

## **2009 WOMEN'S STUDIES ASSESSMENT PLAN: MISSION STATEMENT, GOALS, OBJECTIVES**

### **CONTEXT:**

Women's Studies at California State University Fresno, is one of more than 700 such programs nation wide. The first Women's Studies program at CSU Fresno was approved in 1971. The major was approved and began matriculating students in 1998. The program currently offers a major (which many students take as a double major) and a minor. There are twelve units of core courses required for the major, double major and minor: WS 103--*History of Feminism*; WS 143--*Feminist Theory*; WS 153--*Feminist Research Methods*; and WS 175--*Seminar in Women's Studies*. Majors complete twenty-four additional hours, at least nine of which are drawn from three cluster areas. Minors complete an additional 8 hours from the approved course list. In addition to the major and minor, Women's Studies participates in two certificate programs, a "Certificate in Alcohol and Drug Studies," and a "Certificate in Victim Services Studies."

In consultation and collaboration with the full-time faculty, the original SOAP plan was compiled in the Fall and Spring of 2000/2001 by Dr. Loretta Kensinger, and this new SOAP rewritten and approved by faculty in 2009. This is the second SOAP completed by the Women's Studies program. The SOAP is being completed as a part of the Program Review process at the request of the office of the Provost, in advance of that Program Review's completion. In this second round the program has decided to emphasize assessment of learning outcomes within the upper division major and minor, while not ignoring outcomes in our more general education and lower division levels. The program here sets forth a new plan adds a number of direct measures, while maintaining collection of some indirect data it found useful in the first round. This SOAP was again prepared by Loretta Kensinger, Program Coordinator and First Assessment Coordinator. However, as part of the planning process, a new Assessment Coordinator was elected by the faculty. This New Assessment Plan will be implemented and overseen by Roksana Baddrudjoja, the Second Assessment Coordinator. We envision this as a six year plan.

### **SECTION I: MISSION, GOALS, AND OBJECTIVES**

At a meeting in February 2009 the program met, assessed and discussed mission goals and objectives, based on feedback from our initial SOAP activities and program review data, and voted to make no changes in these portions of the SOAP, adopting the same Mission, Goals and Objectives for this new SOAP period.

#### **MISSION STATEMENT:**

Women's Studies is an approach that places women in the center of inquiry. The primary mission of Women's Studies is to analyze how gender is constructed through a variety of social institutions and cultural processes so that gender inequality can be dismantled. Students acquire both a local and global perspective on gender. The program is interdisciplinary and multidisciplinary in its approach and thereby draws on a range of feminist theories, methodologies, and practices. Attentiveness to diversity, privilege and power, and women's unique creative contributions to human experience are central aspects of this training. More than simply a body of knowledge, Women's Studies encourages students to apply their learning to transform their lives and their communities.

#### **GOALS AND OBJECTIVES:**

##### **➤ GOAL A: COMPETENCY BASED CURRICULUM**

As noted in our proposal for a major, "The Women's Studies major is a competency-based curriculum. Because Women's Studies is multi-cultural and multi-disciplinary, we cannot assume, as most traditional disciplines do, that students will develop a single methodology or discipline. What gives this major coherence is a common core of competencies or skills which are developed in a logical sequence in the four core courses."

Upon completion of Women's Studies curriculum students will

**Objective 1: Demonstrate a command of bibliographic skills**, including learning to select and read appropriate periodicals; developing familiarity with significant primary sources; locating underlying premises, assumptions and conclusions in scholarly literature; and understanding how the disciplines that contribute to the field relate to each other.

**Objective 2: Exhibit strong writing skills**, including an ability to express their own ideas through a variety of written forms.

**Objective 3: Show an ability to read and analyze a variety of texts**, including analyzing texts to differentiating between fact and opinion; identifying logic, point of view, and qualifications of the author; discussing coherently word choice and tone.

