

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

**Program:** Women's Studies (minor)

**Date:** May 31, 2016

**Completed by:** Leticia L. Steffen, women's studies coordinator

**Assessment contributors (other faculty involved in this program's assessment):** Steffen, Dr. Susan Calhoun Stuber

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 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?
SLO1: Students will demonstrate working knowledge of women's participation in, contribution to, and transformation of areas of social	Spring 2015	Assessed all senior research projects (2); also assessed pre- and post-tests in WS 100 course (Introduction to Women's	Senior research projects of two graduating WS minors (representing 100% of graduating	Each senior research project should display exemplary performance in one ore more of the SLO areas; WS	One senior paper received a total average score of 3.3 from the reviewers (one scorer rated the paper exemplary in this SLO; the other scorer rated it	We are satisfied with student performance based on this year's assessment results. However, we feel that the program needs to revisit the rubric being used to assess both the senior papers and the	See comments section.

life including culture, society, politics, economics, and religion.		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 6 students were rated emerging in this category in the post-test, representing a slight improvement (12%) from an average of 5 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.	
SLO2: Students will demonstrate working knowledge of institutionalized discrimination and violence based on gender.	Spring 2015	Assessed all senior research projects (2); also assessed pre- and post-tests in WS 100 course (Introduction to Women's	Senior research projects of two graduating WS minors (representing 100% of graduating	Each senior research project should display exemplary performance in one or more of the SLO areas; WS	One senior paper received a total average score of 3.3 from the reviewers (one scorer rated the paper exemplary in this SLO; the other scorer rated it	We are satisfied with student performance based on this year's assessment results. However, we feel that the program needs to revisit the rubric being used to assess both the senior papers and the	See comments section.

		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 critical understanding of gender from national and global perspectives.	Spring 2015	Assessed all senior research projects (2); also assessed pre- and post-tests in WS 100 course (Introduction to Women's	Senior research projects of two graduating WS minors (representing 100% of graduating	Each senior research project should display exemplary performance in one or more of the SLO areas; WS	One senior paper received a total average score of 3.3 from the reviewers (both scorers rated the paper proficient); one senior paper received a 3.9 total	We are satisfied with student performance based on this year's assessment results. However, we feel that the program needs to revisit the rubric being used to assess both the senior papers and the	See comments section.

		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 will apply the basic concepts, theories and methods in gender studies in national and global contexts.	Spring 2015	Assessed all senior research projects (2); also assessed pre- and post-tests in WS 100 course (Introduction to Women's	Senior research projects of two graduating WS minors (representing 100% of graduating	Each senior research project should display exemplary performance in one or more of the SLO areas; WS	One senior paper received a total average score of 3.3 from the reviewers (both scorers rated the paper proficient); one senior paper received a 3.9 total	We are satisfied with student performance based on this year's assessment results. However, we feel that the program needs to revisit the rubric being used to assess both the senior papers and the	See comments section.

		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 6 students were rated emerging in this category in the post-test, representing a 19% improvement from an average of 4.5 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.	
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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 fall 2016) 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	<p>"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."</p> <p>"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."</p>	We were able to pilot an assessment strategy (pre- and 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	<p>“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.”</p> <p>“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.”</p>	We were able to pilot an assessment strategy (pre- and 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	<p>“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.”</p> <p>“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.”</p>	We were able to pilot an assessment strategy (pre- and 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 (pre- and 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 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.”	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.	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 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	