

ANNUAL ASSESSMENT REPORTS FOR GWS DEPARTMENT

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Annual Assessment Report to the College 2009-2010

College: Humanities

Department: Gender and Women's Studies

Program: _____

Note: Please submit report to your department chair or program coordinator and to the Associate Dean of your College by September 30, 2010. You may submit a separate report for each program which conducted assessment activities.

Liaison: Florence Kyomugisha

Overview of Annual Assessment Project(s)

1a. Assessment Process Overview: Provide a brief overview of the intended plan to assess the program this year. Is assessment under the oversight of one person or a committee?

Gender and Women's Studies Assessment for 2009-10 was a collaborative effort coordinated by Florence Kyomugisha, the assessment liaison. Full time faculty jointly made the decision to assess one SLO in three courses. The three courses assessed were taught by the liaison and another full time faculty, and the two worked closely in implementing the assessments, which included administering assignments, grading and scoring papers and oral presentations as well as tallying results. The liaison person was responsible for compiling results of the assessments.

All full-time faculty were involved in the discussions and decisions to select texts and other teaching resources for GWS courses in an effort to coordinate and streamline the what students will be learning at different levels throughout the course of the program.

1b. Implementation and Modifications: Did the actual assessment process deviate from what was intended? If so, please describe any modification to your assessment process and why it occurred.

All four Student Learning Outcomes have been assessed during the past four years. At the beginning of Fall 2009 a decision was made to do embedded assessments of SLO 4 in three courses GWS 300, GWS 302 and GWS 400. The assessment progressed and was completed as planned.

2. Student Learning Outcome Assessment Project: Answer questions according to the individual SLO assessed this year. If you assessed an additional SLO, report in the next chart below.

2a. Which Student Learning Outcome was measured this year?

SLO 4 : Students will develop a sense of agency grounded in the development of their skills in oral and written communication, critical thinking, media literacy, information competence and leadership training.

2b. What assessment instrument(s) were used to measure this SLO?

1. A diagnostic quiz assessing students' current knowledge and skills and level of development in information competence.
2. Term papers graded and scored on a critical thinking rubric and an information competence and writing skills rubric.
3. Oral class presentations graded and scored on a rubric to assess critical thinking and oral communication skills.

2c. Describe the participants sampled to assess this SLO: discuss sample/participant and population size for this SLO. For example, what type of students, which courses, how decisions were made to include certain participants.

Three student samples were used in the assessment of SLO 4:

GWS 300 Sample. Seventy one students who were taking Women as Agents of Change (GWS 300), an upper GE course. For the majority (80%) of the students in this sample this was their first Gender and Women's Studies class. Only 11 percent of this sample was GWS majors or minors. In GWS 300 we implement the information competency, that is, it is the first time students receive instruction on how to utilize library and web resources to retrieve information and critically evaluate it to write a term paper (information competency). Students also receive instruction in how to make oral class presentations on selected topics.

GWS 302 Sample. Twenty four GWS majors or minors who were enrolled in Feminist Methods (GWS 302). At the time of the assessment all the students had taken GWS 200 and GWS 300. In this class students are required to "to develop: a bibliography; a review of relevant literature; a discussion of the importance, relevance, and contribution of this research to feminist scholarship ... present the completed research design orally in class ... and submit a final written research design (12 pages)."

GWS 400 Sample. Eighteen GWS seniors who were enrolled in GWS Senior Seminar. Students in GWS 400 were required to produce a well-written and well-researched paper, which involved utilizing library and web resources to develop a literature review, collect data, analyze the data, and report the findings. Students also presented their final papers at a conference.

2d. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (comparing freshmen with seniors)? If so, describe the assessment points used.

The purpose was to determine students' level of knowledge and skills in SLO 4 that were acquired at different levels of the program.

GWS 300 Sample. In Fall 2009 two GWS 300 classes were selected for the assessment of SLO 4. The first data was collected with a diagnostic quiz that was done at the beginning of the semester. The quiz assessed current students' level of knowledge and skills related to information competency, media literacy and writing skills. More assessment data was collected at the time when students' oral presentations were graded on a rubric, and at end of the semester when their term papers were also graded on a rubric.

GWS 302 Sample. Data was collected when student's made their oral presentations of their research design that was graded and scored on a rubric, and more data was collected at the end of the semester when their term papers were also graded and scored on a rubric.

GWS 400 Sample. At the end of the semester students were assessed using a rubric in an oral presentation of their final papers in a conference setting as well as through their final research papers that were developed over the course of the semester.

2e. Assessment Results & Analysis of this SLO: Provide a summary of how the data were analyzed and highlight important findings from the data collected.

GWS 300 sample. The quality of term papers and oral presentations of 66 percent of students showed that students had acquired considerable knowledge and skills when compared to what the diagnostic quiz had suggested. For instance 50 percent of the students provided informed and well developed arguments to support their claims; articulate critical analyses through acknowledging counter arguments and controversial claims both in written and oral communication. In addition, term papers of 66 percent the students had minimal grammatical or spelling errors, used proper sources and provided proper citations for sources.

GWS 302 sample. When compared to the assessment data of GWS 300, GWS 302 term papers and oral presentation of the research design showed that GWS 302 students were at a higher level in knowledge and skills in critical thinking, information competence, and written and oral communication. Findings showed that the oral presentation and written research design of 60 percent of the students, provided well developed statement or premise about their research, provided well developed arguments and counter arguments to central claims of their topic of research. Compared to GWS 300 students, GWS 302 students demonstrated ease and organization during the oral presentation. The written research design of 60 percent of the students were clear, organized, properly formatted, could not be misinterpreted, and provided an appropriate bibliography and proper citations.

