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| **Women’s Studies Program**  **COLLEGE Of Social Science**  **Assessment Coordinators**  **Current: Dr. Loretta Kensinger**  **Fall 2015-Spring 2021** |
| **Student Outcomes Assessment Plan (Soap)** |
| 1. **Mission Statement** |
| *A. Historical Background*  The Women's Studies Program (WSP) at California State University-Fresno (CSUF) is one of more than 700 such programs nation-wide. The WSP at CSUF was approved in 1971, the major was approved in 1996, and students began matriculating in 1998. The Program currently offers a major (which many students take as a double major) and a minor. There are twelve (12) units of **core courses** (courses required of all majors, double majors, and minors): ***WS 143****: Feminist Theory* (Fall)*,* ***WS 153****: Feminist Research Methods* (Fall), ***WS 103****: History of Feminism* (Spring)*,* and***WS 175****: Seminar in Women's Studies* (Spring)*.* Majors complete twenty-four (24) additional credit hours, minors complete an additional eight (8) hours, both from the faculty approved list of elective courses. Electives are drawn from an approved list of courses drawn from both courses offered directly by the program, and those offered in other programs around the university. Electives offered in the major are frequently also offered as part of the university General Education curriculum at both the lower and upper division levels. Along with, and emerging from, the mission statement, Student Learning Outcomes were originally framed with an eye to two guiding programmatic principals. First, the program’s desire to provide advanced content knowledge to students and give them the ability to distinguish and appreciate multiple perspectives. Second, the program’s desire to improve the ability of students to think critically, particularly in the area of information literacy, communicate effectively and act on knowledge.  This is the second SOAP six-year plan implemented by the program. In the last round of assessment, the Program chose to emphasize assessment of student learning outcomes (SLOs) within the four (4) core courses (courses required for the major, minor, or double major). The program decided to focus on these courses because they are the only courses all WS students are required to complete. We will also assess a sample of our General Education (GE) courses, choosing courses at both the lower and upper division level.  In this round of assessment (2015-2021) the program will focus on a number of courses. The program will bring back a capstone survey for seniors as a means of assessing learning across the curriculum. As the focus in our last assessment were core courses in the field we will move assessment in this round to courses that are neither core nor GE to assess learning in upper division courses not yet assessed. One course from this curriculum will be assessed in the round. Analysis of a student assignment will be used for this assessment. We will also assess a sample of our General Education (GE) courses, choosing courses at both the lower and upper division level. Post tests will be the method for examining these courses. The SOAP will end with the requisite Alumni Survey.  *B. 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. |

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| 1. **Goals and Student Learning Outcomes** |

**Goal A. The program will provide advanced content knowledge to students and give them the ability to distinguish and appreciate multiple perspectives.**

* + 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.)

* + 1. 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.)

* + 1. 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.)

**Goal B. Key aims of the program are to improve the ability of students to think critically, particularly in the area of information literacy, communicate effectively and act on knowledge.**

* + 1. Students will demonstrate “information literacy”.

(This may be demonstrated by selecting and reading appropriate books and periodicals; identify significant primary sources; using Web resources appropriately by being able to identify the reliability and relevance of such sources. Students can also demonstrate information literacy through their ability to accurately respond to reading based questions, showing their ability to distinguish key facts and comprehend premises, key concepts, and main points of materials they have read.)

**5.** Students will demonstrate communication skills by accurately summarizing texts, approaches, concepts and theories taught in the classroom as well as by formulation of their own ideas within a variety of assignments.

(Students will demonstrate these skills first and foremost through writing, but verbal and creative skills are also valued by the program.)

**6.** Students will demonstrate an ability to act on knowledge.

(This may be demonstrated by event organizing, investigative analysis and/or utilizing information skills to conduct original research projects.)

