

## **Assessment Plan 2020-2024**

### **TCNJ Women's, Gender, and Sexuality Studies Department**

- I. Department Mission Statement
- II. Program Learning Outcomes
- III. Matrix for Assessing the Program Learning Outcomes

#### **I. WGSS Mission Statement:**

The Women's, Gender, and Sexuality Studies Department is an inclusive and dynamic learning community dedicated to preparing students for a lifetime of critically engaged learning and citizenship. Founded in 1972, TCNJ's Women's, Gender, and Sexuality Studies Department is one of the largest in the country, and a national exemplar for its innovative programming. Serving students across the College's seven schools, the department provides a major, two minors, and five concentrations; a teaching track; the Women in Learning and Leadership Program; and the largest share of the College's Liberal Learning courses in gender. A campus leader in promoting interdisciplinarity, Women's, Gender, and Sexuality Studies interfaces with a broad range of scholarly disciplines in the arts, humanities, social sciences, and professions, as well as with other fields of interdisciplinary studies.

Women's, Gender, and Sexuality Studies courses pair academic rigor with civic engagement and range in scope from the local to the transnational. Using feminist and queer theoretical perspectives, the discipline of Women's, Gender, and Sexuality Studies is attentive to factors of social difference, such as gender, sexuality, race, ethnicity, class, ability, religion, and nationality. By critically analyzing cultural assumptions, social norms, and the systems that structure societies, Women's, Gender, and Sexuality Studies not only produces new knowledge, but also significantly reshapes what counts as knowledge. Central to our focus is how ideas and practices about gender and sexuality shape identities, institutions, nations, and global exchanges. Our mission is to empower students as advocates and agents of social justice for their communities, workplaces, and the wider world.

#### **II. Program Learning Outcomes:**

Students who complete the Women's, Gender, and Sexuality Studies major at The College of New Jersey are expected to:

1. Demonstrate knowledge of central concepts, terms, distinctions, questions, arguments, and theories in the discipline of Women's, Gender, and Sexuality Studies.
2. Explain intersectional theory and apply intersectional analyses across categories of social differences and systems of power.
3. Critically analyze how cultural assumptions, social norms, practices, and institutions produce structural inequalities in societies; develop and evaluate intersectional practices for access and inclusion.

4. Analyze feminist theories and praxis on a historical and transnational scale, with reference to central questions, arguments, and movements in the discipline of Women's, Gender, and Sexuality Studies.
5. Undertake original intersectional, interdisciplinary research, demonstrating an ability to apply feminist theories, methodologies, and ethics to the production of knowledge privileging marginalized standpoints across a range of academic disciplines.
6. Practice civic engagement informed by ethical feminist praxis with a focus on social justice.

### III. Assessing the Program Learning Outcomes:

The matrix below includes four general sections: (1) **Academic Year:** The academic cycle in which each learning outcome will be measured; (2) **Assessment Method(s):** How each learning outcome will be measured (not all methods will be utilized); (3) **Learning Outcome(s):** Which learning outcome(s) will be measured; and (4) **Where Assess:** In what course(s) each learning outcome will be measured. In terms of the measures themselves, we use a combination of both *direct* and *indirect* measures; after each measure we indicate whether it is a direct (D) or indirect (I) measure. Note: Additional courses may be utilized.

Year	Possible Assessment Method(s)	Learning Outcome(s)	Likely Where Assess
2020-21	*Capstone—major project/paper/portfolio (D) *Essay (D) *Presentation/oral defense (D) *Acceptance by graduate programs (I) *Number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community (I) *Portfolio evaluation (D) *Exit interviews (I)	#4, #5	WGS 325 (Feminist Theories); WGS 326 (Intersectional Qualitative Research Methods); WGS 495 (Senior Capstone); WGS 496 (WILL Capstone)
2021-22	*Pre and posttests (D) *Course-embedded assessments (e.g. response papers, final paper, tests, etc.) (D) *Departmental survey (I) *Reflective journals (D) *Focus groups (I)	#1, #2	WGS 200 (Introduction to Women's, Gender, and Sexuality Studies); WGS 495 (Senior Capstone)
2022-23	*Case studies (D) *Student surveys (I) *Internship evaluation (D) *Employer survey (I)	#6	WGS 200 (Introduction to Women's, Gender, and Sexuality Studies);

			WGS 398 (Feminism in the Workplace); WGS 496 (WILL Capstone)
2023-24	<ul style="list-style-type: none"> <li>*Pre and posttests (D)</li> <li>*Course-embedded assessments (e.g. response papers, final paper, tests, etc.) (D)</li> <li>*Team/group projects and presentations (D)</li> <li>*Reflective journals (D)</li> <li>*Surveys, questionnaires, open-ended self-reports, focus-group or individual interviews dealing with <i>current students</i>' perception of their own learning (I)</li> <li>*Surveys, questionnaires, focus-group or individual interviews dealing with the <i>faculty and staff members</i>' perception of student learning as supported by the programs and services provided to students (I)</li> </ul>	#3	WGS 150 (Introduction to Social Justice); WGS 235 (Gender and Violence); WGS 250 (Politics of Sexuality); WGS 270 (Topics in Women's, Gender, and Sexuality Studies)