

Assessment Report

Department/Program: Gender Studies Chair: Katie Gentile

Degree /Minor/Certificate/or other Program: BA and Minor

Time Period Covered for this Assessment Review: Fall 2014; Spring 2015

Assessment occurred in the following courses:

Course	Semester and Year
HIS/GEN 364	Fall 2014
GEN 205	Spring 2015
GEN 401	Spring 2015
Gender Studies Minor (through GEN 205 17 minors)	Spring 2015

Direct Assessment of Learning Goals (Please attach to the report a copy of each rubric used.)

After listing the learning goal(s), insert *the percentage of students falling into each performance level* in the following chart. Your descriptors for the performance levels may vary, and if they do please substitute yours, but it's important to specify which level "meets expectations" for your program.

Learning Goal(s) Assessed	Course Number	Sample Size	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Average course performance for all goals listed on the attached rubric. See rubric for learning goals results.	HIS/GEN 364	8	34%	33%	29%	4%
	GEN 205	37	37%	33%	22%	8%
	GEN 401	10	20%	60%	15%	5%

Gender Studies Minor	GEN 205 (17 students)	17 finals 17 quizzes	30%	35%	25%	10%

Indirect Assessment of Learning Goals

Indirect assessment typically relies on surveys (Student Experience Surveys, NSSE, etc.), post-graduate outcome data, graduation and retention rates, grades, and a variety of other data. They may be used to assess particular learning goals or for more global assessment of the program. Indirect assessment should be part of every yearly review as a supplement to the direct assessment of learning. See attachment for examples of direct and indirect instruments.

Learning Goal(s)	Course or Program Based?	Sample Size, if Known	Instrument	Data
Survey for all GEN 101 sections	All sections of GEN 101	3-4 sections	Pre/post survey	Students learned the basic vocabulary of gender studies and understood the key concepts.

Conclusions What did you discover about student learning in your program?

GEN 205

After the previous assessment of GEN 205 we realized there were problems with the GEN 101 to GEN 205 flow. We had a curriculum retreat in December, 2014 to discuss ways of altering the courses. Professor Pauliny and myself attended a curriculum/program development conference

for the National Women's Studies Association (the parent organization for WS/GS programs) and found our issues to be somewhat universal. In discussions with more established BA programs, we found ours to better handle issues of intersectionality. We also found our current enrollment to be equal to those more established programs.

Based on presentations at this conference, we are adopting a standardized textbook for GEN 101.

In general, students in GEN 205 were very engaged with the philosophical ideas of justice as socially constructed. There was an advancement in understanding key concepts from the GEN 101 course. However students continued to struggle with the idea that knowledge itself is constructed, including their own knowledges. Based on the previous assessment this course was completely restructured to better introduce interdisciplinary methods of analysis and the relationships between research methods and knowledge construction. We focused on deconstructing neoliberalism and scaffolding the final paper with a proposal and 2 drafts before the final version. These changes were successful as indicated by the final papers and final exams and class discussion. Students were better able to link methods with knowledge and understand the impact of neoliberalism on justice. However students still struggled with expanding their world views about justice and gender. As we have found across the courses, students have difficulty shifting perspectives about justice and gender.

Because this class is the second common course for the minor, we also are using this to assess the progress of the minor. In this course there were 17 majors and 20 minors. Minors in the course perform similarly to the majors and consistently had similar difficulties using the language of methods to express their experiences and to understand the connections between methods and knowledge.

HIS/GEN 364

- Gender studies students had difficulty applying historical methods and analysis (compared to History majors and minors in the class).
- Gender Studies students struggled to understand the historical contexts of gender and sexuality.
- They had a problem viewing history as a form of "context" in which issues of gender, sexuality, and justice were constructed. They had problems coming to terms with how historical analysis occurs. GS students have a tendency to see inequality in the past and judge it without being able to explore the justifications based within a historical context. Many could not readily identify how gender justice depends on socio-historic forces that change over time. Instead they primarily relied on their present-day opinions. This further shows that students struggle with separating ethnocentricity from social scientific data and developments.

