2013-2014 ANNUAL ASSESSMENT REPORT TEMPLATE

This template intends to make our annual assessment and its reports simple, clear, and of high quality not only for this academic year but also for the years to come. Thus, it explicitly specifies some of the best assessment practices and/or expectations implied in the four WASC assessment rubrics we have used in the last few years (see the information below* that has appeared in Appendices 1, 2a, 2b, and 7 in the *Feedback for the 2011-2012 Assessment Report;* Appendix 2 in the *Feedback for the 2012-2013 Assessment Report*, and Appendices 5 to 8 in the *2013-2014 Annual Assessment Guideline)*.

We understand some of our programs/departments have not used and/or adopted these best practices this year, and that is okay. You do not need to do anything extra this year, and ALL YOU NEED TO DO is to report what you have done this academic year. However, we hope our programs will use many of these best practices in the annual assessment in the future.

We also hope to use the information from this template to build a digital database that is simple, clear, and of high quality. If you find it necessary to modify or refine the wording or the content of some of the questions to address the specific needs of your program, please make the changes and highlight them in red. We will consider your suggestion(s). Thank you!

If you have any questions or need any help, please send an email to Dr. Amy Liu (liuqa@csus.edu), Director of University Assessment. We are looking forward to working with you.

*The four WASC rubrics refer to: 1) WASC "Rubric for Assessing the Quality of Academic Program Learning Outcomes"; 2) WASC "Rubric for Assessing the Use of Capstone Experience for Assessing Program Learning Outcomes"; 3) WASC "Rubric for Assessing the Use of Portfolio for Assessing Program Learning Outcomes"; and 4) WASC "Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews".

Part 1: Background Information

B1. Program name: [Women's Studies]

B2. Report author(s): [Sujatha Moni]

B3. Fall 2012 enrollment: [427]
*Us*e the *Department Fact Book 2013* by OIR (Office of Institutional Research) to get the fall 2012 enrollment: (http://www.csus.edu/oir/Data%20Center/Department%20Fact%20Book/Departmental%20Fact%20Book.html).

B4. Program type: [SELECT ONLY ONE]

X	1. Undergraduate baccalaureate major
	2. Credential
	3. Master's degree
	4. Doctorate: Ph.D./E.D.D.
	5. Other, specify:

Question 1 (Q1): Program Learning Outcomes (PLO) Assessed in 2013-2014.

Q1.1. Which of the following program learning outcomes (PLOs) or Sac State Baccalaureate Learning Goals did you assess **in 2013-2014**? (See 2013-2014 Annual Assessment Report Guidelines for more details). [**CHECK ALL THAT APPLY**]

X	1. Critical thinking (WASC 1) *
X	2. Information literacy (WASC 2)
X	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
X	6. Inquiry and analysis
	7. Creative thinking
X	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
X	13. Ethical reasoning
X	14. Foundations and skills for lifelong learning
	15. Global learning
X	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
X	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that were **assessed in 2013-2014 but not included above:** a. b. c.

* One of the WASC's new requirements is that colleges and universities report on the level of student performance **at graduation** in five core areas: **critical thinking, information literacy, written communication, oral communication, and quantitative literacy.**

Q1.1.1. Please provide more detailed information about the PLO(s) you checked above:
Criteria 1, 2. 6 & 8 above were assessed using Rubric 1: Scholarship & Critical Analysis; Criteria 13, 14 & 16 were assessed using Rubric 2: Application of Feminist Perspectives to Social Issues; and Criterion 3 was assessed using Rubric 3: Effective Written Communication.

Q1.2. Are your PLOs closely aligned with the mission of the university?

X	1. Yes
	2. No
	3. Don't know

Q1.3. Is your program externally accredited (except for WASC)?

	1. Yes
X	2. No (**If no, go to Q1.4**)
	3. Don't know (**Go to Q1.4**)

Q1.3.1. If yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

	1. Yes
	2. No
	3. Don't know

Q1.4. Have you used the *Degree Qualification Profile* (DQP) [*] to develop your PLO(s)?

	1. Yes
	2. No, but I know what DQP is.
X	3. No. I don't know what DQP is.
	4. Don't know

[*] **Degree Qualifications Profile (DQP)** – a framework funded by the Lumina Foundation that describes the kinds of learning and levels of performance that may be expected of students who have earned an associate, baccalaureate, or master's degree. Please see the links for more details:
http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf and
http://www.learningoutcomeassessment.org/DQPNew.html.