GWS 400 Sample. Findings showed that the final research paper of 44 percent of the students demonstrated a sophisticated writing style, excellent statement or premise about their research, strong and well developed arguments and counter arguments to central claims of their topic of research. Seventy seven percent of all students' papers were at least clear, organized, properly formatted, without irrelevant content, could not be misinterpreted, and provided a strong bibliography and proper citations. Seventy two percent of GWS 400 oral presentations demonstrated an advanced level of ease, confidence, organization and clarity.

2f. Use of Assessment Results of this SLO: Think about all the different ways the results were or will be used. For example, to recommend changes to course content/topics covered, course sequence, addition/deletion of courses in program, student support services, revisions to program SLO's, assessment instruments, academic programmatic changes, assessment plan changes, etc. Please provide a clear and detailed description of how the assessment results were or will be used.

The GWS 300 sample comprised of students at different levels of education (seniors, juniors, sophomore and freshmen) and of this group only eight students were GWS majors and minors. As a result, despite that a diagnostic quiz was done we are not able to clearly determine (1) that the knowledge and skills demonstrated at the end of the semester was attributable to GWS courses only; and (2) whether there is an association between GWS 300 and GWS 302 student learning outcomes. For instance, we cannot fully determine if the skills acquired in GWS 300 have impact on the skills demonstrated in GWS 302.

Due to this limitation in our methodology we have decided that starting Fall 2010, SLOs will be assessed longitudinally. We will make an effort to select our sample by identifying GWS majors and minors early in the program and then these same students will be assessed at different points throughout the course of the GWS program.

Assessment results show that GWS 400 students who had taken GWS 302 before they enrolled in GWS 400 demonstrated higher levels of knowledge and skills than the students who were taking GWS 302 and GWS 400 concurrently. The few students who did not take GWS 302 at all had the weakest product in the class.

These findings inform the importance of emphasizing to students that they need to take GWS classes in a sequence that will enhance their learning. In this case, students need to complete GWS 302 before they enroll in GWS 400. Additionally, GWS has taken steps to remedy this situation for GWS minors by removing GWS 400 as a requirement.

3. How do your assessment activities connect with your program's strategic plan?

The assessment data we have gathered over the years has strengthened our curriculum and has led to a much more streamlined major and a more flexible minor.

4. Overall, if this year's program assessment evidence indicates that new resources are needed in order to improve and support student learning, please discuss here.

No.

5. Other information, assessment or reflective activities not captured above.

None.

6. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.

No.

Annual Assessment Report to the College 2010-2011

College: Humanities

Department: Gender and Women's Studies

Program: _____

Note: Please submit report to your department chair or program coordinator and to the Associate Dean of your College by September 30, 2011. You may submit a separate report for each program which conducted assessment activities.

Liaison: Florence Kyomugisha

Overview of Annual Assessment Project(s)

1a. Assessment Process Overview: Provide a brief overview of the intended plan to assess the program this year. Is assessment under the oversight of one person or a committee?

Gender and Women's Studies Assessment for 2010-11 was a collaborative effort coordinated by Florence Kyomugisha, the assessment liaison. Full time faculty jointly made the decision to assess one SLO in two courses, a total of four classes taught by the assessment liaison. The implementation of the assessment involved developing assignments and a rubric that was used across the two courses. The liaison graded the assignments, scored them, tallied and compiled the results of the assessments.

Full -time faculty and part- time revised their syllabi to incorporate the texts and other teaching resources that were agreed on in the previous year in an effort to streamline what students will be learning at different levels throughout the course of the GWS program. Some members of the GWS faculty developed new rubrics that will enhance the quality of the assessment of GWS SLOs. Full time faculty collaborated on developing the GWS Program Assessment Plan 2011 -2016.

1b. Implementation and Modifications: Did the actual assessment process deviate from what was intended? If so, please describe any modification to your assessment process and why it occurred.

All four Student Learning Outcomes have been assessed during the past five years. At the beginning of Fall 2010 a decision was made to do

embedded assessments of SLO 1 in three classes of GWS 110; and in GWS 305. The assessment of SLO 1 progressed as planned and was completed.

Due to inadequate resources GWS was not able to implement a longitudinal assessment (identifying GWS majors and minors early in the program and assess these same students at different points throughout the course of their GWS program), which we had planned to start in 2010/2011

2. Student Learning Outcome Assessment Project: Answer questions according to the individual SLO assessed this year. If you assessed an additional SLO, report in the next chart below.

Za. Which Student Learning Outcome was measured this year?

SLO 1: Students investigate the gender dimension of social, economic, cultural, historical, and political processes on women and men in U.S. and global contexts.

Zb. What assessment instrument(s) were used to measure this SLO?

1. An exam (based on what was taught during the semester) that assessed knowledge of gender dimension of social, economic, cultural, historical, and political processes on women and men in U.S. and globally.
2. A written report of a meeting and interview with a low income working mother or someone who was unemployed. The report was graded and scored on rubric for understanding gender dimension of social, economic, cultural, and political processes in the US.
3. A written report of 40 hours of service learning in the community. The report was graded and scored on rubric for demonstrating understanding gender dimension of social, economic, cultural, and political processes in the US.

Zc. Describe the participants sampled to assess this SLO: discuss sample/participant and population size for this SLO. For example, what type of students, which courses, how decisions were made to include certain participants.

Two student samples were used in the assessment of SLO 1:

GWS 110 Sample. One hundred and eight (108) students who were enrolled in Women, Work and Family (GWS 110), a GE course. With the exception of three (3) students, this was the first Gender and Women's Studies class for the rest of the sample. Only one (1) student in the sample was a GWS major. In GWS 110 students are introduced to information about gender dimension of social, economic, cultural, historical, and political processes on women and men in U.S. and global contexts. The course examines the nature of women's public (work) and private

(family/household) life in the United States over time and space; and the role of the nation/state in the arrangement and well being of the family.

