

University of Minnesota Morris Digital Well

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Assessment of Student Learning Reports

Assessment of Student Learning Committee
(Inactive)

Fall 2016

Gender, Women, and Sexuality Studies Discipline 5-Year Assessment Plan 2016-2021

Gender, Women, and Sexuality Studies Discipline

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Academic Program: Gender, Women, Sexuality Studies (GWSS)

Academic Division: Social Science

Program Contact:

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In the space below, list your Program Student Learning Outcomes (PSLOs):

- (1) Students are introduced to the study of gender and sexuality across a diverse range of contexts.
- (2) Students gain exposure to a broad range of interdisciplinary approaches used by gender studies, women's studies, and sexuality studies scholars.
- (3) Through diverse methodologies and critical paradigms, students comprehend the impact of gender and sexuality in their own lives and in the world around them.
- (4) Students learn to think critically and reflexively through analysis of their own experiences as well as through a variety of primary and secondary source materials.
- (5) Students learn to communicate their ideas effectively in writing and through oral presentation.

Enter Academic Program Name:				
Program Student Learning Outcome(s) to be assessed	How will you measure the outcome?	Where will the data be collected and by whom?	When will the data be collected?	Overlap with CSLOs?*
<p>2016-17</p> <p>(4) Students learn to think critically and reflexively through analysis of their own experiences as well as through a variety of primary and secondary source materials.</p> <p>(5) Students learn to communicate their ideas effectively in writing and through oral presentation.</p>	<p>This assessment will focus on our capstone course (GWSS 4901 - Gender, Women, and Sexuality Studies Capstone) through which students write a theoretical analysis paper. This course includes a significant writing component, as well as both oral and written presentation of final project. Faculty assigned to this course will develop appropriate assessment tools for the two PSLOs in question.</p>			<p>These PSLOs overlap with the following CSLOs: 1.2 and 1.3; 2.1. 2.2, 2.3, 2.4, and 2.7; 3.1. and 3.2, 4.1, 4.2, and 4.3.</p>
<p>2017-18</p> <p>(1) Students are introduced to the study of gender and sexuality across a diverse range of contexts.</p>	<p>Over the course of academic year 2017-18, the discipline will work collectively to assess the range of courses offered (and proposed) for the period 2016-2020. We will examine syllabi for all courses to ascertain how well we are meeting our goal of breadth within the limits of our disciplinary staffing and expertise. This assessment will inform our discipline's hiring plan and priorities beyond 2017. The data will be collected across the course of the academic year, with a report to the Division Chair completed by May 2018.</p>			<p>This PSLO overlaps with the following CSLOs: 1.1, 1.2, and 1.3; 2.1, 2.2, and 2.6; 3.1 and 3.2; 4.2 and 4.3.</p>
<p>2018-19</p> <p>(2) Students gain exposure to a broad range of interdisciplinary approaches used by gender studies, women's studies, and sexuality studies scholars.</p> <p>(3) Through diverse methodologies and critical paradigms, students comprehend the impact of gender and sexuality in their own lives and in the world around them.</p>	<p>Over the course of academic year 2018-19, the discipline will work collectively to assess the multiple ways in which we expose students to various methodologies and paradigms. We will choose three examples from courses across the curriculum which illustrate our various techniques and create assessment tools for each of the three examples. The assessment tools will be used at the first available opportunity and at least two of the examples will come from classes taught during 2018-19, in order to acquire some data quickly. A report to the Division Chair will be completed by May 2019, outlining the assessment we were able to complete during the 2018-19 year and our plan for continuing assessment of the critical thinking components of our curriculum.</p>			<p>This PSLO overlaps with the following CSLOs: 1.1, 1.2, and 1.3; 2.1., 2.2, 2.3, 2.4, and 2.7; 3.1, 3.2, and 3.5; and 4.1, 4.2, and 4.3.</p>

<p>2019-20</p> <p>(4) Students learn to think critically and reflexively through analysis of their own experiences as well as through a variety of primary and secondary source materials.</p> <p>(5) Students learn to communicate their ideas effectively in writing and through oral presentation.</p>	<p>Over the course of academic year 2019-20, the discipline will work collectively to assess expectations for student's writing across the discipline. We will assess written, multi-media, and oral communication of the students from at least three 3XXX level GWSS related courses. We will examine if the expectations for student's writing varies across courses. The assessment tools will be used at the first available opportunity and at least two of the examples will come from classes taught during 2019-20, in order to acquire some data quickly. A report to the Division Chair will be completed by May 2020, outlining the assessment we were able to complete during the 2019-20 year and our plan for continuing assessment of the critical thinking and writing components of our curriculum.</p>	<p>These PSLOs overlap with the following CSLOs: 1.2 and 1.3; 2.1. 2.2, 2.3, 2.4, and 2.7; 3.1. and 3.2, 4.1, 4.2, and 4.3.</p>
<p>2020-21</p> <p>(4) Students learn to think critically and reflexively through analysis of their own experiences as well as through a variety of primary and secondary source materials.</p> <p>(5) Students learn to communicate their ideas effectively in writing and through oral presentation.</p>	<p>This assessment will focus on our capstone course (GWSS 4901 - Gender, Women, and Sexuality Studies Capstone) through which students write a theoretical analysis paper. This course includes a significant writing component, as well as both oral and written presentation of final project. Faculty assigned to this course will develop appropriate assessment tools for the two PSLOs in question.</p>	<p>These PSLOs overlap with the following CSLOs: 1.2 and 1.3; 2.1. 2.2, 2.3, 2.4, and 2.7; 3.1. and 3.2, 4.1, 4.2, and 4.3.</p>

*CSLOs are Campus Student Learning Outcomes. These are reprinted below for your convenience. Your PSLOs need not overlap with CSLOs, but if your PSLO does reinforce or overlap with a CSLO, please report that information.

Please report any other planned assessment for your academic program in the space below:
None at this time.

UMM Campus Student Learning Outcomes (CSLOs)

Approved Unanimously by the Curriculum Committee, December 10, 2009

Approved by Campus Assembly, March 3, 2010

The University of Minnesota, Morris's goal is for students to have gained, by the time of graduation:

1. Knowledge of Human Cultures and the Physical and Natural World through:

- a) Core studies in the liberal arts: arts, histories, humanities, languages, mathematics, sciences, and social sciences
- b) In-depth study in a particular field: its schools of thought, advanced theories, language, and methods of inquiry
- c) Engagement with big questions, both contemporary and enduring

2. Intellectual and Practical Skills, practiced extensively across students' college experiences, including:

- a) Inquiry and analysis
- b) Critical thinking and problem-solving
- c) Creative thinking and artistic expression
- d) Written, multi-media, and oral communication
- e) Quantitative literacy
- f) Information and technology literacy
- g) Collaboration

3. An Understanding of the Roles of Individuals in Society, through active involvement with diverse communities and challenges, including:

- a) Civic knowledge and engagement—local and global
- b) Intercultural knowledge and competence
- c) Aesthetic/artistic engagement
- d) Environmental stewardship
- e) Ethical reasoning and actions

4. Capacity for Integrative Learning, including:

- a) Synthesis and advanced accomplishment across general and specialized studies, and through coand extra-curricular activities
- b) Application of knowledge, skills, and responsibilities to new settings and progressively more complex problems
- c) Skills for sustained learning and personal development