



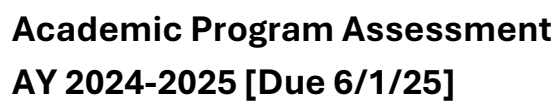
Program Name	Date Completed
Women' Studies	May 31, 2025
Report Completed By	Report Contributors
Susan Calhoun-Stuber, WS Program Coordinator	Molly Cotner
Brief Statement of Program Mission and Goals	
<p>The Women's Studies Minor is an interdisciplinary program that studies the cultural and social construction of gender, explores the history, experiences, and contributions of women, and examines the influence of gender in human society. In dynamic and interactive learning spaces, students and professors examine how gender and intersectionality shape the human experience. By exploring the complexities of gender, through history, culture, theory, research, and contemporary events, we begin to understand gender's powerful influence and its inherently mutable nature. Minors develop a complex understanding of social, political, economic, and cultural issues, making them valuable members of their communities and workplaces.</p> <p>Through a combination of coursework, internship and research opportunities, and community engagement, women's studies minors are empowered to become engaged citizens and self-reflective agents of social justice. They strive to be community leaders and to advocate for positive social change. The women's studies curriculum challenges what you think you know and asks you to analyze social systems of power in your personal life and in the broader world. Women's studies students develop the ability to recognize, deconstruct, and challenge intersectional systems of power. Completing a women's studies minor ensures students are able to ask incisive questions, think innovatively, and work collaboratively with people holding different points of view. Women's studies minors develop a variety of skills that are becoming increasingly important in 21st Century work spaces, ranging from intercultural competence to effective community building. They become life-long learners with extensive experience in complex problem solving.</p>	

Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2024-2025 that was implemented to improve student learning, in response to prior assessments or other data.



A. Describe issues or SLOs addressed in the AY 2024-2025 cycle. Paste SLOs verbatim below.
<ul style="list-style-type: none">• Demonstrate a working knowledge of women's participation in, contribution to, and transformation of areas of social life including culture, society, politics, economics, and religion.• Demonstrate a working knowledge of institutionalized discrimination and violence based on gender.• Demonstrate a critical understanding of gender from national and global perspectives.• Demonstrate and apply the basic concepts, theories and methods in gender studies in national and global contexts.
B. In which academic year and semester was this SLO last assessed to generate data that informed the change(s)?
All four program SLOs were last assessed in AY 2022-2023.
C. What were the recommendations for change in the previous cycle? (See Column H in the previous cycle's report.)
<p>Curriculum and course assessments will be evaluated to determine level of attention to global perspectives and to determine students' opportunities to gain skills in applying gender analysis in national and global contexts.</p> <p>WS faculty will review the requirements for senior projects, in line with the current program SLOS.</p>
D. How were the recommendations for change acted upon?
<p>Faculty supervising senior capstone projects met to discuss requirements and expectations for ensuring that projects are in line with program SLOs.</p> <p>The Core class, "Global feminisms," is now being offered annually to ensure that minors have the opportunity to learn global perspectives; assignments in more WS classes require students to apply gender analysis in national and global contexts</p>
E. How did the change(s) impact student learning? If the change was not effective, what are the next steps or new recommendations?
<p>Overall, student performance was improved in the current assessment period re; SLOs 1, 3, and 4. All four SLOs are assessed each year, so the recommendations in the 2025 report represent next steps.</p>





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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
<ul style="list-style-type: none">• Demonstrate a working knowledge of women's participation in, contribution to, and transformation of areas of social life including culture, society, politics, economics, and religion.• Demonstrate a working knowledge of institutionalized discrimination and violence based on gender.• Demonstrate a critical understanding of gender from national and global perspectives.• Demonstrate and apply the basic concepts, theories and methods in gender studies in national and global contexts.
B. Semester and year this SLO was reported on prior to this cycle.
AY Year 2022-2023.
C. Describe the assessment method for this SLO.
Women's Studies Capstone Project.
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
4 Capstone Projects were assessed. This represents 100% of women's studies minors who graduated during the assessment period.
E. Expected proficiency level and proportion of students who should reach this level.
Each senior should exhibit proficiency in SLOs 1-4 and exemplary performance in one or more of the four program SLOS.
F. Assessment results and number of students who met proficiency level.
SLO 1 – All 4 students' work was exemplary



Academic Program Assessment

AY 2024-2025 [Due 6/1/25]

SLO 2 – All 4 students’ work was exemplary
SLO 3 – 2 students’ work was exemplary; 2 students’ work was proficient
SLO 4 – 3 students’ work was exemplary; 1 student’s work was proficient

G. Describe what results indicate about student performance.

All students met program expectations of being proficient in all 4 program SLOS and exemplary in at least one program SLO

H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.

Our attention will be focused on SLOS 3 and 4; specific focus will be on how theories and methods are addressed in the 3 core classes and elective courses that students take before completing their senior capstone project. Program faculty will also reassess SLOs 1 and 2 and determine whether or not new higher order SLOs should be adopted.

Enter Table II AY 2025 Assessment Comments Below