**Objective 4: Realize an ability to act on knowledge**, gaining a sense of empowerment to act on issues they articulate as important, skills at assessing plans and tactics to address concerns, an ability to work collaboratively as well as individually, and competency in successful planning and organizing.

**Objective 5: Exhibit strength in oral communication**, including an ability to articulate and assert ideas, actively listen, and engage in communal and constructive dialogue.

**Objective 6: Demonstrate expressive awareness**, including an understanding of how the various arts give expression to issues relating to women and gender.

### ➤ **GOAL B: THEMATIC KNOWLEDGE AREAS**

While knowledges within Women's Studies are multicultural and multi-disciplinary, there are a core set of broad thematic knowledge areas that students will explore as they come to competency in the above skills. We identify six knowledge areas that students will explore in detail within their time in Women's Studies.

Upon completion of Women's Studies curriculum students will

**Objective 1: Analyze Gender: Its Presence, Construction, and Impacts.** One of the primary aims of Women's Studies is to understand and explore the impact of gender on societal structures and people's lives. In Women's Studies students will learn to distinguish key elements of gender, to explore how we come to have gender, to analyze the presence of gender, and to notice differences in the construction of gender across cultures and histories.

**Objective 2: Show An Understanding Of Diversity.** Women's Studies imparts to students a necessary appreciation for diversity, promoting an understanding of how women's positions are socially structured by a variety of contexts including racial/ethnic, class, age, sexuality, abilities, as well as other social, cultural, and historical experiences. Along with theoretical and practical appreciation for the diversity of the planet, the field considers the ways these contexts intersect and overlap in our social, political, and personal lives.

**Objective 3: Convey Global and Transnational Awareness.** Women's Studies gives students a sense of the lives of women on a global and transnational level, as well as challenging students to understand the interconnections between the world's women. While linked to objectives two and four, it is important that Women's Studies focus specific attention on this area of knowledge

because women make up over half of the world's population, and the majority of women live outside the U.S.

***Objective 4: Reveal a Commitment to Anti-Discrimination and Social Justice Principals.***

Women's Studies is committed to deepening students' concern about the effects of discrimination and social inequality, as well as fostering student commitment to justice in the world around them. In coming to an understanding of the impact and construction of gender and its relations to forms of social hierarchy, Women's Studies students will gain an awareness of different challenges and inequalities women have faced over time, currently and cross culturally.

***Objective 5: Explain Prevailing Feminist Theories and Methods.*** Women's Studies is grounded in the theories and methods that have emerged through feminisms' practices both inside and outside the academy. Women's Studies students are exposed to a wide range of feminist theories, and become skilled in the recognition and use of some of feminist methods.

***Objective 6: Illustrate an Awareness of Histories of Feminisms And Women's Movements, including the history of Women's Studies itself.*** Women's Studies emerges from a rich and lengthy movement for women's rights and liberation. In Women's Studies, students will be exposed to histories of women, feminists, and feminisms in both the US and global setting.

## **MATRIXES OF GOALS AND OBJECTIVES**

Women's Studies redid a new series of matrixes that looked at where, within our current curriculum, we meet and address our goals and objectives. One set of matrixes dealt with each goal. For each goal, two matrixes were developed that looked at Goal A and Goal B, and each of the objectives. A range of program courses was reviewed through these matrixes. Faculty were asked to spend no more than two hours on the project, and cover courses that they teach for the program. For each objective faculty were asked to judge the amount of time/energy, academic level, and method in which the objective is approached in each of the courses they reviewed. Results will be circulated among the faculty, and at the next retreat, along with the Matrixes from the first SOAP to discuss what these reveal about the current success of the program curriculum as perceived by faculty at meeting its goals and objectives, changes in perceptions of our curriculum since the first SOAP, as well as helping to pinpoint possible places to improve. We did not include resulting matrixes here for two reasons. First, results are still being tabulated. Second, per the APM, data in assessment is controlled by the program, and the program felt the data generated in these matrixes crossed into actual outcomes assessment, rather than mere outcomes planning.<sup>1</sup>

