2017 - 2018
Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information 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:

BA Women's Studies

OR enter program name:

BS Women's Studies

Section 1: Report All of the Program Learning Outcomes Assessed

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**
- ☐ 20A. Other, specify any assessed PLOs not included above:

a. [ ]

b. [ ]

c. [ ]

- ☐ 20B. **Check here if your program has not collected any data for any PLOs**. Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

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**:

(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:

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

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Section 2: Report One Learning Outcome in Detail

Question 2: Standard of Performance for the Selected PLO

Q2.1.
Select <u>**OR**</u> 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):

> **Written Communication**

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.

> The PLO of **Written Communication** 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 knowledge and understanding of feminist perspectives. The criterion of Written Communication was used as a measure to evaluate whether students use supporting evidence and demonstrate clear organization of their essays with proper syntax and grammar, as well as attention to audience engagement.

Q2.2.
Has the program developed or adopted ***explicit program standards of performance/expectations*** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")
  🔘 1. Yes
  ◯ 2. No
  ◯ 3. Don't know
  ◯ 4. N/A

Q2.3.
Please **1) provide and/or attach the rubric(s) <u>AND</u> 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

Grading Criteria	4 – Highly Competent	3 – Mostly Competent	2 – Slightly Competent	1 – Barely Competent
Written Communication: (1) Demonstrate clear organization & use supporting evidence	Paper is well organized with excellent intro, strong paragraphs, transitions, adequate supporting quotes, summary & critical analysis.	Well organized with good ideas and well developed paras, supporting quotes and explanations.	Organization needs improvement. Paras are weak, lacking transitions. Either too much summary, or very little explanation of context. Needs supporting quotes.	Lacks organization, poorly constructed paragraphs. Discussion not adequate. Lacks quotes, arguments, & substantial context.
(2) Use proper syntax, grammar, & demonstrate attention to audience engagement	Paper is engaging, with no grammar errors.	Topic is quite interesting & there may be slight grammar errors.	Topic is somewhat engaging for audience. Several grammar errors.	Topic is not engaging. There may or may not be several grammar errors.

🔘 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 (stdrd)** of performance, and the **rubric** that was used to measure the PLO:
☑	☑	☑	1. In **SOME** course syllabi/assignments in the program that address the PLO
☐	☐	☐	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
☑	☑	☑	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:

