

## ASSESSMENT REPORT

ACADEMIC YEAR 2020-2021

**REPORT DUE DATE: January 31, 2022**

Some useful contacts:

1. Prof. Alexandra Amati, FDCD, Arts – [adamati@usfca.edu](mailto:adamati@usfca.edu)
2. Prof. John Lendvay, FDCD, Sciences – [lendvay@usfca.edu](mailto:lendvay@usfca.edu)
3. Prof. Mark Meritt, FDCD, Humanities – [meritt@usfca.edu](mailto:meritt@usfca.edu)
4. Prof. Michael Jonas, FDCD, Social Sciences – [mrjonas@usfca.edu](mailto:mrjonas@usfca.edu)

Academic Effectiveness Annual Assessment Resource Page:

<https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/assessment>

Email to submit the report: [assessment\\_cas@usfca.edu](mailto:assessment_cas@usfca.edu)

**Important: Please write the name of your program or department in the subject line.**

**For example: FineArts\_Major (if you decide to submit a separate report for major and minor);**

**FineArts\_Aggregate (when submitting an aggregate report)**

### I. LOGISTICS

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1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Jennifer Turpin, Coordinator, [turpinj@usfca.edu](mailto:turpinj@usfca.edu)

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major & Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

This report is being submitted for an interdisciplinary minor.

3. Please note that a Curricular Map should accompany every assessment report. Has there been any revisions to the Curricular Map since the last report?

We have not made major changes to the Curricular Map. Topics in Philosophy: The Metaphysics of Sex and Gender will be approved as a substitution for the foundational Sex and Gender course this year. Professor Rebecca Mason teaches this class the Philosophy department and the PLOs and content give GSS minors a fundamental understanding of gender, sexuality, and intersectionality through the lens of feminist theory. Going forward, the Coordinator and Advisory Board should review the available elective courses and add them to Curriculog.

## II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

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1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? Kindly state "Yes" or "No."

No.

Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program.

Mission Statement (Major/Graduate/Certificate):

N/A

Mission Statement (Minor):

The Gender and Sexualities Studies Minor offers a global, cross-cultural, and interdisciplinary approach to the study of gender and sexualities. The wide variety of courses offered by the minor enables students to analyze gender and sexualities in diverse historical eras, geographical regions, political and legal systems, and racial identities.

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle? Kindly state "Yes" or "No."

No.

Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, [gamson@usfca.edu](mailto:gamson@usfca.edu)). Minor editorial changes are not required to go through the College Curriculum Committee.

PLOs (Major/Graduate/Certificate):

N/A

PLOs (Minor):

PLO 1: Students will articulate and differentiate theories and concepts used in gender and sexualities studies.

PLO 2: Students will critically apply theories and concepts of gender and sexualities studies in their analyses of the social world.

PLO 3: Students will identify how sex, gender, and sexuality intersect with other inequalities and power relations.

3. State the particular Program Learning Outcome(s) you assessed for the academic year 2020-2021.

PLO(s) being assessed (Major/Graduate/Certificate):

N/A

PLO(s) being assessed (Minor):

N/A – Prof. Turpin just took over as Coordinator of GSS on an interim basis, and no assessment plans were created prior to her stepping in.

### III. METHODOLOGY

Describe the methodology that you used to assess the PLO(s).

For example, "the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a grade for responses to those questions."

Important Note – WSCUC advises us to use "direct methods" which relate to a direct evaluation of a student work product. "Indirect methods" like exit interviews or student surveys can be used only as additional complements to a direct method.

For any program with fewer than 10 students: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that every 3 years, we would expect you to have enough data to conduct a meaningful analysis.

Important: Please attach, at the end of this report, a copy of the rubric used for assessment.

Methodology used (Major/Graduate/Certificate):

N/A

Methodology used (Minor):

N/A

### IV. RESULTS & MAJOR FINDINGS

Results (Major/Graduate/Certificate):

N/A

Results (Minor):

N/A

### V. CLOSING THE LOOP

1. Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.

Closing the Loop (Major/Graduate/Certificate):

N/A

Closing the Loop (Minor):

N/A

The items below were listed in last year's assessment report analysis. Updates are listed in CAPS, in brackets below. Turpin will review and consider these items with the GSS Advisory Board:

The Gender & Sexualities Studies minor is generally well-liked by our students. It is clear, however, that the program needs some care. In contemporary times, the program should be positioning our students to effectively respond to some of the pressing problems in the world. While the existing program states as one of its goals that the program will prepare students for relevant graduate work, we believe that the program can be re-invented to also provide students with an education in gender justice that they might put to work as soon as they graduate. This will involve taking positive steps over the next five years to accomplish the following:

1. Create a strong culture and identity in the minor through events and activities that give students the chance to explore contemporary topics in both academic and non-academic contexts. [TWO EVENTS HAVE BEEN ORGANIZED FOR THIS ACADEMIC YEAR THUS FAR, ONE CO-SPONSORED WITH THE CENTER FOR ASIA-PACIFIC STUDIES AND THE OTHER WITH THE GLOBAL WOMEN'S RIGHTS FORUM.]
2. Re-work the foundational courses so that there is a class all GSS students might take together to give them a common foundation in Gender and Sexualities Studies [THIS IS A STAFFING ISSUE; WE HAVE INSUFFICIENT FACULTY TO DO THIS RIGHT NOW.]

