

**GENDER STUDIES PROGRAM
CALIFORNIA STATE UNIVERSITY, STANISLAUS
UNDERGRADUATE ASSESSMENT PLAN
SUBMITTED FEBRUARY 2010**

Mission Statement

The primary mission of the Gender Studies Program with respect to curriculum assessment is to provide an educational environment focused on examining how gender impacts the environments in which students live and work. Coursework in Gender Studies connects scholarly inquiry to practical applications through required practica, service learning projects, creative works, community involvement, research projects, and related activities, preparing students both to recognize and respond to social, economic, political, and psychological issues facing the sexes. The Gender Studies major emphasizes critical investigations of gender theory and research, historical and contemporary experiences, multiethnic and transnational understanding, and applied learning.

Program Goals

The program aims to:

- Build understanding of sex, gender, sexual orientation, and gender identity and expression over time, across cultures and nations, and from a variety of theoretical and disciplinary perspectives.
- Explore and evaluate perspectives on the intersections of sex, gender, sexual orientation, and gender identity and expression with race/ethnicity, economic class and caste, national/regional origin, religion, age, ablebodiedness, and other identities and affiliations.
- Prepare students to recognize and respond to issues related to sex and gender in their academic, vocational, civic, and personal lives.
- Support success in work and community environments through the development of critical thinking skills, extensive experience with oral and written communication, experience applying their knowledge through community-based services and research projects, experiencing working as part of diverse teams, and an appreciation for civic engagement.*

Gender Studies is a multidisciplinary program, relying on core courses specific to the analysis of gender as well as cross-listed courses with such departments and disciplines as History, Sociology, Communication Studies, Philosophy, Anthropology, Psychology, and Education. Since these other disciplines are developing their own program

* Adopted by GSP Faculty January 2008

assessments, this program assessment plan will focus only on those courses that are core to the Gender Studies Program itself.

Student Learning Objectives

Students completing the Bachelor of Arts in Gender Studies will be able to:

1. Identify major contemporary social, economic, political, and psychological issues facing the sexes.
2. Analyze major topics and approaches in the history of feminist theory, queer theory, and masculinity theory.
3. Describe how social constructions of gender, sex, and sexual identity intersect with institutions, society, cultural practices, careers, and work environments.
4. Identify how differences in sex, sexual identity and orientation, race/ethnicity, class, age, ablebodiedness, religion, geographic identification and other identities structure the nature of gender-based inequality, justice, and oppression.
5. Analyze the variations in gender systems across cultures and time.
6. Analyze strategies for transforming coercive and unequal gender systems and enhancing individual choice and our common humanity.
7. Connect scholarly inquiry to practical applications.
8. Engage in cultural critique of representations of sex, gender, and sexuality as they intersect with other identity and cultural factors.

Curriculum Map

Appendix C

Assessing Learning Objectives

1. A writing prompt has been developed that can be adjusted for particular courses (Appendix A). This prompt encourages students to both identify major gender issues in gender research and analyze these issues, thus integrating Learning Objectives 1 and 2. Brief Insight/Issue papers will be collected in a portfolio from Gender Studies majors in several core courses to track student ability to critically read and analyze gender research. Learning is assessed by individual professors every semester as they evaluate whether students have successfully grasped and articulated the major insights and issues in assigned texts and have developed an initial analysis of those issues.
2. A writing rubric is in the process of being developed in order to assess the extent and depth of critical thinking involved in (1) analyzing the intersection

of gender issues with social institutions and cultural practices (Learning Objective 3); (2) analyzing gender-based inequality, issues of justice, and elements of oppression as they also intersect with race/ethnicity, sexual orientation, class, age, geographic identification and other salient cultural orientations (Learning Objective 4); (3) analyzing critical comparisons of gender systems across cultures and eras (Learning Objective 5); (4) analyzing past and present strategies for cultural transformation of oppressive and unequal practices (Learning Objective 6); and (5) analyzing cultural representations, and effects of those representations, on gendered identity development (Learning Objective 8); analyzing the effectiveness of social applications of theoretical scholarship. This rubric will be used to assess written works of Gender Studies majors in a variety of courses each semester.

3. An exit questionnaire is being developed for students who are working with service learning projects, volunteer organizations, creative expressions and the like in order to assess their effectiveness at practical applications of scholarly inquiry (Learning Objective 7). This questionnaire will be used to assess non-written work by Gender Studies majors in a variety of courses at the end of each year.

Five-year Assessment Plan

2009-10

- * Implement writing prompt focusing on Learning Objectives 1 and 2 for core Gender Studies Courses in the Major.
- Develop writing rubric to assess critical thinking concerning gender issues, specifically for Learning Objectives 3,4,5,6,7, and 8.

2010-11

- * Implement writing prompt focusing on Learning Objectives 1 and 2 for core Gender Studies Courses in the Major.
- * Initiate use of writing rubric for major papers for Gender Studies majors.
- * Develop exit questionnaire for assessment of non-written work by Gender Studies majors.

2011-12

- * Reassess effectiveness of writing prompt.
- * Implement use of writing rubric.
- * Initiate exit questionnaire for assessment of non-written work by Gender Studies majors.

2012-13

- * Initiate revised writing prompt.
- * Reassess writing rubric.
- * Implement exit questionnaire

2013-14

- * Implement revised writing prompt
- * Initiate revised writing rubric
- * Reassess exit questionnaire

Review of Assessment Results and of the Assessment Plan

The core faculty of the Gender Studies Program will meet once a semester to review and evaluate the assessment results and recommend curricular or programmatic changes if necessary. Those same meetings will provide the occasion to reflect on the appropriateness of the assessment plan itself. A more thorough review of the plan will be made prior to the next academic program review.