## **SECTION II: ASSESSMENT ACTIVITIES**

### **ASSESSMENT QUESTIONS:**

The program next generated a list of potential questions to help focus outcomes assessment. While we recognize not all these questions can be addressed, generating the list can help us clarify our goals in the outcome assessment process, and recording it gives a sense of the starting point to those who take the project on in the future. Some questions are a direct outgrowth of discussions on the mission, goals, objectives, and matrixes; some questions are a result of a review of McTighe Musil's work on assessment of Women's Studies programs.<sup>2</sup>

#### ***A. Entry Level Questions:***

*These questions have in mind those students taking their first, only or at most second, lower division Women's Studies courses; particularly those taking courses for GE/Liberal studies credit.*

1. Why do our students enter the program?
2. What do they think Women's Studies is about when they enter the program?
3. What biases about this area do they bring in with them?
4. What do they care about?
5. What backgrounds do they come with?
6. What motivates them to become majors/minors?
7. What motivates them to stay with a major/minor?
8. How confident are they in their reading, writing, and speaking skills?
9. What would they like to improve about their reading, writing and speaking skills?
10. After completing introductory courses, are they familiar with social construction, privilege, empowerment, and diversity and their intersections with gender?
11. What do students perceive as important to them in their learning in our introductory course? How do their perceptions match up to our goals and objectives?
12. Were students challenged by our courses in comparison to others? In what ways? Was this positive?

*B. Intermediate level questions:*

*These questions have in mind students who are taking follow up courses in Women's Studies beyond the GE, particularly those who have declared a major or minor, or a certificate interest area.*

1. What Women's Studies classes have they had?
2. What do they remember as the most important knowledge areas in those courses?
3. How do students' memories of important information match programmatic goals and objectives?
4. What motivated them to take more Women's Studies classes?
5. Have they encouraged others to take Women's Studies classes?
6. What motivated them to become majors/minors?
7. What motivated them to stay with a major/minor?
8. How would they describe their academic growth since entering Women's Studies?
9. What classes have they found most important to their learning in the program? Why?
10. Are they seeing a coherency to their program? How do they discuss that?
11. Can they see where they started, where they are now, where they would like to go?
12. What has made them feel most competent and empowered as students? Where has Women's Studies aided that?
13. What has made them feel most intimidated and powerless as students? Where has Women's Studies contributed to that?
14. Do they see a connection between their course work and their lives? In what ways?
15. Can they discuss and define several key ideas within Women's Studies? Which? At what level of detail?
16. Do they feel more confident in their ability to read and analyze texts, write, verbally express their ideas, after taking courses in the program?
17. Can they conduct library research and generate a bibliography?
18. Can they begin to articulate reasons why inequality and social justice are entwined with feminist academic enterprise?
19. Can they name some of the major ideas within feminist theory?
20. Can they analyze the appearance of gender in the world around them?
21. Are they aware of some aspects of global and transnational feminist analysis?

22. What do students perceive as important skills and knowledge they are acquiring as they work through their major and minor course curriculum? How do their perceptions match up to our goals and objectives?
23. What would they like to know more about?

*C. Advanced level questions:*

*These are geared to students who are Majors and Minors, in the final stages of their program of study.*

1. Can they talk about what Women's Studies is, its history and value, at some length?
2. What do they intend to do with their major/minor?
3. What do they see as the biggest strengths of their years in Women's Studies?
4. What do they wish they could have done more of?
5. What was their favorite class and why?
6. Do they feel more confident in their ability to read and analyze texts, write, verbally express their ideas?
7. What do they feel are the central issues women face today? Can they discuss these issues in some detail; place them within feminist theory; note aspects of their historical context? Can they think of possible solutions to these issues and means of implementing those solutions?
8. Can they speak concretely and deeply about social construction, privilege, and empowerment, as well as how diversity creates intersections with gender? Can they articulate their own analysis on these issues, grounded in the literature in the field?
9. Can they speak in a relatively complex and confident way about aspects of global and transnational feminist analysis and situate themselves within these analyses?
10. Can they relate a coherent narrative of major theoretical, methodological, activist and/or historical trends within feminism?
11. What do students perceive as important skills and knowledge obtained in Women's Studies as they complete the program's curriculum? How do their perceptions match up to our goals and objectives?
12. Were students challenged by our courses in comparison to others? In what ways? Was this positive?

