

# Program-Level Assessment Plan

Program: Women’s and Gender Studies	Degree Level (e.g., UG or GR certificate, UG major, master’s program, doctoral program): BA
Department: Women’s and Gender Studies	College/School: College of Arts and Sciences
Date (Month/Year): April 2024	Primary Assessment Contact: Dr. Claudia Karagoz

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods	
			Artifacts of Student Learning (What)	Evaluation Process (How)
	<p>What do the program faculty expect all students to know or be able to do as a result of completing this program?</p> <p>Note: These should be measurable and manageable in number (typically 4-6 are sufficient).</p>	<p>In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).</p>	<p>1. What artifacts of student learning will be used to determine if students have achieved this outcome?</p> <p>2. In which courses will these artifacts be collected?</p>	<p>1. What process will be used to evaluate the artifacts, and by whom?</p> <p>2. What tools(s) (e.g., a rubric) will be used in the process?</p> <p>Note: Please include any rubrics as part of the submitted plan documents.</p>
1	<p>Graduates will be able to use central concepts from Women’s and Gender Studies to analyze how culture and social institutions shape possibilities for justice in everyday life.</p>	<p><b>Introduced/developed:</b> Introduction to Women’s and Gender Studies and Introduction to Sexuality Studies</p> <p><b>Developed/reinforced:</b> Feminisms in the U.S.: Intersectional Approaches</p> <p><b>Reinforced/achieved:</b> <u>Theory course</u> (3000- and 4000-level, e.g. Feminist Theory); <u>Praxis course</u> (3000- and 4000-level, e.g. Feminism in Action); 3000- and 4000-level electives (e.g. Violence Against Women).</p>	<p>1. The direct measure artifact of student learning will be a final or substantial paper or project, including videos, podcasts, and works of digital humanities. This will be collected in an assessment portfolio.</p> <p>2. The artifact will be collected from one of the following courses: Feminisms in the U.S.: Intersectional Approaches; Feminist Theory; Philosophy of Feminism; Feminism in Action; WGS Internship; Violence against Women; or an upper level elective.</p>	<p>1. The department collects student artifacts into a portfolio over the course of their time in the major. The portfolio should be completed by the fall of the senior year. Using the attached rubric, the department’s core faculty will evaluate the artifacts at the end of the spring semester to present findings at the department’s fall retreat in August. The portfolios will be divided evenly between the core faculty members, and everyone will be charged with reviewing their portion before the general meeting. All artifacts will be reviewed independently by at least two faculty members.</p>

