



Annual Assessment Report 2021-2022

BA Gender, Ethnic, and Multicultural Studies Ethnic & Women's Studies College of Letters, Arts, and Social Sciences

CONTACT

Name of Program Assessment Lead Analena Hope Hassberg

Name of Person Completing Report Jocelyn A. Pacleb

DISCIPLINARY ACCREDITATION No

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- ☐ We developed them as a program/department using our own knowledge and expertise of the field.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- Department Website - provide URL: <https://www.cpp.edu/class/ethnic-womensstudies/index.shtml>
- Course Syllabi

ASSESSMENT ACTIVITIES IN 2021-2022

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2021-2022**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 6

How many SLOs did your program assess this past year in 2021-2022?

- My program assessed SLOs in AY 2021-2022

Please list the SLOs examined

- SLO #1: Students will be able to demonstrate and apply the basic concepts, theories and methods in gender, ethnic and multicultural studies
- SLO #2: Students will be able to demonstrate an understanding of the contributions of ethnic, racial and gendered groups to U.S. society.
- SLO #3: Students will be able to demonstrate a critical understanding of ethnic, racial, gender, and class intersections and relations from a global perspective
- SLO #4: Students will be able to demonstrate critical thinking and problem-solving skills, e.g., the ability to think clearly and logically, to analyze and interpret information, to evaluate ideas, to draw inferences through reasoning in a variety of contexts, and to formulate ways of solving problems creatively and effectively.
- SLO #5: Students will be able to demonstrate communication and interpersonal skills, including both the ability to apply verbal, written, visual, and listening skills to effectively communicate with diverse audiences, and the ability to work with others to achieve common goals.
- SLO #6: Students will be able to demonstrate 21st Century literacies to locate, evaluate, use, communicate, and produce knowledge.

Student Learning Outcome (SLO): Students will be able to demonstrate and apply the basic concepts, theories and methods in gender, ethnic and multicultural studies

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Scored direct evidence of student learning 		<ul style="list-style-type: none"> Used rubric or scoring guide

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
14	Oral presentation	Yes	Given that students had fall and spring semester to conduct their research, they demonstrated and applied SLO #1 in their oral presentations at the annual 2022 Senior Capstone Symposium.

Student Learning Outcome (SLO): Students will be able to demonstrate an understanding of the contributions of ethnic, racial and gendered groups to U.S. society.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Scored direct evidence of student learning 		<ul style="list-style-type: none"> Used rubric or scoring guide

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
14	Oral presentation	Yes	Given that students had fall and spring semester to conduct their research, they demonstrated and applied SLO #2 in their oral presentations at the annual 2022 Senior Capstone Symposium.

Student Learning Outcome (SLO): Students will be able to demonstrate a critical understanding of ethnic, racial, gender, and class intersections and relations from a global perspective

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Scored direct evidence of student learning 		<ul style="list-style-type: none"> Used rubric or scoring guide

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
14	Oral presentations	Yes	Given that students had fall and spring semester to conduct their research, they demonstrated and applied SLO #3 in their oral presentations at the annual 2022 Senior Capstone Symposium.

Student Learning Outcome (SLO): Students will be able to demonstrate critical thinking and problem-solving skills, e.g. the ability to think clearly and logically, to analyze and interpret information, to evaluate ideas, to draw inferences through reasoning in a variety of contexts, and to formulate ways of solving problems creatively and effectively.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Scored direct evidence of student learning 		<ul style="list-style-type: none"> Used rubric or scoring guide

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result

Student Learning Outcome (SLO): Students will be able to demonstrate communication and interpersonal skills, including both the ability to apply verbal, written, visual, and listening skills to effectively communicate with diverse audiences, and the ability to work with others to achieve common goals.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) 	<ul style="list-style-type: none"> Capstone product (e.g., project, senior thesis etc) 	<ul style="list-style-type: none"> Used rubric or scoring guide

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
14	Oral presentation	Yes	Given that students had fall and spring semester to conduct their research, they demonstrated and applied SLO #5 in their presentations at the annual 2022 Senior Capstone Symposium.

Student Learning Outcome (SLO): Students will be able to demonstrate 21st Century literacies to locate, evaluate, use, communicate, and produce knowledge.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) 	<ul style="list-style-type: none"> Capstone product (e.g., project, senior thesis etc) 	<ul style="list-style-type: none"> Used rubric or scoring guide

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
14	Oral presentation	Yes	Given that students had fall and spring semester to conduct their research, they demonstrated and applied SLO #6 in their presentations at the annual 2022 Senior Capstone Symposium.

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2021-2022? Select all that apply.

- Course-level changes (e.g., syllabus, content, pedagogy)
- Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions are ongoing, etc.)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.

- A committee of program/department faculty
- College assessment committee
- College Assessment Liaison
- Other, please explain: Due to changes in faculty personnel, there was no PAL in Spring 2022.
- Other, please explain: EWS underwent a number of transitions. One, EWS moved to CLASS and we had an Interim Chair in Spring 2022. Any discussion on assessment planning may have occurred with the previous chair and PAL/Department Assessment person.

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2021-2022 so that others may learn from your experiences.

Faculty and students continue to do their best to meet the learning objectives in the respective courses. However, what is needed in the EWS Department is intentionally creating time and space for faculty to share how and what they are doing to assess student learning.

CPP's GI2025 goals What assessment-related efforts do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.) Undergraduate programs may wish to refer to CPP's GI2025 goals. (Not Mandatory)

Currently, I review DFWs. I would like to learn how to analyze and share DFW data at a higher level with faculty.

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan

Yes

Curriculum Matrix

Yes