

2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

MA Gender Equity

OR

MA Gender Equity

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. 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 including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

In the MA in Education, Behavioral Science Gender Equity program, students begin their coursework with courses that allow students to examine gender constructs with a critical thinking lens. Core courses such as EDTE 251 Multiculturalism for a Pluralistic society gives students the opportunity to analyze the social and cultural impact gender and race has on society and schooling. The PLO of critical thinking is also woven into EDTE 266 Women and Education, EDUC 165 Sex-role Stereotyping in American Education, and EDTE 266 Gender Perspectives in Schooling, Past and Present through assignments, readings, and intergroup contact with peer and faculty. The goals of this program also meets the Bachelor Learning Goals for the Values and Pluralism requirement. Students in this program are encourage "to apply ethical standards in order to make moral judgments with respect to individual conduct and citizenship, and to recognize the diversity of human experiences and cultures, both within the United States and internationally." As stated on the Expectations for the BLG students should have the understanding of and respect for those who are different from oneself, ability to work collaboratively with those who come from diverse cultural backgrounds and the ability to recognize and understand the implications of various social structures and the ways people are grouped by such characteristics as status, race, ethnicity, gender, sexual orientation. Each core course in the Behavioral Science Gender Equity program address the BLG goals for Value and Pluralism by encouraging students to critically think on issues of gender and race constructs, particularly issues of intersectionality.

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:

Q1.3.

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

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

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**)

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

Q1.5.

Did your program use the *Degree Qualification Profile* ("DQP", see <http://degreeprofile.org>) 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

Q1.6.

Did you use action verbs to make each PLO measurable?

1. Yes
2. No

3. Don't know

(Remember: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **OR** type in **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

If your PLO is **not listed, please enter it here:**

Q2.1.1.

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

In all the courses in the Behavioral Science Gender Equity Program, students are encouraged to objectively analyze and evaluate issues in order to help encourage critical thinking skills. In EDTE 268 the course midterm specifically asks students to analyze theoretical and conceptual structure of an argument in order to demonstrate student's critical thinking ability.

EDTE 268

Midterm Critical Analysis Paper

Read Chapter 1 – Male hegemony, social class, and women's education by Madeleine Arnot (1982) in *Education feminism*.


- Choose one or two ideas/theories from this article, critiquing and deconstructing the ideas thoroughly in your analysis, while also incorporating at least two other or more sources to support your analysis.
- Each paper should reference sources in APA and have an APA reference page.
- Double space and use 12" font.
- Papers should be 3-4 pages (not including reference page).
- Papers will be turned in though SacCT by 5:00pm.

Guidelines for analysis of a theoretical argument:

- If you have to analyze theoretical and conceptual structure of arguments presented in texts, imagine that you have to describe these texts to a person who has never heard of it: you need to be precise (to convey your support or disagreement), concise, and persuasive.
- What do you see as the most important point the text makes?
- What arguments does the author use to support their idea? What are the implications or consequences that the text draws from these arguments? What is the relationship between the arguments and the consequences? Do they support this main idea?
- Are you convinced by the arguments and the consequences? Or are you dissatisfied with the argumentation?

Development of your own argument:

- Develop your own argument depending on the conclusion you have reached to see if you are convinced with the author's idea(s) or dissatisfied with it.
- Bring in your own ideas to create original analysis, as well as utilize additional research resources to support your analysis.
- If you agree with the author, add your own ideas to it, so as to convince your reader of the importance of the argument.
- If you are dissatisfied with the argument with the argument and wish to contradict it, use supporting research to convince the reader of the validity of your position.

Choose language 

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

Q2.3.

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

Q2.3

There are two rubric submitted in this sections. The first is rubric is the College of Education, Graduate Learning Goals for this all courses in this program that demonstrates where critical thinking skills are imbedded into the Program Graduate Learning Goals. The second rubric is a rubric for critical thinking skills specific to the the courses taught in the program.

