**GWS Assessment 2017-2018**

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**Last Years’ Assessment Conclusion (2016-2017)**

1. First, our departmental learning outcomes are quite broad and difficult to measure. If SLOs are meant to be measurable, then this assessment reveals the need to simplify our departmental SLOs in the future. This issue will be discussed in subsequent departmental meetings.
2. Second, our departmental SLOs are not always aligned with GWS course SLOs. Indeed, many of our full and part-time faculty remain unaware that each course should attempt to align with some of the departmental SLOs. As a department, we need to articulate these internal connections between specific course and department SLOs more clearly. This issue is of particular concern for our part-time faculty who carry a large portion of our courses and receive little guidance as they pick up courses to teach each semester.
3. The third issue emerges from the second one. At the departmental level there is lack of clarity on which SLOS should be addressed in which courses. Even if we decide not to closely tie individual courses to specific SLOs (to allow flexibility in teaching styles for different teachers), this issue merits further discussion as to whether it is useful to create loose guidelines delineating which course should seek to fulfill which department SLOs.
4. Fourth, this assessment reveals a deeper pedagogical issue that may be reflective

of a broader trend in GWS teaching. Do we as faculty emphasize the development of clearly identified skills (e.g. defining the issues, explaining a concept, giving an example, articulating an analysis, etc.) in our courses? In other words, as GWS teachers are we mostly succeeding in building student knowledge of the content in our field, or are we also consciously working toward teaching students how to grasp, assess and analyze materials? If not, then either we must consider revising our SLOs, or our teaching practices.

Based on the above conclusions we decided that the first step is to simplify the GWS Student Learning Outcomes. We agreed that while our current SLOs are too broad, they represent our departments theoretical and pedagogical commitments, and rather than discarding them all together we will move parts of the existing SLOs into our Program Education Goals. We also decided to update our SLO matrix because even though we have added new elective courses to our curriculum our matrix was not updated in the last 10 years to reflect these changes.

In this report you will find revised departmental SLOs, a matrix linking specific courses to the new SLOs, and future assessment priorities.

**Goals for 2017-2018 Assessment of Gender and Women’s Studies**

1. Simplify GWS Student Learning Outcomes.
2. Update the matrix to show which courses meet which SLOs and to what extent.
3. Share with all faculty in the department.

**I. Simplify GWS Student Learning Outcomes**

**Existing GWS Student Learning Outcomes**

1. Students will obtain a level of proficiency in the discipline of Gender and Women’s Studies, which can include but are not limited to knowledge of feminist movements, intersectionality, queer and trans\* studies, imperialism and colonialist, transnational feminisms, feminist theories and/or 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, sexual justice and democratic values.
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.

**New Gender and Women’s Studies SLOs (approved by GWS department)**

Students graduating with a minor or major in GWS will be able to:

1. Identify and explain core concepts in the field of gender, women’s and sexuality studies.
2. Critically analyze historical and contemporary issues from a feminist perspective.
3. Demonstrate proficiency in specialized topics in the field that may include knowledge of feminist movements, global sexualities, intersectional, transnational and decolonial theories, masculinity studies, critical development studies, gender-based violence, and gender and human rights, etc.
4. Articulate and employ theories and methods of feminist research and knowledge production.
5. Develop effective communication skills through oral and written assignments.
6. 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.
7. Develop a sense of feminist agency to further principles of equality and justice through civic engagement within and beyond CSUN.

**Part II. Matrix aligning new department SLOs with GWS courses**

Matrix for lower and upper division courses using new GWS SLOs. Specify whether the material is (I) introduced, (D) developed or (M) mastered.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | SLO 1  Concepts | SLO 2  Analysis | SLO 3  Specialize | SLO 4  Theories/  Methods | SLO 5  Written/  Oral Skills | SLO 6  Media  Lit/  Info.  Competency | SLO 7  Feminist  Agency |
| GWS 100 | I | I |  |  | I | - | I |
| GWS 110 | I | I |  |  | I | - | - |
| GWS 220 |  | D | I |  |  |  |  |
| GWS 222 |  | D | I |  |  |  |  |
| GWS 230 |  | D | I |  |  | I |  |
| GWS 300 |  | D |  |  | D | D | D |
| GWS 301 |  | D, M |  | D, M | D |  |  |
| GWS 302 |  |  |  | D, M | D |  |  |
| GWS 305 CS |  |  |  |  |  |  | M |
| GWS 315 |  | D, M | D |  |  |  |  |
| GWS 320 |  | D, M | D |  |  |  |  |
| GWS 340 |  | D, M | D |  |  |  |  |
| GWS 351 | D | D |  |  |  | D |  |
| GWS 370 | D | D | D |  |  |  |  |
| GWS 380 | D | D | D |  |  |  |  |
| GWS 396 A-Z |  |  | M |  | D |  |  |
| GWS 400 | M | M | M | M | M |  | D |
| GWS 410 |  |  | M |  |  | M |  |
| GWS 420 |  | M | M |  |  |  |  |
| GWS 430 |  | M | M |  |  |  |  |
| GWS 440 |  | M | M |  |  |  |  |
| GWS 495 A-Z |  |  | M |  |  |  |  |
| GWS 499 A-C |  |  | M |  |  |  |  |

This assessment has been discussed with the larger department and reflects feedback of all full-time faculty. The new SLOs and the matrix will be distributed to all part time and full time faculty, and updated on the departmental web site.

**Future Assessment Priorities**

One problem that this years’ assessment revealed is the lack of consistency in course SLOs across our department. This summer I reviewed approximately 20 syllabi for core GWS courses taught by full and part-time faculty in GWS over the last two years. What was clear from this process is that two different professors teaching GWS 300, for example, most often do not list the same course SLOs on their syllabi. Some syllabi list no course SLOs at all, whereas others have created their own course SLOs based on their individual course descriptions. Others have lifted SLOs from a senior faculties’ sample syllabus that they obtained when they first began teaching in our department. Basically, the analysis revealed a lack of awareness as to whether we should have consistent course SLOs across sections, and whether each instructor is required to list these course SLOs on their syllabi.

We discussed this issue in our meeting and agreed that there should be a minimum number of specified course SLOs that are consistent across all sections of a course. Each instructor can then add additional course SLOs to match their own individual course descriptions, but they may not subtract from the collectively agreed upon course SLOs. While we began this discussion (and some of the process), we will have to pause on pursuing it as we are required to do GE Assessment for Arts and Humanities in 2018-2019. I strongly recommend that the assessment liaison in 2020-2021 take on the project of creating minimum course SLOs for all GWS courses and disseminating this to all faculty in GWS. As per our departmental agreement, faculty can then add additional SLOs but must meet/list basic agreed upon course SLOs to ensure some consistency in our teaching across a range of full time and part-time faculty.