



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: Women's and Gender Studies minor

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).

The WGS Minor Program has four student learning outcomes, all of which are assessed each year. Faculty assess students' achievement of outcomes by review of a portfolio of each student's work, submitted the semester they graduate. The portfolio consists of 4 samples of a student's analytical writing, research essays, creative and/or multimodal work; their WGS 2000 capstone project; and a reflective essay. Work must be drawn from 4 or more WGS minor courses. Each portfolio is holistically and independently assessed by 2 or more WGS faculty. Faculty review and discuss the year's portfolios assessment results at an annual retreat.

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.

All 4 program learning outcomes are being reported on:

- * 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.

As assessed by each student's portfolio as a whole, their achievement of the four outcomes is rated either as excellent (10-9), good (8-7), acceptable (6-5), unacceptable (4-3), or poor (2-1). The benchmark for success for each outcome is having 75% or more of portfolios earn an average score of 7 or above. 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 the student's work and reflective essay.



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.

Six student portfolios were assessed. 100% of WGS minor students met the benchmark for success for all four outcomes. 83% exceeded the benchmarks for outcomes #1 & #2. 67% exceeded the benchmark for outcome #4, and 100% exceeded the benchmark for outcome #4. In response to these results WGS will not make any curricular changes in AY2024-25. However, to continue to enhance student learning and improve program quality we will survey WGS instructors re: the extent to and means by which their courses address program outcomes. We will compare instructor survey results and student portfolio assessment results at our annual retreat, looking for alignments and discrepancies, and to determine whether current portfolio requirements allow for robust capture of the different forms of assessment used in WGS courses.

Attachment(s):

None