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| 1. **Curriculum Map (Matrix of Courses linked to learning outcomes**   **Key: A=Advanced R=Reviewed I=Introduced** |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Courses: | Outcome 1  Gender and the Status of Women | Outcome 2  Feminism(s) theory, methods, history | Outcome 3  Intersectionality, anti-oppression, social justice | Outcome 4  Information literacy | Outcome 5  Communication Skills | Outcome 6  Act on Knowledge | | GE/ Electives | | | | | | | | WS 10 | I | I | I | I | I | I | | WS 12 | I | I | I | I | I | I | | WS 18 | I | I | I | I | I | I | | WS 120 | A | R | A | R | R | R | | WS 110 | A | R | R | R | R | R | | WS 135 | R | R | A | R | R | R | | Additional non-GE/non-core WS courses | | | | | | | | WS/PLSC 107 | A | A | R | I | A | R | | WS 125 | A | R | A | R | I | A | | WS/Crim 126 | A | R | R | A | R | A | | WS/Soc 132 | A | R | A | A | R | A | | WS 148 | R | A | A | I | R | A | | WS 160 | R | A | R | R | R | A | | Core (required for the Major, Minor, or Double Major) | | | | | | | | WS 103 | R | A | A | A | A | R | | WS 143 | R | A | A | A | A | R | | WS 153 | R | A | A | A | R | A | | WS 175 | R | A | A | R | A | A | |

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| 1. **Assessment Methods** |
| * 1. **Direct Measures (over the life of this SOAP our goal is to conduct each Direct measure twice)**      1. Capstone Learning Exam (CLE)   Faculty in the program will submit questions for the CLE to be administered in two of our upper division core courses most frequented by our graduating seniors, one in fall semester one in spring semester. The test will consist of three questions. The first question will concentrate on broad based topical knowledge of intersectional analysis regarding gender and sex, the second on more specified knowledge of feminism geared toward our capstone courses and the third question allows students to self-identify what they found important to their learning. Questions will be provided in a take home format, with the assignment either integrated into total course points or students provided extra-credit for completion of the work. Responses will be analyzed using a rubric developed by the faculty based on a model utilized previously. The rubric will evaluate answers in terms of SLO 1, 2, 3, 5.   * + 1. Analysis of Student Response to Essay Question   For one non-GE/non-core course faculty will develop and administer a specific essay question built to assess learning on SLO 1, 2, 3, and 6. Questions will be added to an existing exam or conducted during the regular class period, at the end of the semester. The specific course(s) to be assessed will be chosen based on curriculum offered in the year this method of analysis is used. Responses will be analyzed using a rubric developed by the faculty based on a model utilized previously.  3. Post Tests:  A post-test will be developed and administered by the program for circulation in a sample of GE courses (most likely twice each in WS 12 and 135). The post-test will contain 10-20 questions. Questions will be added to an existing exam or conducted during the regular class period, at the end of the semester. Questions will be developed to meet dual assessment purposes of GE and the program.  For GE, in WS 12 courses we will assess to GE SLO: 1. Recognize, analyze, evaluate and construct arguments in ordinary language and 3. Identify common fallacies of reasoning. For WS questions in WS 12 will be used to analyze SLO 1 and 4.  For WS 135, questions will focus on GE MI outcome “Identify systems of oppression, inequality or discrimination within and among groups, cultures, and subcultures or nations.” Questions will focus on WS SLO’s 1, 2, and 3 will be assessed in both rounds.   * 1. **Indirect Measures**   4. Alumni Survey  It was a requirement of the initial soap process that the program, during its SOAP cycle conduct an alumni survey at least once. The program found this a vital component of our assessment in our first SOAP years. We plan to continue this process in this SOAP round. We will utilize the same survey, with some modifications to accommodate changes  in our SOAP Learning SLO’s over time, concentrating on SLOs 1,2,3, 4, 5, and 6. |

**Benchmarks:**

-**For rubric based assessments:** **A.** For Non-GE/non-Core elective courses: 75% of respondents should receive a score of 2 or above on rubrics (with outcomes of: 0=unacceptable; 1=poor; 2=satisfactory; 3= good; 4=outstanding.) **B.** For Senior Capstone Exam: 75% of respondents should receive a score of 2 or above on each of the four outcomes listed above (with outcomes of: 0=unacceptable; 1=poor; 2=satisfactory; 3= good; 4=outstanding.). 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.

-**For Post-test based assessment:** in GE courses: At least 70% of respondents overall score should be 75% or above.

-**Indirect Measure/quantitative portion Alumni Survey**: At least 75% of respondents will score the program at the 3 or above level (the survey scale ranges from 1-5) on at least half of quantitative survey responses.