				2. SLO 1 will be evaluated by rating the relevant artifact(s) of student learning on a rubric (attached) as a direct measure.
2	<p>Graduates will be able to demonstrate how contemporary feminist thought and movements can take different forms among diverse populations locally, nationally and globally.</p>	<p><b>Introduced/developed:</b> <u>Diversity and Identity Course</u> (2000-level, e.g. Feminisms in the U.S.: Intersectional Approaches)</p> <p><b>Developed/reinforced:</b> <u>Diversity and Identity Courses</u> (3000- and 4000-level, e.g. Women and Gender in Global Film &amp; Global and Transnational Feminism)</p> <p><b>Reinforced/achieved:</b> <u>Theory course</u> (3000- and 4000-level, e.g. Feminist Theory)</p>	<ol style="list-style-type: none"> <li>1. The direct measure artifact of student learning will be a final or substantial paper or project, including videos, podcasts, and works of digital humanities. This will be collected in an assessment portfolio.</li> <li>2. The artifact will be collected from one of the following courses: Global and Transnational Feminism; Women and Gender in Global Film; Feminist Theory; or Philosophy of Feminism.</li> </ol>	<ol style="list-style-type: none"> <li>1. The department collects student artifacts over the course of their time in the major. The portfolio should be completed by the fall of the senior year. Using the attached rubric, the department’s core faculty will evaluate the artifacts at the end of the spring semester to present findings at the department’s fall retreat in August. The portfolios will be divided evenly between the core faculty members, and everyone will be charged with reviewing their portion before the general meeting. All artifacts will be reviewed independently by at least two faculty members.</li> <li>2. SLO 2 will be evaluated by rating the relevant artifact(s) of student learning on a rubric (attached) as a direct measure.</li> </ol>
3	<p>Graduates will be able to identify and analyze intersections between matrices of power, privilege and oppression across cultures, space and/or time.</p>	<p><b>Introduced/developed:</b> Introduction to Women’s &amp; Gender Studies &amp; Introduction to Sexuality Studies</p> <p><b>Developed/reinforced:</b> <u>Diversity and Identity Course</u> (2000-level) “Feminisms in the U.S.: Intersectional Approaches’ and electives (e.g. ‘Gender and Popular Culture’)</p> <p><b>Reinforced/achieved:</b> <u>Praxis course</u> (3000- and 4000-level, e.g. ‘Feminism in Action’); <u>Theory course</u> (3000- and 4000-level, e.g. Feminist Theory); 3000- and 4000-level electives (e.g. Violence Against Women); <u>Inquiry/research course</u> (3000- and 4000-level courses, e.g. The Structure of Poverty, Globally and Locally)</p>	<ol style="list-style-type: none"> <li>1. The direct measure artifact of student learning will be a final or substantial paper or project, including videos, podcasts, and works of digital humanities. This will be collected in an assessment portfolio.</li> <li>2. The artifact will be collected from one of the following courses: Feminisms in the U.S.: Intersectional approaches; Gender and Popular Culture; Feminism in Action; WGS Internship; Feminist Theory; Philosophy of Feminism;</li> </ol>	<ol style="list-style-type: none"> <li>1. The department collects student artifacts into a portfolio over the course of their time in the major. The portfolio should be completed by the fall of the senior year. Using the attached rubric, the department’s core faculty will evaluate the artifacts at the end of the spring semester to present findings at the department’s fall retreat in August. The portfolios will be divided evenly between the core faculty members, and everyone will be charged with reviewing</li> </ol>

			Violence against Women; Structure of Poverty, Globally and Locally; or an elective course.	<p>their portion before the general meeting. All artifacts will be reviewed independently by at least two faculty members.</p> <p>2. SLO 3 will be evaluated by rating the relevant artifact(s) of student learning on a rubric (attached) as a direct measure.</p>
4	<p>Graduates will be able to apply research skills and methodologies shaped by the discipline of Women's and Gender Studies in an original and substantial theoretical or empirical research project.</p>	<p><b>Reinforced/achieved:</b> <u>Inquiry/research courses</u> (3000- and 4000-level courses, e.g. The Structure of Poverty, Globally and Locally); <u>Theory course</u> (3000- and 4000-level, e.g. Feminist Theory); 3000- and 4000-level electives (e.g. Violence Against Women).</p>	<ol style="list-style-type: none"> <li>1. The direct measure artifact of student learning will be a final or substantial paper or project, including videos, podcasts, and works of digital humanities. This will be collected in an assessment portfolio.</li> <li>2. The artifact will be collected from one of the following courses: Structure of Poverty, Globally and Locally; Capstone; Feminist Theory; Philosophy of Feminism; or relevant upper-level elective.</li> </ol>	<ol style="list-style-type: none"> <li>1. The department collects student artifacts into a portfolio over the course of their time in the major. The portfolio should be completed by the fall of the senior year. Using the attached rubric, the department's core faculty will evaluate the artifacts at the end of the spring semester to present findings at the department's fall retreat in August. The portfolios will be divided evenly between the core faculty members, and everyone will be charged with reviewing their portion before the general meeting. All artifacts will be reviewed independently by at least two faculty members.</li> <li>2. SLO 4 will be evaluated by rating the relevant artifact(s) of student learning on a rubric (attached) as a direct measure.</li> </ol>
5	<p>Graduates will be able to clearly explain how their activist, service, or reflection in action project addresses a current social justice issue pertaining to intersections of social inequality.</p>	<p><b>Introduced/developed:</b> Introduction to Women's &amp; Gender Studies</p> <p><b>Developed/reinforced:</b> <u>Diversity and Identity Course</u> (2000-level, e.g. Feminisms in the U.S.: Intersectional Approaches)</p> <p><b>Reinforced/achieved:</b> <u>Praxis course</u> (3000- and 4000-level, e.g. Feminism in Action)</p>	<ol style="list-style-type: none"> <li>1. The direct measure artifact of student learning will be a final or substantial paper or project, including videos, podcasts, and works of digital humanities. This will be collected in an assessment portfolio.</li> <li>2. The artifact will be collected</li> </ol>	<ol style="list-style-type: none"> <li>1. The department collects student artifacts into a portfolio over the course of their time in the major. The portfolio should be completed by the fall of the senior year. Using the attached rubric, the department's core faculty will evaluate the artifacts at the end of the spring semester</li> </ol>

