

Program Assessment: *Annual Report*

Program(s): B.A., minor

Department: Women's and Gender Studies

College/School: Arts and Sciences

Date: July 1, 2019

Primary Assessment Contact: Penny Weiss

1. Which program student learning outcomes were assessed in this annual assessment cycle?

We assessed learning outcome #2—"Evaluate central questions, arguments, theories and movements in connection to contemporary global feminist thought and activism;" and #3—"Articulate how intersectionality facilitates an analysis of experiences and cultures and shapes feminist approaches to community action and service." Both were being looked at for the second time.

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

The materials used to assess these outcomes were: 1) pre- and post- tests in multiple sections of Introduction to WGS, a course not only required for WGS majors and minors, but one also taken by many as an elective, especially as it satisfies the U.S. diversity requirement; 2) 8 completed portfolios of graduating seniors; and 3) exit interviews conducted at the end of the Spring 2019 semester.

3. How did you analyze the assessment data? What was the process? Who was involved?

NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

The 4 core faculty members of WGS and 2 faculty with joint-appointments in WGS divided up the material in such a way that everything was looked at by 3 people. We met in person and had a lengthy meeting to go over the material, sharing our ratings and overall perceptions.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

NOTE: If necessary, include any tables, charts, or graphs in an appendix.

Learning Outcome #2: Evaluate central questions, arguments, theories and movements in connection to contemporary global feminist thought and activism.
Our assessment this year indicates that our students are just barely meeting expectations with regard to this Learning Outcome, the most minor improvement from last year. They read and write about some international authors and artists in some elective courses, but the work in their portfolios is still strongly U.S.-based.

Learning Outcome #3: Articulate how intersectionality facilitates an analysis of experiences and cultures and shapes feminist approaches to community action and service.
Increased student understanding of intersectionality is evident in the pre- and post-tests given in Introduction to Women's and Gender Studies. This is pretty solid. In addition, every graduating

senior's portfolio contained evidence of service and activism work, including papers documenting and reflecting on such work. Those papers indicate that students are working not only in areas affected by gender-based inequalities, but also with inequalities due to race, class, and disability. The faculty believe, based on these materials, that students more than meet expectations. This is an improvement from the last time we assessed #3

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

#2: We have become acutely aware of the need to greater acquaint our students with transnational feminist theories and movements, and are considering two things: how to make our existing courses, especially the required ones, contain more international voices; and possibly requiring of our majors a course whose primary focus is global feminisms (two now are electives, from which they could choose). We did lose a joint-appointed faculty member this year who was international, due to budget cuts, which strains us even more. Finally, we hope to reword this Learning Outcome, as it contains too much, and even our faculty members doing the assessment interpreted it differently.

#3: We will continue to emphasize this central concept and direct students to apply it in their service hours, activism projects and research. We may also slightly reword this learning outcome for clarity and specificity.

6. Did you follow up (“close the loop”) on past assessment work? If so, what did you learn? (*For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?*)

- We were pleased to have 8 completed portfolios this year. We need to continue to encourage students to put their work in their portfolio as they complete courses, and to include more reflection on their work. We do now require students to complete the portfolio as part of their Capstone course requirements.
- We got increased compliance in administering the pre- and post-tests in the Introduction to Women's and Gender, with much prodding. We plan now to tell adjuncts teaching the course that they will not be rehired if they do not work with us on this.
- We saw improvement in the Learning Outcome related to intersectionality.
- We noted that the most outstanding work by our seniors was preceded by other work in their portfolio on the same or a related topic. They had the chance to develop and refine their thinking and writing, and to approach the subject from multidisciplinary perspectives. As a result, we will advise our students early to build on topics of interest to them in multiple courses over the years they are at SLU.

IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.