In a meeting with the professor for the course we discussed introducing historical methodologies in GEN 101 and GEN 205, for instance, including George Chauncey's work on sexuality in early 20th century New York City, in order to help students develop a better sense of historical understandings of gender and sexuality. However the results of the assessments of the GS students in this class also highlight the need to better introduce not just historical categories, but readings and assignments that will help students better grasp the tenuous and constructed nature of not just their own worlds, but of our current concepts of justice. While students can understand that historically justice has been socially constructed, they have difficulty understanding how historical agents from the past are crucial to our present-day positions.

CAPSTONE GEN 401

This is the first analysis of our capstone. It was the first time we had sufficient numbers of students in the class (10). According to our

assessments and a meeting with the capstone professor, students often have a particular image of their research interest but have difficulty being intellectually flexible to understand other contexts for their research ideas. The students tended to want to research aspects of gender and sexuality that were personally relevant (which is fine), however this personal connection at times affected their ability to present and critically assess different perspectives on their topic. Because this tendency was not seen in the previous capstone classes, we need to assess the course next year to see whether this is a cohort effect.

The main problem seen was not their specific research questions or their capacities to form a significant question, but the ways they framed them within the context of the capstone course and their inability to think in a flexible way. We discussed whether this rigidity might also be an indication that Gender Studies does not have its own methodology course. In addition, because the field is interdisciplinary, the core courses present a number of different methodologies. We wonder if because there is not a specific Gender Studies methods course, students, in particular students who struggle with research methods in general, have difficulty conceptualizing a comprehensive (and realistic) research methodology to frame their capstone projects.

Because Gender Studies is an interdisciplinary program with a variety of professors teaching the core courses, we decided we would focus on standardizing the language used in the Gender Studies 101 and 205 courses in hopes this would better prepare students. We also plan on developing a Gender Studies methods course to be taught with Humanities and Justice Studies and Interdisciplinary Studies. Until then, however, we are standardizing some of the content of the GEN 101 and 205 courses to better scaffold around research methods (see assessment of GEN 205).

We will be introducing a new standardized textbook for all GEN 101s in the spring of 2016. We will reassess that course then to see if some of these issues are better addressed. Questions and issues to be addressed in both GEN 101 and 205 include:

- Better describing qualitative vs quantitative research methods and the knowledge types produced by both.
- Describe humanities, social science, anthropological methods.
- What types of questions do you ask?
- What types of sources do you need?
- Focus learning outcomes on methodological outcomes.
- How GS is interdisciplinary?
- That data and primary sources can shift, but your approach to it remains constant.

We are also wondering about our requirements for the capstone. In meetings with other program directors we have found the capstone requirements across majors to be quite diverse. We are planning to request a capstone meeting with Dean Stoddart to better shape our capstone requirements.

Through this assessment we are also going to rework the learning outcomes for this course. The LO have not been assessed. Professor Perry has observed that LO2 seems to consist of two unrelated things: literature review (which is basically the same as LO4) and understanding of intersectionality. We will focus instead only on the development of intersectionality. LO3 seems to be asking students

to evaluate a GS methodology, when really what we want students to do is *apply* a methodology. LO4 seems to be somewhat at odds with LO3. LO3 wants students to choose a methodology—then LO4 wants them to examine a topic in light of different methodologies. We will meet this coming year to discuss our goals for this course in terms of methodology. LO5 also needs to be clarified. We also noticed that all of the student capstone projects were based around a form of activist oriented research goals. We will add this very valuable learning outcome that we previously did not include. Activism as a LO is discussed further in the program outcomes section.

Actions Taken

What action decisions did you make based on your data and conclusions? (Plan actions to take effect in the following semester or sooner if practical.)

Actions To Be Taken and By Whom	Timeframe for implementation and intermediate steps
The readings for GEN 205 will be revised again to include a few more readings on methods and on the social construction of knowledge. The course will continue to scaffold the final paper with a proposal and 2 drafts before handing in the final. The course will be run as a writing intensive course. The course will include more peer reviews of writing and more low stakes writing assignments.	Fall 2015
HIS/GEN 364 The Professor will continue to emphasize the role of historical methods and context within the course readings and provide feedback to the GS students around these issues.	Fall 2015
CAPSTONE GEN 401 We will meet with other capstone instructors to get a better sense of expectations for research levels. We will also compare ours with the data we have collected from other GS programs. We will retool the LO to better focus our expectations for student learning. We will work on creating a more focused methods course and	Spring 2016

