

M.A. in Women's Studies Academic Assessment Plan

College of Liberal Arts and Sciences
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Office of the Provost

University of Florida

Institutional Assessment

Continuous Quality Enhancement

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Academic Assessment Plan for M.A. in Women's Studies

College of Liberal Arts and Sciences

Instructions: Use this template to prepare your Academic Assessment Plan. Some of the information has been pre-loaded into the template for you. Refer to pages 1-5 of the instructions for descriptions of each section.

A. Mission

- To offer University of Florida students a broad-based, interdisciplinary approach to the study of women and gender.
- To stimulate individual and collaborative research by UF faculty engaged in the study of women and gender.
- To create contexts in which students and faculty, working together, can foster multi-cultural skills and perspectives related to women and gender.
- To share the benefits of our research and knowledge for the public good, furnish services related to gender issues to the local community as well as to the State of Florida, and to increase national and international collaboration on issues pertaining to women and gender.
- To support a broadly diverse learning and research environment and to increase equity and efficiency in the university community.
- The CWSGR shares the mission of the college by maintaining a vibrant teaching and rigorous research environment and is committed to collaboration with the local community as well as with other colleges and schools. This shared mission aligns with the University of Florida's mission to provide the environment in which undergraduate and graduate students can participate in an educational process that links issues of gender equity and civic responsibility as vital to creating global citizens.

B. Student Learning Outcomes and Assessment Measures

We have pre-loaded the SLO's on file for your program at <http://assessment.aa.ufl.edu/slo-resources>. If these are NOT the SLOs you are currently using, or if you wish to revise them, please submit the changes for review by the Academic Assessment Committee. The procedure for updating your SLOs is found at <http://approval.ufl.edu/> > Graduate.

| SLO Type | Student Learning Outcome | Assessment Method | Degree Delivery |
|----------|--------------------------|-------------------|-----------------|
|----------|--------------------------|-------------------|-----------------|

| | | | |
|-----------------------|---|--|--------|
| Knowledge | <p>Students identify, define and describe gender in culture and society. .</p> <p>Students recognize multi-cultural and transnational currents of feminist thought.</p> | <p>Students demonstrate knowledge through successful completion of 3 core courses (Proseminar, Advanced Feminist Theory and Special Topics Course--which require a completed original research project) as measured by the graduate faculty of CWSGR and affiliate CWSGR faculty who serve on students' committees.</p> <p>Annual evaluation by the faculty.</p> | Campus |
| Skills | <p>Students apply critical thinking, research, and writing skills in all of their courses and other graduate work; communication skills in and out of the classroom as active participants in their own education; and meet deadlines and fulfill academic commitments.</p> | <p>Critical thinking, research and writing skills are tracked at an annual review of students by CWSGR faculty every December and through student self-evaluation in their MA Plan of Study.</p> <p>Students conceptualize a proposal approved by their committee according to a common rubric. Students conceptualize a proposal, carry out and successfully defend a theoretical MA thesis or project on a topic of their area of expertise as measured by the students' MA thesis/project committee.</p> <p>Successful placement in academic research programs (PhD), professional programs (JD, MBA, MFA), or public/private sector employment. These placements are assessed using a common rubric.</p> | Campus |
| Professional Behavior | <p>Students apply professional behavior, meeting expectations in the academic community and beyond.</p> <p>They fulfill work obligations in a thoughtful and timely way, and display collegiality and sensitivity to faculty and other students in the program.</p> | <p>Students submit an updated Plan of Study at the beginning of each term to the Graduate Coordinator. CWSGR faculty reviews the MA Plan of Study documents at the annual review of students meeting.</p> <p>Students conceptualize a proposal approved by their committee according to a common rubric. Students conceptualize a proposal, carry out and successfully defend a theoretical MA thesis or project on a topic</p> | Campus |

| | | | |
|--|---|---|--|
| | They participate collaboratively and contribute to the life of the CWSGR. | of their area of expertise as measured by the students' MA thesis/project committee. Professional behavior and collegiality is measured by the quality of their participation in CWSGR public events, sponsored lectures, and conferences. | |
|--|---|---|--|

C. Research

Students pursuing graduate work in the Center for Women's Studies and Gender Research will become acquainted with various feminist (and other appropriate) theoretical approaches and methodologies for examining the role of gender in cultural systems. Gender will be understood in intersection with other categories of difference, including race, ethnicity, social class, sexuality, religion, physical ability, age, and nationality.

a) Thesis Research: Each master's thesis candidate must prepare and present a thesis that shows independent investigation. It must be acceptable, in form and content, to the supervisory committee and to the Graduate School. The work must be of publishable quality and must be in a form suitable for publication, guided by the Graduate School's format requirements.

b) Non-thesis Research: Each master's non-thesis candidate must determine with their advisor by early in their second year whether they will write a paper (1) or present a project (2) in their final semester.

