Recent Assessment Documents
WGSS Meeting Notes, 21 Sept., 4:30pm, F202
The full agenda was discussed. Details about each agenda item included below.

1) Mission/Goals/Learning Outcomes Approval:

The bulk of the meeting was spent commenting on the revised Mission/Goals/Learning outcomes for WGSS (attached). The attending members unanimously approved the attached revised WGSS mission and minor goals, including goals and learning outcomes for Perspectives on Women, Seminar in Feminist Theory, and cross-listed courses (see attached—also available in Blackboard). The revised and final version reflects the suggestions given by faculty in Blackboard, to Kristen via email, and within the meeting’s discussion period.

Attending members decided that given the weight the mission and goals carry for our curriculum that all WGSS faculty should have the opportunity for a final vote on the mission statement and the minor’s goals and learning outcomes. Please do so by Friday, 1 Oct., 2010.

Voting link: [http://www.doodle.com/398753rzaveo6rae](http://www.doodle.com/398753rzaveo6rae) (Only the site administrator, Kristin Jacobson, will be able to see who voted.)

2) Discuss WGSS assessment plan (available in Blackboard)

We discussed the current assessment plan for each of our core and cross-listed courses and as it related to the newly revised Mission, Goals, and Learning Outcomes.

Suggestions were made to use the learning outcomes (the 6 bullet points in our Mission) to create a curriculum map of our cross-listed courses in General Studies and in degree-granting programs. This will allow us to identify strengths and areas where more course offerings may be needed. A spring roundtable on WGSS cross-listed courses and assessment is planned.

As stated in the assessment plan, a pilot IDEA assessment (focusing on engagement and activism) will be conducted in Kristin Jacobson’s POW course. See the assessment plan (available in Blackboard) for additional details.

The coordinator is currently facilitating WGSS assessment. This may eventually become a standing committee within WGSS.
Core for Perspectives on Women
(either GSS 2301 or GAH 2358)

"Perspectives on Women" courses will likely select the following IDEA objectives as Essential or Important:

- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing a clearer understanding of, and commitment to, personal values

If you teach the course as a W2, you will also likely select the following objective as Essential or Important:

- Developing skill in expressing oneself orally or in writing

Each of these general objectives connects with specific learning goals based on the three themes all "Perspectives" courses should cover.

Theme #1: Commonalities and Differences, Continuities and Changes in Women's Experiences

Learning Goal 1: Learning to apply course material (to improve thinking, problem solving, and decisions)
- Use the intersections of race, ethnicity, class, sexuality, marital and parenting status, age, religion, and nationality across time and place to critique multiple cultural and social sites, including households and families, paid work, and community or political realms.

Theme #2: Gender and Sex

Learning Goal 2: Learning fundamental principles, generalizations, or theories
- Explain the social construction of gender and sex.

Learning Goal 3: Learning fundamental principles, generalizations, or theories
- Explain how gender/sex operates as a means of maintaining and defining power.

Learning Goal 4: Learning to apply course material (to improve thinking, problem solving, and decisions)
- Use gender/sex as analytical categories to critique cultural and social institutions and practices.

Theme #3: Feminisms

Learning Goal 5: Learning fundamental principles, generalizations, or theories
- Explain various definitions of feminisms, including feminisms as ideologies for social change and as a means of analysis in academic disciplines.

Learning Goal 6: Learning fundamental principles, generalizations, or theories
- Explain historical perspectives of social change movements in the U.S. and/or abroad.

Learning Goal 7: Developing a clearer understanding of, and commitment to, personal values
- Develop an activist project as part of their coursework, which will become part of the minor portfolio.
Instructors who teach the "Seminar in Feminist Theory" will likely select the following IDEA objectives as essential or important. Each of these broad goals are aligned with specific course learning goals.

- **Learning fundamental principles, generalizations, or theories (e.g., learn what constitutes and how to interpret and understand feminist theory)**
  - Learning Goal: Identify and define the broad range of theories that make up the body of scholarship known as "feminist theory."
  - Learning Goal: Explain and accurately represent feminist theory and methods.

- **Learning to apply course material (e.g., be able to discuss in class and produce writing that demonstrates the ability to apply feminist theory to one's research and/or personal and professional lives)**
  - Learning Goal: Identify and define significant feminist issues.
    - Use the fundamental questions feminist theories raise about the origins of gender difference, the nature and origins of patriarchy, and the intersections between gender, race, class, sexuality, and nationality as categories of analysis or bases of oppression or empowerment.
  - Learning Goal: Use the lens of feminist theory/methods to understand a text, topic, or issue.

- **Learning to analyze and critically evaluate ideas (e.g., critically evaluates and synthesizes a range of feminist theories)**
  - Learning Goal: Develop skills in reading theory, critical thinking, and testing ideas with life/concrete situations.
  - Learning Goal: Represent accurately the current feminist conversation about a topic's context and context.

- **Developing skill in expressing yourself in writing (e.g., sharpening your critical writing and analysis skills, particularly in regard to integrating feminist theory into your writing)**
  - Learning Goal: Develop skills in oral and written communications:
    - Write/speak clearly and appropriately for an academic audience.
    - Articulate a main point/arguable thesis (placed in the introduction).
    - Provide a reasonable or valid argument according to feminist methods.
    - Provide in-text citations for quotations, paraphrases, summaries and use of others' ideas.
    - Document sources using an appropriate citation style (i.e. APA, Chicago, MLA, etc.).
  - Learning Goal: Integrate and select the appropriate number and range of feminist source/reference material.
Women’s Studies Excerpts From June 2010 Coordinator Report

Assessment of student learning within the minor will rely upon an electronic portfolio, which will now be a requirement for completion of the minor. A committee will be charged to propose a process for this during the Fall 2010 semester. All faculty will encourage students to retain samples of their work from their WGSS courses for inclusion in the portfolio.