discuss methods throughout GEN 101 and GEN 205.	
<p>GENERAL PROGRAM DEVELOPMENT GOALS:</p> <p>After attending the NWSA program director conference we realized our program has actually developed quite nicely. Our numbers of majors and minors are comparable to programs that are 20-40 years old. Additionally because we have an institutional focus of justice, our curriculum integrates intersectionality and ideals of justice more fluidly than many more established programs.</p> <p>However we suffer similarly to many other GS programs in that we lack an institutional space and identified, dedicated faculty. This impedes the development of community for students and faculty.</p> <p>As of Fall 2015 Gender Studies will be housed in the new Department of Interdisciplinary Studies. We will see if this helps create a stronger community for students. We are also creating a wiki for faculty to share syllabi, class activities, links, and potential readings. This will help promote community and better continuity between sections and courses. This community building will be measured by a survey to be given in GEN 205 and by attendance at GS events.</p> <p>The Director has reached out to other programs to compare methodology courses and capstone requirements. These will be assessed in the coming year. We hope to have our own methodology course in the program by Spring 2016.</p> <p>We created a draft for a 5 year strategic plan to promote continuity of vision and program development. This is important given that we are an interdisciplinary program without a dedicated faculty body.</p> <p>We have instituted a "How to market your GS degree" program and one sheet with the Career Services Office. This program was well received.</p> <p>Now that we have more graduates we will also be following them to assess the success of our graduates.</p> <p>After the capstone presentations we realized our program learning outcomes have a focus on justice but as an academic concept not as an action. Yet most of the graduating seniors included some form of social change in their capstone projects. We will evaluate our program outcomes to include the creation of activism, which is a key component of gender justice education.</p>	Fall 2014-Spring 2015

Were last year's actions implemented as planned? Please explain.

GEN 205 was revised as planned;
 We held a successful curriculum retreat as planned;
 We identified a textbook for GEN 101 as per the curriculum retreat;

We attended a regional NWSA conference for curriculum and program development;
 We have grown the program to exceed the national average enrollment;
 We are still working on developing better ways of informally assessing the program;

We need to reassess the GEN/BIO course with the lab requirements.
 We did implement the surveys for GEN 101.

Assessment data and conclusions were discussed in a Department or Program meeting on June 29, 2015.
 [date]

Attachments: rubrics, samples of student work at each performance level within the rubric.

GEN BA Program goals:

GS BA PROGRAM OBJECTIVES	Identify assumptions about gender & sexuality and how they influence construction of human identity in historical, cultural & geographic contexts.	Write arguments that examine interrelationships between gender & sexuality and other identity categories such as race, class, nationality, age, physical disability.	Recognize major topics and approaches in history of feminist theory, queer theory, masculinity studies and gender studies. Distinguish strengths and weaknesses of approaches.	Perform independent research on gender and sexuality identifying and justifying the disciplinary methods used.	Connect scholarly inquiry on gender and sexuality to theories of justice, criminality and human rights, per John Jay's mission.
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GEN 205 Gender and Justice

			gender, race, class, ethnicity and sexuality take form in the example.
	31%	45%	25%
Approaches requirement	Offers some description of current social science research but does not organize the review and does not identify any trends.	Can identify how cultural institutions reinforce gender, race, class, ethnicity and sexuality but fails to identify how these institutions impact or shape everyday life.	Is able to identify a form of gender based injustice from popular culture but is unable to identify appropriate search terms in order to collect relevant research; is able to write a coherent literature review but unable to apply the research findings to the topic, and does not describe how gender, race, class, ethnicity and sexuality impact the injustice.
	14%	20%	30%
Fails to meet requirement	Description of research vague and disorganized and paper fails to demonstrate any understanding of the literature.	Fails to accurately describe how gender is constructed through cultural institutions and does not identify intersecting identities nor how institutions impact individual people.	Is able to identify a form of gender based injustice from popular culture but is unable to identify appropriate search terms in order to collect relevant research; does not write a coherent literature review and is unable to apply the research findings to the topic, and does not describe how gender, race, class, ethnicity and sexuality impact the injustice.
	16%	0%	10%