1. Students electing to write a paper identify a suitable topic in the area of gender and women's studies for a journal article-length work of high quality, possibly with a view toward future publication. This paper is generally shorter than a thesis and does not need to be submitted to the Graduate College, but the student's committee must judge it as a substantive and well-presented work.
2. Students who elect to carry out a project must submit a proposal to their advisor for approval before undertaking the project. Suitable projects might include, but are not limited to, the writing of a grant proposal, development of a community-based organization, or production of a creative work. In addition to the project, students must write an essay of approximately 15 pages detailing the project's significance to gender and women's studies.

Students are required to defend their research during their final term which is open to faculty and students in CWSGR. Theses, papers and projects should be available or on view ten working days before the scheduled defense.

D. Assessment Timeline

Use this Assessment Timeline template for your plan. Add or delete rows and columns to accommodate your SLOs and assessments.

Program M.A. in Women's Studies

College of Liberal Arts and Sciences

The MA in Women's Studies is a two-year program culminating in a written and oral defense in the student's final term.

| Assessment | Assessment #1 | Assessment #2 |
|--|---------------------------|---------------------------|
| SLOs | | |
| Knowledge | | |
| Gender Theory and Feminist Research | Thesis/Project Proposal | Defense of Project/thesis |
| Gender Theory and Feminist research methods /classes | Thesis/Project Proposal | Annual Review of Students |
| Skills | | |
| Completion of research papers | Thesis/Project Proposal | Annual Review of Students |
| Research/job placement | After graduation | |
| Professional Behavior | | |
| Professionalism/Ethics | Thesis/Project defense | Annual Review of Students |
| Service/leadership | Annual Review of Students | |

E. Assessment Cycle

Use this Assessment Cycle template for your plan. Add or delete rows as needed to accommodate your SLOs.

Assessment Cycle for:

Program M.A. in Women's Studies College of Liberal Arts and Sciences

Analysis and Interpretation:

May-June

Improvement Actions:

Completed by August 31

Dissemination:

Completed by September 30

| Year | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|-------------------------------------|-------|-------|-------|-------|-------|-------|
| SLOs | | | | | | |
| Content Knowledge | | | | | | |
| Theory and Research Methods | | | X | X | X | X |
| Theory and Research Methods/classes | | | X | X | X | X |
| Skills | | | | | | |

| | | | | | | |
|---|--|--|---|---|---|---|
| Completion of research paper/original project | | | X | X | X | X |
| Research/job placement | | | X | X | X | X |
| Professional Behavior | | | | | | |
| Professionalism/Ethics | | | X | X | X | X |
| Service/Leadership | | | X | X | X | X |

*NOTE: Data collection for these assessments will begin in the 2012-2013 academic year. We did not collect data in prior years.

F. Measurement Tools

Here, describe the measurement tools you use to assess the SLOs, and include at least one example. See Appendix A for a sample rubric.

On-going over the two-year MA program. All CWSGR faculty collectively evaluate students and provide written and oral feedback at the annual review of students meeting.

The theory and methods **knowledge** SLOs as well as the completion of original research papers **skills** SLO are measured by faculty who teach the core required courses in Women's Studies (Proseminar, Advanced Feminist Theory, and Special Topics). They identify the problem areas in the student's writing and critical thinking and assess the quality of work based on a common rubric. All CWSGR faculty discuss the evaluation/assessment at the Annual Review of Students meeting and provide feedback to the students on their progress-to-degree.

Students will be evaluated by their thesis/project chair and MA committee members in order to ascertain whether they are developing professional communication **skills**, and gaining confidence in pursuing individual research-driven projects. Successful execution of projects/theses and the defense of them will be assessed by committee members at the time to defense.

Job/research program placement **skills** will be measured at the annual review to determine PhD placement, professional school placement (JD, MBA, MFA), private/public sector placement or no placement.