The Graduate Program Area Group (GPAG), which is made up of faculty teaching in MA, Gender Equity, identifies its mission as providing opportunities for students to earn an M.A. in an educational area upon demonstration of having accomplished the following set of outcomes. The PLO #1 Critical Thinking is addressed in our program PLO 1 Expertise, PLO 2 Leader/Change Agent, PLO 3 Intellectual Curiosity. The outcome has been highlighted.

GPAG Program Learning Outcomes (PLO)		
PLO #1: Expertise	Knowledge	<ul style="list-style-type: none"> • Understands different instructional models and corresponding derivatives and modifications.
	Skills	<ul style="list-style-type: none"> • Uses technology to locate and access literature. • Reads and analyzes literature on Gender issues in schooling and society • Provides a theoretical framework for the coherence of all components in a curriculum, components being: student characteristics, content discipline, standards and frameworks, materials, instructional strategies, environment, and evaluation.
	Dispositions	<ul style="list-style-type: none"> • Approaches knowledge as dynamic, not static. • Becomes reflective professional able to evaluate policies and practices critically using research to support position • Becomes empowered to make decisions on gender and inclusion strategies that meets the needs of students.
PLO #2 Leadership/ Change Agent	Knowledge	<ul style="list-style-type: none"> • Understands the school as an American institution with a history of social inequity. • Understands the nature of institutional change.
	Skills	<ul style="list-style-type: none"> • Does a critical review and analysis of curricular issues and trends. • Develops a logical argument as to changes that can be made in education through curriculum development and implementation.

	Dispositions	<ul style="list-style-type: none"> • Collaborates with others in informing public about problems with schools. • Takes the initiative in planning for an effective staff development on gender awareness that is research based.
PLO #3: Intellectual Curiosity	Knowledge	<ul style="list-style-type: none"> • Understands how past and current political and economic factors (among others) affect gender constructs and its implementation
	Skills	<ul style="list-style-type: none"> • Studies and questions existing curricular practices and looks for appropriate solutions. • Assesses existing curriculum and its impact on student learning and overall goals of education and gender awareness.
	Dispositions	<ul style="list-style-type: none"> • Values and problematizes the scientific method of gathering information and gaining knowledge. • Takes a broad minded approach to curriculum issues and suspends closure.

Course specific Rubric for this assessment:

Assessment Tool	PLO #1	When administered	Details about Administration
EDTE 268 Midterm	Demonstrates a thorough understanding of the role of critical analysis and context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work	During a course (EDTE 268) required in the second semester of the program	Course instructor and faculty advisor assess work based on a criteria designed by GPAG faculty
EDTE 268 Final Review of Literature	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. Students are to demonstrate through their work critical thinking skills.	During a course (EDTE 268) in the second semester of the program	Course instructor assesses work based on a standard rubric designed by GPAG faculty
Weekly Reflection on course readings	Demonstrates appropriate, relevant, and compelling content to illustrate problem awareness and critical analysis of the readings. Inquiry and	During a course (EDTE 251, 266, and 268) in the first and second semester of the program	Faculty assess performance based on criteria designed by professor and program coordinator.

 No file attached  No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard of performance, and the rubric that was used to measure the PLO:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2. In ALL 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 checked="" type="checkbox"/>	<input checked="" 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**)

Q3.1.1.

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

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**)

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:

Data, students assignments, were collected in EDTE 266 (fall 2016) semester and EDTE 268 (spring 2017) semester for analysis of critical thinking skills demonstrated by MA students taking these courses. In EDTE 266 students submitted weekly reflections and were asked specifically how did the readings or discussions prompt them to think critically about the topic being discussed.

In EDTE 268, students were asked on the course midterm specific questions which allowed students to demonstrate their understanding of the topic and to critically analyze the topic being examined.

- What arguments does the author use to support their idea? What are the implications or consequences that the text draws from these arguments? What is the relationship between the arguments and the consequences? Do they support this main idea?

Are you convinced by the arguments and the consequences? Or are you dissatisfied with the argumentation.

(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**)

Q3.3.1.