HIS/GEN 364 History of Gender and Sexuality 1

Learning	Learning Obj. 1 Understand key	Learning Obj. 2 Identify and evaluate	Learning Obj. 3 Identify and analyze	Learning Obj. 4 Read and compare	Learning Obj. 5 Write an
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Objectives	concepts related to the study of gender and sexuality, and explore these concepts in different premodern cultures.	the forces that contributed to the formation and change of constructions of gender and sexuality throughout the premodern world.	primary source documents.	diverse works of scholarly literature.	argumentative essay grounded in evidence.
Tools for assessment	Paper and final exams	Paper and final exams	Papers	Paper and final exams	Papers
Excels at requirement	Student demonstrates a nuanced understanding of gender and sexuality as social constructs. Student can define, and explain the significance of, key concepts related to their study.	Student demonstrates an outstanding understanding of the historical forces and their significance for gender and sexuality.	More than sufficient amount of primary source evidence; analysis of evidence is accurate, thoughtful, and nuanced.	Accurately summarizes authors' arguments and conclusions; draws connections between secondary sources.	Essay contains detailed information and extensive documentation; makes a nuanced and sophisticated historical argument.
	20%	0%	20%	20%	20%
Meets requirement	Student demonstrates a good understanding of gender and sexuality as social constructs and can define key concepts related to their study.	Student demonstrates a good understanding of the historical forces' impact on gender and sexuality.	Sufficient amount of primary source evidence; analysis of evidence is accurate and in-depth.	Accurately summarizes authors' arguments.	Essay includes detailed information and good documentation; makes a historical argument.
	40%	40%	40%	40%	40%
Approaches requirement	Student has some understanding of gender and sexuality as social constructs, but has difficulty explaining more nuanced	Student demonstrates some understanding of the changing constructions of gender and sexuality.	Not enough primary source evidence is used; analysis is superficial and/or inaccurate.	Demonstrates some understanding of content.	Essay includes detailed information and some documentation; lacks a historical argument.

	concepts.				
	0%	40%	20%	20%	20%
Fails to meet requirement	Student cannot explain key concepts related to the study of gender and sexuality.	Student demonstrates no understanding of the impact of historical context on gender and sexuality.	Little to no primary source evidence.	Limited understanding of content.	Essay lacks sufficient information.
	40%	20%	20%	20%	20%

GEN 401 Capstone (Senior Seminar)

Learning Objectives	Learning Obj. 1	Learning Obj. 2	Learning Obj. 3	Learning Obj. 4	Learning Obj. 5
	Define a problem in gender and sexuality to be explored in a research paper, identifying assumptions about gender & sexuality and how they influence constructions of human identity in historical, cultural and geographic contexts.	Summarize scholarly research on a particular topic in gender/sexuality studies and construct an argument examining interrelationships between gender & sexuality and other identity categories such as race, class, nationality, age, physical disability.	Articulate the theoretical <i>and methodological</i> lens(es) that assist a research project based on the major topics and approaches in the history of feminist or/and queer theory, masculinity and gender studies and identify the strengths and weakness of the approaches.	Locate several sources of scholarly information related to a research project and outline their disciplinary and theoretical biases.	Synthesize findings of research into document that questions the justice of a particular gender or sexual formation as per John Jay's mission.
Tools for assessment	Capstone Papers	Capstone Papers	Capstone Papers	Capstone Papers	Capstone Papers
Excels at requirement	Student not only provides detailed information about a topic, but also explains the larger significance of his/her research for understanding	Student demonstrates a nuanced understanding of the intersection of gender and sexuality with other identity categories, and applies this knowledge when engaging with scholarly	Student is able to use appropriate theories and methods to produce a deep and nuanced analysis of academic texts and primary source evidence.	More than sufficient amount of secondary source material; accurately summarizes authors' arguments and conclusions; draws	Research paper includes detailed information and makes a nuanced and sophisticated argument.

	constructions of gender and sexuality.	literature.	connections between secondary sources.		
	20%	20%	10%	10%	30%
Meets requirement	Student provides detailed information about a topic relevant to the study of gender and sexuality.	Student demonstrates a good understanding of the significance of identity categories for understanding issues of gender and sexuality.	Student is able to apply appropriate theories and methods when analyzing primary and secondary sources.	Sufficient amount of secondary source material; accurately summarizes authors' arguments.	Research paper includes detailed information and makes an argument.
	70%	50%	40%	30%	20%
Approaches requirement	Student provides sufficient information about a particular topic, but does not adequately connect this data to the study of gender and sexuality.	Student demonstrates some awareness of the significance of identity categories for understanding issues of gender and sexuality.	Student demonstrates some understanding of the existence of different modes of theory and methodology when analyzing evidence.	Sufficient amount of secondary source material; demonstrates some understanding of content.	Research paper includes detailed information, but lacks an argument.
	10%	20%	30%	40%	50%
Fails to meet requirement	Student provides insufficient detail in his/her research paper.	Student does not address the existence of other identity categories.	Student writing is largely descriptive, with limited awareness of gender theory and methodology.	Insufficient amount of secondary source material; limited understanding of content.	Research paper lacks sufficient information.
	0%	10%	20%	20%	0%