Faculty monitor assess **Professional Behavior** SLOs based on students' participation in Center colloquia, conferences, and Center-sponsored events, lectures, and informal panels; students are evaluated in the required Proseminar on their professionalism and ability to work independently and with peers. These are discussed at the Annual Review of Students meeting.

Appendix A: Rubric for Use in Thesis and Project Defense for the MA in Women's Studies

Name of Candidate: _____

| Criteria | Needs Improvement | Satisfactory |
|--|-------------------|--------------|
| 1. Problem Definition: Delineates the area of proposed research | | |
| 2. Literature: Demonstrates knowledge of the research area and its literature | | |
| 3. Quality of oral communication: Communicates gender and feminist ideas clearly and professionally in written form | | |
| 4. Quality of written communication: Communicates ideas about gender and feminist theory/practice clearly and professionally in written form | | |
| 5. Research Skills: Demonstrates the acquisition of relevant methodology to research project, preparedness in core disciplines relevant to thesis/project, and ability to execute project effectively. | | |
| 6. Context: Places the proposed research area into a larger context, and, where appropriate, discusses potential applications. | | |

_____ Passed _____ Did not pass

Passing is by approval of the supervisory committee and requires at least four of the six criteria are met satisfactorily. The committee is encouraged to recommend ways for the candidate to improve those areas needing attention.

Committee Chair: _____ Signature: _____

Committee Member: _____ Signature: _____

Committee Member: _____ Signature: _____

Committee Member: _____ Signature: _____

Committee Member: _____ Signature: _____

Date: _____

Rubric approved by the Graduate Assessment Committee on 1/28/2013

G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

| Name | Department Affiliation | Email Address | Phone Number |
|----------------------|---|--|---------------|
| Dr. Judith W. Page | Center for Women's Studies and Gender Research/English | page7@ufl.edu | 352 -273-0387 |
| Dr. Anita Anantharam | Center for Women's Studies and Gender Research | aanita@ufl.edu | 352-273-0383 |
| Dr. Florence Babb | Center for Women's Studies and Gender Research | fbabb@ufl.edu | 352 -273- |
| Dr. Kendal Broad | Center for Women's Studies and Gender Research/ Sociology | klbroad@ufl.edu | 352-273- |
| Dr. Tace Hedrick | Center for Women's Studies and Gender Research/English | tace@ufl.edu | 352 -273- |
| Dr. Trysh Travis | Center for Women's Studies and Gender Research | ttravis@ufl.edu | 352-273- |

Appendix A: Rubric for Use in Thesis and Project Defense for the MA in Women's Studies

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:

Year:

| Component | Criterion | Rating | | | Comments |
|--|---|--------|---------------|---------|----------|
| | | Met | Partially Met | Not Met | |
| Mission Statement | Mission statement is articulated clearly. | | | | |
| | The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions. | | | | |
| Student Learning Outcomes (SLOs) and Assessment Measures | SLOs are stated clearly. | | | | |
| | SLOs focus on demonstration of student learning. | | | | |
| | SLOs are measurable. | | | | |
| | Measurements are appropriate for the SLO. | | | | |
| Research | Research expectations for the program are clear, concise, and appropriate for the discipline. | | | | |
| Assessment Map | The Assessment Map indicates the times in the program where the SLOs are assessed and measured. | | | | |
| | The Assessment Map identifies the assessments used for each SLO. | | | | |
| Assessment Cycle | The assessment cycle is clear. | | | | |
| | All student learning outcomes are measured. | | | | |
| | Data is collected at least once in the cycle. | | | | |
| | The cycle includes a date or time period for data analysis and interpretation. | | | | |
| | The cycle includes a date for planning improvement actions based on the data analysis. | | | | |
| | The cycle includes a date for dissemination of results to the appropriate stakeholders. | | | | |

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

| Component | Criterion | Rating | | | Comments |
|-----------------------------|--|--------|---------------|---------|----------|
| | | Met | Partially Met | Not Met | |
| Measurement Tools | Measurement tools are described clearly and concisely. | | | | |
| | Measurements are appropriate for the SLOs. | | | | |
| | Methods and procedures reflect an appropriate balance of direct and indirect methods. | | | | |
| | The report presents examples of at least one measurement tool. | | | | |
| Assessment Oversight | Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified | | | | |