SAINT LOUIS UNIVERSITY

Program-Level Assessment: Annual Report

Program Name (no acronyms): Women's and Gender Studies	Department: Women's and Gender Studies
Degree or Certificate Level: BA	College/School: Arts and Sciences
Date (Month/Year): August 30, 2021	Assessment Contact: Penny Weiss

In what year was the data upon which this report is based collected? 2020-2021 academic year

In what year was the program's assessment plan most recently reviewed/updated? 2019

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not 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 post-tests 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 document** (do not just refer to the assessment plan).

Each portfolio was read by three faculty members. Each set of pre- and post-tests 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 the learning outcome(s)? Please be specific. Does 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 core to the discipline of WGS and they regularly write about social justice issues in their papers, exploring where and why we usually fall short due to forces that include sexism, racism, and ableism. The social justice issues they explore

testify to a range of interests among our students and a strong degree of competency in writing about them. On the pre- and post-tests, students show significant improvement in defining core concepts.

Learning outcome #2: Our assessment reveals that, across the board, we are just barely meeting expectations here. In all of the papers in the portfolios, we found few examples of transnational or multicultural US feminisms, and the pre- and post-test results are weakest on the question regarding multiple feminisms.

5. **Findings: Interpretations & Conclusions**
   What have you learned from these results? What does the data tell you?

   1. Focus on diverse feminist frameworks and on global theorizing and activism needs to be brought into more courses, and some specialized courses must have this as their focus.
   2. Students do their strongest work when they study and write about social justice issues across multiple courses.

6. **Closing the Loop: Dissemination and Use of Current Assessment Findings**
   A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

   This report is shared with all faculty.

   B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

   Changes to the Curriculum or Pedagogies
   - Course content
   - Teaching techniques
   - Improvements in technology
   - Prerequisites
   - Course sequence
   - New courses
   - Deletion of courses
   - Changes in frequency or scheduling of course offerings

   Changes to the Assessment Plan
   - Student learning outcomes
   - Artifacts of student learning
   - Evaluation process
   - Evaluation tools (e.g., rubrics)
   - Data collection methods
   - Frequency of data collection

   Please describe the actions you are taking as a result of these findings.

   Beginning in Fall 2021, our major and minor will require a "Diversity and Identity" course. This can be satisfied through courses such as courses such as "Global Feminisms" and "Multicultural US Feminisms," as well as some electives. We also hope to draw students into these courses through the new core.

   If no changes are being made, please explain why.

7. **Closing the Loop: Review of Previous Assessment Findings and Changes**
   A. What is at least one change your program has implemented in recent years as a result of assessment data?

   We moved the "Capstone" course to fall semesters to give students more opportunities to further work on and to present the research they conduct for that class.

   B. How has this change/have these changes been assessed?

   It's still being implemented.

   C. What were the findings of the assessment?

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

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

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/c/g status (knapsack metaphor)	-some have unearned, automatic, naturalized (etc.) rights and power that others don't have due to r/c/g status (knapsack metaphor)	- directly connects with oppression - includes more identity markers - unconscious/invisible - gives concrete examples
Oppression	- oppressed people have restricted options, often experience double bind - birdcage metaphor	- oppressed people have restricted options, often experience double bind - birdcage metaphor	- directly connects with privilege - includes more identity markers - gives concrete examples
Intersectionality	- r/c/g hierarchies intersect, together influence people's experiences and life chances - multiple identities/statuses that cannot be separated	- r/c/g hierarchies intersect, together influence people's experiences and life chances - multiple identities/statuses that cannot be separated	- a third-wave concept/approach - at least 2 additional identity markers - connects with oppression/privilege or how power is intensified/re-distributed
Patriarchy	- structural (characteristic of social institutions and cultures) - advantages men -normalizes/naturalizes male power	- structural (characteristic of social institutions and cultures) - advantages men -normalizes/naturalizes male power	- gives examples - women can uphold patriarchy - reference to how it is upheld (e.g., ideology, policing, violence)
Social construction	- differences between people based on r/c/g, etc. are not given by nature but, instead, constructed by society	- differences between people based on r/c/g, etc. are not given by nature but, instead, constructed by society	- gives examples, such as masculinity and femininity
Binary thinking	- society's tendency in language and thought to divide all people into two opposing categories, such as men/women, white/non-white, heterosexual/ homosexual and to privilege one over the other	- society's tendency in language and thought to divide all people into two opposing categories, such as men/women, white/non-white, heterosexual/ homosexual and to privilege one over the other	- how plays into oppression, patriarchy
Give examples of 2 different types of feminism	- 2 examples	- 2 examples like: liberal, radical, etc. OR multicultural, black, etc.	- mentions implications for feminist organizing or activism

* As long as they fulfill the requirements for a 3 rating, then answers that offer an engagement with authors, sources, or historicize the concept will fall into categories 4 or 5.

5/28/2015