

## **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 18<sup>th</sup> 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 Sexualitiies. 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](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](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.**