



(Due: June 1, 2018)

Date report completed: June 1, 2018

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Please describe the 2017-2018 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, 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, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2018. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

**I. Assessment of Student Learning Outcomes (SLOs) in this cycle.** Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2018-2019 based on the assessment process.

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 <u>last</u> assessed? (semester and year)	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 that level?	F. What were the results of the assessment? Include the proportion of students meeting proficiency.	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?
<b>SLO1:</b> Students will demonstrate working knowledge of women's participation in, contribution to, and	Spring 2016	Assessed all senior research projects (4)	4 Women's Studies graduates (100% of WS minors graduating in AY 2017-2018)	Each senior research project should exhibit exemplary performance in one or more of the	75% of students were rated proficient (2) or exemplary (1)	We are satisfied with student performance on SLO 1, but would like to see more students with exemplary scores for SLO 1.	The senior project represents minors' capstone experience. We need to review the requirements for the capstone and develop a set of clear guidelines for the areas that projects need to address, including SLO 1.

transformation of areas of social life including culture, society, politics, economics, and religion.				SLOs (1-4).			We will also make any necessary revisions to the curriculum map based on program changes effective fall 2018 and an evaluation of course offerings, including core requirements. (see part 2 of report)
<b>SLO2:</b> Students will demonstrate working knowledge of institutionalized discrimination and violence based on gender.	Spring 2016	Assessed all senior research projects (4)	4 Women's Studies graduates (100% of WS minors graduating in AY 2017-2018)	Each senior research project should exhibit exemplary performance in one or more of the SLOs (1-4).	100% of students were rated proficient (1) or exemplary (3)	We are satisfied with student performance on SLO 2, but would like to see more students with exemplary scores for SLO 2.	The senior project represents minors' capstone experience. We need to review the requirements for the capstone and develop a set of clear guidelines for the areas that projects need to address, including SLO 2.  We will also make any necessary revisions to the curriculum map based on program changes effective fall 2018 and an evaluation of course offerings, including core requirements. (see part 2 of report)
<b>SLO3:</b> Students will demonstrate critical understanding of gender from national and global perspectives.	Spring 2016	Assessed all senior research projects (4)	4 Women's Studies graduates (100% of WS minors graduating in AY 2017-2018)	Each senior research project should exhibit exemplary performance in one or more of the	One student was rated proficient; no students were rated exemplary.	We are dissatisfied with student performance on SLO 3 based on the evaluation using the WS assessment rubric; primary concerns relate to the minimal	The senior project represents minors' capstone experience. We need to review the requirements for the capstone and develop a set of clear guidelines for the areas that projects need to address, including an in-depth critical understanding of gender from

				SLOs (1-4).		attention in senior projects to global perspectives and the level of critical understanding displayed.	boh national and global perspectives  We will also make any necessary revisions to the curriculum map based on program changes effective fall 2018 and an evaluation of course offerings, including core requirements. (see part 2 of report)
<b>SLO4:</b> Students will apply the basic concepts, theories and methods in gender studies in national and global contexts.	Spring 2016	Assessed all senior research projects (4)	4 Women's Studies graduates (100% of WS minors graduating in AY 2017-2018)	Each senior research project should exhibit exemplary performance in one or more of the SLOs (1-4).	75% of the students were rated proficient. No students were rated exemplary.	We are dissatisfied with student performance based on the evaluation using the WS assessment rubric; primary concerns relate to the minimal attention in senior projects to theory and global contexts, and to a lesser extent methods, significant in gender studies.	The senior project represents minors' capstone experience. We need to review the requirements for the capstone and develop a set of clear guidelines for the areas that projects need to address, including an in-depth critical understanding of gender from boh national and global perspectives  We will also make any necessary revisions to the curriculum map based on program changes effective fall 2018 and an evaluation of course offerings, including core requirements. (see part 2 of report)

Comments on part I: Program faculty question whether the rubric is sufficient to adequately assess senior projects, given the range and variability exemplified by the projects. Although this concern has been mentioned in prior assessment reports, the rubric was not revised. More attention will be given to evaluating this assessment tool and making necessary revisions prior to our next assessment of senior projects. No formal program assessment was completed in 2016-2017 because no women's studies minors completed the capstone requirement during the year. There has been a different person serving as the program coordinator in each of the last 3 years, presenting some challenges to the program's assessment processes.

**II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2017-2018 cycle.** These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
All 4 SLOs listed in part 1 of the report	Spring 2016	To revisit the rubric used to assess senior projects and to survey all instructors of required women's studies courses to determine which program SLOs are being addressed in specific courses	1. The specific recommendations were not accomplished; instead members of the WS coordinating committee made changes to the program requirements to address deficiency areas noted in prior assessment cycles; minors will now be required to take an upper level theory class and will choose one of the following two classes addressing diversity and global perspectives – Global Feminisms or La	Changes were approved in fall 2017 for implementation in AY 2018-2019, so measures of effectiveness will be in next year's assessment report.

			Chicana.  2. The range of options for completing the capstone experience (when there is an insufficient number of minors to be able to offer the capstone class) was narrowed ; the options will continue to require senior projects supervised by WS faculty	
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Comments on part II:

### 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	