GEN MINOR program goals and assessment:

GENDER STUDIES MINOR PROGRAM OBJECTIVIES	Demonstrate a working knowledge of key concepts in gender studies.	Demonstrate the ability to think reflexively about one's subject position within the literature	Identify assumptions about gender & sexuality and how they influence constructions of	Demonstrate an awareness of how gender, race, class, ethnicity, and sexual orientation intersect	Demonstrate the ability to connect scholarly inquiry about gender and sexuality to theories
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		of Gender Studies courses.	human identity in historical, cultural, & geographic contexts.	and how these intersections are formed and maintained through cultural, political and institutions.	of justice, criminality and human rights, as per John Jay's mission.
Assessment Tool	17 GEN 205 final papers	Quizzes from GEN 205	GEN 205 final papers	GEN 205 final exams	GEN 205 final papers
Excels at requirement	Correctly defines specific gender studies terms and concepts.	Demonstrates the ability to understand basic concepts of Gender Studies and uses the theory to re-conceptualize a personal experience.	Demonstrates the ability to identify assumptions about gender and sexuality and how these assumptions are bound by cultural, historical and geographic contexts by applying appropriate class readings to the analysis of multiple examples of gender and sexuality from popular culture.	Is able to correctly describe how gender, race, class, ethnicity and sexuality intersect within the culture and is able to articulate how these intersections are formed and maintained through cultural, political and justice-based institutions. Is able to apply this knowledge to a specific disciplinary context.	Is able to link stereotypes about gender and sexuality to the ways in which cultural resources and power are distributed unjustly and apply this knowledge to a particular disciplinary example.
	35%	35%	25%	30%	25%
Meets requirement	Correctly defines the majority of terms and concepts and demonstrates a general sense of them.	Demonstrates the ability to understand basic concepts of Gender Studies and is able to make connections between the theories and their own personal experience.	Demonstrates the ability to identify assumptions about gender and sexuality and how these assumptions are bound by cultural, historical and geographic contexts	Is able to correctly describe how gender, race, class, ethnicity and sexuality intersect within the culture and is able to articulate how these intersections are formed and	Demonstrates the ability to identify some stereotypes about gender and sexuality and able to link these expectations to some forms of injustice and inequality and discuss

			by applying appropriate class readings to the analysis of an example of gender and sexuality from popular culture.	maintained through cultural, political and justice-based institutions.	it within a particular disciplinary example.
	30%	35%	35%	30%	25%
Approaches requirement	Demonstrates a vague sense of the terms and concepts.	Demonstrates the ability to understand some basic concepts but is not able to examine the relevance of theory to personal experience and development.	Struggles to identify assumptions about gender and sexuality and articulate how these are bound by cultural, historical and geographic contexts and is unable to apply readings from class to an example from popular culture.	Demonstrates a general sense of how gender, race, class, ethnicity and sexuality intersect but is unable to articulate how these intersections are formed and maintained through cultural, political and justice-based institutions.	Struggles to identify cultural expectations about gender and sexuality as stereotypes and has difficulty linking these expectations to injustice.
	25%	20%	25%	30%	30%
Fails to meet requirement	Fails to correctly define the majority of concepts and terms.	Fails to accurately understand and describe basic gender studies concepts and is unable to examine the relevance of theory to personal experience and development.	Fails to accurately identify assumptions about gender and sexuality and articulate how these are bound by cultural, historical and geographic contexts and is unable to apply readings from class to an example from popular culture.	Fails to demonstrate an understanding of how gender, race, class, ethnicity and sexuality intersect and is unable to articulate how these intersections are formed and maintained through cultural, political and justice-based	Fails to identify cultural expectations about gender and sexuality nor see how they connect to inequity and injustice

				institutions.	
	10%	10%	15%	10%	20%