

College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- **2016-2017 Yearly Assessment Reports** for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
 - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
 - Graduate programs must include one curricular map showing how courses map onto PLOs.
 - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.
- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.
- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information 

Name of Program *

Gender and Sexualities Studies

Type of Program *

Minor ▼

College of Arts and Sciences Division *

Social Sciences ▼

Name/Title/E-mail Address of Submitter *

Christine Young, Associate Professor and GSS Program Director, cyoung8@usfca.edu

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

Yes

No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at

https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

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Mission Statement 

Please type and/or copy-and-paste directly into the space below:

*

The GSS minor offers a global, cross-cultural, and interdisciplinary approach to the study of gender and sexualities. The wide variety of courses enables students to analyze gender and sexualities in diverse historical eras, geographical regions, political and legal systems, and racial identities. The program aims to develop analytical skills, which enable students to observe the ways diverse approaches to gender and sexualities are contested and even self-contested; to build a knowledge base regarding the intersections of race, class, gender, nation, age, and sexuality; and to hone critical competence in order to identify ways that theories of identity have been destabilized by theories of difference.

Program Learning Outcomes (PLOs)



Please type and/or copy-and-paste directly into the space below:

*

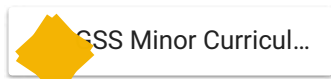
Analyze gender and sexualities within intersectional contexts (eg. historical, social, political, economic, racial and global.)
 Be equipped with knowledge and skills necessary to work in diverse professional settings (e.g., careers in health, education, human resources, public policy, law, social work, non-profit, and for-profit organizational management.)
 Critically connect coursework with other academic and co-curricular programs where diversity expertise is especially useful.

Curriculum Maps

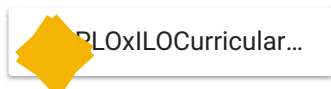


Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *



Please upload your PLOs to ILOs Curriculum map here *



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Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? *

1. Analyze gender and sexualities within intersectional contexts (eg. historical, social, political, economic, racial and global.)
-

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- Published (Standardized) Test (e.g., Major Field Test)
- Class Tests & Quizzes with Embedded Questions
- Class Presentations
- Off-Campus Presentations (NGOs, clients, agencies, etc.)
- Research Projects Reports
- Case Studies
- Term Papers
- Portfolio
- Artistic Performances, Recitals & Products
- Capstone Projects
- Poster Presentations
- Comprehensive Exams
- Thesis, Dissertation
- Pass Rates on Certification or Licensure Exams
- Group Projects
- In-/Out-of Class Presentations
- Competency Interviews (e.g., oral exams)
- Simulations
- Juried Presentations
-

Other:

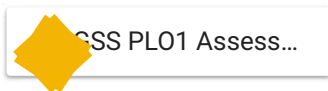
Brief description of student work products used to assess PLOs: *

Two short-answer essays from Midterm Exam for THTR 310 Sexuality, Performance and Culture.

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

Rubric

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").



Who evaluated the student work product? Check all that apply. *

FT faculty members who were not instructor(s) of the course(s)

FT faculty members who were instructor(s) of the course(s)

PT faculty members who were not instructor(s) of the course(s)

PT faculty members who were instructor(s) of the course(s)

Other:

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

Only one person conducted the rating

What indirect methods did you employ, if any?

- Student Survey
- Student Interview
- Focus Groups
- Reflection Sessions
- Reflection Essays
- Faculty Survey
- Exit (end of program) Survey
- Exit (end of program) Interview
- Alumni Survey
- Employer Survey
- Diaries or Journals
- Data from Institutional Surveys
- Curriculum/Syllabus Analysis
- Other: Comparison of final grades between GSS minors and non-minors

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

Analyzed how many GSS minors received a final grade of "A" in the course versus how many non-GSS minors received a final grade of "A" in the course.

Attach survey/script/interview here as needed

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Results 

What were the direct data results? *

The 2016-2017 academic year was the first year that assessment was conducted for the GSS Minor. One significant accomplishment this year was the creation of Program Learning Outcomes that describe the learning that students can expect to achieve in the program.