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) 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 **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

In EDTE 266, students are required to critically analyze course material, providing the professor with detail arguments to support or refute the points presented in the book. See the assignment rubric.

EDTE 266 Women and Education **Assignment 2**

Students are to react to one of the **central ideas** in the Brown and Gilligan book. A central idea, or theme, has the following characteristics:

It recurs throughout the book, and other ideas or recommendations are based on it.

The author has taken some care to develop the point; either through arguments against competing views or through the use of evidence (possibly both).

The idea is important to you.

1. A Careful Criticism of the Idea

Criticism points out both the good and bad features of a work, but not neutrally. Criticism is from a point of view, and that point of view should be made clear to the reader. If you have a belief or a preference, of course you should state it, but criticism is best sustained by arguments that are logical and contain evidence. If you wish to use additional resources, the idea should give you a starting point for locating the topic in the library. However, other references are not required for this paper.

2. Implications for the Future

The importance of an idea is often conveyed by reference to the future consequences. Students should consider how this idea would affect future research and actions of others – and of yourself.

Paper requirement:

Maximum length: 5 pages, APA 6th format.

In EDTE 268 students are also required to develop their argument to support their positions.

EDTE 268 Midterm:

Development of your own argument:

- Develop your own argument depending on the conclusion you have reached to see if you are convinced with the author's idea(s) or dissatisfied with it.
- Bring in your own ideas to create original analysis, as well as utilize additional research resources to support your analysis.
- If you agree with the author, add your own ideas to it, so as to convince your reader of the importance of the argument.
- If you are dissatisfied with the argument with the argument and wish to contradict it, use supporting research to convince the reader of the validity of your position.

Attached are essays to EDTE 268 midterm.



Midterm2.docx
20.95 KB



Midterm3.docx
19.7 KB

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.**)

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

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

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

Q3.5.

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

Three

Q3.5.1.

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

Three

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.)?

Random sample of students work

Q3.6.1.

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

Four samples per course, EDTE 251, EDTE 266, EDTE 268

Q3.6.2.

How many students were in the class or program?

Varies, approx 21

Q3.6.3.

How many samples of student work did you evaluated?

12 samples

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**)


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:

 No file attached

 No file attached

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:



No file attached



No file attached

(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 in **Q2.1**:

The assessment used to determine the PLO 1 of Critical Thinking included the grades of the various assignments and midterm which assessed Critical Thinking analysis in EDTE 251, EDTE 266, EDTE 268.

Grades:	A	A-	B	C	D	F	Total Students
EDTE 251	14	8	7				29
EDTE 266	16	4	1				21
EDTE 268	19	2					21

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 No file attached

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?

Overall, the majority of the students demonstrated having a solid understanding of how to critically think and the importance of this skill as a university graduate student. The courses in the Behavioral Science Gender Equity program will continue to evaluate how students process and analyze information in order to become experts in their field.

 No file attached

 No file attached

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

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

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

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**)

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.

Based on the student's grades and class discussion feedback, it was clear to the faculty who taught the courses that the students had a keen awareness of their critical thinking skill. Students were able to compare and contrast course material to fully and demonstrated growth throughout the semester in their ability to critically think. No significant changes will be made to the program or courses to enhance the critical thinking aspect of the courses or assignments.

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.

Since your last assessment report, **how have the assessment data from then been used** so far?

	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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input checked="" 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:

When reviewing the courses in the program more emphasis is focused on the PLO's and how assignments and curriculum is developed to meet the Graduate PLO goals. Our faculty are more aware of the external assessments and the importance of collecting data to determine how a particular goal is being met by students work and assessments.

Q5.3.

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.3.1.

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

Based on the 2015-2016 Annual Assessment Report recommendations, more attention was given to the curriculum and development of assignments in order to meet the PLO's overarching goals. In 2016-2017 academic year, particular attention was given to the PLO 1 Critical Thinking goal when reviewing students coursework and exam responses. When designing course curriculum more attention will be given to how assignments, readings, or exam meets the some or all PLOs. Our faculty will continue to collect students coursework as samples for data analysis.


