



Program Assessment Report (PAR)

Women, Gender & Sexuality Studies (WGSS) Baccalaureate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: [Academic Year]

I. PROGRAM LEARNING OUTCOMES

1. Demonstrate creative problem-solving skills; 2. Analyze through interdisciplinary perspectives the intersections of social inequality, such as gender, sexuality, race, ethnicity, cultural identity, nationality, class, age, and ability; 3. Identify examples of institutional, social, political, and personal patterns of privilege and discrimination in everyday, lived experiences; 4. Reflect on changes in how they evaluate the social and intellectual contributions of minoritized groups; 5. Engage in analysis or work that is orientated toward social justice change.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

The five-year WGS Assessment Plan measures one outcome per year, using final papers from courses identified through a course-mapping process. Members of an ad-hoc assessment subcommittee of the WGS Program Committee adapted a rubric to measure each outcome using the Association of American Colleges & Universities VALUE method, which turns outcome keywords into rubrics. For 2019-20, the committee evaluated WGS Program Outcome 1 Demonstrate Creative Problem-Solving Skills using capstone papers from WGS 3000 Critical Sexuality Studies. All final projects from the course were provided, a total of 10 artifacts. WGS 3000 is a pre-requisite for all other upper-level WGS courses, so the work of the course is representative of students in WGS programs. (Papers from a second course were requested but were not made available by the faculty member.) Future direct assessments will endeavor to include projects from two courses.

B. Scoring of Student Work

Two WGS affiliate faculty formed the ad hoc assessment subcommittee of the WGS Program Committee. These faculty 1) created the Five-Year WGS Assessment Plan (attached--though the proposed timeline was significantly altered due to COVID) 2) adapted the AACU VALUE rubric for Creative Thinking to measure Outcome 1 (attached) This adapted rubric looks at three criteria Solving Problems, Embracing Contradictions, and Innovative Thinking for Outcome 1. Each student artifact is rated for each criterion - Outstanding (5) - Good (4) - Adequate (3) - Fair (2) - Poor (1) 3) assessed how final papers from one section of WGS 3000 Critical Sexuality Studies met Outcome 1 using that rubric.

C. Indirect Assessment

No indirect assessment was performed. Future assessment of indirect assessment will include two measures 1) exit survey and 2) alumni survey. Both are currently being developed.

III. ASSESSMENT RESULTS/INFORMATION:

Solving problems 3.1 Embracing contradictions 3.45 Innovative thinking 3.2

These capstone projects demonstrated between "Adequate" (3) and "Good" (4) in all three areas of the rubric.

We will communicate these numbers to WGS faculty and discuss how the findings fit into the larger five-year assessment cycle. These numbers will serve as a baseline for future assessment.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

The Five-Year Assessment Plan was shared with the WGS Program Committee prior to implementation. Results of 2019-20 assessment will be shared at the next WGS Program Committee Meeting in early 2021 to discuss findings. The WGS Program Committee will also take up the issue of creating and implementing two indirect assessment measures (an alumni survey and an exit survey) in early 2021.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.