In addition, once a year core Gender Studies Program faculty will meet with one of the representatives of departments who offer cross-listed courses to assess and reflect on how Gender Studies Assessments integrate with the assessment plans for those departments. Efforts will focus on learning from each other, re-thinking learning objectives, and considering the intersections of these programs in order to facilitate an integrative learning experience for Gender Studies majors.

California State University, Stanislaus
 Bachelor of Arts in Gender Studies
 Appendix C

Assessment of Learning Outcomes – Core Courses							
		GEND 3550	GEND 3000	GEND 4200	GEND 4920	GEND 4620	GEND 2020
Student Learning Outcomes	Identify major contemporary social, economic, political and psychological issues facing the sexes	Introduced Discussion, Essays, Exams	Reinforced Essays, Research Paper	Reinforced Essays, Book Evaluation	Practiced	Reinforced Exams, Papers	Introduced Exams, Quick Writes, Discussion
	Analyze major topics and approaches in the history of feminist thought, queer theory, and masculinity theory	Introduced Essays, Exams, Papers	Reinforced Essays, Discussion, Research Paper	Reinforced and Practiced Essays, Discussion, Evaluations	Practiced	Reinforced Exams, Discussion	Introduced Exams, Quick Writes, Discussion
	Describe how social constructions of gender, sex, and sexual identity intersect with institutions, society, cultural practices, careers, and work environments	Introduced and Practiced Exams, Discussions, Projects	Reinforced and Practiced Essays, Discussion, Projects	Reinforced Essays, Discussion	Practiced Journal, Final Project	Reinforced and Practiced Exams, Discussions, Papers	Introduced Exams, Quick Writes, Case Studies
	Identify how differences in sex, sexual identity and orientation, race/ethnicity, class, age, ablebodiedness, religion, geographic identification and other identities structure the nature of gender-based inequality, justice and oppression	Introduced and Practiced Essays, Quizzes, Exams, Papers	Reinforced and Practiced Essays, Research Paper	Reinforced and Practiced Essays, Discussion	Practiced Journal, Final Project	Reinforced Exams, Discussions	Introduced and Practiced Exams, Case Studies, Discussion
	Analyze the variations in gender systems across cultures and time	Introduced Essays, Exams, Papers	Reinforced Essays	Reinforced Essays, Discussion	Varies	Reinforced and Practiced Exams, Papers, Discussions	Introduced and Practiced Exams, Case Studies
	Analyze strategies for transforming coercive and unequal gender systems and enhancing individual choice and our common humanity	Introduced Essays, Discussion, Papers, Exams	Reinforced Essays, Research Paper	Practiced Essays, Discussion	Practiced Journal, Practicum activities, Final Project	Reinforced & Practiced Exams, Papers, Discussions	Introduced Exams, Case Studies, Service Project

**GENDER STUDIES PROGRAM
WRITING PROMPT
Appendix A**

Insight/Issue Paper

- 1) As you read the assigned reading due for the coming class discussion, identify two insights and two issues.
- 2) Think of the insights/issues you identify and address as points to discuss in class.
- 3) I/I papers must be typed. If you cannot attend class, you may turn them in by email, but you will not get full credit for the assignment.

Insights:

- 4) For the **insights**, first identify what the insight **is** carefully. If you quote the author (and this is fine to do, but please add the page number), summarize the point in your own words. This could take approximately 2-3 sentences.
- 5) Then state **why** it is an important insight. What does it help you come to terms with? Why is it important to consider? How might it affect your way of thinking about things? This could take 3-4 sentences.

Issues:

- 6) For the **issues**, keep in mind that this could be an issue/problem that the author brings up **or** one you see emerging from the author's position. Identify which is the case for you and what the issue, problem or complexity is. This could take 2-3 sentences.
- 7) Then show **why** it is such a problem or concern. What is at stake in working through this problem? Are there problematic assumptions the author should address? Are there problematic ramifications of his/her point? This could take 3-4 sentences.

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	Analyze major topics and approaches in the history of feminist thought, queer theory, and masculinity theory	Introduced Essays, Exams, Papers	Reinforced Essays, Discussion, Research Paper	Reinforced and Practiced Essays, Discussion, Evaluations	Practiced	Reinforced Exams, Discussion	Introduced Exams, Quick Writes, Discussion
	Describe how social constructions of gender, sex, and sexual identity intersect with institutions, society, cultural practices, careers, and work environments	Introduced and Practiced Exams, Discussions, Projects	Reinforced and Practiced Essays, Discussion, Projects	Reinforced Essays, Discussion	Practiced Journal, Final Project	Reinforced and Practiced Exams, Discussions, Papers	Introduced Exams, Quick Writes, Case Studies
	Identify how differences in sex, sexual identity and orientation, race/ethnicity, class, age, ablebodiedness, religion, geographic identification and other identities structure the nature of gender-based inequality, justice and oppression	Introduced and Practiced Essays, Quizzes, Exams, Papers	Reinforced and Practiced Essays, Research Paper	Reinforced and Practiced Essays, Discussion	Practiced Journal, Final Project	Reinforced Exams, Discussions	Introduced and Practiced Exams, Case Studies, Discussion
	Analyze the variations in gender systems across cultures and time	Introduced Essays, Exams, Papers	Reinforced Essays	Reinforced Essays, Discussion	Varies	Reinforced and Practiced Exams, Papers, Discussions	Introduced and Practiced Exams, Case Studies
	Analyze strategies for transforming coercive and unequal gender systems and enhancing individual choice and our common humanity	Introduced Essays, Discussion, Papers, Exams	Reinforced Essays, Research Paper	Practiced Essays, Discussion	Practiced Journal, Practicum activities, Final Project	Reinforced & Practiced Exams, Papers, Discussions	Introduced Exams, Case Studies, Service Project