

2016-2017 Annual Assessment Report Template

Office of Academic Program Assessment

Dr. Amy Liu, Director

California State University, Sacramento

Program Name: Women's Studies

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]

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input checked="" type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural Knowledge, Competency, and Perspectives |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning and Perspectives |
| <input checked="" type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Professionalism |
| <input type="checkbox"/> | 20. Other, specify any PLOs that were assessed but 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 were **explicitly** linked to the Sac State BLGs/GLGs:

(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? <input checked="checked" type="checkbox"/> 1. Yes, for all PLOs <input type="checkbox"/> 2. Yes, but for some PLOs <input type="checkbox"/> 3. No rubrics for PLOs <input type="checkbox"/> 4. N/A, other (please specify):	Q1.3. Are your PLOs closely aligned with the mission of the university? <input checked="checked" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know	Q1.4. Is your program externally accredited (other than through WASC)? <input type="checkbox"/> 1. Yes <input checked="checked" type="checkbox"/> 2. No (Go to Q1.5) <input type="checkbox"/> 3. Don't know (Go to Q1.5)
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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? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know	Q1.5. Did your program use the Degree Qualification Profile (DQP) to develop your PLO(s)? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No, but I know what the DQP is <input checked="checked" type="checkbox"/> 3. No, I don't know what the DQP is. <input type="checkbox"/> 4. Don't know	Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)? <input checked="checked" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
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IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED

Question 2: Standard of Performance for the selected PLO

Q 2.1. Select **ONE(1) PLO** here as an example to illustrate how you've conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

- ☒ 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 competencies in the major/discipline
- ☐ 19. **Professionalism**
- ☐ 20. Other, specify any PLOs that were assessed but not included above:
 - a.
 - b.
 - c.

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

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix:
[Word limit: 300]

Grading Criteria	4 – Highly Competent	3 – Mostly Competent	2 – Slightly Competent
Critical Thinking: (1) Demonstrate knowledge & explanation of feminist Issues (2) Provide Evidence (3) Student’s Position & Conclusion	Demonstrates a clear mastery of feminist Issues Provides excellent evidence of scholarship to support claims & arguments. Provides excellent justifications and summary of main arguments	Demonstrates good understanding of feminist Issues Provides clear evidence to support claims and arguments Provides strong justification and summary of arguments	Demonstrates some understanding of feminist Issues Provides some evidence to support claims and arguments Provides some justification and summary

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:

	Q2.4	Q2.5	Q2.6
	(1) PLO	(2) Standards of Performance	(3) Rubrics
1. In SOME course syllabi/assignments in the program that address the PLO	X	X	X
2. In ALL course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook			
4. In the university catalogue			
5. On the academic unit website or in newsletters	X	X	X
6. In the assessment or program review reports, plans, resources or activities			
7. In 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. Other, specify:			

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)

Q3.2. If yes, 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)