GWS 305 Sample. Eighteen (18) GWS majors or minors who were enrolled in Community Service (GWS 305). At the time of the assessment all the students had taken many of the GWS required courses including GWS 110. In this class students are required to do 40 hours of service learning where they are exposed to the social, economic, and, political problems women and families face in the local community and to the ways community organizations work to solve these problems.

2d. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (comparing freshmen with seniors)? If so, describe the assessment points used.

The purpose was to determine students' level of knowledge and demonstration of their understanding of the gender dimension of social, economic, cultural, historical, and political processes on women and men in U.S. and globally at different levels of the program.

GWS 110 Sample. In Spring 2011 three GWS 110 classes were selected for the assessment of SLO 1. The first data was collected with a written report of a meeting and interview with a low income working mother or someone who was unemployed. The report was graded and scored on rubric for understanding gender dimension of social, economic, cultural, and political processes in the US. The second data was collected at the end of the semester with an exam (based on what was taught during the semester) that assessed knowledge of gender dimension of social, economic, cultural, historical, and political processes on women and men in U.S. and globally.

GWS 305 Sample. At the end of the semester students were assessed using a rubric to grade and score their final community service report.

2e. Assessment Results & Analysis of this SLO: Provide a summary of how the data were analyzed and highlight important findings from the data collected.

GWS 110 sample. The quality of written report showed that students had acquired considerable understanding of the gender dimension of social, economic, cultural, and political processes in the US. Sixty five percent of the students got at least a B grade on the report. In addition, the exam at the end of the semester demonstrated that the student acquired adequate knowledge as stated in SLO 1. Sixty three percent of the students at got at least a B grade on the exam.

GWS 305 sample. Comparing the assessment data of the written report in GWS 110, and the written report in GWS 305, as expected showed that GWS 305 students were more advanced in their demonstration of their understanding of the gender dimension of social, economic, cultural, and political processes in the US. They were able to express a more complex and nuanced understanding of these issues, particularly from the perspective of the community organization with which they had worked closely. Ninety four percent of the GWS 305 sample got at

least a B grade on the report.

2f. Use of Assessment Results of this SLO: Think about all the different ways the results were or will be used. For example, to recommend changes to course content/topics covered, course sequence, addition/deletion of courses in program, student support services, revisions to program SLO's, assessment instruments, academic programmatic changes, assessment plan changes, etc. Please provide a clear and detailed description of how the assessment results were or will be used.

The GWS 110 sample comprised mainly of students who were not GWS majors or minors and who were taking a GWS class for the first time. Thus, the knowledge demonstrated at the end of the semester can be attributed to what was taught in GWS 110 during the semester.

Assessment results show that GWS 305 students who had taken lower GWS classes including GWS 110, demonstrated a much higher levels of understanding of gender dimension of social, economic, cultural, and political processes in the US and globally.

These findings inform the importance of emphasizing to students that they need to take GWS classes in a sequence that will enhance their learning. In this case, students need to complete several GWS classes (GWS 100, GWS 110, GWS 300, GWS 301) before they enroll in GWS 305.

3. How do your assessment activities connect with your program's strategic plan?

The assessment data we have gathered over the years has strengthened our curriculum and has led to a much more streamlined major and a more flexible minor. During the last few years GWS developed and established new courses to improve the option for classes for our students. A new SLO 5 was developed after the revision of the existing SLOs. Full-time faculty acknowledge the need for collaboration in the implementation of the five-year GWS Assessment Plan 2011-2016. This will involve reviewing and revising SLOs; detailing components of SLOs; developing measures and rubrics; assessing SLOs; and providing mentoring for students.

4. Overall, if this year's program assessment evidence indicates that new resources are needed in order to improve and support student learning, please discuss here.

No.

Annual Assessment Report to the College 2011-12

College: HUMANITIES

Department: GENDER & WOMEN'S STUDIES

Program: B.S.

Note: Please submit report to your department chair or program coordinator, the assessment office and to the Associate Dean of your College by September 28, 2012. You may submit a separate report for each program which conducted assessment activities.

Liaison: BRENLY MENDOZA

1. Overview of Annual Assessment Project(s) (optional)

1a. Assessment Process Overview: Provide a brief overview of the assessment plan and process this year.

The Department of GWS made a cross-sectional study of our gateway and capstone courses GWS 100 and GWS 400, and an embedded assessment of students from GWS 400. We had a Faculty Retreat to review the GWS301 Feminist Theory course and assessed its alignment with our SLO's. A report on the experience of teaching feminist theory and the capstones course was written and presented in an international conference on Teaching Feminist Theory (IPSA, Madrid, Spain).

2. Student Learning Outcome Assessment Project: Answer questions according to the individual SLO assessed this year. If you assessed an additional SLO, report in the next chart below.

2a. Which Student Learning Outcome was measured this year?

We assessed all four SLOs.

1. Students investigate the gender dimension of social, economic, cultural, historical and political processes on women and men in U.S. and global contexts.

2. Students will have a level of proficiency in the discipline of Gender and Women's Studies, including knowledge of women's movements, feminist theories, feminist research methods and women's contributions to the production of different knowledges.

3. Students will demonstrate the ability to critically analyze matrices of power like gender, race, class and sexuality in ways that lay the groundwork for constructive social change.

4. Students will develop a sense of agency grounded in the development of their skills in oral and written communication, critical thinking, media literacy, information competence and leadership.

2b. Does this learning outcome align with one of the following University Fundamental Learning Competencies? (check any which apply)

Critical Thinking _____ X _____

Oral Communication _____ X _____

Written Communication _____ X _____

Quantitative Literacy _____

Information Literacy _____ X _____

Other (which?) _____

2c. What direct and indirect instrument(s) were used to measure this SLO?

For the Gateway-Capstone we designed a survey that was distributed to all four sections of GWS 100 and GWS 400 at the beginning of the Spring semester 2012.

The embedded assessment of GWS 400 consisted of students writing their research papers in stages, receiving feedback, revising, and presenting a final version at a conference that students organized themselves. Papers were scored using a Critical Thinking rubric that assesses all four SLOs.

