**WGSS Undergraduate Major Program Assessment Plan Guidelines**

**Department or Program: WGSS  
Academic Year of Report: 2020/21  
Department Contact Person for Assessment: Priscilla Yamin**

**Learning Goals and Objectives**

1. Develop a broad understanding of feminist studies and histories through interdisciplinary, intersectional, and transnational conceptual lenses.
2. Develop skills in critical thinking and analysis through feminist research and methods.
3. Be able to convey complex information and ideas through accessible writing, speaking, and online communication.
4. Be prepared to connect feminist knowledge and skills with their communities in order to participate in social justice activism and civic engagement.

**Assessment Methods**

The assessment of student outcomes of #1, #2, and #3 are based on grading student work in individual courses. Each course will individually assess student understanding and skill level through assignments that are inclusive, engaged and research-informed. Our methods will include:

* Each faculty member will fill out the “goal definition worksheet” and we will hold a faculty meeting to compare notes and discuss results such as the ways in which students have been meeting or not meeting this learning outcome.
* We will collect a random sample of student work from 100, 200, 300, and 400 level courses at the end of Fall or Winter term. The ad hoc Assessment Committee comprised of the Department Head, Undergraduate Studies Director and the Curriculum Committee will review the material and write a report.
* The Assessment Committee will propose an actionable change to be put in place the following year in an attempt to improve student learning.
* We will discuss our students’ strengths and weaknesses related to the learning goal at a department meeting and repeat the next year. This process will be documented each year.

**Assessment Processes**

Below is a table that maps out when each learning object will be assessed. Each objective will be assessed every four years. Each year the ad hoc Assessment Committee (comprised of the Department Head, Undergraduate Studies Director, and the Curriculum Committee) will be responsible for conducting the assessment. The process should start in the late Fall and be completed in the Spring.

**SCHEDULE OF ASSESSMENT:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| WGSS LO | AY 21-22 | AY 22-23 | AY 23-24 | AY 24-25 |
| LO1: Develop feminist conceptual lens | X |  |  |  |
| LO2: develp skills critical thinking |  | X |  |  |
| lo3: writing skills, speaking |  |  | X |  |
| lo4: connect to communities |  |  |  | X |

**Status, Outcome and Results**

Once the assessment has been completed, the Curriculum Chair will write a brief report (using the assessment template) and discuss the findings at a department meeting.

**Decisions, Plans and Recommendations**

It would be beneficial to develop several areas we might focus on to enhance our understanding of student outcomes.

* We had devised an on-line survey that we planned to share with our majors and graduate students who have graduated asking them a series of questions about their take-aways from the curriculum and what they are doing now. We had planned to send this out in the 2020 summer but this was tabled due to the pandemic. We will revise the survey and hope to see how our learning outcomes translate to their current employment of graduate/professional school pursuits.
* We might build a WGSS alumni association in order to capture information about outcomes from the WGSS degree. This might also help our graduates network into their post-degree work or graduate school experiences.
* Starting in Fall 2021, we plan to assess our LO1: “Develop skills in critical thinking and analysis through feminist research and methods.” Each faculty member will fill out the “goal definition worksheet” and we will hold a faculty meeting to compare notes and discuss results such as the ways in which students have been meeting or not meeting this learning outcome.
* We will revisit a discussion of our WGS 101 course and how it might be revised to better meet this learning objective.