

Program Assessment Plan

Program: Master's degree

Department: Women's and Gender Studies

College/School: Arts & Sciences

Date: 2/6/18

Primary Assessment Contact: Gretchen Arnold, Ph.D.

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Program Learning Outcomes	Assessment Mapping	Assessment Methods	Use of Assessment Data
	<p>What do the program faculty expect all students to know, or be able to do, as a result of completing this program?</p> <ul style="list-style-type: none"> <i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i> 	<p>From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.</p>	<p>What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed?</p> <ul style="list-style-type: none"> <i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i> <p>Please note if a rubric is used and, if so, include it as an appendix to this plan.</p>	<p>How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?</p> <p>How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i>?</p>
1	Assess relevant literature or scholarly contributions in women's and gender studies.	Feminist Theories; Feminist Epistemologies	Course instructor analyzes students' written and oral coursework, using attached rubric.	Course instructors/committee chairs will submit assessment results to Graduate Coordinator in May, who will keep these records. All core faculty will meet together in May, discuss results, compare with previous years, and determine changes for following year.
2	Apply the major practices, theories, or research methodologies in women's and gender studies.	Feminist Epistemologies; Internship; Capstone	Course instructor analyzes students' written and oral coursework, using attached rubric.	<i>Same as above.</i>
3	Use feminist perspectives to examine problems in transnational, national, and	Current Issues and Debates; Feminist Theories	Course instructor analyzes students' written and oral coursework, using	<i>Same as above.</i>

	local contexts.		attached rubric.	
4	Articulate arguments or explanations to both a disciplinary or professional audience and to a general audience, in both oral and written forms.	Methodologies; Capstone oral defense	Course instructor analyzes students' written and oral coursework, using attached rubric. Capstone committee analyzes Capstone paper and presentation, using attached rubric.	<i>Same as above.</i>
5	Evidence scholarly and/or professional integrity in women's and gender studies.	Methodologies; Internship	Course instructor analyzes students' written and oral coursework, using attached rubric.	<i>Same as above.</i>
6	Discuss the diversity of women's experiences and their roots in the intersection of social locations.	Current Issues; Capstone paper and presentation	Course instructor analyzes students' written and oral coursework, using attached rubric. Capstone committee analyzes Capstone paper and presentation, using attached rubric.	<i>Same as above.</i>

Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (*It is not recommended to try to assess every outcome every year.*)

Two outcomes will be assessed every academic year (depending on which courses were offered), chosen so that each outcome will be assessed at least once every three years.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

All core faculty were involved in designing and approving the plan.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

Annually, at the same time we meet to discuss assessment reports.

IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.

Assessment rubric
Capstone paper and oral defense

Learning outcome	Below expectations (BE)	(BE/ME)	Meets expectations (ME)	(ME/EE)	Exceeds expectations (EE)	Artifacts used
2. Applies WGS theories, practices, methodologies	<ul style="list-style-type: none"> • Omits obvious relevant WGS theories or its implications for topic • Fails to account for feminist methodological issues, e.g., who gets to speak for whom, what impact diversity may have on evidence 		<ul style="list-style-type: none"> • Original analysis is well-supported by reference to authoritative scholarship • Attends to feminist methodological issues, e.g., who gets to speak for whom, what impact diversity may have on evidence 		<ul style="list-style-type: none"> • Synthesizes perspectives from multiple bodies of theory • Uses/proposes innovative solutions to feminist methodological issues, e.g., who gets to speak for whom, what impact diversity may have on evidence 	Written Capstone paper and oral Capstone defense
4. Written communication	Paper contains many typos, grammatical errors, or jargon, is poorly organized, and/or would be difficult for a general audience to understand		Paper contains very few typos, grammatical errors, and jargon, is well-organized, and can be understood by a general audience		Paper is not only clear and has minimal errors, but uses innovative techniques to communicate information and, if applicable, to facilitate use by the designated users	Written Capstone paper
4. Oral communication	Oral defense contains undue jargon, is poorly organized, and/or would be difficult for a general audience to understand		Oral defense contains little jargon, is well-organized, and can be understood by a general audience		Oral defense is not only clear but uses innovative techniques to communicate information and, if applicable, to facilitate use by the designated users	Oral Capstone defense
6. Uses intersectional analysis and acknowledges diversity	<ul style="list-style-type: none"> • Ignores obvious diversity and intersectionality issues 		<ul style="list-style-type: none"> • Accounts for diversity and intersectionality issues 		<ul style="list-style-type: none"> • Includes novel accounts of diversity and intersectionality issues 	Written Capstone paper and oral Capstone defense

