which program SLOs are being addressed in specific courses, then we will tailor our assessment accordingly.
SLO3: Students will demonstrate critical understanding of gender from national and global perspectives.	Spring 2014	"Although the current rubric provides reasonable data to consider program effectiveness, proposals to develop a more robust assessment program (including student assessment at multiple levels within the curriculum and not just the senior capstone) demonstrate an understanding of how to improve assessment moving forward." "The program proposes developing these standards in its next Program Assessment Report. It may be helpful to develop a set of increasing standards across the entire curriculum instead of a single standard to be met at the very end of the program. As with many programs, there may be few students in capstones at the end of a given year, skewing the results due to a small sample size."	We were able to pilot an assessment strategy (preand post-tests) in the WS 100 course to try giving us an understanding of where students are coming into the WS program. Doing this provided us with more evidence of the need to revise the current rubric being used and to move forward on our plan to assess students at multiple levels throughout the program.	We will survey faculty teaching all of the required women's studies courses beginning in fall 2016 to determine which program SLOs are being addressed in specific courses, then we will tailor our assessment accordingly.
SLO4: Students will apply the basic concepts, theories and	Spring 2014	"Although the current rubric provides reasonable data to consider program effectiveness, proposals to develop a more robust assessment program (including student assessment at multiple levels	We were able to pilot an assessment strategy (preand post-tests) in the WS	We will survey faculty teaching all of the required women's studies courses beginning in fall

methods in gender studies in national and global contexts.	within the curriculum and not just the capstone) demonstrate an understand improve assessment moving forward." "The program proposes developing the its next Program Assessment Report. I helpful to develop a set of increasing st the entire curriculum instead of a single be met at the very end of the program. programs, there may be few students it he end of a given year, skewing the resmall sample size."	an understanding of where students are coming into the WS program. Doing this provided us with more evidence of the need to revise the current rubric being used and to move	2016 to determine which program SLOs are being addressed in specific courses, then we will tailor our assessment accordingly.
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Comments: We plan to continue moving forward in our ultimate strategy of assessing the program outcomes at various points throughout the curriculum, based on input from women's studies faculty. We have developed a survey (see assessment plan) to administer in fall 2016 to WS faculty who teach the courses that are required in the WS minor. Hopefully, this will help us identify ways to better assess student learning outcomes throughout the course of the WS program curriculum. One possible challenge to keep us moving forward with this plan is the changing of leadership in the women's studies program. The current program coordinator is now chair of her home department, and the new women's studies coordinator (taking over in fall2016) is an adjunct professor. However, we hope we can maintain continuity because the Women's Studies Coordinating Committee (which includes both the previous coordinator and the new coordinator) has been very active in working through assessment strategies as a group, so the burden to move forward on assessment should not fall entirely on the new coordinator.

Assessment Rubric

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