

# 2015-2016 Annual Assessment Report Template

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Report: BA Women's Studies

## Question 1: Program Learning Outcomes

### Q1.1.

Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [Check all that apply]

- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy
- 6. Inquiry and Analysis
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 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, specify any assessed PLOs not included above:

- a.
- b.
- c.

### Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

**(1) Critical Thinking:** Know, evaluate, and compare feminist theories. Students were assessed for knowledge of feminist theories and their ability to evaluate and compare different feminist theories and approaches. This PLO is directly linked to the following two University Baccalaureate Learning Goals: Competence in the Discipline and Personal and Social Responsibility. Women's Studies is one of the few departments where students read texts addressing social justice; racial, gender, sexual, and economic discrimination; relations of power; and structural inequality, both within the United States and transnationally. Most Women's Studies majors develop strong perspectives on these issues and have a highly developed sense of personal and social responsibility.

**(2) Written Communication:** Demonstrate effective written communication. This criterion was used to measure students' ability to effectively organize their argument, express their ideas clearly, and support their analysis with evidence. This PLO falls under the University Baccalaureate Learning Goal of Intellectual and Practical Skills.

**(3) Integrative & Applied Learning:** Apply feminist perspectives to social issues/institutions or organization. This criterion was used to measure the students' ability to apply feminist theories to think about a particular institution, organization, or social problem. Students were assessed for their ability to research an institution and apply the theoretical course readings to develop an analysis of social and institutional power structures and inequalities within that institution/issue. This PLO is linked to Intellectual and Practical Skills and Integrative Learning

#### Q1.2.1.

Do you have rubrics for your PLOs?

1. Yes, for all PLOs  
 2. Yes, but for some PLOs  
 3. No rubrics for PLOs  
 4. N/A  
 5. Other, specify:

Undo

**Q1.3.**

Are your PLOs closely aligned with the mission of the university?

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

Undo

**Q1.4.**

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

1. Yes  
 2. No (skip to **Q1.5**)  
 3. Don't know (skip to **Q1.5**)

Undo

**Q1.4.1.**

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

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

Undo

**Q1.5.**

Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

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

Undo

**Q1.6.**

Did you use action verbs to make each PLO measurable?

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

Undo

(Remember: Save your progress)

## Question 2: Standard of Performance for the Selected PLO

**Q2.1.**

Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Critical Thinking

**Q2.1.1.**

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

The PLO of Critical Thinking was assessed using the final written assignment for the capstone Seminar in Women's Studies: WOMS 180: Seminar in Feminist Theory, in which students demonstrated their knowledge of feminist theory and their ability to evaluate and compare different feminist theories and ideas. This criterion was used to measure students' understanding and competency in feminist theories and perspectives through engagement with classic and contemporary texts that deal with historical, socio-cultural, sexual, political, and economic challenges faced by women and minorities.

**Q2.2.**

Has the program developed or adopted **explicit** standards of performance for this PLO?

1. Yes  
 2. No  
 3. Don't know  
 4. N/A

Undo

**Q2.3.**

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

We set the expectation that at least 70% of majors will attain a 3 in the one PLO assessed. Please see detailed rubric in the appendix.

Grading Criteria	4 – Highly Competent	3 – Mostly Competent	2 – Slightly Competent
<b>Critical Thinking:</b>			
(1) Demonstrate knowledge of feminist theories.	Demonstrates a clear mastery of feminist theory.	Demonstrates good understanding of feminist theory.	Demonstrates some understanding of feminist theory.
(2) Evaluate and compare theories and arguments within Women's Studies.	Demonstrates an excellent evaluation of complex arguments within and between texts.	Demonstrates a clear evaluation of texts with comparative perspectives.	Demonstrates an okay overall interpretation and analysis, with problems in some places.



Grading Rubric.docx  
17.73 KB



Click here to attach a file

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the <b>PLO</b> , the <b>standard</b> of performance, and the <b>rubric</b> that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

### Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

#### Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

1. Yes
2. No (skip to **Q6**)
3. Don't know (skip to **Q6**)
4. N/A (skip to **Q6**)

Undo

#### Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

1

#### Q3.2.

Was the data **scored/evaluated** for this PLO?

1. Yes
2. No (skip to **Q6**)
3. Don't know (skip to **Q6**)
4. N/A (skip to **Q6**)

Undo

#### Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

The final essay for the capstone course, WOMS 180: Seminar in Feminist Theory, was designed to assess the PLO. The final papers of all Women's Studies majors participating in the course were assessed.