<p>Q3.1.1. How many assessment tools/methods/measures in total did you use to assess this PLO?</p> <p>One direct assessment was used, the final assignment for the capstone seminar in Women's Studies.</p>		<p>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 (see Attachment II)? [Word limit: 300]</p> <p>Two of the three full time faculty in the department were involved in grading the final assignments for the capstone Seminar in Feminist Theory based on the established rubric.</p>	
<p>Q3A: Direct Measures (key assignments, projects, portfolios)</p>			
<p>Q3.3. Were direct measures [key assignments, projects, portfolios, course work, student tests, etc.] used to assess this PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Go to Q3.7) <input type="checkbox"/> 3. Don't know (Go to Q3.7)</p>		<p>Q3.3.1. Which of the following direct measures were used? [Check all that apply]</p> <p><input type="checkbox"/> 1. Capstone projects (including theses, senior theses), courses, or experiences <input checked="" type="checkbox"/> 2. Key assignments from required classes in the program <input type="checkbox"/> 3. Key assignments from elective classes <input type="checkbox"/> 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques <input type="checkbox"/> 5. External performance assessments such as internships or other community based projects <input type="checkbox"/> 6. E-Portfolios <input type="checkbox"/> 7. Other portfolios <input type="checkbox"/> 8. Other measure. Specify:</p>	
<p>Q3.3.2. Please provide the direct measure you used to collect data, THEN explain how it assesses the PLO: The final assignment prompt, which was used as the direct measure to assess the PLO is attached. The PLO was assessed based on the measures provided in the grading rubric, which is also attached.</p>			
<p>Q3.4. How was the data evaluated? [Select only one]</p> <p><input type="checkbox"/> 1. No rubric is used to interpret the evidence (Go to Q3.4.4) <input type="checkbox"/> 2. Used rubric developed/modified by the faculty who teaches the class <input checked="" type="checkbox"/> 3. Used rubric developed/modified by a group of faculty <input type="checkbox"/> 4. Used rubric pilot-tested and refined by a group of faculty <input type="checkbox"/> 5. The VALUE rubric(s) <input type="checkbox"/> 6. Modified VALUE rubric(s) <input type="checkbox"/> 7. Used other means (Answer Q3.4.1)</p>		<p>Q3.4.1. If you used other means, which of the following measures were used? (Check all that apply)</p> <p><input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams <input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) <input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) <input type="checkbox"/> 4. Other, specify:</p>	
<p>Q3.4.2. Was the rubric aligned directly and explicitly with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A</p>	<p>Q3.4.3. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A</p>	<p>Q3.4.4. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A</p>	
<p>Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO?</p> <p>Two out of the three full time faculty in the department.</p>	<p>Q3.5.1 How many faculty members participated in planning the evaluation of the assessment data for the selected PLO?</p> <p>Two out of the three full time faculty.</p>	<p>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)?</p> <p><input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 4. N/A <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know</p>	

Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]? There was no selection process. The final assignments of all Women's Studies majors who were registered in the capstone seminar were assessed.		Q3.6.1. How did you decide how many samples of student work to review? N/A
Q3.6.2. How many students were in the class or program? 26	Q3.6.3. How many samples of student work did you evaluate? 22	Q3.6.4. Was the sample size of student work for the direct measure adequate? <input checked="checked" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)		
Q3.7. Were indirect measures used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="checked" type="checkbox"/> 2. No (Skip to Q3.8) <input type="checkbox"/> 3. Don't know		Q3.7.1. Which of the following indirect measures were used? [Check all that apply] <input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. Program student surveys or focus groups <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input type="checkbox"/> 7. Other, specify:
Q3.7.1.1 Please explain and attach the indirect measure you used to collect data:		
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?
Q3C: 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? <input type="checkbox"/> 1. Yes <input checked="checked" type="checkbox"/> 2. No (Go to Q3.8.2) <input type="checkbox"/> 3. Don't know		Q3.8.1. Which of the following measures were used? (Check all that apply) <input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams <input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) <input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) <input type="checkbox"/> 4. Other, specify:
Q3.8.2. Were other measures used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="checked" type="checkbox"/> 2. No (Go to Q4.1) <input type="checkbox"/> 3. Don't know (Go to Q4.1)		Q3.8.3. If other measures were used, please specify:

Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)
[Word limit: 600 for selected PLO]

Different Levels Three Criteria (Areas)	Highly Competent (4)	Mostly Competent (3)	Slightly Competent (2)	Barely Competent (1)	Total
1. Demonstrate knowledge & Explanation of Feminist Issues	40.9%	45%	13.6%	0%	(100%, N=22)
2. Provide Evidence	27%	68%	4.5%	0%	(100%, N=22)
6.4: Student's position & Conclusion	31.8%	54.5%	13.6%	0%	(100%, N=22)

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

Yes, students are doing exceeding well, not only meeting, but exceeding program standards. Please see table below:

PLO 1: Critical Thinking	Objective	Assessment Tool	Results	Conclusions
1. Demonstrate knowledge of & Explanation of Feminist Issues	70% of our students will score 3 or above (out of 4) in all 3 criteria at the time of graduation	Culminating Assignment in Capstone course WOMS 180: Seminar in Feminist Theory	15 out of 22 students, i.e. 70% scored above 3 in all 3 criteria of the PLO assessed 27% scored 2.5-2.8 out of 4 Only 1 student scored 2 out of 4	Continue with Improvement Strategies Encourage close reading of critical texts and essays
2. Provide Evidence				
3. Students' Position & Conclusion				

Q4.3. For **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 or standard has been specified
☐ 6. Don't know

Q4A: 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

Q4.5. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

- ☒ 1. Yes
☐ 2. No

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

Q5.1. As a result of this year's **assessment effort** and based on the 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 (Go to **Q5.2**)
☐ 3. Don't know (Go to **Q5.2**)

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

Q5.1.1. 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. **[Word limit: 300 words]**

Q5.2. Since your last assessment report, **how have the assessment data from then been used** so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
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					
22. Recruitment of new students					

23. Other Specify:

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

The above data has confirmed what we already know about how our majors are performing. Our students have a strong knowledge and understanding of feminist issues. They are gaining sufficient exposure to feminist materials in all our classes. We should continue to provide a well-rounded learning experience in all our classes. Going forward, we should emphasize close connections between course reading materials and discussion of feminist issues in the classroom.

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	X				
2. Standards of Performance				X	
3. Measures				X	
4. Rubrics	X				
5. Alignment	X				
6. Data Collection				C	
7. Data Analysis and Presentation	X				
8. Use of Assessment Data			X		

9. Other, please specify:

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:

Used information from Attachments II & III to develop Criteria for the Critical Thinking PLO.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). If your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

Q7. What PLO(s) do you plan to assess next year?

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input checked="" type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural Knowledge, Competency, and Perspectives |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning and Perspectives |
| <input checked="" type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Professionalism |
| <input type="checkbox"/> | 20. Other, specify any PLOs that were assessed but not included above: |
| | a. |
| | b. |
| | c. |

Q8. Have you attached any files to this form? If yes, please list every attached file here:

Attachment 1: Final Assignment for WOMS 180: Seminar in Feminist Theory

Attachment 2: Grading Rubric

Program Information (Required)											
Q9. Program/Concentration Name(s): Q10. Report Authors:				Q10.1. Department Chair/Program Director: Q10.2. Assessment Coordinator:							
Q11. Academic unit: Department, Program, or College:				Q12. College:							
Q13. Fall 2015 enrollment for Academic unit (<i>See Department Fact Book by the Office of Institutional Research for fall enrollment</i>):				Q14. Program Type: [Select only one] <input type="checkbox"/> 1. Undergraduate baccalaureate major <input type="checkbox"/> 2. Credential <input type="checkbox"/> 3. Master's degree <input type="checkbox"/> 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.) <input type="checkbox"/> 5. Other. Please specify:							
Undergraduate Degree Program(s): Q15. Number of undergraduate degree programs the academic unit has: Q15.1. List all the name(s): Q15.2. How many concentrations appear on the diploma for this undergraduate program?				Master Degree Program(s): Q16. Number of Master's degree programs the academic unit has: Q16.1. List all the name(s): Q16.2. How many concentrations appear on the diploma for this master program?							
Credential Program(s): Q17. Number of credential programs the academic unit has: Q17.1. List all the names:				Doctorate Program(s) Q18. Number of doctorate degree programs the academic unit has: Q18.1. List all the name(s):							
When was your assessment plan... <i>(Please obtain and attach the assessment plan)</i>				1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Do not Know
Q19. ... developed?				X							
Q19.1. ... last updated?									X		
									1. Yes	2. No	3. Don't Know
Q20. Have you developed a curriculum map for this program? <i>Please obtain and attach the curriculum map.</i>											
Q20.1. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?											
Q22. Does the program have a capstone class?											
Q22.1. Does the program have ANY capstone project?											

