

# **Undergraduate Academic Assessment Plan Women's Studies 2012 - 2013**

Center for Women's  
Studies and Gender  
Research, Women's  
Studies Program

College of Liberal Arts &  
Sciences

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# Program and College Name

## Undergraduate Academic Assessment Plan

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### Mission Statement

- 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.

### Student Learning Outcomes (SLOs)

Revised SLOs in the 2012-13 undergraduate catalog:

1. Identify the terminology and concepts central to the interdisciplinary field of gender and women's studies.
2. Examine and interpret material using the theory and research methods of gender and women's studies and apply these ideas to current social issues.
3. Present ideas concerning gender and women's studies in spoken and written form.

SLOs for the 2011-12 undergraduate catalog:

1. Identify, describe, and explain concepts in gender and women's studies.
2. Identify and examine gender's role in shaping human experience.
3. Analyze and interpret gender's role in shaping human experience.
4. Interpret and analyze using the theory and research methods of gender and women's studies.
5. Effectively, clearly and appropriately present ideas concerning gender and women's studies in spoken and written presentations.

SLOs, 2011-12*	Link to 2012-13* SLOs
Content	
1. Identify, describe, and explain concepts in gender and women's studies.	Identify the terminology and concepts central to the interdisciplinary field of gender and women's

	students.
2. Identify and examine gender's role in shaping human experience.	
<b>Critical Thinking</b>	
3. Analyze and interpret gender's role in shaping human experience.	Examine and interpret material using the theory and research methods of gender and women's studies and apply these ideas to current social issues.
4. Interpret and analyze using the theory and research methods of gender and women's studies.	
<b>Communication</b>	
5. Effectively, clearly and appropriately present ideas concerning gender and women's studies in spoken and written presentations.	Present ideas concerning gender and women's studies in spoken and written form.

\*undergraduate catalog date

## Curriculum Map

Curriculum Map for:

Program Women's Studies

College College of Liberal Arts & Sciences

Key: Introuduced

Reinforced

Assessed

Courses SLOs	WST 3015	WST 3415	WST 4940	WST 4935				Additional Assessments
<b>Content Knowledge</b>								
#1	I	R	R	A - Final Essay				Program Initiation – Entering Major Essay (WST 3015)
<b>Critical Thinking</b>								
#2	I	R	R	A - Final Essay				
<b>Communication</b>								
#3	I	R	R	A - Final Essay				Program Completion – Final Evaluation Essay (WST 4935)

## Assessment Cycle

Assessment Cycle for:

*Women's Studies*

*College of Liberal Arts & Science*

Analysis and Interpretation:

May

Improvement Actions:

Completed by August 15

Dissemination:

Completed by September 15th

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
#1		N/A*	N/A*	X	X	X	x
<b>Critical Thinking</b>							
#2		N/A*	N/A*	X	X	X	X
<b>Communication</b>							
#3		N/A*	N/A*	X	X	X	X

\*NOTE: Because this Academic Assessment Plan includes new Student Learning Outcomes and attendant measures (approved in Spring 2012 and included in the 2012-2013 Undergraduate Catalog) we have marked N/A to indicate that no data was collected for 2010-2011 or 2011-102.

## Methods and Procedures

### SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Identify the terminology and concepts central to the interdisciplinary field of gender and women's students.	Final Essay Internship, Service Learning, or Research Project	Rubric - see achievement metric and example rubric below
Examine and interpret material using the theory and research methods of gender and women's studies and apply these ideas to current social issues.	Final Essay Internship, Service Learning, or Research Project	Rubric - see achievement metric and example rubric below

Present ideas concerning gender and women's studies in spoken and written form.	Final Essay Internship, Service Learning, or Research Project	Rubric - see achievement metric and example rubric below
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### Achievement Metrics

The metric used to identify adequate achievement of an outcome is that 80% of the students receive a 75% on the outcome assessment (*Final evaluation essay*). The faculty has identified the 75% as the standard representing acceptable achievement of the outcome.

### Direct Assessments

*Entering Major Essay*: Essay exam to be given to all entering majors as an assignment in WST 3015 and graded according to a rubric designed by core faculty of the Center for Women's Studies and Gender Research. The rubric is designed to measure baseline performance in three core areas of learning (Content knowledge, Critical thinking, Communication) identified in the Student Learning Outcomes. (NOTE: Course grade will include other assignments and so will not be the assessment measure). Example assignment and rubric attached.

