

Assessment of Student Learning Plan (ASLP): Women & Gender Studies

2018-19 Academic Year

University of Southern Maine

A. College, Department, Date

College Academic Affairs
Department Women and Gender Studies
Date May 31, 2019

B. Contact Person for the Assessment Plan

Name and title Rose Cleary, Director of Women and Gender Studies

C. Degree Program

Name of Degree Program BA in Women and Gender Studies

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

a. Do you have your student learning outcomes published on your department's website? YES

b.

i. https://usm.maine.edu/sites/default/files/wgs/1.%20Learning%20Outcomes%20_%20Self%20Study%202012.pdf

ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

c. Please identify **which of your student learning outcome(s) were assessed this past academic year**

Outcome 4

- d. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes

E.	Objective I Define, discuss and apply	Objective II Identify	Objective III Compare and assess	Objective IV Recognize, interpret and critique	Objective V Engage intellectually	Objective VI Synthesize
EYE 109 Gender, Representation & Resistance	I	I	I	I	I	
100 Introduction to WGS	I	I	I	I	I	
201 Women, Knowledge and Power	R	R	R	R	R	I
380 Politics of Difference	M	M	M	R	R	R
390 Contemporary Feminist Theories	M	M	M	R	R	R
485 & 486 Internship & Thesis	M	M	M	M	M	M
490 Capstone	M	M	M	M	M	M

F.

- i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

Step 2: Assessment Methods Selected and Implemented

- a. Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.

This year, WGS has the opportunity to assess Outcome # 4 (“Students can compare and assess theories of gender and the intersections of gender with other forms of identity and difference such as race, class, religion, sexuality, nationality, ability, and species.”)

Students were asked to write reflection papers in two upper level courses (WGS 390 Contemporary Feminist Theories and WGS 490 Capstone Experience in Women and Gender Studies) assessing the quality of instruction they had received and their ability to apply “intersectional” and “disability” theories in their assigned research projects. The decision to focus on these particular aspects of feminist theory was based on student feedback regarding these areas.

- b. Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).*

Outcome #4 was assessed during the spring semester with student reflection papers.

Step 3: Using the Assessment results to Improve Student Learning

- a. Briefly describe your unit’s process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*

The reflective assessments of Outcome 4 will be reviewed by the WGS Faculty Council in Fall, 2019 as part of a planned curriculum review / revision process.

- b. What specific changes have been or will be made to improve student learning, as a result of using the program assessment results?*

Mapping Outcome 4 throughout the WGS curriculum

In WGS curriculum work planned for Fall, 2019 we will be using the assessments received in Spring, 2019 to review and potentially revise courses to ensure that outcome #4 is adequately introduced (entry level) and reinforced (mid-level) so that students can achieve mastery in their application of these aspects of feminist theory in their capstone projects.

- c. Date of most recent program review/self-study?*

The program performed a self-study in 2012 and underwent External Program Review in 2013. Learning goals were most recently revised in 2014.

E. Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

In 2018 WGS drafted a rubric for the thesis defense, a component of thesis students’ oral presentation of their capstone project, which has always been assessed without reference to a rubric. This rubric will be considered by the WGS Curriculum Committee in fall 2019 for adoption in spring 2020.

F. Community Engagement Activities in your departmental curriculum:

a. Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.

b. Please indicate if any of the community engagement activities listed below are included in your program’s curriculum, by noting which activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	R	O
Student-Faculty Community Research Project	R	O
Internship, or a Field Experience	R	O
Independent Study (community-related project)	R	O
Capstone Course (community-related project)	R	O
Service-Learning (course-based)	R	O
Study Abroad, or an International Program	R	O
Interdisciplinary Collaborative Project (community related)	R	O
Student Leadership Activities (related to a team project)	R	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	R	O
Other activities:		

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Mid-level courses:

WGS 320 Advanced Topics in WGS: Applied LGBTQ History (Community based research project)

Upper-level courses:

WGS 485 Internship

WGS 486 Thesis

WGS 490 Capstone