(Remember: Save your progress)

### Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

#### Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

1. Yes
2. No (skip to **Q3.7**)
3. Don't know (skip to **Q3.7**)

Undo

#### Q3.3.1.

Which of the following direct measures were used? [**Check all that apply**]

1. Capstone project (e.g. theses, senior theses), courses, or experiences
2. Key assignments from required classes in the program
3. Key assignments from elective classes
4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
5. External performance assessments such as internships or other community-based projects
6. E-Portfolios
7. Other Portfolios
8. Other, specify:

**Q3.3.2.**

Please **explain** and **attach** the direct measure you used to collect data:

The direct measure used was the final written assignment for the capstone class. Please see the assignment prompt attached



**Final paper prompt.doc**  
30 KB



[Click here to attach a file](#)

**Q3.4.**

What tool was used to evaluate the data?

- 1. No rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- 7. Used other means (Answer **Q3.4.1.**)

Undo

**Q3.4.1.**

If you used other means, which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- 4. Other, specify:  (skip to **Q3.4.4.**)

**Q3.4.2.**

Was the **rubric** aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Undo

**Q3.4.3.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Undo

**Q3.4.4.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Undo

**Q3.5.**

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

1

**Q3.5.1.**

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

2

**Q3.5.2.**

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

1. Yes  
 2. No  
 3. Don't know  
 4. N/A

**Q3.6.**

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

There was no selection process. All final papers written by Women's Studies majors were assessed.

**Q3.6.1.**

How did you **decide** how many samples of student work to review?

Since Women's Studies is a small major, we reviewed all the papers submitted.

**Q3.6.2.**

How many students were in the class or program?

28

**Q3.6.3.**

How many samples of student work did you evaluate?

21

**Q3.6.4.**

Was the sample size of student work for the direct measure adequate?

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

(Remember: Save your progress)

## Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

### Q3.7.

Were indirect measures used to assess the PLO?

1. Yes
2. No (skip to **Q3.8**)
3. Don't Know (skip to **Q3.8**)

Undo


### Q3.7.1.


Which of the following indirect measures were used? [**Check all that apply**]

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

### Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

 [Click here to attach a file](#)

 [Click here to attach a file](#)

### Q3.7.2.

If surveys were used, how was the sample size **decided**?

### Q3.7.3.

If surveys were used, how did you **select** your sample:

### Q3.7.4.

If surveys were used, what was the response rate?

### Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

**Q3.8.**

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8.2**)
- 3. Don't Know (skip to **Q3.8.2**)

**Q3.8.1.**

Which of the following measures was used? [Check all that apply]

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

**Q3.8.2.**

Were other measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q4.1**)
- 3. Don't know (skip to **Q4.1**)

**Q3.8.3.**

If other measures were used, please specify:

(Remember: Save your progress)

### Question 4: Data, Findings, and Conclusions

**Q4.1.**

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

Critical Thinking (1): Demonstrate knowledge of feminist theories. (out of 4)	Critical Thinking (2): Evaluate and compare theories and arguments within Women's Studies. (out of 4)	Combined average of two components of Critical Thinking PLO
?	?	?


**Q4.2.**


Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?



Students are doing well; they are meeting and exceeding the program standard. As described in Q2.3, the expected outcome was that 70% of students should be mostly competent with a 3 or more. As evident in the above table in Q4.1, most students exceeded expectations in the selected PLO of Critical Thinking.

Now that we have had more than one instructor teach the capstone course, we are acutely aware that the course is very challenging to students as it requires them to engage with readings and theory that are actually at a graduate level. Very few undergraduate Women's Studies Departments offer a feminist theory course, and we recognize that we are asking a lot of our students. Although our majors have an excellent understanding of feminist perspectives, some students struggle with theoretical language and with the application of the theory to real-world contexts. Based on this recognition, we will develop the structure of the capstone course to provide more support to students as they move through the course.