GWS 301 syllabi and selected students papers were discussed in a Faculty retreat.

2d. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (comparing freshmen with seniors)? If so, describe the assessment points used.

1. We did a cross-sectional study comparing GWS 100 and GWS 400. 174 students took the questionnaire, 159 from GWS 100 and 15 from GWS 400. The objective was to learn how much students were managing the central concepts of the discipline by the time they took GWS 400. The questionnaire was thought as an additional instrument to assess student learning in GWS 400. The same questionnaire was applied to both courses. All sections of the courses were included. The questionnaire consisted of close and open-ended questions that asked specific questions related to the discipline of Gender & Women's Studies. For instance, if they could distinguish between gender and sex, define intersectionality, were familiar with the concept of transnational feminism, third world feminism, postcolonial feminism and more. We hired a student to process the data and later analyzed the data with the Chair of the Department.
2. GWS 400. Students wrote a 20-page research paper. They wrote the paper in stages. At each stage, students received feedback from the instructor, revised and rewrote the paper. Once the first draft was completed draft, students rehearsed their presentation in class, and were

evaluated by their peers. Later students present their work in a public conference at CUN. A critical thinking rubric that assesses all four SLOs was used to score the students' papers.

3. GWS 301. The department organized a Faculty Retreat to assess the Feminist Theories course. Syllabi as well as selected papers were analyzed and compared. Faculty reported their observations of the application of feminist theories and methods in all their courses. We assessed the course by seeing how it aligned with the curriculum SLOs and the general advancement of the discipline.

2e. Assessment Results & Analysis of this SLO: Provide a summary of how the evidence was analyzed and highlight important findings from collected evidence.

We hired a student to process the data. The answers of each course were grouped separately to facilitate a comparison between the knowledge base at the level of GWS 100 and GWS 400. Percentages, tables, and charts were constructed to visualize the differences. A brief comparison shows that students are exposed very early on to such core concepts as intersectionality. 53% of GWS 100 students were familiar with the concept, by the time they reached senior status or took GWS 400 the knowledge of intersectional was total with 100% of students responding accurately to the question. This was not the case with other concepts that are usually introduced in later courses, i.e. knowledge about the four most important branches of feminism where less than 7.5% GWS 100 students attempted to answer the question or 92.5% did not even attempt to do so. An interesting finding, was that students at both levels showed an insufficient knowledge of Chicana, third world, or postcolonial feminism. Students at the GWS 400 level were more familiar with these strands of feminist thought, in average at least 50% of them, in comparison to GWS 100 students that showed very low levels of familiarity with these strands of feminisms with 43% 24%, 7% respectively. While students are exposed to these forms of feminist thoughts in later courses such as GWS 301 Feminist Theories, the assessment of our capstone course using the critical thinking rubric showed that even GWS 400 students were having trouble understanding these currents of feminist thought.

2f. Use of Assessment Results of this SLO: Were assessment results from previous years or from this year used to make program changes in this reporting year?

Type of change:
 changes to course content/topics covered _____X_____
 course sequence _____
 addition/deletion of courses in program _____
 describe other academic programmatic changes. *Students will have assignments in GWS 305 that already asks students to apply feminist methods. Students will write literature reviews in GWS 301, and can begin writing parts of their papers in previous courses. Syllabi and course objectives of GWS 301 were revised, new books were ordered, and a new faculty member is teaching the course.*
 student support services _____
 revisions to program SLOs _____
 assessment instruments _____
 describe other assessment plan changes _____

Have any previous changes led to documented improvements in student learning? (describe)
 Yes, we use to teach Feminist Theories and Methods in one course. Students did not come well prepared to write a longer research paper. We separated the two courses and students are doing much better. The introduction of a conference has improved students' research, writing, presentation, and research skills.

Some programs assess multiple SLOs each year. If your program assessed an additional SLO, report the process for that individual SLO below. If you need additional SLO charts, please cut & paste the empty chart as many times as needed. If you did NOT assess another SLO, skip this section.

3. How do your assessment activities connect with your program's strategic plan and/or 5-yr assessment plan?

The assessment activities followed the assessment goals for 2011-2012. However, it changed the methodology a bit by deciding to do a gateway/capstone comparison.

4. Other information, assessment or reflective activities or processes not captured above.

Faculty retreats are very useful to assess courses and student learning.

5. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.

No. The Assessment Liaison did write a brief analysis of teaching feminist theory and capstone courses at CSUN in the context of the 2012 International Political Science Association. Information was exchanged with faculty from Europe, Argentina, New Zealand and Australia.

2012-2013 Annual Program Assessment Report

Please submit report to your department chair or program coordinator, the Associate Dean of your College and the assessment office by Monday, September 30, 2013. You may submit a separate report for each program which conducted assessment activities.

College: Humanities

Department: Gender & Women's Studies

Program:

Assessment liaison: Breny Mendoza

1. Overview of Annual Assessment Project(s). Provide a brief overview of this year's assessment plan and process.

Assessment was based on a content analysis of twenty-six syllabi designed by both Part-Time (PT) and Full-Time (FT) faculty of the Department of Gender & Women's Studies during the academic year of 2012-2013. The purpose of this brief analysis was to describe and identify the ways in which the content of the syllabi incorporate a global or transnational, postcolonial, decolonial, queer, and transfeminist perspective of gender and feminism. All core courses and electives were analyzed, including online courses.

