

2018 - 2019 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.

This year OAPA has refined the annual assessment reporting process to make it simple, clear, and of high quality at the same time.

IMPORTANT REMINDER:

Please use the "[Guidelines](#)" and "[Examples for Answering Open-Ended Questions](#)" to answer each question in the template as you complete the report. Please provide and attach the following information:

1. PLO Assessed (Q1.1, Q2.1)
2. Definition of the PLO(s) (Q2.1.1)
3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (Q2.3)
4. Direct Measures (Q3.3.2)
5. Data Table(s) (Q4.1)
6. Curriculum Map (Q21.1)
7. Most Updated Assessment Plan (Q20.2)

Please provide only relevant information and limit all of your attachments to 30 pages.

Please save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.

DEADLINE TO SUBMIT: JULY 1, 2019.

Please begin by selecting your program name in the drop down.

If the program name is not listed, please enter it below:

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: All the Program Learning Outcomes Assessed

Q1.1.

Which of the following Program Learning Outcomes (PLOs) including Sac State Baccalaureate Learning Goals (BLGs) or 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. **Research**
- 21A. Other, specify any assessed PLOs not included above:

a.

b.

c.

- 21B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.3.a. to Q5.3.1.)

Q1.3.a.

Are your PLOs closely aligned with the mission and/or the [strategic plan](#) of the university?

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

Undo

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Section 2: Report One Learning Outcome in Detail

Question 2: Detailed Information 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):

Integrative and Applied Learning

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

Q2.1.1.

Please provide the definition for this PLO ([See Appendix 15 Sample Answer to Q2.1.1](#)).

Students graduating with a B.S. in Women's studies will demonstrate ability to apply their understanding of Feminist Theories and Principles to Social Issues, Institutions and Problems.

They will clearly state the social issues or problems from a critical feminist perspective.

They will skillfully interpret and apply the principles of feminist scholarship to the social issues they are analyzing.

Come to strong conclusions regarding the social problems or issues based on their own critical analysis and evaluation of this issue from a feminist perspective.

Q2.2.

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 80% 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

Undo

Q2.2.a.

Please provide the standards of performance/expectations for this PLO:

Integrative & Applied Learning: Explain Social Issues and Problems; Apply feminist perspectives to social issues...

Q2.3.

Please **provide and/or attach the rubric(s)** that you used to evaluate your assignment ([See Appendix 15 Sample Answer to Q2.3](#)):

Attached.



Grading Rubric for Final Assignment.docx
33.69 KB

Click here to attach a file

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:
<input checked="" 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 type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents

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**)

Q3.1.1.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:

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. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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 **attach the assignment instructions that the students received to complete the assignment** ([See Appendix 1 Sample Answer to Q3.3.2](#)):

Attached.



Assignment 2.docx
32.08 KB



Click here to attach a file

Q3.4.

What tool was used to evaluate the data?

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

Undo

Q3.4.1.

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

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

(skip to **Q3.4.4.**)

Q3.4.2.

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

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

Undo

Q3.4.3.

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

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

Undo

Q3.4.4.

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

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

Undo

Q3.5.

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

Undo

Q3.6.

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

Randomly selected 16 papers from a broad cross section of majors registered in the course.

Q3.6.1.

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

Based on a determination that 16 out of 38 students would be a good sample size and indicator of overall student performance.

Q3.6.2a.

Please enter the number (#) of students **from ONLY your program** that were assessed for this program learning outcome (not all students in the class).

16

Q3.6.3a.

Please enter the number (#) of samples of student work **from ONLY your program** that were evaluated for this program learning outcome.

Q3.6.4.

Was the sample size of student work for this program assessment adequate for assessing this program learning outcome?

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

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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:

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, please enter 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**)

Undo

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**)

Undo

Q3.8.3.

If other measures were used, please specify:

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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](#).) Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document:

Categories within Integrative & Applied Learning	Highly Competent 4	Competent 3 and above	Slightly Competent 2 and above	Barely Competent 1 and above	Total
1) Explain Social Issues & Problems	37.5%	50%	12.5%	0%	100%
2) Apply Feminist Principles to Social issues, institutions /organizations	25%	37.5%	37.5%	0%	100%

4 = Highly Competent / A

3 = Competent / B

2 = Slightly Competent / C

1 = Barely Competent / D

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 ([See Appendix 15 Sample Answers to Q4.1-Q4.3](#))?

The department had set a goal that at least 70% of the students in the major should have a 3 or above in the category for Integrative and Applied Learning in AY 2018-19. The Assessment as indicated in the data above, reveals the following results:

In Category 1) Explain Social Issues & Problems, 87.5% of Women's Studies majors met and exceeded department expectations.