*D. Alumni Questions*

1. What has been most useful from their WS education now that they have graduated?
2. Would they still recommend a major in WS?
3. What do they now wish their WS degree had offered them?
4. What is their most memorable learning experience within WS?
5. What are their suggestions for improving the program?
6. What are they doing? How do they see their WS education fitting in with their life path?

*E. Other Questions*

1. How are Women's Studies students perceived in affiliated courses?<sup>3</sup>
2. What is the view of Women's Studies presented within our affiliated courses?
3. Do our affiliated instructors make students aware that the course counts towards Women's Studies or of the Women's Studies major/minor?
4. Do affiliated courses meet the mission, goals and objectives of Women's Studies?
5. How are Women's Studies students perceived by community organizations they interact with as part of their degree?

After reviewing these questions the program has chosen to focus its six-year plan to assess elements from each area of inquiry, recognizing the need to focus on a few items at each level.

## **ASSESSMENT ACTIVITIES**

Because we are a small program with limited staffing and time, we seek to not only "poll" student knowledge, but to use the mechanisms of assessment as an opportunity to build our students' understanding of themselves as a community of learners, fostering connections to the program and each other. As one of the central principals of feminist pedagogy is to place "students at the center" of their own learning, we are most attracted by assessment tools that include students not only as informers, but also as data collectors and interpreters. Further, we have sought assessment tools that not only address the questions asked but can be easily wedded to already existing departmental efforts. Details of many of the methodological issues for each of these assessment tools will, of course, need to be worked out as they are implemented. Below we list the tools we hope to use over the six years of our plan.

### ***--Direct Measures:***

#### ***Capstone Learning Exam***

The program will develop an exam of both standardized and short answer questions, to be administered in two of its upper division core courses most frequented by graduating seniors, WS 153 and WS 175. The exam will be administered every two years to avoid as much as possible testing the same students twice. All faculty in the program will submit questions to the exam, and will share responsibility for assessing the meanings of results. The exam will concentrate on Goal B, knowledge based learning. Results will be discussed with an eye to assessing what is working well, and what could be improve, in the program at least once the year following its administration, at a faculty meeting or retreat.

#### ***Student Work Reviewed: Projects, Displays, Papers, Portfolio<sup>4</sup>***

The program has already been participating in a number of activities that could easily provide a location for assessing competency in writing/research skills (Goal A) and thematic knowledge areas (Goal B) at all levels of experience in the program. Students in a number of courses, for example, regularly develop displays, often utilized in Women's Herstory month and program outreach. Students in almost all Women's Studies courses write papers. Students in *Feminist Research Methods* have been required to present their work in public forums, and students in *Feminist Activism* create portfolios. The department will periodically ask instructors to blindly submit an example of student work they deemed excellent, student work they deemed passing, and student work they deemed below passing. The department will develop three rubrics to assess this work, all highlighting at least some objectives outlined in both Goal A and Goal B: one rubric will be geared toward lower division GE course work; one will be geared toward Upper division GE course work; one will be geared toward upper division core course work. Once every other year, a selection of faculty will be asked to review the lower division work, upper division GE work, and core course work, using the designed rubric (where possible this review will happen at a faculty meeting to save time.) Following rubric completion, faculty will devote a portion of a faculty meeting or retreat to discussing the results, with an eye to what is working well, as well as what might be improved.

