

ASSESSMENT PLAN FOR WOMEN'S AND GENDER STUDIES (WGS)
 (FORMERLY WOMEN'S STUDIES)
 (revised 2009)

LEARNING GOALS

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| <p>Goal 1: To demonstrate knowledge of gender, race, class, and sexuality and their intersections.</p> | <p>Goal 2: To demonstrate knowledge of the diversity of women's experiences across cultures and history</p> | <p>Goal 3: To be able to articulate a clear position supported by substantive evidence and be able to engage respectfully with those holding other positions.</p> | <p>Goal 4: To demonstrate their own capacity as creators of knowledge through original scholarship, research and/or creative activity.</p> | <p>Goal 5: To demonstrate a capacity to place personal and local experiences into a broader structural context.</p> |
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ASSESSMENT MEASURES

Direct: Review of student portfolios of work from WGS courses by assessment committee.

Indirect: Survey of graduating seniors that asks how well they achieved program learning goals, what aspects of their education helped them with their learning and why, and what the program might do to help them learn more effectively and why those changes would help them.

Because our program graduates, at this point, a small number of graduates each year (often 1-2/year), we conduct our assessment procedures as needed. That is, we place materials in majors' portfolios each semester and send surveys to our graduates each semester. But it would not make sense to assess one or two students at a time, since we are not assessing them as individuals but the program as a whole. As such, the WGS Assessment Committee (comprising the committee chair and two other members of the Women's Studies Governing Board) meets each time we have accumulated five more graduates.

GROUP DISCUSSION

The low number of graduates in any given year makes the accumulation of assessment data a slow process. Like the WGS Assessment Committee, the Women's Studies Governing Board discusses assessment outcomes after we have added five more graduates.

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