(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:

 No file attached

 No file attached

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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**

19. **Professionalism**

20. Other, specify any PLOs not included above:

- a.
- b.
- c.

Q8. Please attach any additional files here:

Q8.1.

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

Program Information (**Required**)

Program:

(If you typed your program name at the beginning, please skip to Q10)

Q9.

Program/Concentration Name: [skip if program name appears above]

Q10.

Report Author(s):

Q10.1.

Department Chair/Program Director:

Q10.2.

Assessment Coordinator:

Q11.

Department/Division/Program of Academic Unit

Q12.

College:

Q13.

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

Q14.

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:

Q15. Number of **undergraduate degree programs** the academic unit has?Don't know **Q15.1.** List all the names:**Q15.2.** How many concentrations appear on the diploma for this undergraduate program?Don't know **Q16.** Number of **master's degree programs** the academic unit has?Don't know **Q16.1.** List all the names:**Q16.2.** How many concentrations appear on the diploma for this master's program?N/A **Q17.** Number of **credential programs** the academic unit has?Don't know **Q17.1.** List all the names:

Q18. Number of **doctorate degree programs** the academic unit has?

Don't know


Q18.1. List all the names:

When was your **assessment plan**...

	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
Q19. developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Q19.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Q19.2. (REQUIRED)

Please **obtain** and **attach** your latest **assessment plan**:

 No file attached


Q20.

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

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

Q20.1.

Please **obtain** and **attach** your latest **curriculum map**:

 MA in Education Behavioral Science Gender Equity Curriculum Map.docx
10.42 KB

Q21.

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

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

Q22.

Does your program have a capstone class?

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

Q22.1.

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

- 1. Yes

- 2. No
- 3. Don't know

(Remember: **Save your progress**)

ver. 5.15/17

MA in Education Behavioral Science Gender Equity

The following courses have the 10 Intellectual and Practical Skills (3.1 – 3.10) embedded in all courses.
The MA degree program is a 30 unit program with six core courses and four electives.

Students are given this following curriculum map when they enter the program:

1st Semester

EDTE 251

EDTE 266

2nd Semester

EDTE 268 (Elective)

EDTE 165

3rd Semester

EDTE 250

Elective

4th Semester

EDTE 290

Elective

5th Semester

EDTE 506

Elective

EDTE 268 Gendered Perspectives of Schooling, Past – Present

March 13, 2017

The Construction of Social Categories: How Gender is Constituted Through School

Socio-cultural reproduction theorist Madeleine Arnot examines the relationship between gender and education in her work *Male Hegemony, Social Class and Women's Education* (1982). Arnot contends that gender, a socially constructed category, is constituted along with class categories to reproduce male hegemony in education. The result is the perpetuation of prescribed gender and class roles and a society in which its members consent to these roles. Left out of Arnot's (1982) analysis is the examination of racial categories and how intersecting identities of gender, class, *and* race are crucial to the discourse surrounding education.

A comprehensive look at socialization, seen as the “process through which a person consciously and unconsciously participates in a number of diverse and complex roles,” is an important starting point in the examination of social construction (Zambrana, 1988, pp. 79-80). Socially constructed roles, like gender, are constituted through the repetition of acts that make up social categories (Butler, 1997). Gender categories, according to Arnot (1982), are “arbitrary social constructs” that differ from the category of sex, which is based on biological differences between females and males (Arnot, 1982, p. 33). Arnot (1982) argues that the two categories of gender and sex share a commonality, which is that they are set up in an either/or fashion. This dichotomous way of looking at sex and gender creates rigid categories of male/female and man/woman that work together to perpetuate the notion of innate differences (Collins, 1990; Arnot, 1982).

The social construction of gender is actively produced through “dress, behavior, attributed personality traits, [and] expected social roles” (Byrne, 1978, Quoted in Arnot, 1982, p.