### ***--Indirect Measures.***

#### ***Surveys***

A number of the program's assessment questions are well suited to analysis through survey instruments, particularly understanding starting points and student progress, alumni attitudes toward their educational experience, and community feedback on educational programming. This method will be particularly important in development of assessment geared to alumni, as alumni are often widely geographically dispersed. In the first SOAP the program developed one

such survey and administered it to WS 12 and 10 courses. The program will revise this survey.<sup>5</sup> For Alumni, a new survey will be designed and administered to build on our last survey instrument. A new survey will also be designed to elicit feedback at community educational events sponsored by the program.

### **ASSESSMENT TIMELINE**

#### *First year 2009-2010<sup>6</sup>*

Qualitative survey revised and distributed in WS 10

Qualitative survey revised and distributed in WS 12

Core Learning exam developed.

#### *Second year 2010-211*

Upper Division WS 153 Core Learning Exam administered, Fall 2010

Upper Division WS 175 Core Learning Exam administered, Spring 2010

Results of Core Learning Exam Compiled

Three rubrics developed for assessing Student, projects and papers, etc.

#### *Third Year, 2011-2012*

Sample papers/projects collected from all faculty for one lower division GE course they instruct. Fall 2011.

Sample papers/projects collected from all faculty for one upper division GE they instruct. Spring 2012.

Rubrics completed for lower and upper division GE courses.

#### *Fourth Year, 2012-2013*

Upper Division WS 153 Core Learning Exam administered, Fall 2010

Upper Division WS 175 Core Learning Exam administered, Spring 2010

Results of Core Learning Exam Compiled

#### *Fifth Year, 2013-2014*

Sample papers and projects collected from all faculty teaching core courses Fall 2011

Sample papers and projects collected from all faculty teaching core courses Spring 2012

Rubrics completed for core division courses.

#### *Sixth Year, 2014-2015*

Fall and Spring 2013-2014 Community event evaluation designed, administered, and tabulated.

Spring 2015 Alumni Survey designed, administered, and tabulated.

### **REPORTING AND ACTING ON RESULTS**

Progress on data collection from assessment will be delivered to the faculty via regular program meetings at least once per year. A portion of any faculty retreat (at least one hour) will be devoted to discussion of assessment outcomes. The program coordinator, with the aide of the current assessment coordinator, will report yearly on activities conducted under assessment as part of the year end report.

**ADDENDA:**

There are three addenda to this outcomes assessment plan:

- I. CSUF Faculty Critical Reflections on the Assessment Process.
- II. Reminders on Limitations, Control and Uses of Assessment Data per University Policy
- III. The Elements of Feminist Assessment

Addenda are informational items meant to document issues that have arisen in the course of producing this plan, as well as define key and unique aspects inherent in the spirit and production of this outcomes assessment plan.

These addenda will be shared with current faculty, the outside assessment teams and future review teams, and future faculty who inherit the project.

However, it should be noted that the process of outcomes assessment has already sparked results in the department that should be considered data for future review.

The program considers the dated content of *Addendum I* data of the outcomes assessment process and thus is information the department wants to record only for its own internal review. The description of the area will be passed on, but the dated notes and qualitative concerns are not to be published on the WEB, or forwarded with the assessment plan itself.

**ADDENDUM I: CSUF Faculty Critical Reflections on the Assessment Process**

As an internal part of our document, for viewing only by the department, we include an on-going set of critical reflections and questions regarding the assessment process. Faculty in Women's Studies charged with assessment will periodically review these questions and reflections to assess if they are still relevant, if new concerns have been raised, and if concerns are being addressed in the process of assessment. Creating this list and periodically reviewing it will provide a base for faculty reflection of our own approach and desires throughout the assessment process.