 Click here to attach a file

 Click here to attach a file

#### Q4.3.

For the selected PLO, the student performance:

1. **Exceeded** expectation/standard
2. **Met** expectation/standard
3. **Partially** met expectation/standard
4. Did not meet expectation/standard
5. No expectation/standard has been specified
6. Don't know

Undo

### Question 4A: Alignment and Quality

#### Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

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

Undo

#### Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

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

Undo

### Question 5: Use of Assessment Data (Closing the Loop)

#### Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

1. Yes
2. No (skip to **Q5.2**)
3. Don't know (skip to **Q5.2**)

Undo

#### Q5.1.1.

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

We plan to make some changes to course content and structure to WOMS 180, which will provide more support for students to meet the program learning outcomes and expectations without too much struggle. In order to give students the opportunity to practice writing about and applying feminist theory, we will redesign the final assignment to be in two stages: a shorter draft as a midterm to allow for instructor feedback and guidance, and then a full final draft as the final paper.

We also plan to run writing workshops in the next academic year for WOMS majors. We will spend some time next year at faculty meetings discussing our curriculum as a whole and how we can improve our specific learning outcomes.

We will assess the impact of these changes in the 2016-17 Annual Assessment process.

**Q5.1.2.**

Do you have a plan to assess the *impact of the changes* that you anticipate making?

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

**Q5.2.**

How have the assessment data from the last annual assessment been used so far? **[Check all that apply]**

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Other, specify:

**Q5.2.1.**

Please provide a detailed example of how you used the assessment data above:


The assessment data has helped us confirm what we know about the strengths and weaknesses of our majors. It has opened larger conversations about how to improve our capstone class as well as helped us initiate conversations about longer terms plans to improve our curriculum as a whole. We used the commendations and recommendations provided by the OAPA Committee on our 2014-2015 Assessment Report to revise our Assessment Plan for 2015-2016 in the following ways: (1) We revised our Program Learning Outcomes to better align with our assessment process, and (2) We added subcategories to our rubrics to better assess the specific skills students are doing well with and what they need help on. In the coming year, we will modify our curriculum map in order to indicate explicitly where the assessment of students learning occurs in the curriculum.


(Remember: Save your progress)

## Additional Assessment Activities

**Q6.**

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

 Click here to attach a file

 Click here to attach a file

**Q7.**

What PLO(s) do you plan to assess next year? [**Check all that apply**]


- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy
- 6. Inquiry and Analysis
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 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, specify any PLOs not included above:


a.


b.


c.

**Q8.** Please attach any additional files here:

 Click here to attach a file

 Click here to attach a file

 Click here to attach a file

 Click here to attach a file

**Q8.1.**

Have you attached any files to this form? If yes, please list every attached file here:

Complete Grading Rubric

Final Paper Prompt

**Program Information (Required)**

**P1.**

Program/Concentration Name(s): [by degree]

BA Women's Studies

**P1.1.**

Program/Concentration Name(s): [by department]

Select...

**P2.**

Report Author(s):

Tristan Josephson and Sujatha Moni

**P2.1.**

Department Chair/Program Director:

Rita Cameron Wedding

**P2.2.**

Assessment Coordinator:

Tristan Josephson

**P3.**

Department/Division/Program of Academic Unit

Women's Studies

**P4.**

College:

College of Social Sciences & Interdisciplinary Studies

**P5.**

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

401

**P6.**

Program Type:

- 1. Undergraduate baccalaureate major
- 2. Credential
- 3. Master's Degree
- 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- 5. Other, specify:

**P7.** Number of **undergraduate degree programs** the academic unit has?

1

**P7.1.** List all the names:

B.S. Women's Studies

P7.2. How many concentrations appear on the diploma for this undergraduate program?

0

P8. Number of master's degree programs the academic unit has?

0

P8.1. List all the names:

P8.2. How many concentrations appear on the diploma for this master's program?

N/A

P9. Number of credential programs the academic unit has?

0

P9.1. List all the names:

P10. Number of doctorate degree programs the academic unit has?

0

P10.1. List all the names:

When was your assessment plan...

Undo

	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
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P11. developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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P11.1. last updated?



**P11.3.**

Please attach your latest **assessment plan**:



**WOMS Brief Assessment Plan 2014-15.doc**  
25 KB

**P12.**

Has your program developed a **curriculum map**?

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

Undo

**P12.1.**

Please attach your latest **curriculum map**:



WOMS curriculum map.docx  
148.99 KB

**P13.**

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

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

Undo

**P14.**

Does your program have a capstone class?

- 1. Yes, indicate:
- 2. No
- 3. Don't know

Undo

**P14.1.**

Does your program have **any** capstone project?