GWS 100 Introduction to Gender & Women's Studies (4)

GWS 110 Women, Work, and the Family (2)

GWS 300 Women as Agents of Change (3)

GWS 301 Feminist Theories (2)

GWS 302 Feminist Methods (1)

GWS 305 Women's Studies Community Service (3)

GWS 340 Women, Gender, and Global Development (2)

GWS 350 Gender, Race, Class, and Sexuality (4)

GWS 370 Women and Violence (1)

GWS 380 Sexual and Reproductive Health (1)

GWS 410 Sex, Lies, & Media (1)

GWS 420 Women and Gender in Islamic Societies (1)

GWS 430 Global Sexualities (1)

Syllabi were understood as reflections of faculty's conceptual understanding of the field of study. The intention was not to identify flaws or deficiencies or compare syllabi with one another. It was simply part of a needed periodic review of syllabi to update our curriculum and program development, to improve our course offerings, to maintain the cutting edge character of Gender & Women's Studies and our commitment to helping students' become responsible global citizens and agents of social change.

The content of the 26 syllabi was charted and diagramed using the following categories: Full Time /Part Time faculty teaching the course, General Objectives, Approach, Key Words, Assignments, Tools

A list of preliminary findings is included in the report.

2. **Assessment Buy-In.** Describe how your chair and faculty were involved in assessment related activities. Did department meetings include discussion of student learning assessment in a manner that included the department faculty as a whole?

Assessment plans and progress are discussed in faculty meetings. Faculty provided the syllabi and necessary additional information.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year?

Assessment this year paid more attention to our mission statement and to SLO 1 to the extent it is the SLO that mentions a focus on the global. However, all SLOs were important in the analysis because Student Learning Goals are considered part of the syllabi analysis because they were designed to reflect the Department's understanding of the discipline of Gender & Women's Studies at a certain period in time.

SLO 1. Students investigate the gender dimension of social, economic, cultural, historical and political processes on women and men in U.S. and global contexts.

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

- Critical Thinking

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

Yes, it does, but it also stresses the global and not only US-based diversity. The purpose of the syllabi analysis was to describe and identify the ways in which the syllabi incorporated a global or transnational, postcolonial, decolonial, queer, and transfeminist perspective of gender and feminism. This kind of analysis allowed us to see how our courses address not only the most important recent developments in the field, but also how we incorporate into our courses the most important problems of our time. It aimed to chart how topics related to US foreign policy, the War on Terror, US militarism, US exceptionalism, global capitalism and neoliberalism, the emergence of the surveillance state, the coloniality of power and the central harms faced by native peoples, women, transgender persons, the LGBTQ communities, people of color, people with disabilities, immigrants in the US and the people of the Global South are integral of our teaching.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

Indirect assessment through syllabi analysis.

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

Syllabi from the academic year 2012-2013 were selected for the analysis. Syllabi were charted using the following criteria: Full Time /Part Time faculty teaching the course, General Objectives, Approach, Key Words, Assignments, Tools (texts and films, speakers etc.)

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

Preliminary Findings

- Theoretical frameworks of US women of color feminism, Race Critical Theory, and White Studies are predominant in our course syllabi.
- Both PT and FT faculty seldom include or apply the theoretical frameworks of Postcolonial and Decolonial feminism, and Native Studies in their syllabi
- Socialist and Marxist feminist theoretical frameworks are with a few exceptions, rarely used.
- Liberal feminist approaches are frequently used in the conceptualization of many of our courses, in particular those taught by part-time faculty syllabi—but not only.
- Our courses are US-centered. Most courses do not address global issues adequately. The “global” is usually addressed at the end of the semester and disconnected from previous topics. Sometimes the “global” is mentioned in the course description, but can’t be found in the course outline. This situation is more pronounced in courses taught by part-time faculty.
- The global is usually understood as the third world. The tendency to present third world women as victims is noticeable. Third World women come often in relationship to trafficking, reproductive rights or foreign occupation. Interestingly, femicide is not often talked about.
- The “global” is addressed most adequately in courses that have a global focus like GWS 340, GWS 430, GWS 420.
- Queer theory is incorporated in some courses. Nevertheless, many courses still have a strong heteronormative approach. We have only one course where queer theory is central.
- Transfeminist approaches have gained currency in the discipline of Gender & Women’s Studies, but most of our courses have not integrated them in our syllabi. The result is that gender binarism is still prevalent in our courses.
- Disability studies have made important contributions to our field, but the vast majority of our courses have not incorporated them.
- Only a few courses address the War on Terror. Topics related to US foreign policy, neoliberalism, US militarism, imperialism, colonialism, the national security and surveillance state are addressed in very few courses.

- The topic of religion is mostly addressed in relation to the Middle East and the Global South.
- Latin America and Africa are hardly addressed in our syllabi.
- Service-learning courses have a strong nonprofit approach;
- GWS 340 has a strong developmentalist approach
- Ms. Online has been incorporated in some courses.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

The syllabi analysis came as a result of our Gateway-Capstone analysis in the Spring 2012 where we discovered that global issues and to some degree race issues were still ignored or resisted by our students. As a result of the preliminary findings of the analysis of 26 syllabi the Department of GWS will hold a retreat on October 18th 2013 to rewrite our mission statement and our SLOs. As a department we decided to carry out a Professional Development Series in the form of a monthly lunch to share knowledge on various topics (like postcolonial theory, decolonization, transgender studies). It is expected that both FT and PT faculty will revise and adjust their syllabi to respond the new findings.

4. Assessment of Previous Changes: Present documentation that demonstrates how the previous changes in the program resulted in improved student learning.

Faculty have been making efforts to integrate and emphasize global content in their syllabi. New courses have been added that have a global focus such as GWS 420 Women and Gender in Islamic Societies and GWS 430 Global Sexualities. We hire two faculty, one specialized in South Asia and another in Native Studies.

Please see attachments.

5. Changes to SLOs? Please attach an updated course alignment matrix if any changes were made. (Refer to the Curriculum Alignment Matrix Template, http://www.csun.edu/assessment/forms_guides.html.)