Assessment: We continued to have faculty attend and score the minors’ presentations of their capstone projects in the Seminar on Feminist Theory. However, since these projects are being discontinued in light of our revamping of the curriculum, we are not having faculty review the final written projects. Nevertheless, we consider our assessment process over the past two years to be successful. It enabled programs faculty to seriously review what was and was not working in the capstone seminar and note the consistency of the strengths and weaknesses in student learning under two different professors.
The document below outlines the assessment plan for WGSS, focusing on assessing the minor as a whole as well as individual courses. This assessment is on-going and initial findings will be discussed in the 2010/11 Coordinator’s Report.

<table>
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<tr>
<th>Minor</th>
<th>Objectives Established</th>
<th>Student Learning Outcomes Defined</th>
<th>Rubric or Other Measures to Gauge Learning Outcomes</th>
<th>Analysis</th>
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| WGSS Minor (as a whole) | See WGSS Minor Goals & Objectives above:  
We selected 5 IDEA goals and objectives of essential or important significance to the WGSS minor and its mission.  
These core objectives are tied to WGSS’s mission.  
Faculty approved the objectives is in Fall 2010. | See WGSS Learning Outcomes for Minor above.  
We revised the IDEA language to craft specific learning outcomes aligned with the broader IDEA objectives and WGSS’ mission. These specific learning outcomes will be used to evaluate the final project/portfolio. | *Final Project/Portfolio Rubric (under development, AY 2010 - 2011):* To measure the student learning outcomes WGSS faculty will use the Portfolio Rubric to evaluate the students’ demonstration of competency in the 5 learning outcomes.  
The WGSS Curriculum and Assessment Committees are working on drafting this document. Faculty approval of the rubric is expected by the end of Spring 2011. | Not available at this time:  
The portfolio is a new requirement for the minor, starting Fall 2010.  
Previous assessment in Women’s Studies focused on the Seminar’s capstone project. We will return to end outcome assessment once minor cohorts begin to complete the portfolio. |


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<th>Course(s)</th>
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<td>GAH 2358/ GSS2301: “Perspectives on Women”</td>
<td>See Themes for Perspectives on Women: We drafted 3 essential or important goals and objectives. Instructors teaching “Perspectives as a W2 should also include “Developing skill in expressing oneself orally or in writing” as important or essential. Faculty approved the objectives in Fall 2010.</td>
<td>See Themes for Perspectives on Women: For the 4 goals and objectives we identified 7 student learning outcomes aligned with the broader IDEA objectives. These specific learning outcomes will be used to evaluate a range of course assignments/projects.</td>
<td>Assessment of the introductory core course will align with the College’s 2020 Theme focused on Engagement. Future assessments may align with the Global Studies Theme, as POW courses carry an International/Multicultural attribute. <strong>IDEA Measure:</strong> To measure one of the student learning outcomes (“Developing a clearer understanding of and commitment to, personal values”) we asked “POW” faculty to add the following three questions to their IDEA forms (Fall 2010 and Spring 2011 terms): 1. To what extent did the course ask you to participate in a community-based/activist project? (Likert scale) 2. To what extent did the course give you experience solving complex, real-world problems? (Likert scale) 3. This course encouraged you to engage in communities beyond the classroom? (Likert scale) <strong>IDEA Measure 2:</strong> These results will be compared with the IDEA Group Summary Report (ordered Summer 2010) and an IDEA Group Summary Report for the 2010/11 academic year (to be ordered in Summer 2011).</td>
<td>Not available at this time. Project Stage 1 Completion in Summer 2011. IDEA results will be compared with NSSE results for Stockton and nationally for questions 1K and 11M.</td>
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<td>GIS 3614 “Seminar in Feminist Theory”</td>
<td>See attached “GIS 3614 ‘Seminar in Feminist Theory’ Core Learning Goals Aligned with IDEA Objectives”:</td>
<td>See “GIS 3614 ‘Seminar in Feminist Theory’ Core Learning Goals Aligned with IDEA Objectives” (above):</td>
<td>Final Project/Portfolio Rubric (under development, AY 2010 - 2011): To measure the student learning outcomes WGSS faculty will use the Portfolio Rubric to evaluate the students’ demonstration of competency in the 5 learning outcomes. The WGSS Curriculum and Assessment Committees are working on drafting this document. Faculty approval of the rubric is expected by the end of Spring 2011.</td>
<td>Not available at this time: The portfolio is a new requirement for the minor, starting Fall 2010. Previous assessment in Women’s Studies focused on the Seminar’s capstone project. We will return to end outcome assessment once minor cohorts begin to complete the portfolio.</td>
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<td>We have selected 4 IDEA goals and objectives. These core objectives are tied to WGSS’s mission.</td>
<td>For the 4 goals and objectives we have identified 8 student learning outcomes aligned with the broader IDEA objectives. These specific learning outcomes will be used to evaluate the final project/portfolio.</td>
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| WGSS Designated Courses| See WGSS Minor Goals & Objectives (above).<br>  
We selected 5 IDEA goals and objectives of essential or important significance to the WGSS minor and its mission. Cross-listed courses are not expected to cover all 5 IDEA objectives. They should cover at least one of the first four.<br>These core objectives are tied to WGSS’s mission.  
Faculty approved the objectives in Fall 2010. | See WGSS Minor Goals & Objectives (above).<br>  
We revised the IDEA language to craft specific learning outcomes aligned with the broader IDEA objectives and WGSS’ mission. These specific learning outcomes will be used to evaluate the suitability of a course for cross listing in WGSS. | See Appendix: “Women’s, Gender and Sexuality Studies (WGSS) Application for Course Consideration”<br> <br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>: |