Assessment rubric
Current Issues and Debates

Learning outcome	Below expectations (BE)	(BE/ME)	Meets expectations (ME)	(ME/EE)	Exceeds expectations (EE)	Artifacts used
3. Examines local, national, and/or transnational problems from feminist perspectives	<ul style="list-style-type: none"> • Editorial does not clearly define the problem or use feminist theory and/or activism to address it. • Classroom discussion shows little grasp of the problems being addressed. • Reading responses do not clearly focus on issues raised in readings and discussion. 		<ul style="list-style-type: none"> • Editorial is clearly written, well-organized, and can be understood by a general audience. • Participation shows understanding of the readings and an ability to express oneself clearly. • Reading responses thematically address issues raised in class from personal, political, and/or intellectual perspectives. 		<ul style="list-style-type: none"> • Editorial will be publishable for bringing new insights into or angles to bear on a current feminist issue. • Participation shows deep wrestling with the readings and even generates more discussion. • Reading responses further the issues raised in the readings and discussions. 	<ul style="list-style-type: none"> • Editorial • Classroom discussion • Reading responses
5. Uses intersectional analysis and acknowledges diversity	<ul style="list-style-type: none"> • Panel presentation fails to acknowledge diversity in analyzing a current event. • In class, over-generalizes rather than considers how an issue arises or impacts a population differently based on factors such as sexuality, race or class. 		<ul style="list-style-type: none"> • Presentation shows awareness of how diversity in a population, by factors such as race and class, affects how an issue is understood and addressed. • In class, considers how diverse groups analyze or address current feminist issues. 		<ul style="list-style-type: none"> • In public presentation, differences inform analysis as much as does common ground, and lead to distinctive conclusions and recommendations. • In class, raises questions about how diversity affects our understanding and action, generating deeper analysis. 	<ul style="list-style-type: none"> • Panel presentation • Classroom discussion

Assessment rubric Feminist Epistemologies

Learning outcome	Below expectations (BE)	(BE/ME)	Meets expectations (ME)	(ME/EE)	Exceeds expectations (EE)	Artifacts used
1. Assesses relevant literature	Paper fails to give a coherent picture of the problem or how to address it, as discussed so far in existing literature. No original analysis.		Paper shows how existing literature defines and addresses the relevant issues. Moves beyond piece-by-piece approach to understanding it. Offers some original analysis.		Uses multidisciplinary resources in evaluating current approaches to the problem being discussed. They are understood thematically rather than article-by-article. Original analysis may be publishable.	Research paper
2. Applies WGS theories, practices, and methodologies	In written and oral work, student fails to consider the nature or impact of feminist epistemological contributions such as standpoint, intersectionality, and epistemic injustice.		In written and oral work, student grasps and applies feminist epistemic contributions such as standpoint, intersectionality, and epistemic injustice. Some attention to the distinctiveness of WGS and the implications for student work.		Grasps and pushes forward discussion of ideas and practices such as standpoint, epistemic injustice, and intersectionality. Grasps WGS praxis and applies it in written and oral work.	Classroom participation, current events links, research paper

Assessment rubric
Feminist Theories

Learning outcome	Below expectations (BE)	(BE/ME)	Meets expectations (ME)	(ME/EE)	Exceeds expectations (EE)	Artifacts used
1. Assesses relevant literature	Fails to engage the intellectual genealogy of feminist analysis		Original analysis is well-supported by reference to authoritative scholarship		Synthesizes perspectives from multiple bodies of theory	Original review essay or research paper
3. Examines local, national, and/or transnational problems from feminist perspective	Analysis does not make reference to issues of social justice		Analysis makes connections between theoretical insights and social issues		Analysis makes connections across multiple social contexts	Original review essay or research paper

Assessment rubric
Internship course

Learning outcome	Below expectations (BE)	(BE/ME)	Meets expectations (ME)	(ME/EE)	Exceeds expectations (EE)	Artifacts used
2. Applies WGS theories, practices, methodologies	<ul style="list-style-type: none"> • Ignores obvious diversity, intersectionality, and power differentials in the organization • Fails to account for feminist methodological issues in carrying out internship activities, e.g., who gets to speak for whom, what impact diversity may have on data gathering or outcomes 		<ul style="list-style-type: none"> • Accounts for diversity, intersectionality, and power differentials in the organization • Attends to feminist methodological issues in carrying out internship activities, e.g., who gets to speak for whom, what impact diversity may have on data gathering or outcomes 		<ul style="list-style-type: none"> • Uses internship project to mitigate unequal power in the organization or broader society 	<p>Internship activities, as evidenced in project proposal, short reports, final paper, and site supervisor feedback</p>
5. Scholarly and/or professional integrity	<ul style="list-style-type: none"> • Student fails to take ethical issues into account • In any group work, student does less than their fair share • Student fails to meet commitments when working with community partners 		<ul style="list-style-type: none"> • Student takes ethical issues into account • In any group work, students do their fair share • Student meets commitments when working with community partners 		<ul style="list-style-type: none"> • Student goes above and beyond expectations to assist community partners 	<p>Process of carrying out internship projects, as indicated by project proposal, short reports, final paper, and site supervisor feedback</p>

Assessment rubric
Research methodologies courses (Cultural Analysis; Program Evaluation)

Learning outcome	Below expectations (BE)	(BE/ME)	Meets expectations (ME)	(ME/EE)	Exceeds expectations (EE)	Artifacts used
4. Written communication	Project proposal contains typos, grammatical errors/jargon, is poorly organized, and/or would be difficult for a general audience to understand		Project proposal contains very few typos, grammatical errors, or jargon, is well-organized, and can be understood by a general audience		Project proposal is not only clearly written with few errors, but uses innovative design to communicate information and, if applicable, to facilitate use by the designated users	Final project research design
5. Scholarly and/or professional integrity	<ul style="list-style-type: none"> • Students fail to take ethical issues into account • In group work, students do less than their fair share • Students fail to meet commitments when working with community partners 		<ul style="list-style-type: none"> • Students take ethical issues into account • In group work, students do their fair share • Students meet commitments when working with community partners 		<ul style="list-style-type: none"> • Students go above and beyond expectations to assist community partners 	Process of carrying out group/individual final projects, as indicated by class discussions and feedback from other students and/or community partners