

Program-Level Assessment: Annual Report

Program Name (no acronyms): Master of Arts

Department: Women's and Gender Studies

Degree or Certificate Level: Graduate

College/School: College of Arts and Sciences

Date (Month/Year): May 2021

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In what year was the data upon which this report is based collected? 2020-21

In what year was the program's assessment plan most recently reviewed/updated? 2018

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

The following outcomes were slated for assessment in May 2021:

3. Examines local, national, and/or transnational problems from feminist perspectives

6, Discuss the diversity of women's experiences and their roots in the intersection of social locations

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

These outcomes were designed to be assessed using the following items from the Current Feminist Issues

COURSE: Editorial; Classroom discussion; Reading responses; panel presentation.

From the Feminist Theories course: Original review essay or research paper

From the Capstone: Written Capstone paper and oral Capstone defense

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (do not just refer to the assessment plan).

Rubrics attached.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

The above courses from which these artifacts were collected each had an enrollment of 1-2 people. It was determined that this information would not be publicized in a report such as this as a potential violation of student privacy. In addition, the data were too scant to provide generalizable results.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

In May 2021, Provost of the University announced its affirmation of the Department’s decision to suspend new admissions to the MA program until sufficient resources are available to support its success. The data that office used to make its decisions was not connected to course curriculum or student course performance; accordingly, this assessment process will no longer be relevant to the WGST graduate program.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

May 2021, Zoom meeting.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you’ve initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

The attenuation of our graduate program means that the MA as such is no longer active. The remaining students will be given the necessary support to complete the degree, but we will no longer be offering most of the core classes. The MA program will be re-integrated into our assessment process once it is re-started and supported by the university. A full revision of the assessment plan and process can be anticipated to be part of the process of resurrecting the program.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

We created an ever-evolving range of assessment rubrics and planning documents in response to institutional requests, which created data that played no role in the decisions that were made controlling the destiny of our program. It has been noted for future reference that our rubrics still need more description of standards.

B. How has this change/have these changes been assessed?

With melancholy.

C. What were the findings of the assessment?

We found ourselves assessing a program that got shut down.

D. How do you plan to (continue to) use this information moving forward?

As a cautionary tale?

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

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 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 Current Feminist Issues

Learning outcome	Below expectations (BE)	(BE/ME)	Meets expectations (ME)	(ME/EE)	Exceeds expectations (EE)
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.
6. 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.