However, in Category 2) Apply Feminist Principles to Social issues, institutions /organizations, only 62.5% met the expectation of a 3 or above.

This is the first time in many years that we have assessed this PLO. It confirms our own concerns regarding our Curriculum, our use of this course for Program assessment, as well and our own understanding of what students are learning in our courses. Students' written assignments reveal a good grasp of the issues and problems that shape our lives, as well as a strong ability to communicate their overall understanding of feminist approaches and perspectives. However, students do struggle to apply complex feminist theories to lived experiences. Given that the Seminar in Feminist Theory is an advanced course structured more or less like a graduate seminar with complex theoretical texts, the department has been debating a few ideas for restructuring our curriculum so as to better prepare students for this course.

 Click here to attach a file  Click here to attach a file

Q4.3.

For the selected PLO, the student performance:

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

Undo

Question 4A: Alignment and Quality

Q4.4.

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

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

Undo

Q4.5.

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

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

Undo

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

Q5.1.

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

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

Undo

Q5.1.1.

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

We are considering one or two of the following options:

- 1) Add more Required courses to the curriculum.
- 2) Create a 2nd category of requirements before students advance to the Seminar in Feminist Theory (the course used for Assessment).
- 3) Consider another course for Assessment purposes which is more consistent with standard expectations for students graduating with a Baccalaureate degree.

Q5.1.2.

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

- 1. Yes, describe your plan:

Those will be decided once we finalize the changes after our Program Review.

- 2. No
- 3. Don't know

Undo

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?

Undo 1-12 Undo 12-23

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improved specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modified curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. Improved advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revised learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Revised rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Developed/updated assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
23. Other, specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.2.1.

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

Last year's results of our Assessment of written communication were very good. We used those to ensure that we continued the same best practices we had used the previous year, such as include more peer reviews of written assignments, and revision of drafts.

Q5.3.

To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

Undo 1-9

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input checked="" type="radio"/>	<input type="radio"/>	<input 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 **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

We used the feedback from Previous Assessment Report to assess a different PLO this year; to create a new table for sharing the results of our assessment which is based on the sample provided; to write up the Assessment standards based on criteria; and to improve the norming process. Last year, we had assessed Written Communication (not Critical Analysis, as inaccurately mentioned in the feedback), the previous two years we had assessed Critical Analysis. This year we have assessed the third criteria in our PLO's: Integrative and Applied Learning. With this, we have assessed all three of our PLO's over the last four years. Through these various assessment tools we have a good grasp of the overall **disciplinary knowledge** students have gained from our degree program.


(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)


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:

 Click here to attach a file

 Click here to attach a file

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. **Research**
- 21. 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?


N/A

Q9. Please attach any additional files here:

 Click here to attach a file

 Click here to attach a file

 Click here to attach a file

 Click here to attach a file

Q9.1.

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

Assessment Grading Rubric

Assessment Tool

Assessment Plan

Section 4: Background Information about the Program

Program Information (**Required**)

Program:

(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):

75

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:

Undo

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

3

Q16.1. List all the names:

B.S. Women's Studies

Minor in Women's Studies

Minor in LGBTQ 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?

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

Q18.1. List all the names:

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

Q19.1. List all the names:

When was your Assessment Plan...	1.	2.	3.	4.	5.	6.	7.	8.
<input type="button" value="Undo"/>	Before 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	No Plan	Don't know
Q20. Developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q20.1. Last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20.2. (Required)

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

ASSESSMENT PLAN.docx
15.28 KB

Q21.

Has your program developed a **curriculum map**? Please note: A curriculum map is not a roadmap. A **roadmap** is a graphical representation of the courses students must take to graduate. A **curriculum map** is the matrix that represents in which course a certain program learning outcome (PLO), student learning outcome (SLO), or course learning outcome (CLO) was introduced, developed, and/or mastered.

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

Q21.1.

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

[Click here to attach a file](#)

Q22.

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

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

Undo

Q23.

Does your program have a capstone class?

1. Yes, specify:

Seminar in Feminist Theory

2. No
 3. Don't know

Undo

Q23.1.

Does your program have a capstone project(s)?

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

Undo

Q24.

BEFORE YOU SUBMIT: Please **check** that you have included all of the following key evidences:

1. PLO Assessed (**Q1.1, Q2.1**)
 2. Definition of the PLO(s) (**Q2.1.1**)
 3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (**Q2.3**)
 4. Direct Measures (**Q3.3.2**)
 5. Data Table(s) (**Q4.1**)
 6. Curriculum Map (**Q21.1**)
 7. The Most Updated Assessment Plan (**Q20.2**)

Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document.

Save When Completed!

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

DEADLINE: July 1, 2019.