33). Thus, upholding gender categories is a complex externalized performance of an identity that is actively constituted throughout one's life (Butler, 1997; Arnot, 1982). According to Byrne (1978), "Gender is the collection of attitudes, which society stitches together to clothe boys and girls" (Quoted in Arnot, 1982, p. 33). Society, then, is essentially clothing children with their gender, which must fit the dichotomous category of male or female. As with all dichotomous categories, one side of the dichotomy is valued (male) while the other is not (female), which creates and maintains a hierarchy of privilege and power (Collins, 1990). Essentialist arguments that men and women are inherently different work to construct gender and perpetuate the hierarchal system where men are ranked above women (Arnot, 1982).

In order to fully comprehend the social category of gender, Arnot (1982) contends that the social category of class must also be examined. Because boys and girls have to consciously and unconsciously navigate through both gender identities and class identities at the same time, "the source and nature of the imposition of gender differences is so concealed that the power of the dominant class and the dominant sex is increased by such unconscious legitimation" (Arnot, 1982, p. 34). The perpetuation of dominant norms leads to the production of gender and class structures, which ensure that the reproduction of hegemonic values is accepted by all of those within the social hierarchy. Both oppressed and privileged members of society construct and maintain gender and class categories, which are built on middle-class male narratives, and work together to maintain male hegemony (Arnot, 1982).

Arnot's (1982) argument on male hegemony and the construction of the social identities of gender and class omits a very important socially constructed category—race. Although gendered and classed identities are important to examine simultaneously, the primary focus on this relationship is problematic for those who do not fit into the dominant culture's white ideals.

Despite the fact that class is a very important factor in the discourse surrounding social relations, race is paramount to the conversation (Dill, 1983). Therefore, discussions on hegemonic power structures and the social construction of identities need to be intersectional (Collins, 1990).

According to Dill (1983), “we must examine on an analytical level the ways in which the structures of class, race, and gender intersect in any woman’s or group of women’s lives in order to grasp the concrete set of social relations that influence their behavior” (Dill, 1983, p. 65). The same should be said for men’s lives.

The social construction of gender, class, and race categories are maintained through institutions, like education, which perpetuate dominant norms of behavior. Not only do schools deliberately display the racism, classism, and sexism of the dominant culture, but they work as active agents of socialization (Zambrana, 1988). Students are expected to adopt the values and social roles assigned to their social category. For example, girls across all class and race categories are expected to be “quiet, docile, and diligent,” which are the attributes assigned to the female gender (McKellar, 1989, p. 118). According to McKellar (1989), “the mere fact of being successful in school is indicative of being able to conform to the social controlling mechanisms” (p. 117). Therefore, those best served by the institution of education are those students who fit hegemonic ideals. The school’s attempts to construct the identities of its students create a student body who are also active agents of socialization and “who unconsciously or consciously consent to the dominant version of gender relations” (Arnot, 1982, p. 36).

Examining the ways in which gender is socially constructed is essential to the examination of male hegemony. Taking a deeper look into the construction of identities such as gender leads to discussion of class and race, which are also socially constructed. Making the intersections of gender, class, and race visible changes the narrative surrounding social

categories and power by giving voice to those simultaneously oppressed. Institutions like school are agents of socialization that create a population of young people who actively and passively enter into social categories of gender and simultaneously ensure that those around them do so as well.

References

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Why are girls in school?

Sacramento State University

Educational goals for girls and boys in school are not equal, and historically are meant to enforce the dominant values. Today's goals may appear to focus on the value of education so girls can climb the social ranks, but there are subliminal messages that have lingered through the years about their purpose in school. Schools have long been thought to have been originally to produce future workers for factories; but since middle-class women generally did not work in factories, that does not adequately account for why girls were also compulsorily educated. Social reproduction theory begins to give some explanation for this inclusion of girls into schools: to continue the gender separation of work and teach girls their 'right' place in society. The need to maintain patriarchal values where men are set firmly above women was, and continues to be, in such high demand that schools become perfect grounds for reproducing these lessons in the young children of the future.