3. Re-think the relationship between gender and sexualities in the title of the minor as a way to re-imagine how the current division of both the foundation and electives should operate. [NO FURTHER DISCUSSION HAS TAKEN PLACE.]
4. Review the curriculum to eliminate courses that have not been taught in 5+ years. Add the courses that do not yet appear on the curriculum. [A LIST OF CURRENT COURSES HAS BEEN CREATED AND DISTRIBUTED TO STUDENTS AND FACULTY.]

2. What were the most important suggestions/feedback from the FDCD on your last assessment report)? How did you incorporate or address the suggestion(s) in this report?

Suggestions (Major/Graduate/Certificate):

Suggestions (Minor):

N/A – Tamara Kneese went on leave, and Jennifer Turpin was just asked to step in as Coordinator. Turpin is working to revitalize the program through a variety of outreach methods to faculty and students, co-sponsoring campus events, and reviewing the curricular offerings. Turpin agrees with prior recommendations from the FDCD related to surveying students to assess their needs and experiences.

Assessment Planning Going Forward:

The first issue to resolve is appointing a long-term Coordinator for the Gender and Sexuality Studies Program who can ensure some continuity in leadership and planning. The program seems to have been beset by several short-term or Interim Coordinators (myself included). The Coordinator can then work with the GSS Advisory Board to implement assessment planning. In my view, it would be helpful for the GSS Program to survey its students to assess how they gauge their mastery of the PLOs; to determine how satisfied they are with the program and whether they intend to go on and work in a GSS-related field. That would provide a basis for further development of the program. As you know, the Sociology Department implemented such a survey this year that could perhaps serve as a model. Given the small number of students in the program, however, a more open-ended, qualitative survey may be advisable.

## ADDITIONAL MATERIALS

### Curriculum Map

Course Name	PLO 1	PLO2	PLO3
<b>Foundational Courses</b>			
<b>Gender Courses</b>			
COMS 337: Rhetorics of Sex, Gender, and Sexuality	M	D	I
MS 335: Feminist Thought (also PHIL 400: Metaphysics of Sex and Gender; PHIL 335: Feminist Thought and PHIL 380: Feminist Philosophy fulfill this requirement)	M	M	M
THTR 310: Sexuality, Performance, & Culture	I	I	I
<b>Sexualities Courses</b>			
<b>HIST 331: History of Sexuality (remove from curriculum – no longer offered)</b>		I	
PSYC 331: Psychology of Sexuality	D	D	I
SOC 347: Sex and Sexualities	I	I	I
<b>Elective Courses</b>			
<b>Humanities</b>			
Art 206: Women & Art	D		I
ENGL 208: Survey of Women's Literature I	I		

ENGL 209: Survey of Women's Literature II	D	D	
ENGL 230: Lit. Gender & Sexualities	D	D	
ENGL 410: Special Topics in Lit & Film (remove from curriculum – unclear how it fits into minor)			
GERM 350: Paris-Berlin	I	I	I
HIST 127: Women in US History		I	I
HIST 270: Sex & Transgression in Islamic World	D	I	D
HIST 331: History of Sexuality (remove from curriculum – no longer offered)		I	
HIST 360: American Women & Political Activism	D	D	D
MUS 231: Music and Gender			
PHIL 335: Feminist Thought	M	M	M
PHIL 380: Feminist Philosophy	M	M	M
THRS 262: Homosexuality & the Bible	I		



THRS 131: Queering Religion	I	I	I
THRS 125: Social Justice, Activism, and Jews	I	I	I
THTR 310: Sexuality, Performance, & Culture	I	I	I
<b>Social Sciences</b>			
ENVA 390: Gender and Environment	D	D	D
MS 335: Feminist Thought	M	M	M
MS 405: Gender & the Media	M	M	M
POLS 338: Gender/Pol Comp Persp	D	D	D
POLS 381: Feminist Intl Relations	D		D
PSYC 331: Psychology of Sexuality	D	D	I
PSYC 335: Psychology of Gender	I	D	
SOC 229: Diversity/Amer Families	I	I	I
SOC 223: Gender, Dev. & Globalization	D	D	I
SOC 260: Sociology of Gender	I	I	
SOC 304: US Inequalities/Social Justice	I	I	I

SOC 345: Feminism and the Body	I	I	I
SOC 347: Sex and Sexualities	I	I	I
Natural and Physical Sciences			
BIOL 330: Female Biology			

Gender & Sexualities Studies Minor  
PLO 1 Rubric 2020

PLO 1	(1) Below Expectations	(2) Meets Expectations	(3) Exceeds Expectations	(4) Demonstrates Mastery
Students will articulate and differentiate theories and concepts used in gender and sexualities studies.	Key concepts are defined cursorily or solely in the language of the text from which they are drawn; differences between theories are ignored to demonstrate how they sound similar	Concepts are defined clearly; differences between theories and concepts are noted (but not yet explained)	Key concepts and theories are explained in the students' own words, evidencing a clear understanding of the importance of the concept; Difference between theories and concepts are explained	Key concepts are defined with clarity, demonstrating unique insight into the limits or possibilities of the theory; difference between theories is explained and critiqued