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

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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?

```
1
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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:

> One direct assessment was used, the final assignment for the capstone seminar in Women's Studies. It was evaluated by all the full-time faculty in the department.

(Remember: Save your progress)

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

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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 **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN 2) explain here** 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.

📎 **Grading Rubric for Final Assignment.docx** 33.69 KB	📎 **Assignment 2.docx** 30.71 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.
Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

| 2 |

Q3.5.1.
Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

| 3 |

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.)?

This has been the practice for several years now.

Q3.6.1.
How did you **decide** how many samples of student work to review?

There was no selection involved. The final assignments of all the WS majors who participated in the course were assessed.

Q3.6.2.
Please enter the number (#) of students that were in the class or program?

28

Q3.6.3.
Please enter the number (#) of samples of student work that you evaluated?

20

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:

[empty box]

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Q3.7.2.
If surveys were used, how was the sample size **decided**?

[empty box]

Q3.7.3.
If surveys were used, how did you **select** your sample:

[empty box]

Q3.7.4.
If surveys were used, please enter the response rate:

[empty field]

| 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:

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Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected
PLO in **Q2.1** (see Appendix 12 in our Feedback Packet Example):

PLO 2: Written Communication	Objective	Assessment Tool	Outcome	Conclusions
(1) Demonstrate clear organization & use supporting evidence (2) Use proper syntax, grammar, & demonstrate attention to audience engagement	70% of our students will be competent, scoring 3 or above (out of 4) in both criteria by the time of graduation	Culminating Assignment in Capstone course WOMS 180: Seminar in Feminist Theory	14 out of 20 students, that is 70% of our students scored 3 and above in all criteria of the PLO assessed 93% of majors were competent, i.e., they scored 2.5 and above out of 4 Only 2 students or 1% scored 2 out of 4	WS Majors are meeting our Objectives for Written Communication. We will continue with the Improvement Strategies. We will continue to encourage close readings of critical texts and essays

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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?

Yes, our students are meeting the standards in most categories assessed.

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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.

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Q5.1.2.
Do you have a plan to assess the **impact of the changes** that you anticipate making?

- ⚪ 1. Yes, describe your plan:

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- ⚪ 2. No

◎ 3. Don't know

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	○	○	●	○	○
2. Modifying curriculum	○	○	○	●	○
3. Improving advising and mentoring	○	○	●	○	○
4. Revising learning outcomes/goals	○	○	○	●	○
5. Revising rubrics and/or expectations	○	○	○	●	○
6. Developing/updating assessment plan	●	○	○	○	○
7. Annual assessment reports	●	○	○	○	○
8. Program review	○	○	○	○	●
9. Prospective student and family information	○	○	○	●	○
10. Alumni communication	○	○	○	●	○
11. WSCUC accreditation (regional accreditation)	○	○	○	○	●
12. Program accreditation	○	○	○	○	●
13. External accountability reporting requirement	○	○	○	○	●
14. Trustee/Governing Board deliberations	○	○	○	○	●
15. Strategic planning	○	○	○	○	●
16. Institutional benchmarking	○	○	○	○	●
17. Academic policy development or modifications	○	○	○	●	○
18. Institutional improvement	○	○	○	○	●
19. Resource allocation and budgeting	○	○	○	○	●
20. New faculty hiring	○	○	○	●	○
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 perspectives. They are gaining sufficient exposure to feminist materials in all our classes and they have excellent communication skills. This is evident from the fact that more than 90% of our students are competent writers. We plan to continue to provide a well-rounded learning experience to all our students. Going forward, we should emphasize stronger application of feminist academic perspectives to lived experiences.

Q5.3.	1.	2.	3.	4.	5.

To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?	Very Much	Quite a bit	Some	Not at All	N/A
1. Program Learning Outcomes	○	○	●	○	○
2. Standards of Performance	○	○	●	○	○
3. Measures	○	○	●	○	○
4. Rubrics	○	○	●	○	○
5. Alignment	○	○	●	○	○
6. Data Collection	●	○	○	○	○
7. Data Analysis and Presentation	●	○	○	○	○
8. Use of Assessment Data	●	○	○	○	○
9. Other, please specify:	○	○	○	○	○

Q5.3.1.

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

It was recommended in the feedback that we assess other PLO's this year. Based on that, we revised our assessment plan and focused on Written Communication this year.

(Remember: Save your progress)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

N/A

🖇 No file attached   🖇 No file attached

Q6.1.

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

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 explain how this year's assessment activities help you address recommendations from your department's last program review?