The patriarchal system that Western cultures have adopted is one that firmly separates work in the public sphere and private sphere, delegating men to be in the former, and women to be in the latter. In this model, men hold both economic and political power over women, because they are the members of society engaged in 'paid labor' while the women are tasked with raising and maintaining the household and children. This is an advantageous model for those wishing to keep the hegemonic values in place, and therefore not risk their powerful place in society being lost. Arnot (1982) writes about this concept in relation to the development of education for girls, and states that girls were only originally included in school to be "educated into domesticity" (p. 25). For the successful transmission of ideals to take place, girls had to be educated as well as the boys, albeit in a very different manner. French author de Bellaigue (2004) writes that in the nineteenth century, English schools for girls resembled family homes, and schoolmistresses were "indignant if their establishment was called a school" (p.6). They emphasized domesticity and

illustrated teachers only as extensions of mothering. The emphasis on ‘feminine’ work and keeping a lovely house were the central lessons taught to the female students, and classes were held in drawing rooms and private sitting rooms to maintain the feeling of family (de Bellaigue, 2004). Schools therefore only taught girls the (upper class) ideals of how to be a good, dependent wife and mother for their future family (Arnot, 1982). This separation of genders allows for the emphasis of work outside a home to be considered masculine, and therefore accentuate the dualistic spheres of work for men and women. The enforcement of gender roles and separation at the school level continues the reproduction of the held societal values so children never have time or the opportunity to question their role in society.

The separation of gender roles at such an early time in a person’s life also blinds them to the control this exerts over them and their choices. Since girls were introduced to a domestic atmosphere from the time they entered school, and that was all they were taught, the prioritization of domestic life becomes normal and they are offered little else to pursue in life. Teaching and other ‘helping work’ jobs are still seen as extensions of mothering, and women then become complicit in their own oppression. Teachers and mothers are both required to “raise children in the service of a dominant group whose values and goals they do not determine...to socialize their children to conform to a society that belongs to men” (Lather, 1987, p. 154). While teachers may be perceived as having great power and influence over the minds of young people, it is temporary power and only lasts as long as the students reside in their care. This distinction is discussed by Lather (1987) in an argument about the differences between “temporary and permanent inequality” and how “women are dominant in relations of temporary inequality such as parent and teacher” but lose their power in more permanent arenas of politics and workforce (p. 155). Even in educational settings, the lowest level of influence is usually held

by females, with the positions of more influence held by men. This cycle of oppressive learning continues as students still see almost entirely female teachers, and the burden of domestic work still placed on women.

Arnot (1982) also expresses the perceived influence of the home versus the outside world on gender identity production. While the home was long thought of as the only place gender is enforced, schools have clearly been structured to reinforce the positions of men and women in society as well. Though boys were originally taught skills that would enable them to successfully enter the workforce, there was no use in teaching girls such skills since they would likely never enter the public work arena. Instead, the lessons they learned were about domestic work, which teachers modeled perfectly. Educational settings use women both as the enforcers of gender and the recipients of the lessons learned by indoctrinating women into roles of subordination like motherhood and domestic work (Stromquist, 1990). Strict gender codes are reinforced for students so that by the time they leave school and enter the workforce they have no doubts about where they are supposed to go and how they are supposed to contribute to society.

Socialist feminism also reflects this view that educational settings not only reinforce gender roles through the types of lessons that boys and girls are taught, but through their models of who is doing that teaching as well (Stromquist, 1990). Though more women have gained access to education over the span of history, they have remained in the lowest work levels and continue to be underrepresented in high ranking positions, even within schools. Today, women continue to face wage gaps, lower economic power due to the types of jobs they seek and hold, and continued pressure to emphasize their ability to be a good wife or mother above all else.

The cycle of oppressive education has changed its appearance, but the root problem has persisted over the many years since education became mandated. Women continue to be

encouraged to enter lower paying fields, to support their husband's career choices before their own, and to keep a nice house and well-behaved children. Though the classrooms of today do not hold lessons in drawing rooms and teach girls how to set a nice table, they continue discourage women from embracing their own potential and dreams.

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