

## WGS ASSESSMENT PLAN 2017-2018

### **1. Mission Statement**

The mission of the Women's and Gender studies program at Wells is to investigate and explore the formation of gender/ed identities; facilitate understanding of complex, interconnected systems of oppression; familiarize students with the ways in which women's and gender studies has incorporated questions of power and gender into the practice of academic scholarship; contribute to on-going transformations of scholarly methods and approaches; and to analyze social and political issues as they pertain to the social construction of difference and to visions of social justice. The overarching goal of the curricular and extra curricular work of the program is to prepare students to become active, affective, and effective agents in the world.

### **2. WGS Program Goals:**

1) to acquaint students with multiple historical and cultural perspectives on gender roles, particularly as experienced by women and help students explore the formation of gender/ed identities and the relationships between variously gendered persons within local communities and cross-culturally

2) to familiarize students with the ways in which women's and gender studies has incorporated questions of power and gender into the practice of academic scholarship and how it contributes to the ongoing transformations of scholarly methods and approaches

3) to develop an intersectional understanding of social and political issues relating to gender, sexuality, race, class, disability and nationality as they pertain to the social construction of difference and inequality.

4) to develop students' habits of responsibility and accountability to self and community in completing course work, activist work and internships

5) to enable students to understand the strengths of communicating in multiple mediums, including formal and informal writing, oral presentations, SKYPE discussions and lectures, art-related projects, pod-casting and poster-making.

### **3 and 4. Learning Objectives and Measurable Outcomes**

**Objective 1:1:** Students will understand that gender categories and roles differ across time periods and cultural groups

**Measurement:** Weekly reading responses, final term papers and group presentations

**Objective 1:2:** Students will explore the formation of gender/ed identities and the relationships between variously gendered persons within local communities and cross-culturally.

**Measurement:** Within their weekly reading responses, final term papers and group presentations, students must be able to define what a "gender binary" is; and what other possible variations exist that categorize gender

**Objective 2:** Students will develop the skills necessary to critically evaluate the ways various fields have dealt with gender issues as both content and analytic.

**Measurement:** Demonstration of ability to apply their critical analysis skills to weekly reading responses, final term papers and group presentations

**Objective: 3:** Students will develop intersectional understandings of social and political issues relating to gender, sexuality, race, class, disability and nationality as they pertain to the social construction of difference and inequality.

**Measurement:** Demonstrating the ability to move beyond single-issue models of difference in reading responses, final term papers and group projects and presentations

**Objective 4:** Students will develop habits of responsibility and accountability to self and community in completing course work, activist work and internships

**Measurement:** Regular class attendance and participation. Completing meaningful internships related to the field of WGS to the satisfaction of both themselves and their supervisors as measured in internship reports and advising meetings. In-class brainstorming about, participation in and feedback on WGS-related club activities and co-curricular programming of WGS-related events.

**Objective 5:** Students will learn to communicate their ideas and critical analyses in at least 3 of the following mediums: formal and informal writing, oral presentations, SKYPE discussions and lectures, art-related projects, pod-casting and poster-making.

**Measurement:** Completing weekly informal reading responses, manifestos, activist art projects, group projects oral presentations and final term papers

**5. Means of Assessment of Outcomes: (all of the assessment data is located in faculty files)**

Goal	Objective	Outcome	How Outcome is Measured	Measurement Tool	Success Criteria
#1					
	<b>Objective 1:1:</b> Students will understand that gender categories and roles differ across time periods and cultural groups .	Demonstrating the ability to analyze how “masculine” and “feminine” are defined in cultural rather than biological terms,	Weekly reading responses, final term papers and group presentations	Locally Developed Rubrics	TBD

	<p><b>Objective 1:2</b> Students will explore the formation of gender/ed identities and the relationships between variously gendered persons within local communities and cross-culturally.</p>	<p>Students must be able to define what a “gender binary” is; and what other possible variations exist that categorize gender</p>	<p>weekly reading responses, final term papers and group presentations</p>	<p>Locally Developed Rubrics</p>	<p>TBD</p>
#2					
	<p><b>Objective 2:</b> Students will develop the skills necessary to critically evaluate the ways various fields have dealt with gender issues as both content and analytic.</p>	<p>Successful completion of WGS-related courses in at least 3 disciplines</p>	<p>weekly reading responses, final term papers and group presentations</p>	<p>Locally Developed Rubrics</p>	<p>TBD</p>
#3					
	<p><b>Objective 3:</b> Students will develop intersectional understandings of social and political issues relating to gender, sexuality, race, class, disability and nationality as they pertain to the social</p>	<p>Demonstrating the ability to analyze social problems from multiple perspectives and to understand the limitations of single-issue models of difference</p>	<p>weekly reading responses, final term papers and group presentations</p>	<p>Locally Developed Rubrics</p>	<p>TBD</p>

	construction of difference and inequality				
#4					
	<p><b>Objective 4:</b> Students will develop habits of responsibility and accountability to self and community in completing course work, activist work and internships</p>	<p>Finding and completing meaningful internships related to the field of WGS, participation in and feedback on WGS-related club activities and co-curricular programming of WGS-related events.</p>	<p>internship reports and advising meetings. Regular class attendance and participation.</p>	<p>Locally Developed Rubrics</p>	<p>TBD</p>
#5	<p><b>Objective 5:</b> Students will learn to communicate their ideas and critical analyses in at least 3 of the following mediums: formal and informal writing, oral presentations, SKYPE discussions and lectures, art-related projects, pod-casting and poster-making.</p>	<p>In presentations and projects successfully using 2-3 modes</p>	<p>weekly informal reading responses, manifestos, activist art projects, group projects oral presentations and final term papers</p>	<p>Locally Developed Rubrics</p>	<p>TBD</p>

	<p><b>Objective 3:</b> Students will develop intersectional understandings of social and political issues relating to gender, sexuality, race, class, disability and nationality as they pertain to the social construction of difference and inequality</p>	<p>Demonstrating the ability to analyze social problems from multiple perspectives and to understand the limitations of single-issue models of difference</p>	<p>weekly reading responses, final term papers and group presentations</p>	<p>Locally Developed Rubrics</p>	
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1) Because faculty teaching in WGS has not yet come together for a formal meeting on program assessment this year I will distribute the above and ask for specific input for our 1<sup>st</sup> program meeting in August, including discussion of specific syllabi and grading rubrics in relation to student learning goals.

2) Specific challenges that have been talked about repeatedly this past year but not strategized about yet include the unprecedented number of Wells students doing no work at all, or handing in so few assignments they are impossible to help, no matter how many emails or referrals to multiple sources of academic help they received. Many WGS faculty are now using Moodle, which has greatly helped with tracking attendance and homework patterns. It is difficult to assess learning in a context where students are not doing assignments even as they may attend and participate in class discussions. I will try to create a summation of where and when this occurs the most.

4) On a more positive note WGS faculty will evaluate what students have gained from the new technologies faculty have been using with students with Ed Beck's help, including his work with Susan Tabrizi to develop pod-casting skills and within my class to set up Skype discussions with outside guests with Moodle Q&A forums preceding them. He also assisted students with poster creation for a newly developed class project.

The next assessment step is to gather much more detailed data from program faculty as well as host a general discussion about the state of student learning at Wells since it is still unclear whether the students of our future will be as disengaged as many were or whether this year was an anomaly. Strategies for curricular and method changes are inextricably related to the issue of who are actual students are and what they are bringing to the classroom.