		<p><b>Reinforced/achieved:</b> <u>Inquiry/research course</u> (3000- and 4000-level courses, e.g. The Structure of Poverty, Globally and Locally)</p>	<p>from one of the following reflection-in-action or service-learning courses: Introduction to Women’s and Gender Studies; Feminisms in the U.S.: Intersectional Approaches; Feminism in Action; WGS Internship; or the Structure of Poverty, Globally and Locally.</p>	<p>to present findings at the department’s fall retreat in August. The portfolios will be divided evenly between the core faculty members, and everyone will be charged with reviewing their portion before the general meeting. All artifacts will be reviewed independently by at least two faculty members.</p> <p>2. SLO 5 will be evaluated by rating the relevant artifact(s) of student learning on a rubric (attached) as a direct measure.</p>
--	--	---	---	---

**Use of Assessment Data**

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

As noted above, the department’s core faculty will evaluate the artifacts using the attached rubric at the end of the spring semester. At the departmental fall retreat in August, the entire faculty will meet to discuss the assessment data for one outcome and develop an action plan for making any necessary changes to pedagogy, curriculum, or assessment practices based on that data. The action plan may include further steps to gather data and make decisions (e.g. additional meetings), but these should be carried out by the end of the spring semester. Any changes should be implemented in the following fall to allow time for any curriculum changes to be finalized. Overall, this plan proposes one calendar year from the fall retreat discussion of assessment data to the enactment of changes in pedagogy, curriculum, or assessment practices.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

The assessment plan proposed here includes assessing one outcome per year for a five-year cycle. This means that we would evaluate the impact of assessment-informed changes for each learning outcome every five years. This timeline allows us to gather enough student artifacts to create meaningful assessment data. We may choose to modify this assessment plan to initiate a more rapid assessment cycle.

### Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

The assessment plan proposed here includes assessing one outcome per year for a five-year cycle as follows:

SLO1: 2025  
SLO2: 2026  
SLO3: 2027  
SLO4: 2028  
SLO5: 2029

The rubric attached here addresses each of the above learning outcomes (SLO1-5). Because of our small number of faculty, we will compile and disseminate the data for one outcome per year in order to make focused adjustments on pedagogy, curriculum, and/or the assessment plan. The faculty will complete the rubric for the SLO under consideration during the May assessment meeting for each cycle of assessment.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

An ad hoc departmental assessment committee of three faculty undertook a review and thorough-going revision of the assessment plan over the 2023-24 academic year. As the WGS faculty had deemed the previous plan insufficient upon its review in academic year 2022-23, the assessment committee consulted comparable plans from other universities and comparable departments within Saint Louis University to develop new learning outcomes, rubrics, and an assessment plan. The committee determined that our long-standing practice of compiling a selection of artifacts would best enable the department to assess its range of desired learning outcomes, while the learning outcomes themselves and rubric needed significant revision.

**IMPORTANT: Please remember to submit/attach any rubrics or other assessment tools along with this plan.**