Attachment I: The Development of Program Learning Outcomes

The Importance of Verbs

Multiple Interpretations:	Fewer Interpretations:
to grasp	to write
to know	to recite
to enjoy	to identify
to believe	to construct
to appreciate	to solve
to understand	to compare

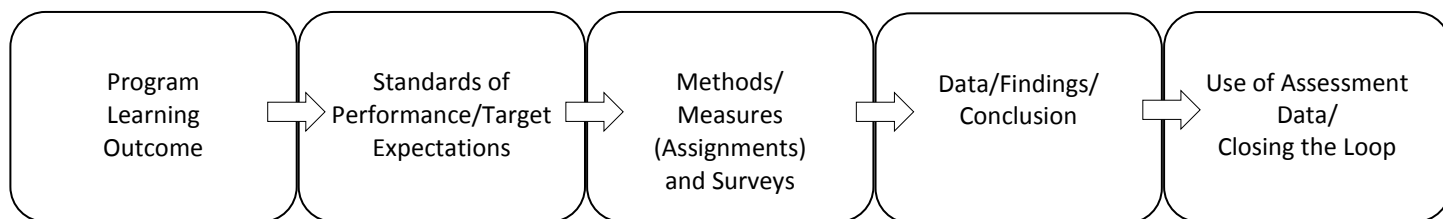
Relevant Verbs in Defining Learning Outcomes

(Based on Bloom's Taxonomy)

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite	Arrange	Apply	Analyze	Arrange	Appraise
Define	Classify	Change	Appraise	Assemble	Assess
Describe	Convert	Compute	Break Down	Categorize	Choose
Identify	Describe	Construct	Calculate	Collect	Compare
Indicate	Defend	Demonstrate	Categorize	Combine	Conclude
Know	Diagram	Discover	Compare	Compile	Contrast
Label	Discuss	Dramatize	Contrast	Compose	Criticize
List	Distinguish	Employ	Criticize	Construct	Decide
Match	Estimate	Illustrate	Debate	Create	Discriminate
Memorize	Explain	Interpret	Determine	Design	Estimate
Name	Extend	Investigate	Diagram	Devise	Evaluate
Outline	Generalize	Manipulate	Differentiate	Explain	Explain
Recall	Give Examples	Modify	Discriminate	Formulate	Grade
Recognize	Infer	Operate	Distinguish	Generate	Interpret
Record	Locate	Organize	Examine	Manage	Judge
Relate	Outline	Practice	Experiment	Modify	Justify
Repeat	Paraphrase	Predict	Identify	Organizer	Measure
Reproduce	Predict	Prepare	Illustrate	Perform	Rate
Select	Report	Produce	Infer	Plan	Relate
State	Restate	Schedule	Inspect	Prepare	Revise
Underline	Review	Shop	Inventory	Produce	Score
	Suggest	Sketch	Outline	Propose	Select
	Summarize	Solve	Question	Rearrange	Summarize
	Translate	Translate	Relate	Reconstruct	Support
		Use	Select	Relate	Value
			Solve	Reorganize	
			Test	Revise	