They helped us focus on yet another set of Learning Outcomes in which our majors are performing well.

Q9. Please attach any additional files here:

📎 No file attached	📎 No file attached
📎 No file attached	📎 No file attached

Q9.1.
If you have attached **any** files to this form, please list **every** attached file here:

Section 4: Background Information about the Program

Program Information (**Required**)

Program:

BS Women's Studies

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.
Program/Concentration Name: [skip if program name is already selected or appears above]

BA Women's Studies

Q11.
Report Author(s):

Sujatha Moni

Q11.1.
Department Chair/Program Director:

Sujatha Moni

Q11.2.
Assessment Coordinator:

Sujatha Moni

Q12.
Department/Division/Program of Academic Unit (select):

Women's Studies

Q13.
College:

College of Social Sciences & Interdisciplinary Studies

Q14.
What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

90

Q15.
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:

Q16. Number of **undergraduate degree programs** the academic unit has?

1

Q16.1. List all the names:

B.S. Women's Studies

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

0

Q17. Number of **master's degree programs** the academic unit has?

0

Q17.1. List all the names:

Q17.2. How many concentrations appear on the diploma for this master's program?

Don't know

Q18. Number of **credential programs** the academic unit has?

Don't know

Q18.1. List all the names:

Q19. Number of **doctorate degree programs** the academic unit has?

Don't know

Q19.1. List all the names:

When was your **Assessment Plan**...	1.	2.	3.	4.	5.	6.	7.	8.
Q20. Developed?	●	○	○	○	○	○	○	○
Q20.1. Last updated?	○	○	○	●	○	○		

Q20.2. (Required)
Please **obtain** and **attach** your latest **assessment plan**:

📎 **ASSESSMENT PLAN.docx**
15.48 KB

Q21.
Has your program developed a **curriculum map?**

○ 1. Yes
○ 2. No
○ 3. Don't know

Q21.1.
Please **obtain** and **attach** your latest **curriculum map**:

📎 No file attached

Q22.
Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

○ 1. Yes
○ 2. No
● 3. Don't know

Q23.
Does your program have a capstone class?

● 1. Yes, specify:

WOMS 180: Seminar in Feminist Theory

○ 2. No
○ 3. Don't know

Q23.1.
Does your program have a capstone project(s)?

○ 1. Yes
● 2. No
○ 3. Don't know

(**Remember**: **Save your progress**)
Save When Completed!

ver. 10.**31**.17

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	Demonstrates a clear mastery of feminist Issues	Demonstrates good understanding of feminist Issues	Demonstrates some understanding of feminist Issues	Demonstrates little understanding of feminist Issues
(2) Provide Evidence	Provides excellent evidence of scholarship to support claims & arguments.	Provides clear evidence to support claims and arguments	Provides some evidence to support claims and arguments	Provides little to no evidence to support claims and arguments
(3) Student's Position & Conclusion	Provides excellent justifications and summary of main arguments	Provides strong justification and summary of arguments	Provides some justification and summary.	Provides no explanations or summary of main points.
Written Communication:				
(1) Demonstrate clear organization & use supporting evidence	Paper is well organized with excellent intro, strong paragraphs, transitions, adequate supporting quotes, summary & critical analysis.	Well organized with good ideas and well developed paras, supporting quotes and explanations.	Organization needs improvement. Paragraphs are weak, lacking transitions. Either too much summary, or very little explanation of context. Needs supporting quotes.	Lacks organization, poorly constructed paragraphs. Discussion not adequate. Lacks quotes, arguments, & substantial context.
(2) Use proper syntax, grammar, & demonstrate attention to audience engagement	Paper is engaging, with no grammar errors.	Topic is quite interesting & there may be slight grammar errors.	Topic is somewhat engaging for audience. Several grammar errors.	Topic is not engaging. There may or may not be several grammar errors.
Integrative & Applied Learning: Explain Social Issues and Problems	Demonstrates excellent understanding of social issues & problems from feminist perspectives	Demonstrate understanding of social issues & Institutions from feminist perspectives	Some understanding of social issues	Some attempt has been made to demonstrate understanding of social issues & problems
Apply feminist perspectives to social issues/institutions or organization	Demonstrates an excellent application of theories to social context	Demonstrates a suitable application of feminist theories to social context	Theories are somewhat applied to context.	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 issues 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; American exceptionalism; corporate globalization; women in politics; gun violence; 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?

Provide 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 24[th]: Submit a 3-4 page draft of the Paper on SacCT.
2) May 8[th]: Peer Review Draft of 8 page paper due in class.
3) May 11[th]: Final Assignment Due on SacCT before 11.59 p.m.

Please visit me during office hrs to discuss/get help with your papers. Enjoy writing!

ASSESSMENT PLAN – ACADEMIC YEAR 2017-18

The Women's Studies Department will conduct assessment of Department Learning Goals and Outcomes for the following 3 criteria: 1) critical thinking; 2) Written Communication, and 3) Integrative and Applied Learning. The Program Learning Outcome that will be assessed in detail this year will be **Written Communication.** The PLO's will be assessed using the final research papers for the capstone seminar in Women's studies: WOMS 180: Seminar in Feminist Theory.