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| **California State University, Fresno**  **College of Social Sciences**  **Department of Women’s, Gender & Sexuality Studies**  **Department/Program Assessment Coordinator: Katherine Fobear** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| A. Historical Background  The Department of Women's, Gender & Sexuality Studies (WGSS) at California State University, Fresno (Fresno State) is one of more than 700 such programs nation-wide. Initially a Program, the Women’s Studies Program at Fresno State was approved in 1971; the major was approved in 1996; and students began matriculating in 1998. In 2020, the Program applied for and was granted Department status.  The Department currently offers a major (which many students take as a double major) and a minor. There are twelve (18) units of core courses (courses required of all majors, double majors, and minors): WGSS 10: Intro to Women’s, Gender & Sexuality Studies, WGSS 143: Feminist Theory, WGSS 153: Feminist Research Methods, WGSS 103: History of Feminism, WGSS 126: Women and Violence: Public Policy and the Law, and WGSS 172: Transnational Feminisms. WGSS majors complete twenty-four (24) additional credit hours–3 units in Cluster 1: Intersectional Feminisms, 3 units in Cluster 2: Advanced Topics in Women’s. Gender & Sexuality Studies, and 18 units in approved electives. WGSS minors complete an additional eight (8) hours, both from the faculty approved list of elective courses. In Fall 2023, the LGBTQ2+ Minor will be officially offered; courses approved for the 15 unit minor also count toward the WGSS major and minor. Electives are drawn from an approved list of courses drawn from courses offered directly by the Department and those offered in other programs around the university, including but not limited to Africana Studies, Sociology, Asian American Studies, and English. 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.  B. Mission Statement  Women's, Gender & Sexuality Studies is an approach that places women in the center of inquiry. The primary mission of Women's, Gender & Sexuality 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. |

## Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s [a,b,c]

* 1. Institutional Learning Outcomes. Fresno State ILO’s are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

1. Developing a foundational, broad, and integrative knowledge of the social sciences and their integration with criminology. Students will consolidate learning from different fields and explore the concepts and questions that bridge those essential areas of learning. Graduate students will articulate the significance, implications and challenges within their field in a societal and global context. In fields in which interdisciplinarity is fundamental, graduate students will further draw from the perspectives of other domains of inquiry/practice so as to assess a problem better and offer solutions to it.

2. Acquiring specialized knowledge as identified by program learning outcomes in their major field. Students will demonstrate expertise in a specialized area of study, including integration of ideas, methods, theory and practice. Graduate students will demonstrate further mastery of the field’s theories, research methods, and approaches to inquiry. They will also show the ability to assess major contributions to the field, as well as expand on those contributions through empirical research or aesthetic exploration.

3. Improving intellectual skills including critical thinking, effective oral and written communication, information literacy and quantitative reasoning. Students will demonstrate fluency via application of these skills to everyday problems and complex challenges. Graduate students will hone these skills further, demonstrating coherent arguments, analysis, insight, creativity, and acumen as they address local, regional, and global issues in their respective fields of study.

4. Applying knowledge by integrating theory, practice, and problem solving to address real world issues using both individual and team approaches. Students will apply their knowledge in a project, paper, exhibit, performance, or other appropriate demonstration that links knowledge and skills acquired at the university with those from other areas of their lives. Graduate students will integrate knowledge and skills from coursework, practicum, and research to address critical issues in their field and demonstrate advanced application of knowledge through a culminating experience that validates, challenges, and/or expands the profession’s body of knowledge.

5. Exemplifying equity, ethics, and engagement. Students will form and effectively communicate their own evidence-based and reasoned views on public issues, interact with others to address social, environmental and economic challenges, apply knowledge of diversity and cultural competencies to promote equity and social justice in the classroom and the community, value the complexity of ethical decision making in a diverse society, acknowledge the importance of standards in academic and professional integrity, and demonstrate honesty, tolerance, and civility in social and academic interactions. Building upon this at the graduate level, students will apply these values in the creation of scholarly and/or aesthetic works that enrich the human experience.

* 1. Program Learning Outcomes (Also known as Goals) and related SLO’s

Each SLO will be assessed a minimum of two times throughout the lifetime of the SOAP.