Attachment II: Simplified Annual Assessment Report

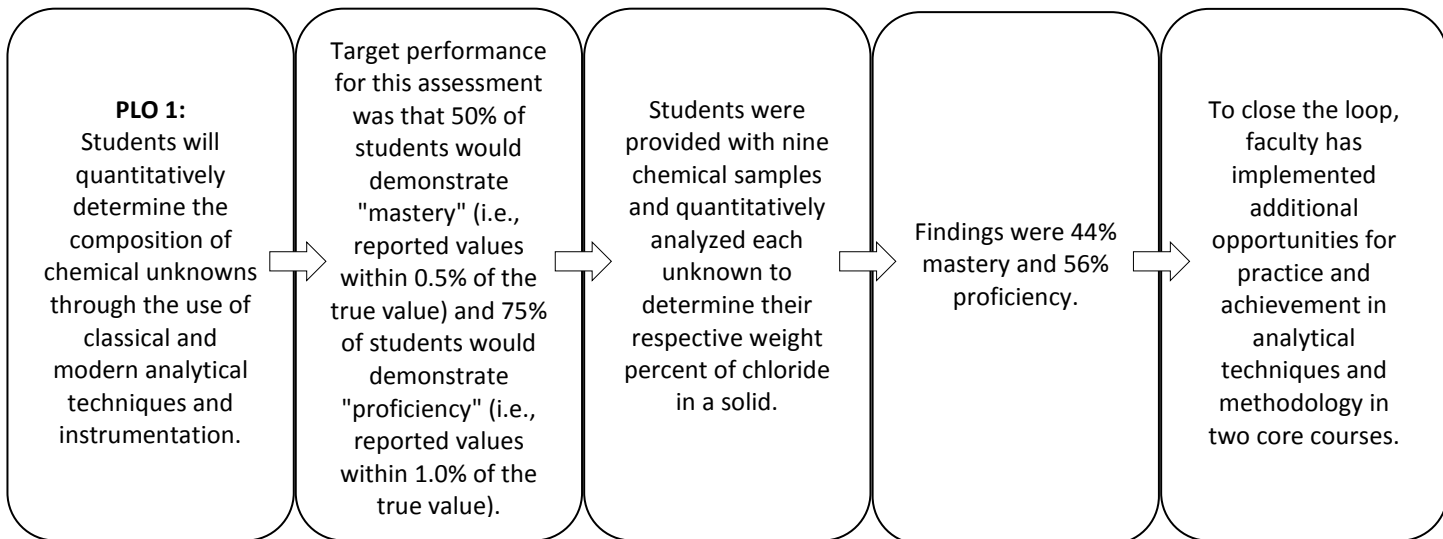
Basic Assessment



Examples:

