

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
What do the program faculty expect all students to know, or be able to do, as a result of completing this program

| | | | | |
|--|----------------|--|------------------|--|
| | local contexts | | attached rubric. | |
|--|----------------|--|------------------|--|

- 4 Articulate arguments or explanations to both a disciplinary or professional audience and to a general audience, in

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 (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 | <p>Omits obvious relevant WGS theories or its implications for topic</p> <p>Fails to account for feminist methodological issues, e.g., who gets to speak for whom, what impact</p> | | | | | |

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 | | | | | |

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

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 authori- | | | |

Assessment rubric Internship course

| Learning outcome | Below expectations (BE) | (BE/ME) | Meets expectations (ME) | (ME/EE) | Exceeds expectations (EE) | Artifacts used |
|---|--|---------|--|---------|--|----------------|
| <p>2. Applies WGS theories, practices, methodologies</p> | <p> Ignores obvious diversity, intersectionality, and power differentials in the organization</p> <p> 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</p> <p> Student fails to take ethical issues into account</p> <ul style="list-style-type: none"> • In any group work, student does less than their fair share • Student fails to meet commitments when working with community partners | | <p>Accounts for diversity, intersectionality, and power differentials in the organization broader society</p> <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 | |

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

| Learning outcome | Below expectations (BE) | (BE/ME) | Meets expectations (ME) | (ME/EE) | Exceeds expectations (EE) |
|-------------------------|------------------------------------|----------------|------------------------------------|----------------|--------------------------------------|
|-------------------------|------------------------------------|----------------|------------------------------------|----------------|--------------------------------------|