Program: Women, Gender, and Sexuality Studies
Assessment Coordinator: Vicki Hsueh

Program Mission

Women, Gender, and Sexuality Studies is committed to the project of social justice. We examine and challenge systems of oppression, inequality, and privilege from a variety of perspectives. Our program encourages theory and praxis that critically considers global and local communities in efforts to revise, re-envision, and reimagine social change.

Program Student Learning Outcome

In order to achieve its educational objectives, the Women, Gender, and Sexuality Studies program has organized its curriculum to emphasize the following student learning outcomes:

• (SLO1) Analyze and communicate ideas effectively in oral, written, and visual forms
• (SLO2) Read, understand, and evaluate scholarship and theories in feminist, gender, and sexuality studies.
• (SLO3) Demonstrate skills in listening, speaking, and writing effectively, performing critical thinking and analysis, incorporating feminist theoretical perspectives in problem solving and research methodologies
• (SLO4) Recognize the intersections between sex, gender, sexuality, and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class, religion, and ability.
• (SLO5) Apply critical sex, gender, and sexuality perspectives across various disciplines
• (SLO6) Understand Women, Gender, and Sexuality Studies as an academic field of study, be familiar with its major concepts, history, assumptions, and theories/theorists, and recognize its epistemological and methodological diversity and character.

GUR Assessment

N/A

Departmental Assessment

Student Learning Outcomes Assessed This Year

To assess SLOs, the program in 2014-15 assessed SLO1 using 1 assessment procedure (instructor assessment of written work, oral presentation, and project design in WGSS 411, Senior Project (9 students)). The program also assessed SLOs using instructor assessment of final presentation and final paper.
SLO1 (also GUR#1)

WGSS 411, Senior Project, is required for all graduating WGSS students. Projects serve as a capstone experience for minors in which students demonstrate their ability to write, speak, address, and examine various ideas and issues with approaches and perspectives informed by feminist and gender research and methodology. Students are encouraged to develop interdisciplinary research or field projects that give them opportunity to put into practice the theories and skills they have been learning during the course of their study. Students are also encouraged to develop project internships with community organizations.

WGSS 411 Project Requirements

- Final presentation of the project to Women, Gender, and Sexuality Studies students and faculty at the colloquium.
- Final paper that synthesizes academic and practical learning of the project. This paper and complementary materials (work log, evaluations by faculty and community partner, etc.) will be filed in the Women, Gender, and Sexuality Studies office.

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<tr>
<th>Assessment Measures</th>
<th>SLO Assessed</th>
<th>Results</th>
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| Final presentation, final paper, and final project in WGSS 411. | 1 (also GUR #1) | Evaluation of all graduating seniors (9) for competency in analyzing and communicating ideas effectively in oral, written, and visual forms.

Final papers were assessed for writing ability and capacity to identify and evaluate arguments, synthesize ideas, and develop substantiated, coherent, and concise arguments.

- 2 students exhibited exceptionally strong writing and analytic skills. 4 students demonstrated strong writing and abilities skills. 1 student demonstrated competent writing skills and abilities. 2 students demonstrated limited writing skills and abilities.
- Overall, students in the minor possessed competent to exceptional abilities in identifying and evaluating arguments. They were able to identify and evaluate arguments, reflect on research and outcomes, and assess experiences and knowledge production.
- Students tended to be very good at reflecting on their personal experiences and internship/experiential work. |
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| Continued...        | 1 (also GUR #1) | • Students tended to be less capable of clearly communicating research outcomes and methodology.  
• More emphasis needed on strengthening clear and coherent writing and in strengthening basic skills of grammar, style, and organization.  
Presentations were assessed for skills and competencies in oral communication. Students were evaluated on their ability to effectively address and communicate ideas and concepts of sex, gender, and sexuality, particularly as they applied to and impacted social, political, economic, cultural, community, national, and/or global dynamics and formations.  
• 4 students demonstrated very strong oral communication skills and abilities. They were highly effective in communicating complex gendered dynamics and impacts. 3 students were competent in oral communication. 2 students were not good at oral communication.  
• Overall, students were effective to very effective in communicating complex ideas and dynamics related to sex, gender, and sexuality. They productively used rhetorical and visual techniques to communicate ideas to an audience. They explained key concepts well and did a solid job in recounting project ideas and outcomes.  
Projects were assessed on adequacy of research design, development of coherent scope of analysis and examination, and analytic linkages between theory and practice.  
• All projects clearly communicated research goals and outcomes. Half of the projects employed sophisticated techniques and methods for investigation and analysis. Half the projects used more elementary and limited techniques and methods.  
• All the projects reflected on links of theory and practice.  
Much more attention needed in the future for training and exposure to feminist, gender, and sexuality methodology and project evaluation. |
| Final presentation, final paper, and final project in WGSS 411. | | |
Assessment of SLO2

Read, understand, and evaluate scholarship and theories in feminist, gender, and sexuality studies.

<table>
<thead>
<tr>
<th>STUDENT WORK (final presentation and final paper) in 411</th>
<th>A: Excellent</th>
<th>B: Proficient</th>
<th>C: Adequate</th>
<th>D: Limited</th>
<th>E: Deficient</th>
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Evaluation of SLO2

Students in WGSS 411 exhibited a range of ability in reading, understanding, and evaluating scholarship and theories in feminist, gender, and sexuality studies. 3 student possessed excellent skills in SLO2. They were able to address, explain, and analyze a wide range of scholarship and theories in the discipline. They demonstrated comfort and competence in analyzing and applying scholarship and theories. Their treatment of the theories and studies was sophisticated, relevant, and adept. 4 students possessed proficiency in understanding, analyzing, and applying feminist, gender, and sexuality scholarship and theories. Their coverage of the field was not as extensive, nor was it as adept. Basic conceptual elements were understood and conveyed accurately. 2 students were only adequate in treatment of scholarship and theories in the discipline. Understanding and analysis was more rudimentary and less sophisticated. Range of assessment was also more limited.
Changes Based on Assessment Findings

- More emphasis needed on strengthening clear and coherent writing and in strengthening basic skills of grammar, style, and organization. Students and teachers may need writing resources provided at the introductory and advanced level.

- Additionally, more attention is needed in the future for training and exposure to feminist, gender, and sexuality methodology and project evaluation. Faculty need more support in developing inter-disciplinary techniques and approaches through more sustained and on-going resources (financial, library, extra-curricular).

- In the future, the WGSS program plans to add additional assessment procedures for its SLOs. We are just about to finish developing a senior exit survey for the minors and we plan to distribute it in Summer and Fall of 2015. In addition, we hope to develop a survey for WGSS 211, which is the introductory gateway course for the minor.