**Annual Assessment Report for 2018-2019 AY**

Reports completed on assessment activities carried out during the 2018-2019 AY will be due September 30th 2019 and must be e-mailed to the Director of Assessment, Dr. Melissa Jordine (mjordine@mail.fresnostate.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: \_\_Women’s Studies\_\_ Degree \_BA\_\_\_\_

Assessment Coordinator: \_Larissa Mercado-Lopez\_\_\_

1. Please list the learning outcomes you assessed this year.

**SLO 1:** Students will demonstrate their comprehension of both the status of women in society and gender, as well as the unique impact of gender ideology on women.

**SLO 3:** Students will demonstrate an awareness of intersectionality as well as comprehension of anti-oppression and social justice principles from within the Women’s Studies perspective at the local and global levels.

1. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

We assessed SLO’s 1 and 3 using two assignments. Over the life of our SOAP, our goal is to conduct each direct measure twice. The measures we chose are “Analysis of Student Response to Essay Question” (WS 132) and “Capstone Learning Exam” (WS 175).

ASSIGNMENT 1: WS 132 Paper on Work/Family Conflict Issues:

This assignment was given to students in WS 132, an elective course cross-listed with Sociology that consisted of WS majors and non-majors. This project asks students to investigate work/family conflict issues through an in-depth interview with a female relative or friend. Students were given direction on how to conduct open-ended interviews. Papers were evaluated on how well the researcher applied course concepts to an analysis of the interview.

**Benchmark:**

For non-GE/non-Core elective courses, 75% of respondents should receive a 2 (proficient) or above on rubrics for each SLO.

0=poor; 1=unacceptable, 2=satisfactory; 3=good; 4=outstanding

ASSIGNMENT 2: Capstone Learning Exam:

This exam was given to students in WS 175: Feminist Activism. All students were WS majors in their junior and senior years. Most students were graduating that semester. This test consisted of three prompts and gave students the choice of submitting a work that demonstrates their learning or writing a paragraph in response to the prompt. (The full assignment guidelines appear in the Appendix.)

Students were asked to:

1. Demonstrate broad based topical knowledge of intersectional analysis regarding gender and sex
2. Demonstrate how their views about feminism have evolved, broadened, and deepened throughout their time in the Women’s Studies program
3. Self-identify what they found important to their learning in Women’s Studies

**Benchmark:**

For the Capstone Learning Exam, 75% of respondents should receive a 2 (proficient) or above on outcomes assessed.

Further, we expect that at least 80% of students will have rubric scores on at least one rubric item at the 3 or above level.

0=poor; 1=unacceptable, 2=satisfactory; 3=good; 4=outstanding

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

**WS 132 PAPER:** 20 students were evaluated

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **0** | **1** | **2 (bench-mark)** | **3** | **4** | **2 or higher** | **Bench-**  **mark** |
| **SLO 1: Status of Women** | 0 | 2/20 | **11/20** | 7/20 | 0 | **90%** | 75% |
| **SLO 3: Intersectionality** | 0 | 2/20 | **13/20** | 5/20 | 0 | **90%** | 75% |

**We exceeded our benchmark of 75% of students receiving 2 or higher on each SLO.**

Of the 20 students evaluated, 90% of them achieved scores of 2 or higher on both SLOs. Only two scores of 1 were achieved on each SLO.

Students who achieved a score of 2 were able to proficiently explain the role of gender in the experiences of women negotiating the demands of work and family. They adequately applied concepts from the course, focusing on gender discrimination in the workplace and gender inequalities within the home. Students also demonstrated knowledge of how race, sexuality, and class, for example, shape women’s experiences of labor. A high number of 2’s is expected for an elective course. Though two 1’s were earned in each category, it is not unusual for students to not demonstrate proficiency in an elective course.

**CAPSTONE LEARNING EXAM:** 13 students were evaluated. This sample size is adequate considering the low number of seniors in our program in one semester.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **0** | **1** | **2 (bench-mark)** | **3** | **4** | **2 or higher** | **Bench-**  **mark** |
| **SLO 1: Status of Women** | 0 | 0 | **3** | 3 | 7 | **100%** | 75% |
| **SLO 3: Intersectionality** | 0 | 0 | **5** | 0 | 8 | **100%** | 75% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Papers** | **# of papers with one rubric item a 3 or above** | **Percentage** | **Benchmark** |
| 13 | 11 | **85%** | 80% |

**We exceeded our benchmark of 75% of students receiving 2 or higher on each SLO.**

**Further, we exceeded our benchmark of 80% of students scoring a 3 or above on at least one rubric item at 85%.** No students scored below our benchmark in either SLO.

These results were expected, as all students being reviewed were junior or senior Women’s Studies majors. We were pleased that over half of the students scored the highest score possible on the rubric for both SLO’s. This is likely due to their ability to pull from their best and most demonstrative assignments to show their proficiency; students who achieved 4’s were more likely to use assignments to demonstrate their knowledge rather than submit a paragraph response. This demonstrates to us that our coursework is enabling students to develop proficiency in these areas.

