

Assessment Plan for B.A./B.S. in Women’s, Gender, and Sexuality Studies
Approved on November 30, 2021

1. Student Learning Outcomes

Courses and programs in WGSS will be assessed according to these expected student learning outcomes:

1. Students will support arguments by rigorously analyzing data/evidence.
2. Students will explain local, national, and international feminist and/or queer histories and social movements.
3. Students will explain how gender and/or sexuality are intersectional.
4. Students will compare the ways that inequality affects people across communities, nations, and global regions.
5. Students will apply feminist and/or queer epistemologies, methodologies, and theories in their work.
6. Students will demonstrate skills pertaining to written and oral communication.
7. Students will describe their own roles perpetuating and disrupting privilege systems.

2. Assessment Methods

Method	Description	Timeline	SLOs addressed	Goals
Course artifacts	For each of the 5 core courses (WGSS 101, 201, 300, 350, and 432), instructors submit artifacts from all students enrolled in the course for one assignment. A sample of artifacts from each course is assessed. Artifacts are scored for how they reflect the SLOs: beginning, proficient, or developed level (see rubric). Two faculty rate each artifact in the sample.	Faculty submit artifacts for courses taught each semester. Faculty assess a sample of artifacts once per year.	1-7	SLOs are met at the appropriate level (developed, proficient, beginning) in at least 75% of artifacts/projects for each course (see course map and rubric).
Capstone project	In WGSS 499, students complete an Action Research Project. Projects are rated as beginning, proficient, or developed for 5 SLOs (see course map and rubric).	Faculty teaching the WGSS 499 course submit all capstone projects.	1, 3, 5, 6, 7	At least 75% are rated as “proficient” for 5 SLOs.

		Faculty assess capstone projects once per year.		
Alumni Survey	A survey is sent to graduates of the major and minors 2 years after they graduate to determine their satisfaction with the programs and how well they have been prepared for their career.	Annually, to begin Summer 2023		A 20% response rate will be sought. 60% of respondents feel satisfied with their program and feel prepared for their career.

3. Assessment Rubric

Evaluators indicate *developed, proficient, beginning, or not present* for each criterion.

	Developed 3 points	Proficient 2 point	Beginning 1 points	Not Present 0 points
SLO 1: Students will support arguments by rigorously analyzing data/evidence.	Carefully selected data/evidence to help make a clear and compelling argument. Sources are appropriate, cited correctly and consistently.	Includes data/evidence to help make an argument. Sources are acceptable, cited adequately.	Does not include adequate data/evidence to help make an argument, or data/evidence is not well chosen. Sources are not appropriate or are not cited adequately.	Does not use data/evidence to support an argument.
SLO 2: Students will explain local, national, and international feminist and/or queer histories and social movements.	Demonstrates a developed understanding of local, national, and international feminist and/or queer histories and social movements.	Recognizes that feminist/queer movements have long, diverse histories.	References feminist/queer histories and social movements, but does not describe them appropriately.	Does not reference feminist/queer histories and social movements.

SLO 3: Students will explain how gender and/or sexuality are intersectional.	Demonstrates sophisticated understanding and application of intersectional analysis.	Intersectional theories inform analysis.	Intersectionality is acknowledged but underdeveloped.	Intersectionality is not noted.
SLO 4: Students will compare the ways that inequality affects people across communities, nations, and global regions.	Analysis of inequalities across communities, nations, and global regions is broad and deep.	Demonstrates understanding of complexities of inequalities across communities, nations, and global regions.	Analysis noted diversity in experiences/dynamics of inequality.	Does not acknowledge diversity in experiences/dynamics of inequality.
SLO 5: Students will apply feminist and/or queer epistemologies, methodologies, and theories in their work.	Demonstrates sophisticated understanding and application of feminist and/or queer theories/methodologies.	Demonstrates understanding of feminist and/or queer theories/methodologies but does not apply them or apply them adequately.	References but does not apply feminist/queer theories or methods, or does not describe or apply them appropriately.	Does not reference feminist/queer theories or methods.
SLO 6: Students will demonstrate skills pertaining to written and oral communication.	Writing/presentation is powerful and compelling. Ideas are persuasive.	Writing/presentation is clear. Ideas are well-organized and are communicated effectively.	Writing/presentation contains some errors and disorganization, but ideas are clearly communicated.	Writing/presentation is disorganized and ideas are not clearly communicated. Many errors are present.
SLO 7: Students will describe their own roles	Demonstrates sophisticated understanding of their own role in	Describes their own role in perpetuating or disrupting privilege systems.	Acknowledges their own role in perpetuating and disrupting privilege	Does not acknowledge their own role in perpetuating and

perpetuating and disrupting privilege systems.	perpetuating or disrupting privilege systems.		systems but does so briefly or without depth.	disrupting privilege systems.
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5. Curriculum Map

Course	Program Student Learning Outcomes						
	1. Students will support arguments by rigorously analyzing data/evidence.	2. Students will explain local, national, and international feminist and/or queer histories and social movements.	3. Students will explain how gender and sexuality are intersectional.	4. Students will compare the ways that inequality affects people across communities, nations, and global regions.	5. Students will apply feminist and/or queer epistemologies, methodologies, and theories in their work.	6. Students will demonstrate skills pertaining to written and oral communication.	7. Students will describe their own roles perpetuating and disrupting privilege systems.
WGSS 101	B	B	B	B	B	B	B
WGSS 201	B	P	P	B		P	P
WGSS 300	D		P		D	D	
WGSS 350	B	P	P		P	P	B
WGSS 432	P	P	D	P	D	P	D
WGSS 499	D		D		D	D	D

Note. Course supports the outcome at the B=beginning, P=proficient, or D=developed level.