Thank you and have a great summer!

ver. 03.11.19

Grading Rubric for WOMS 180 Final Assignment

Grading Criteria	4 – Highly Competent	3 – Mostly Competent	2 – Slightly Competent	1 – Barely Competent
<p>Critical Thinking:</p> <p>(1) Demonstrate knowledge & explanation of feminist Issues</p> <p>(2) Provide Evidence</p> <p>(3) Student’s Position & Conclusion</p>	<p>Demonstrates a clear mastery of feminist Issues</p> <p>Provides excellent evidence of scholarship to support claims & arguments.</p> <p>Provides excellent justifications and summary of main arguments</p>	<p>Demonstrates good understanding of feminist Issues</p> <p>Provides clear evidence to support claims and arguments</p> <p>Provides strong justification and summary of arguments</p>	<p>Demonstrates some understanding of feminist Issues</p> <p>Provides some evidence to support claims and arguments</p> <p>Provides some justification and summary.</p>	<p>Demonstrates little understanding of feminist Issues</p> <p>Provides little to no evidence to support claims and arguments</p> <p>Provides no explanations or summary of main points.</p>
<p>Written Communication:</p> <p>(1) Demonstrate clear organization & use supporting evidence</p> <p>(2) Use proper syntax, grammar, & demonstrate attention to audience engagement</p>	<p>Paper is well organized with excellent intro, strong paragraphs, transitions, adequate supporting quotes, summary & critical analysis.</p> <p>Paper is engaging, with no grammar errors.</p>	<p>Well organized with good ideas and well developed paras, supporting quotes and explanations.</p> <p>Topic is quite interesting & there may be slight grammar errors.</p>	<p>Organization needs improvement. Paragraphs are weak, lacking transitions. Either too much summary, or very little explanation of context. Needs supporting quotes.</p> <p>Topic is somewhat engaging for audience. Several grammar errors.</p>	<p>Lacks organization, poorly constructed paragraphs. Discussion not adequate. Lacks quotes, arguments, & substantial context.</p> <p>Topic is not engaging. There may or may not be several grammar errors.</p>
<p>Integrative & Applied Learning:</p> <p>Explain Social Issues and Problems</p> <p>Apply feminist perspectives to social issues/institutions or organization</p>	<p>Demonstrates excellent understanding of social issues & problems from feminist perspectives</p> <p>Demonstrates an excellent application of theories to social context</p>	<p>Demonstrate understanding of social issues & Institutions from feminist perspectives</p> <p>Demonstrates a suitable application of feminist theories to social context</p>	<p>Some understanding of social issues</p> <p>Theories are somewhat applied to context.</p>	<p>Some attempt has been made to demonstrate understanding of social issues & problems</p> <p>Attempts to apply theory to context.</p>

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 inequality within this space, and c) using feminist methods, come-up with alternative approaches for addressing these inequalities.

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; immigration, intimate partner violence, sex trafficking, sexual harassment, education/job/safety of undocumented individuals; hospitals; pharmaceutical industry; legal process; Law enforcement; ICE; government; American exceptionalism; Corporations and corporate globalization; women in politics; gun violence; homeless or domestic violence shelters; childcare centers; various non-profits; state government services, social welfare agencies like CPS; Prisons; Sports, cultural festivals, LGBTQ/ Pride centers, Transgender rights activism, agencies or centers; Health, hospitals, pharmaceutical industry; Women's Health Centers like planned parenthood; hate crimes, the economic crisis; War; Military, militarism, sexual assault within the military; media & pop culture; Television; music videos; New Social Movements (like Black Lives Matter, Women's Movement), 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 dismantling intersecting discourses of gender, race, class, and culture? What are the difficulties or challenges? What strategies for overcoming the structural inequalities within this particular institution does feminist theory offer?**

Provide a specific conclusion regarding the effectiveness of these theories and their contribution to the advancement of feminist scholarship.

Paper should be minimum 10-12 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 9 sources should be cited with at least 5 texts from class and 4 external sources based on your own research.** External sources should include at least one book (single author or edited); 2 scholarly peer-reviewed journals, and the 4th source can be anything, such as a newspaper article, website, blog, etc. Include a Works Cited page.

Good Luck and Enjoy Writing!

Submission Deadlines

- 1) Monday, April 8th: A 2-page Proposal due on Canvas by midnight.
- 2) Conference Week April 8-12: Be sure to sign up for an appointment.
- 2) Friday, April 19th: 4-page draft with list of Works Cited due on Canvas by midnight
- 3) May 7th: In-Class Assignment Peer Review 7-8 pages long with Works Cited.
- 3) Friday May 10th: Final Assignment Due on Canvas before 11.59 p.m.

ASSESSMENT PLAN – ACADEMIC YEAR 2018-19

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 **Integrative and Applied Learning**. 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.