Question 2 (Q2): Standards of Performance/Expectations for EACH PLO.

Q2.1. Has the program developed/adopted **EXPLICIT** standards of performance/expectations for the PLO(s) you assessed **in 2013-2014 Academic Year**? (For example: We expect 70% of our students to achieve at least a score of 3 on the Written Communication VALUE rubric.)

X	1. Yes, we have developed standards/expectations for **ALL** PLOs assessed in 2013-14.
	2. Yes, we have developed standards/expectations for **SOME** PLOs assessed in 2013-14.
	3. No (**If no, go to Q2.2**)
	4. Don't know (**Go to Q2.2**)
	5. Not Applicable (**Go to Q2.2**)

Q2.1.1. If yes, what are the desired levels of learning, including the criteria and standards of performance/expectations, especially at or near graduation, for **EACH PLO** assessed in 2013-2014 Academic Year? (For example: what will tell you if students have achieved your expected level of performance for the learning outcome.) **Please provide the rubric and/or the expectations that you have developed for EACH PLO one at a time below.** [WORD LIMIT: 300 WORDS FOR EACH PLO]

Grading Criteria	4 – Highly Competent	3 – Mostly Competent	2 – Slightly Competent	1 – Barely Competent
1) Scholarship & Critical Analysis 1) Knowledge & Understanding of feminist literature. 2) Interpretation & critical analysis of texts in Women's Studies.	A clear mastery of feminist theory. Identification of complex arguments within the texts	Good grasp of feminist theory Clear interpretation of texts.	Some grasp of feminist theory Over all interpretation okay, with problems in some places.	Hardly any grasp of feminist theory Several interpretation problems
2) Feminist Perspectives	Excellent application of	Suitable application of	Theories are somewhat applied to context.	There is somewhat of an

1) **Application** of feminist perspectives to social issues/institutions or organization 2) **Compare** different feminist theories, assessing their relative advantages & disadvantages	theories to social context Strong comparison of relative usefulness of theories	feminist theories to social context Connections established between theories	Their relative advantages/disadvantages not evaluated.	attempt to apply theory to context. No comparisons offered.
3) Effective Communication 1) Syntax, Grammar & Organization 2) Audience Engagement	Paper is well organized with excellent intro, strong paragraphs, transitions, adequate supporting quotes, summary & critical analysis. Paper is engaging, with no grammar errors.	Well organized with good ideas and well developed paras, supporting quotes and explanations. Topic is quite interesting & there may be slight grammar errors.	Organization needs improvement. Paragraphs are weak, lacking transitions. Either too much summary, or very little explanation of context. Needs supporting quotes. Topic is somewhat engaging for audience. Several grammar errors.	Lacks organization, poorly constructed paragraphs. Discussion not adequate. Lacks quotes, arguments, & substantial context. Topic is not engaging. There may or may not be several grammar errors.

Q2.2. Have you published the **PLO(s)/expectations/rubric(s) you assessed in 2013-2014**?

X	1. Yes
	2. No **(If no, go to Q3.1)**

Q2.2.1. If yes, where were the **PLOs/expectations/rubrics** published? **[CHECK ALL THAT APPLY]**

X	1. In **SOME course syllabi/assignments** in the program that claim to introduce/develop/master the PLO(s)
	2. In **ALL course syllabi/assignments** in the program that claim to introduce /develop/master the PLO(s)
	3. In the student handbook/advising handbook
	4. In the university catalogue
	5. On the academic unit website or in the newsletters
X	6. In the assessment or program review reports/plans/resources/activities
	7. In the new course proposal forms in the department/college/university
	8. In the department/college/university's strategic plans and other planning documents
	9. In the department/college/university's budget plans and other resource allocation documents

	10. In other places, specify:

Question 3 (Q3): Data, Results, and Conclusions for EACH PLO

Q3.1. Was assessment data/evidence **collected** for 2013-2014?

X	1. Yes
	2. No **(If no, go to Part 3: Additional Information)**
	3. Don't know **(Go to Part 3)**
	4. Not Applicable **(Go to Part 3)**

Q3.2. If yes, was the data **scored/evaluated** for 2013-2014?

