



## Program Assessment Report (PAR)

**Women, Gender & Sexuality Studies (WGSS) Baccalaureate Degree**

**REPORT PREPARED by: Yantis-Houser, Emily Jane**

**ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021**

### **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 adapt a rubric to measure each outcome using the Association of American Colleges & Universities VALUE method which turns outcome keywords into rubrics. For 2021, the committee evaluated WGS Program Outcome 2 “Analyze through interdisciplinary perspectives the intersections of social inequality, such as gender, sexuality, race, ethnicity, cultural identity, nationality, class, age, and ability” using final papers from WGS 3200 Sociology of Gender and WGS 4050 Disability Power, Politics, and Privilege.

#### **B. Scoring of Student Work**

The two co-coordinators for the WGS Program Committee 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 the AACU VALUE rubric for Intercultural Knowledge and Competence to measure Outcome 2 (attached). The rubric, as you can see, looks at the following criteria cultural self-awareness, knowledge of cultural worldview frameworks, empathy, verbal and nonverbal communication, curiosity, and openness. Each are evaluated using a 4-point scale including (4) Capstone, (3 & 2) Milestone, and (1) Benchmark. Averages were calculated for each of the rubric criteria to determine overall intercultural knowledge and competence and fulfillment of Outcome 2.

### **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:**

Cultural Self-Awareness - 2.6 Knowledge of Cultural Worldview Frameworks - 3  
Empathy – 3.4 Verbal & Nonverbal Comm. – 2.6 Curiosity – 3.5 Openness – 3.4

A majority of the papers assessed fell in the Milestone (2-3) category of the rubric but half of the averages are over 3 and heading toward Capstone (4) category. This tells the evaluators that we are on the path toward reaching the highest score on the rubric for intercultural knowledge and competence and high achievement of our program outcome 2. We will communicate these numbers to WGS faculty and how they fit into the larger five-year assessment cycle. These numbers will serve as a baseline for future course development as it relates to intercultural knowledge and competence as well as future assessment.

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## **IV. ACTIONS TO IMPROVE STUDENT LEARNING**

The Five-Year Assessment Plan was shared with the WGS Program Committee in 2019. Results of the 2020 assessment were shared at the WGS Program Committee Meeting in spring 2021. Results of this 2021 assessment will be shared at the first WGS

Program Committee meeting in spring 2022. We will continue to discuss our assessment plan at committee meetings and prepare for assessment earlier in the year so we can implement indirect assessment as well. The WGS Program Committee created an alumni and exit survey in 2021 and will implement those measures starting in spring 2022.

## **V. SUPPORTING DOCUMENTS**

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