

**Women's Studies Minor  
Student Learning Outcome Assessment Plan**

Women's Studies

Colorado State University - Pueblo

Updated assessment plan (5/31/2016)

Department assessment contact is: Women's Studies Coordinator Leticia Steffen

Women's Studies minor, Program Assessment Plan Summary

Date: May 31, 2016

Student Learning Outcome	Measure description (direct or indirect?)	Expected level of student proficiency (definition and percentage)	Timeline or cycle
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	Measure 1 (direct) Rubric used to score senior research, pre- and post-tests in WS 100	Graduating seniors should demonstrate exemplary performance in one of the SLO areas as evidenced by their research; WS 100 students should display emerging awards of SLO areas in post-test	Every year
SLO2: Students will demonstrate working knowledge of institutionalized discrimination and violence based on gender	Measure 2 (direct) Rubric used to score senior research, pre- and post-tests in WS 100	Graduating seniors should demonstrate exemplary performance in one of the SLO areas as evidenced by their research; WS 100 students should display emerging awards of SLO areas in post-test	Every year
SLO3: Students will demonstrate a critical understanding of gender from national and global perspectives	Measure 3 (direct) Rubric used to score senior research, pre- and post-tests in WS 100	Graduating seniors should demonstrate exemplary performance in one of the SLO areas as evidenced by their research; WS 100 students should display emerging awards of SLO areas in post-test	Every year
SLO4: Students will apply the basic concepts, theories and methods in gender studies in national and global contexts	Measure 4: (direct) Rubric used to score senior research, pre- and post-tests in WS 100	Graduating seniors should demonstrate exemplary performance in one of the SLO areas as evidenced by their research; WS 100 students should display emerging awards of SLO areas in post-test	Every year

## **Women's Studies Assessment Plan**

Program: Women's Studies (minor)

Original plan created in May 2011; plan revised in December 2015 by the Women's Studies Coordinating Committee

Individual responsible for assessment: CHASS Dean

Contact: Women's Studies Coordinator

### **Mission, Goals, and Student Learning Outcomes**

#### **Mission**

The Women's Studies program exists to offer students a different perspective for understanding their disciplines, themselves, and others. Based on feminist theory, this perspective incorporates issues of race, ethnicity, class, sexuality, and other dimensions of human diversity.

The mission of the Women's Studies program relates directly to the university's commitment to diversity as stated in the university's mission statement: "Colorado State University-Pueblo is committed to excellence, setting the standard for regional comprehensive universities in teaching, research and service by providing leadership and access for its region while maintaining its commitment to diversity." The Women's Studies program contributes to the university's strategic plan by promoting excellent academics, providing courses with strong emphases in critical understandings of ethnic, class, gender, and sexuality issues that have an impact at the national and global level. These courses help prepare students for professional and academic success by emphasizing the development of critical thinking skills and the application of gender studies frameworks that cross disciplinary boundaries. The Women's Studies program also contributes to the strategic plan by offering students with transformative opportunities in the areas of ethnic, racial and cultural diversity. Our program exposes students to a range of perspectives that touch on all of these areas, allowing students to have a better understanding of how diversity issues intersect and have national and global consequences.

#### **Program Goals**

The goals of the Women's Studies program are: 1) to encourage students' participation in their respective communities; 2) to encourage dialogue across the CSU-Pueblo campus regarding the intersections of ethnicity, class, gender, language, and sexuality; 3) to encourage students to understand how a gendered analysis can be included in their respective major.

## **Women's Studies Student Learning Outcomes**

Students will be able to:

- Demonstrate a working knowledge of women's participation in, contribution to, and transformation of areas of social life including culture, society, politics, economics, and religion.
- Demonstrate a working knowledge of institutionalized discrimination and violence based on gender
- Demonstrate a critical understanding of gender from national and global perspectives
- Demonstrate and apply the basic concepts, theories, and methods in gender studies in national and global contexts.

Student learning outcomes will be included in the academic catalog, the Women's Studies website, and the syllabuses for the senior-level research/capstone courses. All Women's Studies syllabuses will address how the program SLOs relate to the specific course.

### **Student Learning Outcomes Assessment**

Our outcomes assessment process includes two components:

1) An annual review of students' senior projects to evaluate the program's student learning outcomes will be completed. Projects will be reviewed using the rubric found at the back of this assessment plan. Two evaluators from the Women's Studies Coordinating Committee will score each senior project using the rubric, and results of the assessment will be reported annually at the university level. Students should demonstrate exemplary performance in one or more of the program SLO areas. Assessment will occur at the end of the spring semester and will involve the evaluation of final projects from the WS 485, WS 490, WS 492, WS 494 or WS 498 courses from the summer, fall and spring semesters.