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

Undo

**(Remember: Save your progress)**

## BA Womens Studies

Critical Thinking (1): Demonstrate knowledge of feminist theories. (out of 4)	Critical Thinking (2): Evaluate and compare theories and arguments within Women's Studies. (out of 4)	Combined average of two components of Critical Thinking PLO
2	2	2
4	4	4
2	2	2
3	3.5	3.25
4	3	3.5
3	2	2.5
3.5	3.5	3.5
3	3.5	3.25
3	2	2.5
3.5	3.5	3.5
4	3.5	3.75
4	4	4
2	2	2
3.5	3	3.25
3.5	3	3.25
2	2	2
3	3	3
3	3	3
3.5	3.5	3.5
4	4	4
3	3	3
<b>3 &amp; above = 81%</b>	<b>3 &amp; above = 71%</b>	<b>Total = 76%</b>

## Appendix 2

### Grading Rubric for WOMS 180 Final Assignment

Grading Criteria	4 – Highly Competent	3 – Mostly Competent	2 – Slightly Competent	1 – Barely Competent
<p><b>Critical Thinking:</b></p> <p>(1) Demonstrate knowledge of feminist theories.</p> <p>(2) Evaluate and compare theories and arguments within Women’s Studies.</p>	<p>Demonstrates a clear mastery of feminist theory.</p> <p>Demonstrates an excellent evaluation of complex arguments within and between texts.</p>	<p>Demonstrates good understanding of feminist theory.</p> <p>Demonstrates a clear evaluation of texts with comparative perspectives.</p>	<p>Demonstrates some understanding of feminist theory.</p> <p>Demonstrates an okay overall interpretation and analysis, with problems in some places.</p>	<p>Demonstrates little understanding of feminist theory.</p> <p>Demonstrates several interpretation problems, with little to no comparison of theories.</p>
<p><b>Integrative &amp; Applied Learning:</b></p> <p>Apply feminist perspectives to social issues/institutions or organization</p>	<p>Demonstrates an excellent application of theories to social context</p>	<p>Demonstrates a suitable application of feminist theories to social context</p>	<p>Theories are somewhat applied to context.</p>	<p>Attempts to apply theory to context.</p>
<p><b>Written Communication:</b></p> <p>(1) Demonstrate clear organization &amp; use supporting evidence</p> <p>(2) Use proper syntax, grammar, &amp; demonstrate attention to audience engagement</p>	<p>Paper is well organized with excellent intro, strong paragraphs, transitions, adequate supporting quotes, summary &amp; critical analysis.</p> <p>Paper is engaging, with no grammar errors.</p>	<p>Well organized with good ideas and well developed paras, supporting quotes and explanations.</p> <p>Topic is quite interesting &amp; there may be slight grammar errors.</p>	<p>Organization needs improvement. Paragraphs are weak, lacking transitions. Either too much summary, or very little explanation of context. Needs supporting quotes.</p> <p>Topic is somewhat engaging for audience. Several grammar errors.</p>	<p>Lacks organization, poorly constructed paragraphs. Discussion not adequate. Lacks quotes, arguments, &amp; substantial context.</p> <p>Topic is not engaging. There may or may not be several grammar errors.</p>



## Appendix 1

### WOMS 180 Final Research Paper

Research Paper Proposal due by Friday, April 22<sup>nd</sup>  
Draft of Final Research Paper due on Tuesday, May 10<sup>th</sup>  
Final Research Paper due by Tuesday, May 17<sup>th</sup>

The goal of this assignment is to analyze a particular institution, organization, or social problem using feminist theory. Your paper should do the following: a) identify a specific set of feminist problems within this institution or organization, b) analyze the structures of power operating within this space, and c) examine alternative structures and frameworks for addressing the feminist concerns within this space.

The first step is to decide on your institution, organization, or social problems. You can choose from the following or select another institution that interests you: the school system or higher education; hospitals; legal establishments (such as the district attorney's office or legal aid services); police and law enforcement; homeless or domestic violence shelters; childcare centers; a private corporation; state government services; social welfare programs; prisons or immigration detention centers; sports; cultural festival; marriage; hate crimes; economic crisis; war; media and pop culture; music videos; transnational capitalism; immigration law; reproductive rights.

The second step is to research your institution, organization, or social problem. You will need to incorporate four to five secondary scholarly sources in your final paper. Use the University library databases to identify relevant sources from academic journals to help you with your analysis.

Throughout your analysis, develop comparisons among **three** different theoretical frameworks from a minimum of five different essays (from the readings after Spring Break).