N/A this year

6. Assessment Plan: Evaluate the effectiveness of your 5 year assessment plan. How well did it inform and guide your assessment work this academic year? What process is used to develop/update the 5 year assessment plan? Please attach an updated 5 year assessment plan for 2013-2018. (Refer to Five Year Planning Template, plan B or C, http://www.csun.edu/assessment/forms_guides.html.)

As stated before, our Assessment process is focused on the analysis of how globalized and diversified our curriculum and student learning is. Our five year plan was not designed initially for this purpose, but we are satisfied with our changes because they respond more the most pressing needs of our department today.

7. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.
No.

8. Other information, assessment or reflective activities or processes not captured above.

2013-2014 Annual Program Assessment Report

Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to james.solomon@csun.edu, director of assessment and program review, by Tuesday, September 30, 2014. You may submit a separate report for each program which conducted assessment activities.

College: Humanities

Department: Gender & Women's Studies

Program: Major and minor

Assessment liaison: Breny Mendoza

1. Overview of Annual Assessment Project(s). Provide a brief overview of this year's assessment plan and process.

As a result of previous assessment stages (2013) in which we did a deep evaluation of our curriculum, (26) syllabi and an assessment of our gateway and capstone courses, we decided as a department to reassess our mission statement, our SLO's as well as our teaching goals as faculty. After several discussions in faculty meetings we agreed on a new mission statement, a new description of our program, we created a narrative of our teaching goals and SLOs. We also revised the content of the SLO's making the learning goals more explicit and added a new fifth SLO. Finally, we created a new curriculum alignment matrix using the new SLOs.

2. Assessment Buy-In. Describe how your chair and faculty were involved in assessment related activities. Did department meetings include discussion of student learning assessment in a manner that included the department faculty as a whole? Assessment is discussed always in faculty meetings. The liaison is in charge of writing discussion documents that are later discussed in the meetings.

3. Student Learning Outcome Assessment Project. Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

As stated above, SLOs were not measured this year, instead they were reexamined in the context of a larger assessment of the Department's goals. This is the result of this year's assessment process:

New Mission Statement

We see our department as a force for change in California, in the nation as a whole, and in the world, change which strives to achieve social justice, deepen democracy, and create world peace.

We do this by offering students an outstanding undergraduate education in Gender & Women's Studies. Courses in Gender & Women's Studies are taught by faculty from numerous disciplines and different parts of the world. Our international and diverse faculty members provide excellent teaching, engaged mentoring, cutting-edge research and scholarship, and provide valuable community service locally and globally.

We seek to develop a new generation of compassionate, critical, and professionally skilled thinkers who, with us, will work wherever they are to recognize, understand, interrogate, and put an end to the persisting injustices and inequalities based on gender, race, class, sexuality, nation, geography, ability, ethnicity, and religion that plague societies. We expect our GWS students to stretch their social imagination to become agents of social change.

We believe that through the nurturing of the mind, the elevation of historical and moral consciousness as well as opportunities to put into practice social justice skills we can make a better world for all women and men.

Addition of Background of the Program

Despite the advancement of women's rights since the 1960s, women continue to face discrimination and disparities in employment, education, political representation, and cultural value relative to men. The GWS was established as a program in 1979 by a handful of faculty and became a Department in 1993. It was founded as a program devoted to the study of gender in the US and has grown into a flexible interdisciplinary academic program focused on the intersection of gender, race, class, and sexuality and other vectors of power such as religion as well as on transnational issues. Recently the program has begun to specialize on coloniality. The Department of GWS offers an undergraduate minor and

major. The Department's faculty is comprised of eight core faculty and seven lecturers. Faculty explore a wide variety of topics and issues such as African-American women in popular culture and Black feminism, masculinity, health issues in Uganda, incarcerated women and Chicana feminist activism, the film industry and call centers in India, silence as a tool of power, global sexualities, coloniality, transnational feminisms, and Latin American feminisms, settler colonialism, violence against Native women and indigenity, gender, Pakistani Muslim communities and the war on terror, gender, globalization and religion, and feminism and Islamism in Iran. We have a growing national reputation in the Gender & Women's Studies community.

Addition of Faculty Teaching Goals

The Department of Gender and Women's Studies at CSUN teaches students to view the world with a critical analytical approach grounded in a social justice framework. We structure our courses in ways that help students develop critical thinking skills that prepare them to graduate studies and the workplace. Students are provided with opportunities to learn critical analysis, logical reasoning, abstract thinking, argumentation, critical self-awareness as well as empathetic understanding. Students are also taught essential skills for doing research. We raise student's awareness about historical and contemporary social problems relating to Gender and Women's Studies and teach them to evaluate the different possible solutions to these problems. We focus on issues of gender, race, class, migration status, and citizenship, disenfranchisement, incarceration, deportation; reproductive rights and conservatism, sexual politics and queer theories, racialization of gender and sexuality, masculinity, gender violence, militarization and imperialism, religious fundamentalisms and the war on terror, health disparities, histories of colonialism, settler colonialism and indigenity, and nation-state formations.

Our courses are designed to unleash empathy through service learning and/or theoretical engagement. Our courses draw from a variety of fields of study and integrate new teaching technologies based on the Internet. All our courses teach written and verbal communication that culminate in the Capstone course which includes a self-organized undergraduate student conference showcasing students' acquired research and practical skills.

Addition of Narrative of Gender and Women's Studies Specific Student Learning Goals

Students that acquire a major and a minor in Gender & Women's Studies at CSUN acquire undergraduate level knowledge about the field; become proficient in the analysis of gender constructions and gender relations in societies and the intersectionality of gender, race, class, sexuality, nationality, religion, geography, and age; become aware of the diverse manifestations of feminism; are exposed to the wealth of feminist theories and acquire basic skills of feminist research. Students also gain an historical, transnational, and transfeminist perspective pertaining gender and feminist issues that allows them to situate the identities, theories, and politics that inform them. Learning historicization and contextualization creates the basis for a deeper understanding of gender, intersectionality and transnationalism that are determined by gender binaries, settler colonialism, indigeneity, the coloniality of power, imperialism, and migration policies. Gender and Women's Studies students learn to bring a variety of feminist texts and ideas that develop their social and global imagination; they work collectively to learn democratic skills such as dialogue, deep and empathetic listening between genders of different social backgrounds; engage in a variety of feminist practices that link theory and practice through service learning and community organizing through the Women's Resource and Research Center and acquire technological skills in education.