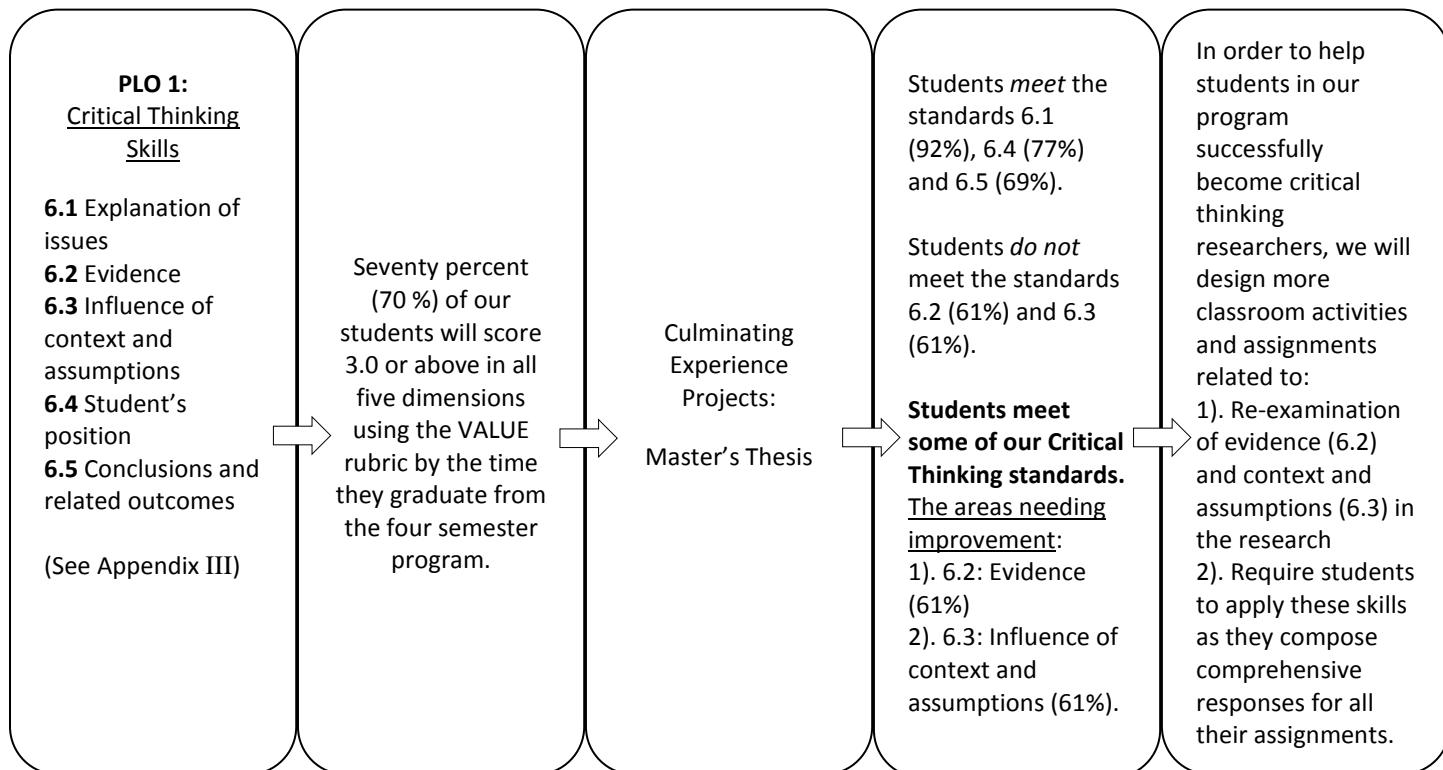
Chemistry, BS/BA

(Example of Content Knowledge)



Educational Technology (iMet), MA

(Example of Complicated Skills)



**Attachment III: Assessing Program Learning Outcomes (PLOs) for the
Educational Technology (iMet) Graduate Program (example)**

Table I: The Results for Critical Thinking PLO

Note: Data shown here drawn from Data Collection Sheet¹

Five Criteria adopted from Critical Thinking VALUE Rubric

Different Levels Five Criteria (Areas)	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total
6.1: Explanation of issues	38%	54%	0%	8%	(100%, N=13)
6.2: Evidence	15%	46%	23%	15%	(100%, N=13)
6.3: Influence of context and assumptions	15%	46%	23%	15%	(100%, N=13)
6.4: Student's position	23%	54%	8%	15%	(100%, N=13)
6.5: Conclusions and related outcomes	15%	54%	15%	15%	(100%, N=13)

Standards of Performance for Education Technology (iMet) Graduate Students

Seventy percent (70 %) of our students will score 3.0 or above using the VALUE rubric by the time they graduate from the four semester program.

¹Table 2: Critical Thinking Data Collection Sheet

Different Levels Five Criteria (Areas)	(4)	(3)	(2)	(1)	Total
6.1: Explanation of issues	5	7	0	1	(N=13)
6.2: Evidence	2	6	3	2	(N=13)
6.3: Influence of context and assumptions	2	6	3	2	(N=13)
6.4: Student's position	3	7	1	2	(N=13)
6.5: Conclusions and related outcomes	2	7	2	2	(N=13)

