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/GUR #1) 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:

[See below]

Departmental Assessment:

Student Learning Outcomes Assessed This Year:
This year the Women, Gender, and Sexuality Studies program focused attention on the major tasks of: revising the Program Mission; setting up a Master Assessment Plan; revising the program curriculum and course of study.

To assess SLOs, the program in 2013-14 assessed SLO1/GUR#1 using 1 assessment procedure (instructor assessment of written work, oral presentation, and project design in WMNS 411,
Senior Project). The program also assessed SLOs using instructor assessment of final presentation and final paper.

**SLO1/GUR#1**

WMNS 411, Senior Project, is required for all graduating WMNS 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.

**WMNS 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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<th>Assessment Measures</th>
<th>SLO Assessed</th>
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<td>Final presentation, final paper, and final project in WMNS 411.</td>
<td>1/GUR #1</td>
<td>Evaluation of all graduating seniors (8) 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.</td>
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- 3 students demonstrated very strong writing and abilities skills. 4 students demonstrated competent writing skills and abilities. 1 student demonstrated limited writing skills and abilities.
- Overall, students in the minor possessed competent to very strong 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.
- More emphasis needed on strengthening clear and coherent writing and in strengthening basic skills of
| ASSESSMENT OF SLO2: Read, understand, and evaluate scholarship and theories in feminist, gender, and sexuality studies. | 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.  
- 5 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.
- 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.
- More attention needed in the future for training and exposure to feminist, gender, and sexuality methodology and project evaluation. |
STUDENT WORK (final presentation and final paper) in 411

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Evaluation of SLO2

Students in WMNS 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. 3 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. 1 student was 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. 1 student was limited in treatment of scholarship and theories. Student possessed basic comprehension but with some errors in minor points also with significant lack of sophistication, coverage, and nuance.

FUTURE SLO ASSESSMENT

In the future, the WMNS program plans to add additional assessment procedures for its SLOs. In particular, we will be working on developing a survey for WMNS 211 (a required gateway course for the minor) and also creating a senior exit survey with the Office of Survey Research.