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| 1. **Student Learning Outcomes X Assessment Methods Matrix** |
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| 1. **Timeline for Implementation of Assessment Methods and Summary Evaluations** |
| **Year 2015-2016**  Soap Revision, Program review, complete earlier SOAP Alumi Survey  Method 3: Post Exam (GE) |
| **Year 2016-2017**  Method 2: Analysis of Student Essay (non-GE/non-Core)  Method 3: Post Exam (GE) |
| **Year 2017 to 2018**  Method 1: Capstone Learning Exam  Method 3: Post Exam (GE) |
| **Year 2018 to 2019**  Method 2: Analysis of Student Essay (non-GE/non-Core)  Method 3: Post Test (GE) |
| **Year 2019 to 2020**  Method 1: Capstone Learning Exam  Method 3: Post Test (GE |
| **Year 2020 to 2021**  Method 3: Post Test (GE)  Method 4: Alumni Survey  NEW SOAP Developed |

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| 1. **Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting** |
| The WSP’s objective is to identify both areas of strength and weakness in terms of meeting SLOs. Here, the goal is to find alternative strategies where needed and implement necessary curricular changes. The WSP follows a multi-step process in order to collect, analyze, discuss, and make use of assessment data resulting from Program assessment activities. First, the Assessment Coordinator, with the help of WS faculty, is responsible for designing and implementing assessment activities and collecting and analyzing assessment data according to the above timeline. At least one entire Program meeting (approximately 90 minutes) per semester will be dedicated to monitor assessment activities. This on-going assessment discussion related to curricular objectives among faculty members allows the WSP to be more responsive in closing the loop on a continual basis. Second, at least one hour of the Program’s full-day Faculty Retreat will be devoted to a discussion about assessment activities and outcomes, followed by a discussion of necessary curricular changes and how to implement the needed the changes. This portion of the Faculty Retreat will allow the Program to evaluate in more detail the trajectory and progress of the undergraduate program in WS. The Retreat will also allow the WSP to engage in a deeper conversation about Program goals, pedagogy, and curricular strategies. Third, the Program Coordinator/Chair, with the aid of the Assessment Coordinator, will report on yearly assessment activities as part of the year-end Annual Report. The goal is to maintain an ongoing discussion about assessment with the WSP, enhancing the Program’s ability to close the loop based on empirical assessment data. Fourth, and finally, the external Program Review, conducted every five years, serves as the most comprehensive Program assessment activity. The most recent review process in 2009 indicated that the WSP is performing comparable to other Women’s Studies and Gender Programs of similar size across the country. Here, the Program serves to maintain our current curriculum while discussing and taking advantages of new curricular approaches.  The multi-step process described above is intricately linked to creating an academic environment that fosters successful student learning. As each assessment activity is completed, the Assessment Coordinator and faculty will evaluate the results to assess areas of strengths and weaknesses in SLOs. The WSP will document strengths so that we may continue to maintain and augment our related curriculum and pedagogical techniques. The weaknesses, if any, will be recorded and analyzed with an eye for improvement. Here, the WSP is committed to addressing weaknesses in the context of student learning by re-examining course materials and assignments. The Program’s goal is to re-design these areas when necessary in order to address deficiencies in student learning. As each assessment activity reaches its second round, the evaluation data generated by the second set of assessments will inform faculty whether the curricular and/or pedagogical revisions improved SLOs. All four (4) core courses will be assessed twice within the 6-year plan as outlined in the timeline above. The Program’s plan to addressing closing the loop is both systematic and continual. In other words, the plan outlined here offers an expansive opportunity to collect data on areas of student learning strengths and weaknesses; respond to the strengths and weaknesses; and observe both positive and negative results of revision efforts. Clearly, faculty will develop the ability to design and implement course revisions when needed based on the first round of an assessment activity, and then faculty will be able re-visit the success or failure of the implemented revisions after the second round of the assessment activity is completed. The Program’s motivation to returning to courses for assessment indicates our commitment to closing the loop, helping to improve our curriculum and student learning outcomes. Once actual data are obtained and analysis done, this section of “Closing the Loop” will be updated with action plans to address the actual activities the Program faculty will take to improve learning. |