2) Students enrolled in the WS 100 (Introduction to Women's Studies) course will complete a pre- and post-test in class evaluating their knowledge in the program SLO areas. These tests can be found at the back of this plan. The pre-test will be administered in Week 1 and the post-test will be administered in Week 14. At Week 14, students in the WS 100 course should demonstrate emerging (or above) performance in all four program SLOs. In addition, students should demonstrate a 10 percent improvement in results from the pre- to the post-test. Two evaluators from the Women's Studies Coordinating Committee will score the pre- and post-tests using the rubric found at the back of this assessment plan (this is the same rubric used to evaluate the senior projects).

In the future, the Women's Studies Program is considering having students complete portfolios, including assignments taken from all core WS course and from a cross-section WS elective courses, which will be evaluated to demonstrate progression in the program SLOs (as indicated in the curriculum map found in the

back of this plan). The adoption of a portfolio assessment review will be contingent on creating an easy-to-use and easy-to-access electronic repository for portfolio materials.

### **Programmatic Assessment**

Beginning in fall of 2016, instructors of Women's Studies courses will be asked to fill in a worksheet (found in the back of this assessment plan) to determine which of the Student Learning Outcomes are addressed in their course and briefly describing the assignments in the course that address those SLOs. This exercise will help the Women's Studies program further refine the Curriculum Map and potentially include elective courses in the Curriculum Map. This exercise will also help our program determine any areas of weakness that may exist in the current SLOs and determine if a revision of the program SLOs is needed in the future.

## Curriculum Map

Course/SLO	Working knowledge of women's participation in, contribution to, and transformation of areas of social life including culture, society, politics, economics, and religion	Working knowledge of institutionalized discrimination and violence based on gender	Critical understanding of gender from national and global perspectives	Apply the basic concepts, theories and methods in gender studies in national and global contexts
WS 100	I-Quizzes, in-class exams, group discussion, papers, class participation	I-Quizzes, in-class exams, group discussion, papers, class participation	I-quizzes, in-class exams, class participation	I-quizzes, in-class exams, group discussion, papers, class participation
WS 301	R-Quizzes, in-class exams, group discussion, class participation	R-Quizzes, in-class exams, group discussion, class participation	R-Quizzes, in-class exams, group discussion, class participation	R-Quizzes, in-class exams, group discussion, class participation
WS 306 or 403	R-Quizzes, group discussion, papers, class participation	R-Quizzes, in-class exams, group discussion, papers, class participation	R-Quizzes, in-class exams, class participation	
WS 490, 492, 493, 494, 498	M-Research papers	M-Research papers		M-Research papers

**Level:**

I=Introduction

R=Reinforce

M=Master

## 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	

## Worksheet for WS Instructors

This worksheet is intended to help you develop relevant language to include in your syllabus in order to connect the Women's Studies Student Learning Outcomes with your course outcomes. It is important that some or all of the Women's Studies Programmatic SLOs be included in your syllabus, and this worksheet is meant to assist you in that effort.

If you have any questions, please contact the Women's Studies Coordinator.

### Women's Studies Program-Level Student Learning Outcomes

Students will be able to:

- Demonstrate a working knowledge of women's participation in, contribution to, and transformation of areas of social life including culture, society, politics, economics, and religion.
- Demonstrate a working knowledge of institutionalized discrimination and violence based on gender
- Demonstrate a critical understanding of gender from national and global perspectives
- Demonstrate and apply the basic concepts, theories, and methods in gender studies in national and global contexts.

**Outcome 1:** Students will be able to demonstrate a working knowledge of women's participation in, contribution to, and transformation of areas of social life including culture, society, politics, economics, and religion.

This outcome is addressed in my course:    \_\_\_ Yes        \_\_\_ No

If Yes, fill in the following (if No, skip to the next Outcome):

Topics covered in my course that address this outcome:

Assignments in my course that help students enhance their learning in this outcome area:

**Outcome 2:** Students will be able to demonstrate a working knowledge of institutionalized discrimination and violence based on gender.

This outcome is addressed in my course:     Yes         No

If Yes, fill in the following (if No, skip to the next Outcome):

Topics covered in my course that address this outcome:

Assignments in my course that help students enhance their learning in this outcome area:

**Outcome 3:** Students will be able to demonstrate a critical understanding of gender from national and global perspectives.

This outcome is addressed in my course:     Yes         No

If Yes, fill in the following (if No, skip to the next Outcome):

Topics covered in my course that address this outcome:

Assignments in my course that help students enhance their learning in this outcome area:

**Outcome 4:** Students will be able to demonstrate and apply the basic concepts, theories, and methods in gender studies in national and global contexts.



This outcome is addressed in my course:    \_\_\_ Yes        \_\_\_ No

(If No, you are done with this worksheet.)

Topics covered in my course that address this outcome:

Assignments in my course that help students enhance their learning in this outcome area:

**Colorado State University-Pueblo  
Women's Studies Program  
Program Assessment  
Spring 2016**

Describe, in 2 - 3 sentences, each:

- An example of how women have participated in, contributed to and transformed an area of social life (e.g., culture, society, politics, economics, religion).
- An example of how gender-based discrimination or gender-based violence can become ingrained in an institutional setting.
- An example of how gender has influenced a national and/or international issue.
- How a feminist might respond to issues of pay equity.