



# Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

**1. Degree Level and Program Name:** Minor, Women's and Gender Studies

**2. College/School:** Interdisciplinary Program

**3. Assessment Overview** - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

Graduating minors submit a portfolio of work consisting of analytical writing, research essays, creative or multimodal work, and a capstone project from 4 or more WGS courses as well as an essay reflecting on their learning. Portfolios are directly assessed by at least 2 WGS faculty using a 10-point rubric, with the benchmark of at least 75% of the portfolios earning 7 or above on a 10-point scale in each of the 4 program learning outcomes. Faculty review the portfolios at the end of each semester and use the results to conduct annual internal program assessment of all outcomes.

**4. Student Learning Outcomes** -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

- \* Demonstrate knowledge of the major concepts and issues of the discipline of Women's and Gender Studies;
- \* Analyze structures of power, dominance, subordination, and gender roles and relations;
- \* Recognize the ways in which gender intersects with race, class, ethnicity, sexual orientation, nation, and/or other identity categories;
- \* Use this knowledge to reflect critically and thoughtfully upon their own academic, personal, and professional lives, as well as their communities.

Each of the four outcomes is assessed as excellent (10-9), good (8-7), acceptable (6-5), unacceptable (4-3), or poor (2-1). The benchmark for success is having 75% or more of portfolios earn an average score of 7 or above for each outcome. Each portfolio is initially evaluated by two faculty. In the event of a discrepancy in evaluations greater than 2 points, a third program faculty evaluates the portfolio.

Portfolio assessment also includes qualitative evaluations of students' overall writing, thinking, and improvement over time, as well as narrative evaluations of strengths and weaknesses of student work and of the student's reflective essay.

Portfolios are evaluated by WGS faculty at the end of each term. Program review and assessment of portfolios occurs annually, with all 4 program outcomes evaluated each year.



**5. Institutional Outcomes** - For which institutional outcome(s) do the reported student learning outcome(s) align?

SLO Outcome Alignment	Institutional Outcome
Yes	I. Jesuit & Mercy Values
Yes	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
Yes	IV. Communication
Yes	V. Professionalism
Yes	VI. Lifelong Learning

**6. Assessment Period:** Select the academic year for which you are reporting results (i.e. when data were collected):

2023-2024

**7. Results, Planned Actions, and/or Actions Taken** -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

Two portfolios were assessed by four faculty. 100% of portfolios met the benchmark for success, with an average score above 7 for all outcomes. The lowest average score was 8; the highest average was 9.5.

Reviewers commented on the strength of writing and reasoning skills across disciplines in portfolios assessed and noted the connections students drew between WGS themes and concepts and their major disciplines, as well as these concepts' real-world applicability.

The WGS program asks students to submit original prompts, grades, and instructor comments for assignments selected for the portfolio. In response to reviewers noting the absence of instructor comments and the difficulty students may have in retrieving materials from online LMS platforms, the program is reviewing and will revise portfolio guidelines.

The program is also revising guidelines for assignments that may be submitted for the portfolio. Currently students may submit one personal narrative or other creative work, audiovisual composition, slide presentation, or research poster. The program will expand the number and range of projects students may submit from these categories to better reflect the varied nature of work completed in the WGS program.

**Attachment(s):**

None