

**Year**    Year 1

**1. Identify the PLO your program assessed this academic year**

3).Have a sophisticated understanding of feminist perspectives, including points of commonality as well as debates among feminists.

**2. Identify the artifact(s) (i.e. student work) that you used to assess the PLO.**

**[Papers, presentations, portfolios, test items, specific assignments, capstone**

-Detailed faculty feedback and narrative reflection.-Papers were assigned and assessed as part of a sequence. Specific assignments and reflections are entered in the "Results" field below.

**3. Identify the tools (e.g. rubrics, surveys, performance on standardized test questions) used to assess the artifact(s) (i.e. student work**

-Detailed faculty feedback and narrative reflection.

**4. Explain the results of the assessment activities**

Course: ENLT 260: Women of Color: Literature & Theory  
Instructor: Susan C. Méndez  
Class Size: 11 students  
Assessment for PLO#4: "Have a sophisticated understanding of feminist perspectives, including points of commonality as well as debates among feminists." Three Activities:1)On 11/2/2015, she assigned a 2-3 page take-home short writing assignment to 11 students. This assignment asked them to form a specific response as to how the critical race and feminist articles/excerpts read for class have shaped their reading of one key symbol or a main female character in Yuko Taniguchi's The Ocean in the Closet. Besides forming a specific response and meeting length requirements, they were asked to use in-text citations from the novel and from at least one critical/theoretical work that we have read for this section of the class and thus also have a Works Cited page. On 11/20, she handed these assignments back to the students. Of the 11 students assigned this work, 10 students handed the assignment in to me. Of these 10, 6 meet all the criteria successfully (specific response, use of citations from novel and one critical/theoretical work, met length requirements, and had a Works Cited page). Of the remaining 4, 3 students met all criteria except creation of a specific response, and the remaining 1 student didn't meet length requirement or creation of a specific response to the prompt question. The next time she assigns another take-home short writing assignment, she will go over what a specific response or thesis statement entails. 2)On 11/30/2015, she assigned a 2-3 page take-home short writing assignment to 11 students. This assignment asked them to form a specific response as to how the critical race and feminist articles/excerpts read for class have shaped their reading of the ghosts present in Angie Cruz's Soledad. Besides forming a specific response and meeting length requirements, they were asked to use in-text citations from the novel and from at least one article/excerpt that we have read for this section of the class and thus also have a Works Cited page. On 12/7, she handed these assignments back to the students. Of the 11 students assigned this work, 11 students handed the assignment in to me. Of these 11, 6 meet all the criteria successfully (specific response, use of citations from novel and

one critical race and feminist article/excerpt, met length requirements, and had a Works Cited page). The remaining 5 students used quotations from one of the critical race and feminist article/excerpts in their work, but either misapplied or misnamed the article/excerpt that they were using in their assignment. She thinks two things happened here: 1) She didn't spend enough time going over the critical/theoretical pieces used for this novel and its assignment and 2) I didn't allow for "enough" time for students to complete the 2 page assignment (Handed-out on 11/30/15 and due on 12/4/2015. She did this so that she can hand the work back on the last day of class, 12/7/15, and students can use her comments to write their final exams). Next time, she will try to be even more aware of timing when going over readings and assigning deadlines. 3) On 12/11/15, Mendez gave ENLT 260 students the following question to answer in class and in writing: "What are the three main theoretical schools that we have read for this class? What are these texts' titles and authors? How do these different theoretical schools that we have read and used in this class differ from one another? Where do these different theoretical schools that we have read for class dovetail? How have they helped to shape and interpret the novels that we have read for class?" Of the 11 students who undertook this writing, 8 successfully identified the theoretical schools, its authors, and texts covered in the class. They also successfully discussed the differences and similarities amongst these three theoretical schools and also effectively discussed how these three schools shaped our reading of the class's four main novels. Although this result is good, the next time she gives this question out, she will change the word "dovetails" to "similarities" so that students will be sure to discuss commonalities amongst the three theoretical schools. From the first two activities to the final third activity, Mendez went from about a success rate of 55-60% to 73% in achieving PLO #4 of the Women Studies Program.

**5. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.**

**6. Are there any new resources needed to make program improvements? If so, please include the resources and provide justification for each in the Budget section of the Annual Report.**

**Year**    Year 2

**1. Identify the PLO your program assessed this academic year**

2).Articulate an understanding of the complexity of power structures and modes of authority, especially as they pertain to structural and institutional modes of power.

**2. Identify the artifact(s) (i.e. student work) that you used to assess the PLO.**

**[Papers, presentations, portfolios, test items, specific assignments, capstone**

-a. Student Exams. Dr. Meghan Rich assessed the PLO in “SOC 220: Social Stratification,” which fulfills both a foundational requirement for the concentration and major and an Area B requirement for the major. She assessed the PLO through a required essay q-PapersSurveys

**3. Identify the tools (e.g. rubrics, surveys, performance on standardized test questions) used to assess the artifact(s) (i.e. student work**

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**4. Explain the results of the assessment activities**

Results of Direct Assessment Activities by Dr. Meghan Rich and Ms. Justine JohnsonSOC 220: Social StratificationFive Women’s Studies students were in the class (out of 29 students enrolled), but only four students took the final exam. The total number of points one could score on this assessment item was 17.5 (out of 100 points total for the exam) and the average of the four students was 15.75, a 90%. All four of these students scored above an 80% for this test question, ranging from 80% to 100%. See attached document.We will use Rich’s results to help contribute to establishing baselines for future program assessment. In the meantime, we are very satisfied with her results and have no recommendations for curricular changes in support of PLO 2. SOC 315/WOMN 215: Feminism and Social Change

There were a total of 26 students enrolled, and 20 essays have been attached. The total number of points one could score on this assessment item was 25 points (for a total of 9% of their grade). The average of the 26 students was 21.26, a 85%. 77% (N=20) of students scored above an 80%. See attached documents. Results of Indirect Assessment Activities: Student Exit SurveyThe Senior Exit Survey had a 50% response rate. Students reported overwhelmingly positive experiences in the program. Our students all rate WS faculty and their courses as better than average. Our students report a high level of participation and leadership in student organizations, including United Colors, the Debate Society, the JKWC, and Scranton Inclusion, and point to the value of feminist theories of intersectionality to their co-curricular activities and discussions. We are pleased that our current curriculum, with its emphasis on the relationship between theory and practice, enables our students to transfer classroom knowledges to other contexts. Indeed, all students reported that they believed 50-100% of WS courses actively promoted leadership skills. Students also ranked opportunities for volunteer and outreach activities within our program very highly.All students reported that WS

courses were very helpful or somewhat helpful in developing knowledge and understanding of our PLOs (see question 22 a.-d. on attached surveys). Students indicated a desire for some more specialized courses, including Black Feminism, Queer Studies, and Disability Studies. Faculty noted that units on each of these issues are present in existing courses and they have also been the focus of extensive co-curricular programming. Barring future joint appointments or a LA/W/S hire, it is unlikely that we will be able to expand our course offerings in these areas in the near future. Students also indicated that they would be interested in greater internship opportunities in Women's Studies.

**5. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.**

a. While students rated their improvement of most GE skills in WS classes very highly, responses to a question regarding information literacy were lower. In the future, faculty will be encouraged to highlight how specific assignments in fact contribute to

**6. Are there any new resources needed to make program improvements? If so, please include the resources and provide justification for each in the Budget section of the Annual Report.**