

Program Level Assessment: Annual Report

Program Name (no acronyms) Women's and Gender Studies Department: Women's and Gender Studies

Date (Month/Year) August 30, 2021

(Just numbers, e.g., Outcomes 1 and 2.)

We assess learning outcomes on a rotating basis. This year we looked at numbers 1 and 2.

1. Graduates will be able to employ central concepts from women's and gender studies to analyze how culture and social institutions shape possibilities for justice in everyday life.
2. Graduates will be able to demonstrate how contemporary feminist thought and movements can take different shape among diverse populations within the United States or around the globe.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online b) at the Madrid campus or c) at any other off-campus location.

We looked at the portfolios of five graduating students. Each contains material from a variety of courses.

We also looked at pre and posttests from Introduction to Women's and Gender Studies from both semesters, and from both a) Madrid and b) 1818. This course is not only required for WGS majors and minors, but is also taken as an elective by many students, especially as it satisfies the U.S. diversity requirement.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report (do not just refer to the assessment plan).

Each portfolio was read by three faculty members. Each set of pre and posttests was reviewed by two faculty members. Then we discuss our findings as a group.

We use a 5-point scale that ranges from unsatisfactory (1) to satisfactory (3) to excellent (5).

4. Data/Results

What were the results of the assessment of learning outcome(s)? Please be specific. Do achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off campus site)?

Learning outcome #1: We gave our program a "4" of "5" on this, as our students show facility in using concepts

D. How do you plan to (continue to) use this information moving forward?



Introduction to WGS Pre-/Post Test Assessment Rubric

	(1) fails to address:	(3) addresses:	(5*) complexly addresses:
Privilege	-some have unearned, automatic, naturalized (etc.) rights and power that others don't have due to r/status (knapsack metaphor)	-some have unearned, automatic, naturalized (etc.) rights and power that others don't have due to r/status (knapsack metaphor)	- directly connects with oppression - includes more identity markers - unconscious/invisible - gives concrete examples