X	1. Yes
	2. No **(If no, go to Part 3: Additional Information)**
	3. Don't know **(Go to Part 3)**
	4. Not Applicable **(Go to Part 3)**

Q3.3. If yes, what **DATA** have you collected? What are the **results, findings, and CONCLUSION(s)** for EACH PLO assessed in 2013-2014? In what areas are students doing well and achieving the expectations? In what areas do students need improvement? Please provide a simple and clear summary of the key data and findings, including **tables and graphs** if applicable for EACH PLO one at a time. [WORD LIMIT: 600 WORDS FOR EACH PLO]

The Women's Studies Department conducted an assessment of its program learning outcomes for the academic year 2013-14. The assessment was designed to meet the following objective: "*Students who graduate with a baccalaureate degree in Women's Studies will demonstrate strong critical analytical, application, and written communication skills. They will be able to effectively present feminist perspectives through sophisticated, well-organized and clearly developed research papers.*"

Following the recommendations of the Director of Office of Academic Program Review and Assessment, we assessed the following 3 categories, which are the same as the previous year: 1) Scholarship & Critical Analysis; 2) Application of feminist perspectives to social issues; and, 3) Effective written communication.

Method of Assessment

The 3 main categories were assessed through one direct measure: the final research paper for the capstone seminar in Women's studies: **WOMS 180: Seminar in Feminist Theory.** All Women's Studies majors enrolled in the Seminar were assessed. The Assessment Prompt which was also the prompt for the final research was prepared after consultation with students and after taking into consideration the department learning outcomes, synthesized in the above 3 categories. The Grading Rubric generated for assessment was made available to all students. After consulting students, a more simplified version of the rubric was introduced, which was discussed at length with the students. Students were encouraged to develop their own topics for the assignment based on specific instructions provided in the prompt.

Findings

A total of 12 Women's Studies Majors who were enrolled in WOMS 180 were assessed on a scale of 4 to 1, where 4 = Highly Competent, 3= Competent; 2 = Slightly competent, and 1 = Barely competent.

In category 1) Scholarship & Critical Analysis: 5 students were found to be highly competent; 5 students were competent; 1 student was slightly competent.

In category 2) Application of feminist theory to social issues: 5 students were highly competent; 4 students were found to be competent; 2 students were between mostly competent and slightly competent (earning 2.5); and only 1 student was slightly competent.

In category 3) Written Communication: 3 students were highly competent; 7 students were competent; and 1 student earned 2.5 (i.e. between competent and slightly competent).

Following is a Table of our Findings:

1. Scholarship & Critical Analysis	2. Appln. Of Feminist Persp.	3. Written Communication
3	3	2
3	3	3
3	3.5	3
4	4	4
3.5	3	3
3	2.5	3
4	4	4
4	3.5	2.5
2.5	2.5	3
3	2	3
4	4	3.5
4	4	4
91.6%=3 & above; 8%=2.5	75%=3 & above; 16%=2.5; 8%=2	83%=3 & above; 8%=2.5; 8%=2

Conclusion

In the assessment of Program Learning Outcomes for the year 2013-14 Women's Studies Majors have excelled in all three areas assessed. Following are the averages based on our direct assessment: In category 1) Scholarship and Critical Analysis: almost all our students (more than 90%) were at and above competence, and only 8% were between and approaching competence. In category 2) Application of Feminist Perspectives to Social Issues: 75% of our majors were at and above competence, while 25% were at or approaching competence. In category 3) Written Communication, 83% of our students were at and above competence; while 17% were approaching competence.

The results of our previous assessment conducted in Academic Year 2011-12 are as follows: In category 1) Feminist Scholarship and Critical Analysis: more than 80% of our majors were at and above competence, and 16% were approaching competence. In category 2) Application of Feminist Perspectives to Social Issues/Institutions/Organizations: 66% of our majors were at and above competence, while 33% were at or approaching competence. In category 3) Written Communication, almost all our students (92%) are at and above competence, while only 8% are approaching competence.

It appears that Women's Studies majors have either slightly improved or have sustained high levels of achievement in all three categories assessed. We attribute this improvement to continued efforts made in the form of Writing Workshops, instructor feedback, peer reviews and draft preparations in all required courses for the major. All course assignments require critical engagement with feminist scholarship, comparative analysis and evaluation of course materials. The department assessment coordinator conducted mini writing workshops throughout Spring semester to prepare students adequately for writing effective research papers.

In the previous assessment we had mentioned that the one area where we can see further improvement is Category 2) Application of Feminist Theory to Social Issues/Institution or Organization. Through sustained efforts such as addressing larger social issues using feminist perspectives and developing assignments with this specific intent, we have been able to show significant improvement in this category during the current academic year.