We learned that our most senior students have high proficiency in defining and applying the lens of intersectionality, a fundamental concept in our field, in their understanding of women across historical movements and in contemporary contexts. They understand the concept to be fundamental to not only the field, but to their activism and their understanding of the self. Importantly, they demonstrate understanding of the specific context out of which the term evolved. Further, they are able to articulate their own awareness of what they know about this concept and other SLO concepts assessed. These observations reveal to us the success of the curriculum and our methods for assessing these particular SLO’s.

1. What changes, if any, do you recommend based on the assessment data?

The assessment data was discussed by all Women’s Studies faculty in a closing-the-loop discussion. Because our benchmarks were met, no major changes are warranted. Our recommendations for changes are limited to our assessment methods and tools:

In a future review of the CLE, we will limit the number of SLO’s being assessed to 2 and will make better efforts to administer the SLO in both Spring and Fall so as to assess all 4 SLO’s per assessment cycle. Initially, we had set out to assess 4 SLO’s, but upon review of last year’s assessment report feedback, reduced our focus to 2 SLO’s.

Additionally, while the questions were adequate for collecting data on what students found to be most important in their learning in the WS program, as a true capstone survey would assess, they were not as fruitful for assessing the SLO’s beyond SLO 1 and 3.

Overall, we will continue to think more deliberately about our SLO’s as we design assignments.

We also recommend changes to the assessment tools, including providing descriptive criteria in our rubrics to ensure clarity. We will also use rubrics that disaggregate the components within each SLO; this might lead to a more nuanced understanding of students’ performance within the SLO’s and will help make the evaluation more meaningful to us.

Finally, we will pursue reviewing SLO 1 in all assessments to look at trends and discern where students might be receiving the most information about gender ideologies.

1. If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

N/A

1. What assessment activities will you be conducting during the next academic year?

This academic year we will collect data to assess SLO’s 2 and 6. The Direct Measures we will use include “Analysis of a student essay” in WS 175: Feminist Activism and “Post-test” in WS 110 (GE course).

1. What progress have you made on items from your last program review action plan?

**I. Continue our already strong efforts to recruit and retain students**

Progress made in the following areas stated in our review:

* maintaining an updated web site and social media for recruitment for the Major, Double Major and minor
* expanded outreach to majors using Facebook, Instagram, and Twitter; regular updates of listserv for students
* created opportunities for students to attend major conferences
* provided high-impact learning opportunities in core and elective courses
* created outreach videos featuring graduates to be posted on website and social media
* regularly host annual event to celebrate graduating students
* regularly print and distribute other three main program brochures
* regularly compile and distribute course offering flyers before registration
* regularly engage at tabling, often with P.O.W.E.R.
* continuing to expand cross-listed courses

II. **Name change**: No progress

III. **Hiring Progress**: Action plan items met; currently engaged in on-going mentorship of new faculty toward program and RTP success.

IV**. Diversifying Curriculum:** Progress made in the following areas stated in our review: contributed new courses to General Education curriculum

* continuing to support expanded curriculum and ties to American Indian Studies and LGBTQ Studies
* actively working to expand cross-listed offerings
* intersectionality continues to be regularly assessed

V. **Service Learning:** Progress made in the following areas stated in our review: have taught both service learning courses in WS program

VI. **Internship Opportunities:** Progress is being made in the following areas stated in our review:

* on-going outreach with community agencies concerning the possibilities of internships

VII. **Reassigned Time for the Director:** Progress made in the following areas stated in our review: The Dean of the College of Social Sciences expanded assigned time for the director, from 3 units per semester to 9 units annually.

VIII. **Responses to Undergraduate Academic Program Review Subcommittee:** Progress made in the following areas stated in our review: maintained major strengths outlined in that review, which include:

* high-quality, committed faculty
* Relevant and up-to-date curricular design that takes a student-centered approach
* Significant contribution to general education
* a robust assessment plan
* highly visible campus presence that contributes to the university’s mission of diversity

VIII. **Program Goals in Addition to Review Feedback:** Progress is being made in the following areas stated in our review:

* continue to aid Program Coordinator in her success
* continued regular annual department retreats and regular, in-person faculty meetings throughout each semester
* faculty continue to be well placed in campus faculty governance
* continued active involvement in various community organizations
* continued collegiality among faculty

**APPENDIX: Rubric and Assignment Prompts**

**\*The following rubric was used to assess SLO’s 1 and 3 in both assignments**

Women’s Studies SOAP F 2019 Paper ID #/ title summary: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Collected (Semester/Year) \_\_\_\_\_\_\_

Assessed (Semester/Year) \_\_\_\_\_\_\_

Below you will find Women’s Studies Student Learning Outcomes. Please rank according to how well you think these papers show proficiency in the selected outcomes.

**Our SLO 1 states: Students will demonstrate their comprehension of both the status of women in society and gender, as well as the unique impact of gender ideology on women.**

(This may be demonstrated by a combination of the following: distinguishing key elements of gender; articulating elements of the social, economic, political, position of women; exploring how gender and women’s statuses are socially constructed; articulating the impact of gender on particular events as well as the impact of events on women; and observing differences in the construction of gender across cultures and histories.)

