Program Assessment Report (PAR)

Women,Gender&Sexuality Studies (WGSS) Baccalaureate Degree
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ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

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/projects from courses identified through a course-mapping process. Members of an ad-hoc assessment subcommittee of the WGS Program Committee adapt a rubric to measure each outcome using the Association of American Colleges and Universities VALUE method which turns outcome keywords into rubrics. For 2022, the committee evaluated WGS Program Outcome 3: "Identify examples of institutional, social, political, and personal patterns of privilege and discrimination in everyday, lived experiences" using final papers for WGS 4500: Feminist Theory.

B. Scoring of Student Work

The coordinator of the WGS Program formed an ad hoc assessment subcommittee to assess student work. Utilizing the Five-Year WGS Assessment Plan created by the

previous subcommittee, we assessed student work using a rubric created by the WGS Program Coordinator that is informed by AACU VALUE rubric guidelines (rubric attached). The rubric, as you can see, examines students' abilities to form positions and demonstrate competencies in understanding and identifying examples of privilege and discrimination in various contexts from institutional to personal. Each are evaluated using a 4-point scale including (4) mastery (3) partial mastery (2) progressing, and (1) benchmark.

C. Indirect Assessment

No indirect assessment was performed due to lack of subjects. Future assessment of indirect assessment will include two measures 1) exit survey and 2) alumni survey. Both are currently being developed and will be deployed for the 2022 assessment report.

III. ASSESSMENT RESULTS/INFORMATION:

Student position/thesis - 2 Student identifies example of privilege and discrimination in everyday, lived experience - 2.3 Student example demonstrates how privilege and discrimation operate on institutional, social, political, and personal levels - 2.7

The average score on this year's learning outcome fell between the Progressing and Partial Mastery category of the rubric. However, this year's sample was very small and therefore does not represent how well students overall are doing in the program. Unfortunately, this sample was the only one available this year, and students in the course had the option to conduct a final project over a final paper, so projects were not a good fit for the measurement as they were not thesis-driven. The coordinator will communicate these findings to the WGS advisory committee. The committee will discuss how we can better communicate/develop a routine for distributing information on learning outcomes to the professors of courses from which artifacts will be drawn.

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 in 2019. Results of the 2020 and 2021 assessment were shared at the WGS Program Committee meetings in the spring of those years. Results of the 2022 assessment will be

shared at the first WGS program committee meeting in the spring of 2023. We will discuss our assessment plan at the committee meeting and address the value of and possiblities for indirect assessment for this year.

V. SUPPORTING DOCUMENTS

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