Q3.4. Do students meet the expectations/standards of performance as determined by the program and achieved the learning outcomes? [PLEASE MAKE SURE THE PLO YOU SPECIFY HERE IS THE SAME ONE YOU CHECKED/SPECIFIED IN Q1.1].

Q3.4.1. First PLO: [_____Critical Thinking_____]

X	1. Exceed expectation/standard
	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

[NOTE: IF YOU HAVE MORE THAN ONE PLO, YOU NEED TO REPEAT THE TABLE IN Q3.4.1 UNTIL YOU INCLUDE ALL THE PLO(S) YOU ASSESSED IN 2013-2014.]

Q3.4.2. Second PLO: [_Application of Feminist Perspectives to Social Issues_]

	1. Exceed expectation/standard
X	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

Question 4 (Q4): Evaluation of Data Quality: Reliability and Validity.

Q4.1. How many PLOs **in total** did your program **assess in the 2013-2014 academic year**? [_3_]

Q4.2. Please choose **ONE ASSESSED PLO** as an example to illustrate how you use direct, indirect, and/or other methods/measures to collect data. If you only assessed one PLO **in 2013-14**, YOU CAN SKIP this question. If you assessed MORE THAN ONE PLO, please check **ONLY ONE PLO BELOW EVEN IF YOU ASSESSED MORE THAN ONE PLO IN 2013-2014.**

X	1. Critical thinking (WASC 1) [1]
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Other PLO. Specify:

==Direct Measures==

Q4.3. Were direct measures used to assess this PLO?

X	1. Yes
	2. No **(If no, go to Q4.4)**
	3. Don't know **(Go to Q4.4)**

Q4.3.1. Which of the following ==DIRECT== measures were used? [**Check all that apply**]

X	1. Capstone projects (including theses, senior theses), courses, or experiences
	2. Key assignments from other ==CORE== classes
	3. Key assignments from other classes
	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
	5. External performance assessments such as internships or other community based projects
	6. E-Portfolios
	7. Other portfolios
	8. Other measure. Specify:

Q4.3.2. Please provide the direct measure(s) **[key assignment(s)/project(s)/portfolio(s)]** that you used to collect the data. [WORD LIMIT: 300 WORDS]

WOMS 180: Assignment II (Spring 2014)

Your goal in this paper is to apply feminist theory to praxis. Choose a particular institution or organization and identify, using feminist theory, a specific set of feminist issues within this institution/ organization. Using feminist frameworks develop your own arguments, analyzing the structures of power operating within this space, examining how to engage with them.

Throughout your analysis, develop comparisons among **3** different theoretical frameworks from a minimum of 6 different essays you have read in this course, starting from postcolonial theory up to the end of the semester. Identify specific issues/ themes/ questions around which you can develop your comparison on the topic.

Apply these theories of feminism to a specific institution/cultural group/social issue of your choice: such as, marginalized communities, the school system, higher education; hospital; legal establishment (such as the district attorney's office OR legal aid services, etc.); government; homeless or domestic violence shelters; childcare centers; private corporation; state government services, sports, cultural festivals, global economic practices, media, multi-cultural centers, immigration reform, reproductive rights, revolutions, etc.

Here are some Questions to get you thinking: **How do feminist theories help you understand this particular institution and the structuring of power relations within it? What strategies do theories offer in challenging and dismantling intersecting discourses of gender, race, class, and culture?** What possibilities for global feminist identity politics can you come up with based on your feminist reading of this particular institution?

Try to come up with a specific conclusion regarding the effectiveness of these theories and their contribution to the advancement of feminist scholarship.

Paper should be minimum 12-15 pages long in Times New Roman 12 font, double spaced with 1" margins all around in a format of your choice. Use both in-class and outside sources to develop your analysis. **Minimum 10 sources required with at least 5 texts from class**. Email or talk to me if you need help/clarification developing your analysis. Enjoy writing the paper!