New SLOS

1. Students will obtain a level of proficiency in the discipline of Gender and Women's Studies, including knowledge of feminist movements, intersectionality, transgenderism, imperialism and coloniality, transnational feminisms, feminist theories, and feminist research methods.
2. Students recognize the gender dimension of social, economic, cultural, historical, political, national and global inequalities. Become familiar with a range of past and present major issues affecting women and men in society and learn how to critically assess these issues from a feminist perspective.
3. Students articulate ethical propositions, demonstrate self-reflexivity about their ideas and social and political positions, and practice empathetic listening with each other and with the underprivileged that promote gender, race, class, and sexual justice, democratic values, national integration, and world peace.
4. Students develop a sense of agency grounded in the development of their skills in oral and written communication. They learn to express ideas effectively, tailoring arguments and presentation styles to audience and context.

5. Students obtain media literacy and information competency by learning how to use visual media and new technologies to assess, interpret and generate information from a variety of sources, including print and electronic media, film and video, and internet technologies.

3a. Which Student Learning Outcome was measured this year?

Please see above explanation

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

N/A

- Critical Thinking
- Oral Communication
- Written Communication
- Quantitative Literacy
- Information Literacy

3c. What direct and/or indirect instrument(s) were used to measure this SLO?

N/A

3d. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

N/A

3e. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

N/A

3f. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

The revision of our Mission Statement, program goals, teaching goals as well as SLOs was a direct consequence of previous assessment results. We had found out that our course syllabi did not include enough transnational content and was not addressing some of the most pressing issues of our times or were not incorporating the most recent scholarship within GWS. We have proposed new course content and new topics to be covered in some of our core courses such as GWS 100, 300, 350, 400; Converted GWS 350 into a GE course; we have also created a space for faculty to update their knowledge in the field, we created new courses that went hand in hand with the new Mission Statement and Program Description.

4. Assessment of Previous Changes: Present documentation that demonstrates how the previous changes in the program resulted in improved student learning.

The success of our capstone course GWS 400 during spring 2014 that includes a student conference open to the public is a good example of how well students are performing according to our old SLOs and the new SLOs that make explicit students ability to do research, write a sophisticated research paper, and present it orally to the public.

4. Changes to SLOs? Please attach an updated course alignment matrix if any changes were made. (Refer to the Curriculum

Alignment Matrix Template, http://www.csun.edu/assessment/forms_guides.html.)

Please see attachment

6. Assessment Plan: Evaluate the effectiveness of your 5 year assessment plan. How well did it inform and guide your assessment work this academic year? What process is used to develop/update the 5 year assessment plan? Please attach an updated 5 year assessment plan for 2013-2018. (Refer to Five Year Planning Template, plan B or C, http://www.csun.edu/assessment/forms_guides.html.)

Please see attachment

7. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.
No.

8. Other information, assessment or reflective activities or processes not captured above.

None

6

Program Assessment Plan 2011-2016

Department/Program: _____ Gender and Women's Studies _____

Option: C

Assessment Activity	Time Period	Direct Measures	Indirect Measures	Where will evidence be gathered?	What results would indicate success or failure?	Status
Specify type of assessment activity and SLO (may refer by number to list below) i) Review and revise SLOs j) Detail components of SLO1, LO2 & SLO3 k) Establish SLO1, SLO2 & SLO3. l) Develop direct measures, including creating & formulating signature assignments, core competence tests & rubrics m) Assess SLO1 n) Introduce mentoring for students	2011/2012	Describe student work to be used to provide evidence for outcome a) N/A b) N/A c) N/A d) N/A e) Embedded exams on basic knowledge eii) Summative paper graded on rubric (demonstrating knowledge) eiii) Capstone paper graded on rubric (mastering knowledge) f) N/A	Describe instrument: survey, interview a) N/A b) N/A c) N/A d) N/A e) N/A f) Mentoring satisfaction survey	Course name, internship, etc a) N/A b) N/A c) N/A d) N/A e) Selected sample of GWS 100 classes eii) Entire GWS 340 eiii) Entire GWS 400 f) Graduating seniors	What is the expected level of achievement? a) Clearly defined and sustainable SLOs b) Clearly defined and stated distinction between components of each SLO c) Clearly defined and measurable SLOs that align with curriculum d) Standard measures & rubrics for each SLO. Evidence generated by using measures & rubrics is aligned with SLOs and has meaningful results and conclusions e) Minimum B grade for 60 percent of students assessed f) Student satisfaction of mentoring at 60 percent	a) In progress b) In progress c) In progress