Please rank your sample on achievement of this SLO 1:

**0 1 2 3 4**

**Unacceptable Poor Satisfactory Good Outstanding**

**Our SLO 3** **states: Students will demonstrate an awareness of intersectionality as well as comprehension of anti-oppression and social justice principles from within the Women’s Studies perspective at the local and global levels.**

(This may be demonstrated by articulating how women's positions are structured through a variety of contexts including racial, ethnic, class, age, sexuality, and abilities; being able to discuss important interconnections between and among the world's women; and/or by exhibiting knowledge about the effects of discrimination and social inequality and the different challenges and inequalities women have faced over time.)

Please rank your sample for achievement of this SLO 3:

**0 1 2 3 4**

**Unacceptable Poor Satisfactory Good Outstanding**

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**Record any qualitative comments or notes the reader would like to add to aide in this assessment project:**

ASSIGNMENT 1: WS 132 PAPER

**WS 132/Soc 132**

**ROUGH DRAFT DUE IN CLASS APRIL 10**

**FINAL PAPER DUE ONLINE APRIL 12**

**Description**: This project asks students to investigate work/family conflict issues through an in-depth interview with a female relative or friend. The interviews should use open-ended questions. Open-ended refers to the fact that you should be open to all relevant responses to your questions. There are no correct answers, and the interviewee is not asked to select from a series of alternative choices. Open-ended interviews are meant to explore a particular topic. In-depth, open-ended interviews: 1) explores issues/ideas/symbols that enable the researcher to formulate a conceptual model; 2) identify new issues; 3) break down issues into component factors; 4) obtain orienting information about the context and history of the study site/issue; 5) build understanding and positive relationships between the interviewer and the person being interviewed.

Your paper should relate themes identified in the interview to themes identified in the course readings on work/family conflict. You may treat the interview as a case study of some concept/issue identified in the reading. Use direct quotes from your interview to illustrate you points.

A good interview means that you need to be alert and employ excellent communication skills. Throughout the interview you must: 1) keep in minds the topic and how each issues relates to your larger research question; 2) determine whether the person being interviewed is staying on topic; 3) understand logical connections that the interviewee is making might be different from your own; 4) decide whether or not to pursue new ideas; 5) probe for meaning of terms; 6) recognize when the interviewee’s ideas are clearly expressed, and when they need to be elaborated to make sure that they can be understood.

You must complete one in-depth substantive interview. The interviews should be semi-structured. That is, you need to have a list of questions. We will discuss these questions in class. You don’t have to tape the interview but it might help if you do. Be sure to take extensive notes if you do not record the interview. Anticipate that the interview will take an hour.

Topic: Your topic is the general subject area you will research. Here are some guidelines for choosing your topic:

· Your topic MUST be able to tell us something about women negotiating workplace issues and family issues. Not all of the topics discussed in the readings will be relevant to your paper. Not all women experience work/family conflict in the same way, nor do they all experience the same kind of conflict.

· Your topic should be something that you personally can research. Think about what type of questions you feel comfortable asking. And, perhaps more importantly, are there barriers you might have to face in accessing an interviewee? If so, do you think that you can overcome these barriers? Is your topic something that realistically you can research on your own?

· Your topic must be tied to a social problem/situation that is discussed in the reading.

All papers should be approximately 4 pages in length. Please include a bibliography on the 5th page. Use 12 point font and 1 inch margins.

All papers will be assessed on how well the researcher applies course concepts to an analysis of the interview.

ASSIGNMENT 2: Capstone Learning Exam:

This exam was given to students in WS 175: Feminist Activism. All students were WS majors in their junior and senior years. Most students were graduating that semester. This test consisted of three prompts and gave students the choice of submitting a work that demonstrates their learning or writing a paragraph in response to the prompt.

1) First, demonstrate broad based topical knowledge of intersectional analysis regarding gender and sex. You will do this by:

a) Submitting a sample of work (e.g., essay, exam, analysis paper, creative work, etc.) you have completed from any upper division women’s studies course that you think demonstrates your knowledge of how intersectional analysis shapes your understanding of gender or sex. In 150-300 words, discuss why you chose this project. Or,

b) If you do not have work that meets item A, you will write 250-500 words in response to the following prompt: Drawing from sources throughout your women’s studies courses, define intersectionality. Then, discuss how intersectional analysis shapes your understanding of gender or sex.

2) Second, demonstrate more specified knowledge of feminism geared toward our core courses. You will do this by:

a) Submitting a sample of work (e.g., essay, exam, analysis paper, creative work, etc.) you have completed from any upper division women’s studies course that you think demonstrates how your views about feminism have evolved, broadened, and deepened. In 150-300 words, discuss why you chose this project. Or,

b) If you do not have work that meets item A, you will write 250-500 words in response to the following prompt: How your views about feminism have evolved, broadened, and deepened, over the course of your time in women’s studies?

3) The third question allows students to self-identify what they found important to their learning in Women’s Studies. In 250-500 words, identify what you have found to be important in your learning throughout your women’s studies degree.