* + 1. PLO 1: **The program will provide advanced content knowledge to students related to women, gender, and sexuality, and give them the ability to distinguish and appreciate multiple perspectives.**
       1. SLO 1: Students will demonstrate their comprehension of gender ideology as it informs constructions and definitions of womanhood using gender and sexuality as theoretical and organizational concepts.
       2. SLO 2: Students will demonstrate an understanding of feminist theories, histories. and methods as tools of research and activism.
       3. SLO 3: Students will demonstrate an awareness of intersectionality as a tool of analysis, anti-oppression, and social justice, from within the WGSS perspective at the local and global levels.
    2. PLO 2: **Key aims of the program are to improve the ability of students to think critically, particularly in the area of information literacy, and communicate effectively, and to act on knowledge.**
       1. SLO 4: Students will demonstrate “information literacy.”
       2. SLO 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.
       3. SLO 6: Students will demonstrate an ability to act on knowledge as scholars and activists.

## Curriculum Map [d]: Courses in which SLOs are addressed and evaluated

|  | SLO 1:Gender Ideologies and Constructions of Womanhood | SLO 2: Feminism(s) theory, methods, history | SLO 3: Intersectionality, anti-oppression, social justice | SLO 4: Information Literacy | SLO 5: Information Skills | SLO 6: Act on Knowledge |
| --- | --- | --- | --- | --- | --- | --- |
| Course |  |  |  |  |  |  |
| **Core** (required for the WGSS Major, Minor, and Double Major) | | | | | | |
| WGSS 10 | I | I | I | I | I | I |
| 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 172 | R | A | A | A | A | R |
| WGSS/CRIM 126 | A | R | R | A | R | A |
| **Electives** |  |  |  |  |  |  |
| 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 |
| WS/PLSC 107 | A | A | R | I | I | I |
| 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 |
| WGSS 128 | R | R | A | A | A | I |
| WGSS 140 | R | R | A | R | R | A |
| WGSS 11 | I | I | I | I | I | I |
| WGSS 149 | A | A | A | R | R | R |
| WGSS 124 | A | R | A | A | A | I |
| WGSS 118W | A | R | A | A | A | I |
| WGSS 122 | A | R | A | A | A | I |
| WGSS 105 | A | R | A | A | A | I |
| WGSS  111 | R | R | R | A | A | I |
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For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

| **I = Introduced** | **A = Advanced** | **R=Reviewed** |  |
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## SLO’s Mapped to Assessment Measures and Methods [e]

| Assessment Measure | PLO/SLO 1 | PLO/SLO 2 | PLO/SLO 3 | PLO/SLO 4 | PLO/SLO 5 | PLO/SLO 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Critical Thinking/Analysis Assignment | X | X | X | X | X |  |
| Senior Exit Survey/Focus Groups | X |  | X |  | X | X |
| Research Assignment | X | X | X | X | X | X |
| Alumni Survey | X |  | X |  | X | X |
| Capstone Exam | X |  | X |  | X |  |

## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

* 1. Direct Measures

1. Critical Thinking/Analysis Assignment - rubric
2. Research Assignment - rubric
3. Capstone Exam - rubric
   1. Indirect Measures (Department/Program must use a minimum of one indirect measure)
4. Senior Exit Survey/Focus Groups - rubric
5. Alumni Survey - rubric

## Assessment Schedule/Timeline [g]

| Academic  Year | Measure | Benchmarks | SLO 1 | SLO 2 | SLO 3 | SLO 4 | SLO 5 | SLO 6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2021-2022 | Critical Thinking/ Analysis Assignment | 75% of respondents should receive a 2 (proficient) or above on outcomes assessed |  | X |  |  | X |  |
| 2022-2023 | Senior Exit Survey/Focus Groups |  | X | X | X | X | X | X |
| 2023-2024 | Research Assignment | 75% of respondents should receive a 2 (proficient) or above on outcomes assessed | X | X | X | X | X |  |
| 2024-2025 | Alumni Survey |  | X |  | X |  | X | X |
| 2025-2026 | Capstone Exam | 75% of respondents should receive a 2 (proficient) or above on outcomes assessed | X |  | X |  | X |  |

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| Closing the Loop [h,j,k] |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. |
| The assessment coordinator is responsible for overseeing the assessment process, including working with faculty to identify appropriate assignments, gather assessment materials, recruit faculty to serve on the Assessment Committee, facilitating the closing the loop conversation, and writing the final report. The Assessment Committee also provides support to analyze the resulting data, provide and document feedback during the closing the loop conversation, and make recommendations for changes to the program as necessary. The larger faculty body is invited to provide feedback and make recommendations, as well. It should be expected that the year’s assessment activities will be discussed at the beginning of the academic year during the department retreat. |