Q4.3.2.1. Was the direct measure(s) [**key assignment(s)/project(s)/portfolio(s)**] aligned directly with the rubric/criterion**?**

X	1. Yes
	2. No
	3. Don't know

Q4.3.3. Was the direct measure (s) [key assignment(s)/project(s)/portfolio(s)] aligned directly with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.3.4. How was the evidence scored/evaluated? **[Select one only]**

	1. No rubric is used to interpret the evidence (If checked, go to Q4.3.7)
X	2. Use rubric developed/modified by the faculty who teaches the class
	3. Use rubric developed/modified by a group of faculty
	4. Use rubric pilot-tested and refined by a group of faculty
	5. Use other means. Specify:

Q4.3.5. What rubric/criterion was adopted to score/evaluate the above key assignments/projects/portfolio? **[Select one only]**

	1. The VALUE rubric(s)
X	2. Modified VALUE rubric(s)
	3. A rubric that is totally developed by local faculty
	4. Use other means. Specify:

Q4.3.6. Was the rubric/criterion aligned directly with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.3.7. Were the evaluators (e.g., faculty or advising board members) who reviewed student work calibrated to apply assessment criteria in the same way?

	1. Yes
	2. No
	3. Don't know

Q4.3.8. Were there checks for inter-rater reliability?

	1. Yes
	2. No
	3. Don't know

Q4.3.9. Were the sample sizes for the direct measure adequate?

X	1. Yes
	2. No
	3. Don't know

Q4.3.10. How did you select the sample of student work (papers, projects, portfolios, etc)? Please briefly specify here:

Final assignments submitted by ALL Women's Studies majors registered in the capstone seminar, WOMS 180 were used for assessment.

Indirect Measures
Q4.4. Were indirect measures used to assess the PLO?

	1. Yes

X	2. No **(If no, go to Q4.5)**

Q4.4.1. Which of the following indirect measures were used?

	1. National student surveys (e.g., NSSE, etc.)
	2. University conducted student surveys (OIR surveys)
	3. College/Department/program conducted student surveys
	4. Alumni surveys, focus groups, or interviews
	5. Employer surveys, focus groups, or interviews
	6. Advisory board surveys, focus groups, or interviews
	7. Others, specify:

Q4.4.2. If surveys were used, were the sample sizes adequate?

	1. Yes
	2. No
	3. Don't know

Q4.4.3. If surveys were used, please briefly specify how you select your sample? What is the response rate?

Q4.5. Were external benchmarking data used to assess the PLO?

	1. Yes
X	2. No **(If no, go to Q4.6)**

Q4.5.1. Which of the following measures was used?

	1. National disciplinary exams or state/professional licensure exams
	2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc)
	3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc)
	4. Others, specify:

Q4.6. Were other measures used to assess the PLO?

	1. Yes
X	2. No **(Go to Q4.7)**
	3. Don't know **(Go to Q4.7)**

Q4.6.1. If yes, please specify: [_____]

Alignment and Quality

Q4.7. Please describe how you collected the data? For example, in what course(s) (or by what means) were data collected? How reliable and valid is the data? [WORD LIMIT: 300 WORDS]

The VALUE critical thinking rubric has been used to collect data in order to directly assess 12 student papers submitted for the required capstone seminar in Women's Studies, WOMS 180: Seminar in Feminist Theory. Each paper was assessed using three program learning objectives: 1) Scholarship and Critical Thinking; 2) Application of Feminist Perspectives to Social Issues, and 3) Effective Written Communication, on a scale of 1 to 4, with 4 being highest and 1 being lowest. Both the assignment used as a direct measure, as well as the grading rubric, were discussed with the students well ahead of time.

Q4.8. How many assessment tools/methods/measures **in total** did you use to assess this PLO? [_1__]
NOTE: IF IT IS ONLY ONE, GO TO Q5.1.

Q4.8.1. Did the data (including all the assignments/projects/portfolios) from all the different assessment tools/measures/methods directly align with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.8.2. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

X	1. Yes
	2. No
	3. Don't know

Question 5 (Q5): Use of Assessment Data.

Q5.1. To what extent have the assessment results **from 2012-2013** been used for? **[CHECK ALL THAT APPLY]**

	Very Much (1)	Quite a Bit (2)	Some (3)	Not at all (4)	Not Applicable (9)
1. Improving specific courses		X			
2. Modifying curriculum			X		
3. Improving advising and mentoring				X	
4. Revising learning outcomes/goals				X	
5. Revising rubrics and/or expectations			X		
6. Developing/updating assessment plan				X	
7. Annual assessment reports				X	
8. Program review				X	
9. Prospective student and family information					X
10. Alumni communication					X
11. WASC accreditation (regional accreditation)					X
12. Program accreditation				X	
13. External accountability reporting requirement					X
14. Trustee/Governing Board deliberations					X
15. Strategic planning					X
16. Institutional benchmarking					X
17. Academic policy development or modification					X
18. Institutional Improvement					X
19. Resource allocation and budgeting					X
20. New faculty hiring				X	
21. Professional development for faculty and staff					X
22. Other Specify:					

