

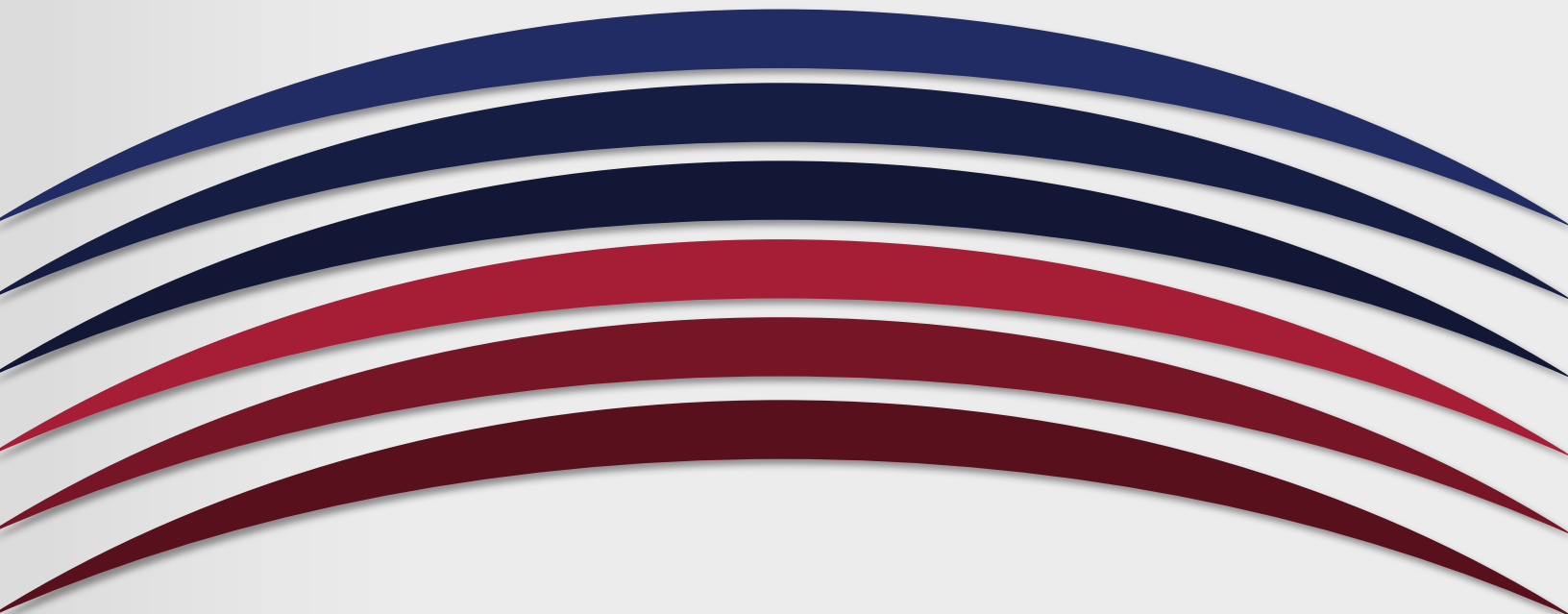
UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Course-Level Assessment Report**

**Course: HUMN 2330**

**Introduction to Gender Studies**

**Academic Year: 20/21**



1. Name of course: HUMN 2330 Introduction to Gender Studies
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3. Date of submission: Sept 2021
4. Academic year: 20/21

## Course-Level Learning Outcomes

### 1. What are the Course-Level Outcomes (CLOs)?

Upon completion of this course, students will

1. demonstrate a thorough understanding of the social and cultural construction of gender, sex, and sexuality;
2. analyze sex, gender, and sexuality in culture;
3. evaluate gender's intersectionality with social, cultural, and biological categories, including physiology, race, ethnicity, class, nationality, physical ability, and age; &
4. demonstrate an intercultural view of social, cultural, and biological categories shape the human experience regarding gender, gender roles, and gender classifications worldwide.

### 2. Which CLOs were addressed for the academic year?

CLO 2

### 3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

No full-time instructor assigned to the course in 21/22.

### 4. Explain the assessment cycle.

The focus will rotate every four years to thoroughly examine each CLO and make quality improvement changes to at least one CLO's assessments, pedagogy, and lesson plans annually. The four-year cycle yields comprehensive assessment results for the course.

### 5. What are the assessment methods? Are they direct or indirect?

Direct.

## 6. What are the assessment goal(s), including benchmarks?

Students who perform at the satisfactory level are the focus of improvement efforts. Satisfactory corresponds to C and B level students (indirect). The goal is to move more students from satisfactory to excelling. The result will be that failing student numbers will also decline.

## 7. What were the findings for the academic year?

Students in gender studies are zealous and do very well with demonstrating their interest and applying their knowledge when evaluating materials used in the assignments.

The assignment included a discussion board in Blackboard and students seem to be very casual and not take it as seriously as a more formal paper or the other parts of the authentic assessment activity. There was a lot of redirection to the point of the assignment and away from such a casual interactive style on the discussion part of the assignment.

More than 85% of students performed at the satisfactory level or above.

## 8. What is your analysis of the findings?

Perhaps the lesson plans and outcome expectations lack rigor. So many students excelled that it seems the CLOs and authentic assessments should be re-evaluated.

## 9. What is the action plan for the upcoming academic year?

### Explain.

No action plan exists at this time as there are no plans for a full-time faculty member to teach the course in the near future. However, a portfolio of assessment artifacts with revisions based on instructor feedback seems to be a good plan for this type of elective course moving forward.