Undergraduate Program Assessment
Department of Women, Gender, Sexuality Studies

Student Learning Objectives
Goal Setting and Academic Guidance and Advice
• Identification and articulation of educational goals
• Faculty sponsor to focus academic goals
• Self-evaluation

Theoretical Constructs
• Interdisciplinarity
• Social construction of gender, race, class, sexuality
• Intersectional analysis
• Science Studies: discuss limitations of nature/culture binary
• Political economies of gender and sexuality
• Governance
• Legal theory
• Grounding in relevant theoretical formations:
  o Feminist Theory
  o Queer Theory
  o Critical Race Feminisms
  o Transnational Feminisms and Feminist Postcolonial Studies

Content
• Contemporary issues including: online activism, social media, and the social relations of
digital worlds; states and economies, neoliberalism and structural inequalities; gender,
sexuality, and health; violence against women, reproductive politics, family structures and
care labor; history of gender, race, and sexuality, critical scientific literacy, the politics of
knowledge production

Skills
• Critical thinking
• Reading/writing
• Digital literacy
• Collaboration and active learning in groups
• Research skills
• Praxis

Assessment tools
• Direct: Annual faculty meeting on student achievement of learning objectives.
• Indirect: evaluation by faculty sponsor; student-self evaluation at end of program; focus
groups; informal surveys; contact with and periodic surveys of graduates.
Highlighted evaluation activities

- Two-session meeting planned for each March. In first session, faculty meet with juniors and seniors about what they are learning, areas of success and needing improvement. In second session, faculty meet without students to discuss student comments in conjunction with reviewing course evaluations, examples of student work, and other evidence, to identify areas for improvement.
- Faculty member teaching IE has focus group meeting with students about curriculum and skills and reports to Chair
- Compile end-of-program reports with names removed. Chief Undergraduate Advisor and Department Chair read and discuss them for program implications, which are discussed by the faculty at the first faculty meeting in the fall.
- Careful analysis of the university’s graduating senior survey.