Q5.1.1. Please provide one or two best examples to show how you have used the assessment data above.
In the previous academic year, the results of PLO 2) Application of Feminist Perspectives were not entirely satisfactory. This was one of the measures we needed to see an improvement in our student performances. Being aware of this, we decided to modify the requirements in one or our core courses, WOMS 115 in order to provide greater opportunities for students to connect what they are learning in the classroom to broader social issues and life- long learning. Further, the previous year's assessment enabled us to focus more on this particular area throughout the capstone seminar and emphasize it as an important learning objective. These efforts paid off with much better results in the current academic year.

Q5.2. As a result of the **assessment effort in 2013-2014** and based on the prior feedbacks from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of program learning outcomes)?

	1. Yes
X	2. No **(If no, go to Q5.3)**
	3. Don't know **(Go to Q5.3)**

Q5.2.1. What changes are anticipated? By what mechanism will the changes be implemented? How and when will you assess the impact of proposed modifications? [WORD LIMIT: 300 WORDS]

Q5.2.2. Is there a follow-up assessment on these areas that need improvement?

	1. Yes
	2. No
	3. Don't know

Q5.3. Many academic units have collected assessment data on aspects of a program that are not related to program learning outcomes (i.e., impacts of an advising center, etc.). If your program/academic unit has collected assessment data in this way, please briefly report your results here. [WORD LIMIT: 300 WORDS]

Question 6 (Q6). Which program learning outcome(s) do you plan to assess next year?

X	1. Critical thinking (WASC 1) [1]
X	2. Information literacy (WASC 2)
X	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
X	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
X	13. Ethical reasoning
X	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
X	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that the program is going to **assess but not included above:** a. b. c.

A1. In which academic year did you **develop** the current assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
X	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet **developed** a formal assessment plan

A2. In which academic year did you last **update** your assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
X	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet **updated** the assessment plan

A3. Have you developed a curriculum map for this program?

X	1. Yes
	2. No
	3. Don't know

A4. Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?

	1. Yes
X	2. No
	3. Don't know

A5. Does the program have any capstone class?

X	1. Yes
	2. No
	3. Don't know

A5.1. If yes, please list the course number for each capstone class: [_WOMS 180___]

A6. Does the program have **ANY** capstone project?

X	1. Yes
	2. No
	3. Don't know

A7. Name of the academic unit: [__WOMS_ ____]

A8. Department in which the academic unit is located: [_WOMEN'S STUDIES__ ____]

A9. Department Chair's Name: [_Rita Cameron Wedding___]

A10. Total number of annual assessment reports submitted by your academic unit for 2013-2014: [_1__]

A11. College in which the academic unit is located:

	1. Arts and Letters
	2. Business Administration
	3. Education
	4. Engineering and Computer Science
	5. Health and Human Services
	6. Natural Science and Mathematics
X	7. Social Sciences and Interdisciplinary Studies
	8. Continuing Education (CCE)
	9. Other, specify:

==Undergraduate Degree Program(s):==
A12. Number of undergraduate degree programs the academic unit has: [_1_]
A12.1. List all the name(s): [B.S. in Women's Studies]
A12.2. How many concentrations appear on the diploma for this undergraduate program? [___ ___]

==Master Degree Program(s):==
A13. Number of Master's degree programs the academic unit has: [__ ___]
A13.1. List all the name(s): [_____]
A13.2. How many concentrations appear on the diploma for this master program? [_____]

==Credential Program(s):==
A14. Number of credential degree programs the academic unit has: [_____]
A14.1. List all the names: [_____]

==Doctorate Program(s)==
A15. Number of doctorate degree programs the academic unit has: [_____]
A15.1. List the name(s): [_____]

A16. Would this assessment report apply to other program(s) and/or diploma concentration(s) in your academic unit*?

	1. Yes
X	2. No

*If the assessment conducted for this program (including the PLO(s), the criteria and standards of performance/expectations you established, the data you collected and analyzed, the conclusions of the assessment) is the same as the assessment conducted for other programs within the academic unit, you only need to submit one assessment report.

16.1. If yes, please specify the name of each program: _____
16.2. If yes, please specify the name of each diploma concentration: _____