Grading Rubric for WOMS 180 Final Assignment

Grading Criteria	4 – Highly Competent	3 – Mostly Competent	2 – Slightly Competent	1 – Barely Competent
Critical Thinking: (1) Demonstrate knowledge & explanation of feminist Issues (2) Provide Evidence (3) Student’s Position & Conclusion	Demonstrates a clear mastery of feminist Issues Provides excellent evidence of scholarship to support claims & arguments. Provides excellent justifications and summary of main arguments	Demonstrates good understanding of feminist Issues Provides clear evidence to support claims and arguments Provides strong justification and summary of arguments	Demonstrates some understanding of feminist Issues Provides some evidence to support claims and arguments Provides some justification and summary.	Demonstrates little understanding of feminist Issues Provides little to no evidence to support claims and arguments Provides no explanations or summary of main points.
Written Communication: (1) Demonstrate clear organization & use supporting evidence (2) Use proper syntax, grammar, & demonstrate attention to 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.
Integrative & Applied Learning: Explain Social Issues and Problems Apply feminist perspectives to social issues/institutions or organization	Demonstrates excellent understanding of social issues & problems from feminist perspectives Demonstrates an excellent application of theories to social context	Demonstrate understanding of social issues & Institutions from feminist perspectives Demonstrates a suitable application of feminist theories to social context	Some understanding of social issues Theories are somewhat applied to context.	Some attempt has been made to demonstrate understanding of social issues & problems Attempts to apply theory to context.

WOMS 180: Assignment II

Your goal in this paper is to choose a particular institution, organization or social problem and use feminist theory to: 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.

Throughout your analysis, develop comparisons among **3** different theoretical frameworks from a minimum of 5 different essays you have read in this course, starting from postcolonial theory up to the end of the semester. Discuss specific feminist issues or problems around which you can develop your comparisons.

Examples of Topics: the school system or higher education; bilingual education; education/job/safety of undocumented individuals; hospitals; pharmaceutical industry; legal establishment (such as the district attorney's office OR legal aid services, etc.); law enforcement; ICE; government; homeless or domestic violence shelters; childcare centers; protection agencies or legal aid organizations for undocumented people; a private corporation; state government services, social welfare; prisons; a sport, cultural festival, LGBTQ Pride centers, Transgender rights agencies or centers; planned parenthood, etc; hate crimes, the economic crisis, war, media & pop culture; music videos; global economic practices, multi-cultural centers, immigration reform agencies, women's health clinics, new social movements (like Black Lives Matter), 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.**

Submission Deadlines

- 1) April 4th: Submit a brief proposal of Research Topic on SacCT Discussion Board and get my approval.
- 2) April 25th: Submit a 3-4 page draft of the research paper.
- 3) May 12th: Submit final Assignment on SacCT before 11.59 p.m.

Email or talk to me if you need any help/clarifications. Enjoy writing the paper!

Grading Rubric for WOMS 180 Final Assignment

Grading Criteria	4 – Highly Competent	3 – Mostly Competent	2 – Slightly Competent	1 – Barely Competent
Critical Thinking: (1) Demonstrate knowledge & explanation of feminist Issues (2) Provide Evidence (3) Student's Position & Conclusion	Demonstrates a clear mastery of feminist Issues Provides excellent evidence of scholarship to support claims & arguments. Provides excellent justifications and summary of main arguments	Demonstrates good understanding of feminist Issues Provides clear evidence to support claims and arguments Provides strong justification and summary of arguments	Demonstrates some understanding of feminist Issues Provides some evidence to support claims and arguments Provides some justification and summary.	Demonstrates little understanding of feminist Issues Provides little to no evidence to support claims and arguments Provides no explanations or summary of main points.
Written Communication: (1) Demonstrate clear organization & use supporting evidence (2) Use proper syntax, grammar, & demonstrate attention to 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.
Integrative & Applied Learning: Explain Social Issues and Problems Apply feminist perspectives to social issues/institutions or organization	Demonstrates excellent understanding of social issues & problems from feminist perspectives Demonstrates an excellent application of theories to social context	Demonstrate understanding of social issues & Institutions from feminist perspectives Demonstrates a suitable application of feminist theories to social context	Some understanding of social issues Theories are somewhat applied to context.	Some attempt has been made to demonstrate understanding of social issues & problems Attempts to apply theory to context.

