

Annual Assessment Report for 2020-2021 AY

Reports completed on assessment activities carried out during the 2020-21 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.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, Gender & Sexuality Studies__ Degree _BA____

Assessment Coordinator: _Larissa Mercado-Lopez____

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

Since the beginning of our SOAP cycle, all SLOs have been assessed. This year we focused assessment on SLOs 1, 2, and 3 for the chosen assignment.

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.

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.

SLO 2: Students will demonstrate an understanding of feminism(s) theories, histories and methods, including the history of women's organizations and movements.

This may be demonstrated by defining key concepts in these fields; critically assessing key aspects of these ideas; and utilizing appropriate theories, methods, and historical examples in support of their own ideas.

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.

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.

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.**

Because of the extraordinary impact of COVID, this year we assessed just one assignment. Over the life of our SOAP, our goal is to conduct each direct measure twice, which we achieved this year with our review of this assignment. The measure we chose was “Capstone Learning Exam” in WS 153: Feminist Research Methodologies. Previously, we administered the exam in WS 175: Feminist Activism, what was previously considered our capstone class. Because we revamped our major, students tend to take WS 153 in their final year.

ASSIGNMENT: Capstone Learning Exam:

This exam was given to students in WS 153: Feminist Research Methodologies. All students were WS majors in their junior and senior years. Most students were graduating that semester. This test consisted of three prompts that gave students the choice of submitting a work from any course that demonstrates their learning or writing a paragraph in response to the prompt. This exam also allowed us to gather information on what students found to be the most impactful in our program which, while that particular question was not a direct measure, provided us some context for how the WGSS program succeeded beyond becoming proficient in our SLOs.

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

The full assignment guidelines appear in the Appendix.

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

2. 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.

CAPSTONE LEARNING EXAM: 10 students were evaluated. This sample size is adequate considering the low number of seniors in our program in one semester. For reference, WGSS graduates 7-12 students a year. Thus, this sample size is meaningful.

	0	1	2 (bench- mark)	3	4	2 or higher	Bench- mark
SLO 1: Status of Women:	0	0	5	4	1	100%	75%
SLO 2: Feminisms and Histories: Reviewer 1	0	0	5	4	1	100%	75%
SLO 3: Intersectionality: Reviewer 1	0	0	5	3	2	100%	75%

Papers	# of papers with one rubric item a 3 or above	Percentage	Benchmark
10	7	70%	80%

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

Additionally, we nearly met our benchmark of 80% of students scoring a 3 or above on at least one rubric item at 70%. No students scored below our benchmark in any SLO.

These results were expected, as all students being reviewed were junior or senior Women's Studies majors. 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.

Though the score distribution was similar across all three SLOs, similar to the previous time we administered the CLE, students showed more proficiency in their discussion of intersectionality, a fundamental concept in our field. They understand the concept to be fundamental to not only the field, but to their activism and their understanding of the self. Importantly, they demonstrated understanding of the origins of the term and the specific context out of which it evolved. These observations reveal to us the success of the curriculum and the usefulness of this method for assessing our SLOs.

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

The assessment data was discussed by all WGSS core faculty in a closing-the-loop discussion. Again, we were pleased with the strength of the students' understanding of intersectionality--a core concept that is woven throughout our curriculum and a cornerstone concept in our field. However, we determined that while the students correctly responded to our questions and showed proficiency in our SLOs, their responses did not quite reflect how our program has evolved in the teaching of these concepts. While our benchmarks were met, we had a robust conversation around the need to clarify questions and to change the descriptions of our SLOs to better reflect how our curriculum teaches and measures our current SLOs now that we have new faculty and have redesigned our major. This discussion contributed significantly to the revision of our SOAP, ensuring that the SLOs reflect how our department and field have evolved--even since the beginning of our SOAP in 2015.

We will continue using the CLE, but will revise the questions to allow students to draw from their assignments more broadly and to respond with more specificity and precision. For example, Question 2 elicited reflections on students' relationship with feminism; a more strongly worded question may encourage them to reflect on how their understanding of feminism as an academic concept has evolved, enabling them to draw from examples throughout the course of their study.

For future review of the CLE, we will ensure that the rubric reflects the new SOAP.

4. 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.

In our previous report, we recommended limiting the number of SLOs being assessed to 2; however, due to COVID, we were only able to assess one assignment so we included all 3 SLOs in our review. Deciding to assess all 3 SLOs did not impact the assignment, as the assignment was appropriate for assessing all the SLOs.

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

This academic year we will collect data to assess SLOs 2 (Feminist Theory, Methodss, and History) and 6 (Act on Knowledge). The Direct Measure we will use include "Analysis of a student essay" in WS 172: Transnational Feminism. This will allow us to use an assignment from a new core course and to gauge students' proficiency in these areas at the time that they take this particular class.

6. 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 website and social media for recruitment for the Major, Double Major and minor; maintained outreach to majors using Facebook, Instagram, and Twitter; regular updates of listserv for students and we are working on updating information on Alumni; developed new brochure on "What to do with WS Major"; regularly print and distribute other three main program brochures; distribute materials to COSS advising center; regularly compile and distribute course offering flyers before registration; regularly engage at tabling, often with P.O.W.E.R.; WS students have served on the COSS Student Advisory Council; continued working with current cross-listing departments, including Public Health, English, CLAS, Africana Studies, Communication, Asian American Studies, History, Political Science, Philosophy, Counselor Education and Linguistics; Coordinator, working with staff, regularly contacts program other chairs to coordinate scheduling of cross listings so they do not conflict with program core courses

II. Hiring Progress made in the following areas stated in our review: applied for and obtained permission for two positions, with emphases on American Indian Studies and LGBTQ studies; recruited and hired for above positions; on-going mentorship of new faculty toward program and RTP success.

III. Diversifying Curriculum Progress made in the following areas stated in our review: were campus leaders in defending MI as graduation requirement; expanded curriculum and ties to American Indian Studies and LGBTQ Studies; intersectionality and diversity is a focus of at least

one faculty curriculum discussion annually; Intersectionality is integrated as a regular part of assessment.

IV. Service Learning Progress made in the following areas stated in our review: have offered newly revised courses, WS 120 and WS 175, as service learning courses.

V. 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; worked with Rape Counseling Services to establish protocols for the internship program; initiated internships with Rape Counseling Services.

VI. 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.

VII. 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...including a significant contribution to general Women’s Studies Assessment Report 2017/2018 Page 10 of 9 education, ...a robust assessment plan, and 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: in response to COVID, in-person faculty meetings were moved online; faculty continue to be well placed in campus faculty governance; continued active involvement in various community organizations; continued collegiality among faculty.

Rubric and Assignment Prompts

The following rubric was used to assess SLOs 1, 2, and 3:

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 2. Students will demonstrate an understanding of feminism(s) theories, histories and methods, including the history of women's organizations and movements.

(This may be demonstrated by defining key concepts in these fields; critically assessing key aspects of these ideas; and utilizing appropriate theories, methods, and historical examples in support of their own ideas.)

Please rank your sample for achievement of this SLO 2:

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

ASSIGNMENT: Capstone Learning Exam:

This exam was given to students in WS 153: Feminist Research Methodologies. 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.