For 2016-2017, GSS PLO #1 was assessed: Analyze gender and sexualities within intersectional contexts (eg. historical, social, political, economic, racial and global.) Faculty developed a new rubric for this new program learning outcome and applied it to student work samples from one GSS minor course. The rubric uses a 4-point scale (with level 3 "Meets Expectations" being the target), and describes three criteria: A. Identifies key content related to gender and sexualities; B. Analyzes key content related to gender and sexualities within relevant intersectional contexts; and C. Applies content to self or the world, considering multiple perspectives and why they matter.

A total of 5 student work products were collected from THTR 310 Sexuality, Performance and Culture (Core F, CD) and one faculty member (myself, the GSS Director) scored the work products. Students were most successful at meeting Criterion A, with 100% of the 5 students scoring 3 or higher. 60% or 3 out of 5 students scored 3 or higher on Criterion B and C.

What were the indirect data results? (If applicable)

4 out of 5 GSS minors (80%) received a final grade of "A" in THTR 310 as compared to 13 out of 24 non-GSS minors (54%) who received a final grade of "A". 1 GSS minor (20%) received a final grade of "D" in the course and 1 non-GSS minor also received a final grade of "D".

How do you interpret these results? What do they mean? *

At first blush, it would appear that the majority of GSS minors are achieving adequate rates of learning on GSS Program Learning Outcome 1. Also, it appears that GSS minors performed significantly better than non-GSS minors in the sampled course according to the indirect data. However, there are several flaws in the assessment process that make these conclusions speculative at best.

It was extremely difficult to conduct direct assessment for this academic year, because work products were not collected and saved at the end of the year. Thus, retroactive work product collection was conducted, which severely impacted the quantity of work products that was assessed.

Another significant issue is the small sample size. In the 2016-2017 academic year, there were 14 GSS minors. Since the GSS minor is an interdisciplinary program, there are at least 30 different courses that count toward the minor. Thus, there may be a few or no GSS minors in any given course. Also, GSS minors may not even take a course in the minor in a given academic year. Figuring out an effective system for collecting direct data for GSS minor achievement of GSS learning outcomes remains a problem that we need additional resources and expertise to solve.

Furthermore, 3 of the 5 GSS minors who were assessed were unusually strong academically - students who are likely to be in the top tier of academic performance in every class - which may reflect less the success of the GSS minor and more their innate intellectual talents.

Closing the Loop

"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

--9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? *

- Revision of PLOs
- Changes in pedagogical practices
- Revision of program course sequence
- Revision of course(s) content
- Curriculum Changes (e.g. addition and/or deletion of courses)
- Modified program policies or procedures
- Designed measurement tools more aptly suited for the task
- Improved within and across school/college collaboration
- Improved within and across school/college communication
- Revised student learning outcomes in one or more courses
- Modified rubric
- Developed new rubric
- Developed more stringent measures (key assessments)
- Modified course offering schedules
- Changes to faculty and/or staff
- Changes in program modality of delivery
- Other:

Description of the Proposed Changes (as checked above): *

Even though it was difficult and awkward to reverse engineer an assessment process, the experience illuminated many useful questions about best practices for assessing an interdisciplinary minor. For the next assessment cycle, I intend to join forces with the directors of other interdisciplinary programs at USF to think through some of the challenges including collection of student work products and the design of a useful indirect data collection tool like a student survey. I am also considering revising the PLOs, as I think they may be too ambitious in their scope and less measurable than I had originally thought.

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *

The GSS assessment plan is still in formation. As we go forward into 2017-2018 academic year, I will seek to collaborate with other Faculty members, both within and without the GSS minor, to think through how we can best measure student learning in meaningful ways, widely publicize the GSS PLOs and rubrics so that faculty teaching courses that are included in the program are aware of the GSS minor learning goals, and develop a new rubrics to assess another one of our new Program Learning Outcomes.

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Google Forms