



SAINT LOUIS
UNIVERSITY

Saint Louis University
Program Assessment Plan

Program (Major, Minor, Core): *Undergraduate Major*

Department: *Women's and Gender Studies*

College/School: *Arts and Sciences*

Person(s) Responsible for Implementing the Plan: *Director of Undergraduate Studies*

Date Submitted: *9/18/2015*

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<p><i>What do you expect all students who complete the program to know, or be able to do?</i></p>	<p><i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i></p>	<p><i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures (D) from indirect measures (I).</i></p>	<p><i>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?</i></p>
<p>Employ central concepts from Women's and Gender Studies to analyze how culture and social institutions shape possibilities for justice in everyday life.</p>	<p>Introduction to WGS; Feminism in Action; Feminist Theory; Capstone; Men and Masculinities; Gender and Popular Culture; Multicultural Feminisms; Introduction to Sexuality Studies; Violence against Women; electives</p>	<p>Pre-/Post-Test (D); capstone (D); portfolio (including course papers and service reflections) assessed with a rubric (D); exit interviews (I);</p>	<p>Portfolio + capstone + exit interviews: assess curriculum from introductory to capstone course—helpful with curricular revisions</p> <p>Pre-/Post-test: standardization of all sections taught + assess how well students are prepared to take advanced classes</p>
<p>Evaluate central questions, arguments, theories, and movements in connection to contemporary global feminist thought and activism.</p>	<p>Feminist Theory; Feminism in Action; electives; Introduction to WGS</p>	<p>activism projects (D); portfolio</p>	<p>Activism projects + portfolio: Make curricular revisions (i.e. determine how often classes are offered, which courses count toward the core requirements for the major, and when we want students to take the course)</p>

<p>Articulate how intersectionality facilitates an analysis of experiences and cultures and shapes feminist approaches to community action and service.</p>	<p>Introduction to WGS; Feminism in Action; Feminist Theory; Methods; Capstone; Multicultural Feminisms; Gender and Popular Culture; electives; Men and Masculinities; Introduction to Sexuality Studies; Violence Against Women; The Structure of Poverty, Globally and Locally</p>	<p>pre-/post-test; capstone; activism projects; portfolio</p>	<p>Curricular revisions (make certain that intersectionality is built into classes throughout the curriculum)</p>
<p>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.</p>	<p>Methods; Capstone; electives; Structure of Poverty; Violence against Women; Feminist Theory</p>	<p>Capstone; portfolio</p>	<p>Portfolio: Assess evolving capacity for research skills within discipline</p> <p>Capstone presentations: measure/celebrate student success</p>
<p>Clearly explicate how theoretically-informed civic engagement through an activist or service learning project intervenes in a current social justice issue pertaining to gender, race, or other forms of social inequality.</p>	<p>Feminism in Action; Introduction to WGS; capstone; electives; Gender and Popular Culture; Multicultural Feminisms; Structure of Poverty; internship</p>	<p>Capstone; activism projects; service reflections; portfolio</p>	<p>recruitment</p>

It is not recommended to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

The department collects data throughout the semester with students contributing to the portfolio, finishing class assignments (such as activism projects), and taking the pre-test in Introduction to Women’s and Gender Studies at the beginning and the post-test at the end of each semester. The department’s core faculty will evaluate the data in the second half of May to present findings at the department’s fall retreat in late August. The undergraduate committee will develop rubrics for all assessment tools. The data (e.g., portfolios) will be divided evenly between the core faculty members, and everyone will be charged with reviewing their portion before the general meeting. All data will be reviewed independently by at least two faculty members.

Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?

Due to a lack of resources, the department, at this point does, unfortunately, not oversee or shape the WGS class offerings on the Madrid campus. We are working on increasing communication again between the two units.

The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:

We assess two outcomes on a rotating basis as follows: Outcomes #1 and #5 in May 2015, outcomes #4 and #3 in May 2016, outcome # 2 in May 2017 (which is a new focus for our program), etc. We will start with assessing outcomes #1 and #5 because we see our classes (especially Introduction to WGS and Feminism in Action) as particular strong with regard to these outcomes (demonstrate understanding of concepts and engaging in activism).

We have incorporated undergraduate voices into the creation of this assessment plan by collecting feedback from our students in exit interviews with our graduating majors at the end of each semester. The undergraduate student representative on the undergraduate committee who drafted the first versions of this plan also provided substantial feedback.

In developing this plan, the undergraduate committee consulted with Kathleen Thatcher and studied assessment plan examples by Women's and Gender Studies Departments at other universities, which Kathleen provided.

We believe that assessing two outcomes at a time will be manageable for the department as long as our number of core faculty does not decrease and all core faculty volunteer their time. We plan on adapting the timeline if we realize that the schedule is overwhelming.

Assessment Results: What were the results of the most recent measures of student achievement for each program learning outcome?
See 2015 Assessment report.