Here are some questions to help you start your analysis:

- 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, sexuality, and culture?
- What possibilities for feminist politics can you develop based on your feminist reading of this particular institution or organization?

Your argument should state some specific conclusions regarding the effectiveness of these theories and their contribution to the advancement of feminist scholarship.

Papers should be a minimum of 12 to 15 pages long. A minimum of ten sources are required with at least five course readings. Double-space your paper, use Times New Roman point 12 font, 1-inch margins, and include page numbers. Use MLA format for in-text citations. Include a works cited page with full citations. Give your paper a title that reflects your argument.

#### due dates:

- 3 page research paper proposal due by Friday, April 22<sup>nd</sup> via SacCT.
- 6 page draft of your research paper due on Tuesday, May 10<sup>th</sup> in class.
- 12-15 page final research paper due by Tuesday, May 17<sup>th</sup>.

## Research Paper Proposal Guidelines

Use the following guidelines to write your 3-page proposal in essay format:

- 1) Briefly describe the social issue or institution or organization or group you are planning to study in this paper. What preliminary problems or issues do you recognize within this topic? When you write your final draft, be sure to identify specific problems and debates surrounding this topic.
- 2) What structures of power or forms of gendered/sexual discrimination do you identify and anticipate examining within this organization/group/institution?
- 3) How do you think feminist theories will help you recognize these structures?
- 4) What feminist theories do you plan to use in this paper? List at least 2 different theoretical frames from the second half of the semester here.
- 5) Provide 3 author's names and titles of essays with full citation in MLA format that you are likely to use from the course.
- 6) Point out some broad connections between the theories you are using and the problem you are studying.

**The proposal is due by April 22nd via SacCT**

## ASSESSMENT PLAN – ACADEMIC YEAR 2014-15

The Women's Studies Department is planning to conduct an assessment of Department **Learning Goals and Objectives** based on the following 3 criteria: 1) critical thinking; 2) use of feminist perspective in engagement with on-going socio-cultural, economic and political problems and issues, and engagement with social institutions and power structures; and 3) effective writing skills.

These three categories will be assessed through the final research papers for the capstone seminar in Women's studies: **WOMS 180: Seminar in Feminist Theory**. Although all three categories will be assessed, this year we are planning to particularly focus on the first and second criteria to evaluate how well students are engaging with the course material and how well they are able to apply feminist theory to real-world contexts.

# WOMEN'S STUDIES

# FOUR ♦ YEAR PLAN

Minimum total units required for B.S. Degree: 120 ▪

▪ Additional courses may be needed to meet remediation requirements in English and/or Math prior to completing GE requirements: A2 & B4  
 This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

<b>YEAR 1</b>	Sem. 1	A1	B4	G2	D1a	D3a: U.S. HIST +	15
	Sem. 2	A2	B5	C3	D1a or b	Elective	15

<b>YEAR 2</b>	Sem. 3	A3	B1 (w/B3 if chosen)	C1	D3b/: GOVT	College Comp. 2	16
	Sem. 4	C4: UD GE	B2 (w/B3 if needed)	Elective	Elective	Elective	15

<b>YEAR 3</b>	Sem. 5	WOMS 115	WOMS Elective ^	WOMS Elective ^	E: UD GE	Elective or ENGL 109	15
	Sem. 6	WOMS 110	WOMS Elective ^	WOMS Elective ^	Elective	Elective	15

<b>YEAR 4</b>	Sem. 7	WOMS Elective ^	WOMS Elective ^	WOMS Elective ^	D2: UD GE *	Elective or FL	15
	Sem. 8	WOMS 180	WOMS Elective ^	WOMS Elective ^	Elective	Elective or FL	15

**KEY:**

- Major requirements
- GE/graduation requirements
- General Electives

**UD**

Upper Division  
 + Race & Ethnicity  
 \* Writing Intensive (Complete WPJ or ENGL 109W/M before enrolling)  
**FL** If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives

**NOTES:**

^At least one course must be taken from each of the four categories: Identities & Intersectionality; The Humanities; Society, Politics & Social Movements; Economic Globalization & Transnational Feminism.  
**Note:** Woms 113, 121, 137, 139 and 145 are only offered in Fall semesters; Woms 110, 120, 147 and 180 are only offered in Spring semesters.  
 Consult an advisor for GE/major overlap.

**TOTAL = 121 UNITS**