## **ADDENDUM II: Reminders of Limitations, Control and Uses of Assessment Data per University Policy**

Assessment, particularly when directed from the top down, is often, both nationally and throughout the CSU, greeted with due caution on the part of faculty. Women's Studies faculties express at least three primary concerns when undertaking mandated student outcomes assessment. One author noted "the weariness...felt, after nearly twenty years, from having to prove the value of Women's Studies one more time to a skeptical audience."<sup>7</sup> A second set of concerns centers on the potential increased demands without adequate resource allotment to really engage the assessment process at the level desired. As reflected in the comments of one Women's Studies director in a national assessment study "Where is this going to fit in when nothing else has dropped out?"<sup>8</sup> A final set of faculty concerns centers the political climate and potential disciplinary uses of assessment. Assessment arose out of a convergence of forces that included an altruistic move to center students in pedagogy, as well as a resulting move to empowering and liberatory pedagogical methods (stemming, I would argue, from rethinking the meaning of knowledge spurred by feminist, and other, scholars' demands for equity in education). However, it also arose out of increasingly conservative hostile attacks on higher education in general, and backlash against Women's Studies in particular.<sup>9</sup> Faculties, given these concerns, are rightly cautious about the process of assessment, particularly the control, as well as the future uses, of resulting information.

Given this national climate, the assessment plan coordinator felt it would be wise to attach to all department versions of the document a reminder on the limits, control, and uses of assessment data as they are laid out in university policy. The following excerpt is drawn from the "Policy on Student Outcomes Assessment Data and Information," approved Academic Senate, March 27, 2000, as published on the *Center for the Enhancement of Teaching and Learning* (CETL) Web page, April 28, 2001. (Italics and bolding added here for emphasis.)

...PURPOSE: The guiding purpose in the implementation of student outcomes assessment at California State University, Fresno is improved student learning through modified curricula and instruction....

Student outcome assessment activities are intended to be formative, rather than summative, in nature....

POLICY: *Data and information generated by outcomes assessment activities will remain under the control of the unit initiating the assessment.*

*Data and information derived from department-or program-developed student outcomes assessment activities **shall not** be required for personnel evaluations without the permission of the individual faculty member involved.*

*Outcomes assessment data and information generated by the assessing unit **shall not** be required for purposes of resource allocation to schools, departments, and programs.* Assessing units may be required from time to time to report on assessment activities completed and the impact of those activities on their programs.

Other evaluative processes for personnel or program review and/or management decisions are not precluded by the policy on the use of student outcomes assessment data and information...

### **ADDENDUM III: The Elements of Feminist Assessment**

To further make the assessment process useful to the unique methods and history of Women's Studies, the following outline of principles of feminist assessment, as laid out in Joan Poliner Shapiro's "What is Feminist Assessment?,"<sup>10</sup> is included as a evaluative guide, discussion tool, and contextual aide to future assessment coordinators and teams.

#### Guiding Feminist Assessment Principles<sup>11</sup>

"These nine principles are meant to be a provisional guide to conducting feminist assessment, they summarize our major ideas on this new area of assessment thus far...."<sup>12</sup>

- ◆ *Principle 1: Feminist assessment questions almost everything related to evaluation...*<sup>13</sup>
- ◆ *Principle 2: Feminist assessment is student-centered...*<sup>14</sup>
- ◆ *Principle 3: Feminist assessment is participatory...*<sup>15</sup>
- ◆ *Principle 4: Feminist assessment is deeply affected by its context or institutional culture...*
- ◆ *Principle 5: Feminist Assessment is decentered...*<sup>16</sup>
- ◆ *Principle 6: Feminist assessment approaches should be compatible with feminist activist beliefs...*<sup>17</sup>
- ◆ *Principle 7: Feminist assessment is heavily shaped by the power of feminist pedagogy...*<sup>18</sup>
- ◆ *Principle 8: Feminist assessment is based on a body of feminist scholarship and feminist research methodology that is central to this interdisciplinary area...*
- ◆ *Principle 9: Feminist assessment appreciates values...*

## Endnotes

<sup>1</sup> However, per the request of the Provost, the faculty did vote, as a good faith measure, that it was willing to share the original Matrixes from the first round SOAP as a part of the Program Review document.

