Saint Louis University
Program Assessment Annual Reporting

It is recommended program assessment results be used to celebrate achievements of student learning as well as to identify potential areas for future curriculum improvement.

Please email this completed form as an attachment to thatcherk@slu.edu

1. Degree Program(s) included in this report: Major
2. Department: Women’s and Gender Studies
3. School/Center/College: Arts and Sciences
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Instructions: Please answer the following five questions to the best of your ability for each degree program offered within your department.

1. Summarize your assessment activities during the past year for each degree program and how this work relates to the established assessment plan (e.g. what program outcomes were assessed, faculty discussions, new survey design, data collection, revised assessment plans or learning outcomes, etc.). Please include how Madrid courses/program were involved.

   The 5 core faculty of WGS assessed learning outcomes #3 (students can articulate intersectionality) and #4 (students apply research skills and methodologies) in May 2016. We worked with outcomes, an online portfolio system, and a pre-/post-test from Introduction to WGS. We looked at 53 sets of data from the pre-/post-test and at 7 completed portfolios. We also analyzed responses collected during 2 group exit interviews with graduating students in April/May 2016.

2. Describe specific assessment findings related to the learning outcomes assessed for each degree program, including any pertinent context surrounding the findings. Please include the learning outcomes themselves. (e.g. Our goal was that 75% of students performed at the “proficient” level of competency in problem solving, using a new scoring rubric. 81% of students performed at the “proficient” level in problem solving, exceeding our expectations.) Do not include student-level data. Data included in this report should be in aggregate. Please include how Madrid courses/program were involved.

   Learning Outcome #3: Articulate how intersectionality facilitates an analysis of experiences and cultures and shapes feminist approaches to community action and service.

   Learning Outcome #4: Apply research skills and methodologies shaped by the discipline of Women’s and Gender Studies to undertake an original and substantial theoretical or empirical research project.
Reviews of 7 completed student portfolios:
  o Over 75% of students met the criteria for at least a 3 (“meeting expectations”), and many exceeded the expectations for student learning outcome #4 (research and methodologies). Our students’ research skills are very solid.
  o Over 50% students met the criteria for at least a 3 (“meeting expectations”) for outcome #3 (intersectionality). Our students’ use of intersectional analysis keeps improving.

Analysis of 2 semesters (5 sections) of Introduction to WGS pre- and post-tests:
  o While numbers varied at times drastically between classes and semesters, we found consistent improvement in students’ knowledge of essential WGS concepts. With 2 out of 7 concepts (binary thinking and social construction) students, on average, stayed slightly below a 3 (“meeting expectations”). *Please attach any tables, graphics, or charts to the end of this report.*

3. Describe how assessment feedback has been provided to students, faculty, and staff. (e.g. report for faculty, executive summary for the dean, web page for students, alumni newsletter, discussion with students in class or club event, etc.)

Assessment results were shared with core faculty in a report and presented to the WGS advisory board. We plan on sharing this report with all affiliated faculty, especially those teaching cross-listed courses for us.
An executive summary will be shared with the dean.
It is our intention to discuss the findings with our student body during our Fall Welcome Back event in October.

4. In what ways have you used assessment findings to celebrate student achievements and/or to improve the curriculum this past year? (e.g. prizes to students, hosting student parties, changes to curriculum, student projects, learning goals, assessment strategies, etc.)

We celebrated our students’ work through end-of-year presentations (for the capstone and Feminism in Action courses), gave out monetary awards (for Outstanding student and best capstone paper), and highlighted student accomplishments in our newsletter.

Portfolio projects showed that students might need more time to develop research ideas and practices: To give students more time to do research on a particular topic, faculty decided to build more opportunities into the curriculum for students to keep building and refining projects in multiple classes and to connect papers with internships or service over multiple semesters.

The department recognizes the need to keep pushing an intersectional analysis and to encourage students to apply intersectionality more broadly (not just focused on gender and race).

The faculty will further discuss the possibility of moving the required methods class to the spring semester of students’ junior year and the capstone course to the fall of their senior year to make it possible for students to present at conferences.
During orientation sessions with Introduction to WGS instructors, all concepts that the pre- and post-test analyzes need to be emphasized as essential learning material in that course.

5. Describe any changes to your assessment plans, or any challenges or educational experiences with the assessment process this past year that you would like to share.

- **Introduction to WGS pre- and post-test:**
  - Current question that asks students to name 2 forms of feminism will be replaced with the question “What does it meant to talk about FeminismS” to get more valuable assessment results (to see if students know that there is not just one form of feminism)
  - Add to the instructions that students should add examples whenever possible

- **Portfolio review and assessment:**
  - Add to instructions that students need to upload their capstone projects
  - Require students to complete the portfolio as part of the Capstone course requirements

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