<ul style="list-style-type: none"> i) Detail components of SLO4 & LOS j) Assess SLO2 k) Establish mentoring for students l) Analyze data from mentoring satisfaction surveys m) Revise and refine GWS curriculum while utilizing previous year's assessment data n) Incorporate revised SLOs into University catalog 	<p>2012/2013</p>	<ul style="list-style-type: none"> a) N/A b) Research paper on feminist movements & other women's issues, graded on rubric bi) Embedded tests & exams on feminist theory biij) Feminist research proposal graded on rubric c) N/A d) N/A e) N/A f) N/A 	<ul style="list-style-type: none"> a) N/A c) Mentoring satisfaction survey for students cij) Mentoring satisfaction survey for faculty d) N/A e) N/A f) N/A 	<ul style="list-style-type: none"> a) N/A b) Selected sample of GWS 300 classes bi) Entire GWS 301 class biij) Entire GWS 302 class c) GWS majors & minors cij) GWS faculty d) N/A e) N/A f) N/A 	<ul style="list-style-type: none"> a) Clearly defined and stated distinction between components of each SLO b) Minimum B grade for 60 percent of students assessed c) Student satisfaction of mentoring at 70 percent cij) Faculty satisfaction of mentoring students at 80 percent d) Quantitative data that is meaningful and has value for GWS's mentoring efforts e) Curriculum is aligned with each SLO f) Revised SLOs appearing in the University catalog 	
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<ul style="list-style-type: none"> j) Assess SLO3 i) Establish SLO4 & SLO5) Develop survey instruments for measuring knowledge and proficiency in GWS i) Administer GWS entry and exit surveys on knowledge and proficiency in GWS 	<p>2013/2014</p>	<ul style="list-style-type: none"> ai) Project on matrices of power & social change aii) Embedded tests and exams on matrices of power & social change aiii) GWS capstone paper b) N/A c) N/A d) N/A 	<ul style="list-style-type: none"> a) N/A b) N/A c) N/A d) Entry survey on knowledge of GWS discipline dii) Exit survey on knowledge & proficiency in GWS 	<ul style="list-style-type: none"> ai) Selected sample of GWS 110 classes aii) Entire GWS 350 class aiii) Entire GWS 400 class b) N/A c) N/A d) Freshmen GWS Majors & Minors dii) Graduating Majors, Minors & Alumni 	<ul style="list-style-type: none"> a) Minimum B grade for 60 percent of students assessed b) Clearly defined and measurable SLOs that align with curriculum c) Clearly defined and valid survey instrument that aligns with GWS SLOs d) 75 percent improved knowledge & proficiency between freshmen & graduating students. 	
<ul style="list-style-type: none"> i) Assess SLO4) Administer GWS entry and exit surveys on knowledge and proficiency in GWS) Revise curriculum to incorporate results of 2013/2014 assessment results) Mentoring students 	<p>2014/2015</p>	<ul style="list-style-type: none"> ai) A research project to assess writing, critical thinking & information competence skills, that is graded on a rubric aii) Formative & summative short papers for written communication & critical thinking that is graded on a rubric aiii) Oral presentation of embedded critical thinking project that is graded on a rubric 	<ul style="list-style-type: none"> a) N/A b) Entry survey on knowledge of GWS discipline dii) Exit survey on knowledge & proficiency in GWS c) N/A d) N/A 	<ul style="list-style-type: none"> ai) Selected sample of GWS 300 classes aii) Entire GWS 370 aiii) Entire GWS 410 b) Freshmen GWS Majors & Minors dii) Graduating Majors, Minors & c) N/A 	<ul style="list-style-type: none"> a) Minimum B grade for 60 percent of students assessed b) 75 percent improved knowledge & proficiency between freshmen & graduating students d) Student satisfaction of mentoring at 70 percent 	

		<ul style="list-style-type: none"> b) N/A c) N/A d) N/A 		d) GWS Majors & Minors		
<ul style="list-style-type: none">) Assess SLO5) Incorporate the results of :014/2015 assessment in measures, rubrics and curriculum) Mentoring students) Administer GWS entry and exit surveys on knowledge and proficiency in GWS) Develop 5 year Assessment Plan 2016 - 2021) Analyze surveys related to assessment and incorporate results into 5 Year Plan 2016-2021 	2015/2016	<ul style="list-style-type: none"> a) Commitment & leadership in social justice project. ai) Service learning report written at the completion of service learning aii) Embedded tests on social justice & leadership b) N/A c) N/A d) N/A e) N/A f) N/A 	<ul style="list-style-type: none"> a) N/A b) N/A c) N/A d) N/A e) N/A f) N/A 	<ul style="list-style-type: none"> ai) Selected sample of GWS 100 classes aii) Entire GWS 305 aiii) Entire GWS 350 b) N/A c) GWS Majors & Minors d) di) Freshmen GWS Majors & Minors dii) Graduating GWS Majors & Minors e) N/A f) N/A 	<ul style="list-style-type: none"> a) Minimum B grade for 60 percent of students assessed b) Articulated & sustainable assessment measures of SLOs c) Student satisfaction of mentoring at 70 percent d) 75 percent improved knowledge & proficiency between freshmen & graduating students. f) Established & sustainable assessment plan for GWS 	

Program Learning Outcomes List

Program Learning Outcomes here:

- ILO 1 Students demonstrate knowledge in gender dimension of social, economic, cultural, historical, and political processes on women and men in U.S. and global context.
- ILO 2 Students acquire a level of proficiency in the discipline of Women's Studies including knowledge on feminist movements, feminist theory, basic feminist research skills and women's contributions to the production of different knowledge.
- ILO 3 Students demonstrate the ability to critically analyze matrices of power like gender, race, class, and sexuality in ways that lay the groundwork for constructive social change.
- ILO 4 Students develop a sense of agency grounded in oral and written communication skills, critical thinking, media literacy, and information competence.
- New) SLO 5 Students exhibit a commitment to leadership skills in social justice.

Curriculum Alignment: Resources for Assessment

Which courses or activities provide student learning opportunities for the program learning outcome?
Specify whether the material is (I) introduced, (D) developed or (M) mastered.

Department/Program Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
3WS 100	I		I	I		
3WS 110	I		I	I		
3WS 220	I		I	I		
3WS 300	D	I	D	D	I	
3WS 301		M		D		
3WS 302		D		D		
3WS 305	D		D		M	
3WS 320	D		D	D		
3WS 340	D		D			
3WS 350	M		M		D	
3WS 360		D		M		
3WS 370	D		D	M		
3WS 380			D		D	
3WS 400	M	M	M		D	
3WS 410	M		D	D		
3WS 420	D		D	D		
3WS 430	D	D	D	D		

Other activities or indirect measures	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6