<sup>2</sup> McTighe Musil, Caryn, editor. 1992. *Students at the Center: Feminist Assessment*. Washington, D.C: Association of American Colleges and National Women's Studies Association.

<sup>3</sup> "Affiliated" is used here to denote courses and faculty who teach them which are located in programs outside the Women's Studies program. *Sex Roles* in sociology is an example.

<sup>4</sup> This plan will be modeled on a similar technique used within Political Science highlighted at a number of assessment talks.

<sup>5</sup> See Appendices in Mctight Musil, 1992, particularly the models utilized by Oberlin College. *Students at the Center: Feminist Assessment*. Caryn McTighe Musil, editor. Washington, D.C: Association of American Colleges and National Women's Studies Association.,

<sup>6</sup> This timeline is built to also include some repetition of data over time, so most instruments are used more than once, or data collection is spread over time.

<sup>7</sup> McTighe Musil, Caryn. 1992. "Chapter One: "Relaxing your Neck Muscles: The History of the Project," Ibid., 3.

<sup>8</sup> Ibid, 14. The author goes on:

We tried to solve these problems by pressing for more institutional support in the form of released time, research assistants, and developmental funds. In some cases we were successful; in others the failure to get more institutional cooperation created insurmountable difficulties for some sites and slowed others considerably. We urged creative use of staff time by weaving the assessment plan into a seminar project for a Women's Studies major, a student internship, or a graduate student research project. That proved a very successful strategy for several programs. ...We recommended an unobtrusive assessment strategy to embed the questions in what programs already do on campus. We reminded them that they needed only to ask *some* of the questions at this point and could return to the data later when time and staffing permitted. (14-15)

<sup>9</sup> The goals of outcomes assessment are often seen as antithetical to the very heart of Women's Studies. As McTighe Musil notes "Accountability was the rallying cry, global competitiveness in the marketplace was the overwhelming driving force, and shrinking economic resources cloaked all these initiatives with a punitive taint. (Ibid. 7)"

<sup>10</sup> Shapiro, Joan Pilner. 1992. "Chapter Three: What is Feminist Assessment," Ibid., 29-38.

<sup>11</sup> Ibid, 30-36

<sup>12</sup> Ibid, 30

<sup>13</sup> Bullets and italics, both in list and endnotes, are in the original text

<sup>14</sup> Shapiro notes "...feminist assessment turns to students to reveal what is import to *them*, what *they* want to learn, and where *their* needs are not being met. In feminist assessment...Students may serve as the key source of information, as participants in the research process itself, and--in some cases--as co-assessors with faculty members (31)."

<sup>15</sup> Shapiro goes on "Grounded in feminist theory--which seeks to understand oppressive silencing--and feminist pedagogy--which seeks to give students voice--feminist assessment is deeply committed to an interactive strategy that generates a rich conversation. ..feminist assessment resembles more a group of people gathered together to create meaning. As such it opens up the process... (32) "

<sup>16</sup> Shapiro states "Our concept of assessment moves more from the "inside out" rather than from the 'outside in.'...A 'neutral' outside assessor was not envisioned. Instead, many knowledgeable inside assessors ([outside assessment team members], project director, program directors, faculty members, students) were utilized who were conversant with the pedagogy, methodology, and scholarship under review and who were active in the design and development of the assessment process."

<sup>17</sup> Shapiro says "Rather than an obstruction floating without any ties to the concrete, feminist assessment is action-oriented and encourages social change to be achieved as an outcome of the process. In our study, diverse sites stressed the feminist activist principles of *collaboration* and *collectivity*. (34)"

<sup>18</sup> Shapiro asserts "Feminist pedagogy is rooted in and informed by relationships. In fact, a core contribution of feminist thought is the recognition of the role of relationships in learning, in human development, and in moral

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reasoning. Not surprisingly, the concept of relationship is at the heart of the kinds of questions feminist assessment poses and the methods it chooses to use to gather data. (34)"