Example Rubric:

#### Paper Grading Criteria

100 Possible points broken down as follows:

30 points: Communicative Skills

- Mechanics
- Argument

30 points: Content Knowledge

- Use of Evidence from course readings
- Discussion of and appropriate readings applied to main arguments

40 points: Critical Thinking

- Reading, Interpretive, and questioning of theories
- Proper use of field terminology

EXAMPLE: Essays will be evaluated for correct use of terms such as: interdisciplinary, gender, intersections, and social construction. (NOTE: This is a rubric for measuring SLO #1)

- Situating experience/research within the field

*Final Evaluation Essay*: Essay assignment to be given to all graduating majors as an assignment in WST 4935 (or the capstone-equivalent Service Learning course) and graded according to a rubric designed by core faculty of the Center for Women's Studies and Gender Research. The rubric is designed to measure final performance in three core areas of learning (Content knowledge, Critical thinking, Communication) identified in the Student Learning Outcomes. (NOTE: Course grade will

include other assignments and so will not be the assessment measure). Example assignment and rubric attached.

Note: The rubric for grading this essay will be the same as the rubric for grading the Entering Major Essay (see above).

### Indirect Assessments

*Exit survey:* Survey to be given to all graduating students asking them to anonymously evaluate what they learned in the major, how applicable it is to their future plans, and to compare their learning in this major to other majors. Example attached.

*Additional Indirect Assessments:* Enrollment information, graduation rates, professional meeting participation, honors and awards, and job/graduate school placement data.

### Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Dr. Judith W. Page	Center for Women’s Studies and Gender Research/English	<a href="mailto:Page7@ufl.edu">Page7@ufl.edu</a>	352 -273-0387
Dr. Kendal Broad-Wright	Center for Women’s Studies and Gender Research/Department of Sociology and Criminology & Law	<a href="mailto:klbroad@ufl.edu">klbroad@ufl.edu</a>	352-273-0389
Dr. Trysh Travis	Center for Women’s Studies and Gender Research	<a href="mailto:ttravis@ufl.edu">ttravis@ufl.edu</a>	352-273-0393

### Appendix (Examples of Direct Assessment measures and rubrics):

#### **DIRECT ASSESSMENT MEASURES:**

ENTERING MAJOR ESSAY (administered to entering Majors in WST 3015)

*ASSIGNMENT: Response to assigned article*

This assignment asks you to respond in (750-1200 words) to the following article, “\_\_\_\_\_” (Note: Faculty will decide on an appropriate article). You will be writing a “position paper,” meaning that you should “position” yourself relative to the arguments the author lays out in the essay. There are many positions possible—from complete agreement to radical dissent—and you should think carefully about which one you claim for yourself. You will be evaluated not on whether you agree or disagree with the author, but on how well you stake out your own position on the issues that s/he raises.

In your paper, summarize the author's argument, paraphrasing and/or quoting from the text as needed to make sure you deliver a clear and substantive summation. Then explain how you see yourself relative to the positions that s/he describes. What are the rationales that you use to justify your position? Are they the ones that the author lays out here, or do you believe what you believe for reasons that s/he doesn't touch on? If so, what are those reasons, and how do they complement/complicate the ideas s/he puts forward? If you actually haven't given much thought to these issues, that's fine—this essay isn't a test of your politics. Try to distill from your own responses to the text, as well as from your day to day experiences, an underlying theory or rationale for your position on the issue(s) raised by the article. By way of conclusion, you may want to speculate a little bit on how you see this class affecting your perspective, perhaps also reflecting on how the major as a whole has (or has not) influenced your thinking on this issue.

This is an informal paper, and as such, does not need an elaborate introduction and thesis statement. Even an informal paper, however, should have a clear and informative title; any paper on another writer's work should show respect by mentioning the full name of the author and the title of that work in the first couple of sentences. You may write in the first person, and draw on personal experience as evidence to support the claims you make. However, your writing should be clear and correct throughout. Your summary of the author's argument should be complete and comprehensible. You should include correctly cited quotations using basic in-text citation and a "Works Consulted" section (a guide to correct in-text citation is available at <http://owl.english.purdue.edu/owl/resource/557/02/>). In addition to being mechanically and formally correct, the best papers will be thoughtful and reflective, using the text as an occasion to think more deeply about the way larger social and political issues play out in your own life.

*RUBRIC:*

Paper Grading Criteria

100 Possible points broken down as follows:

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40 points: Critical Thinking

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- Proper use of field terminology

EXAMPLE: Essays will be evaluated for correct use of terms such as: interdisciplinary, gender, intersections, and social construction. (NOTE: This is a rubric for measuring SLO #1)

- Situating experience/research within the field

FINAL EVALUATION ESSAY

(Administered as a paper assignment in Capstone or Capstone-equivalent Service Learning Seminar)



*ASSIGNMENT: Response to assigned article*

This assignment asks you to respond in (750-1200 words) to the following article, “\_\_\_\_\_” (Note: Faculty will decide on an appropriate article). You will be writing a “position paper,” meaning that you should “position” yourself relative to the arguments the author lays out in the essay. There are many positions possible—from complete agreement to radical dissent—and you should think carefully about which one you claim for yourself. You will be evaluated not on whether you agree or disagree with the author, but on how well you stake out your own position on the issues that s/he raises.

In your paper, summarize the author’s argument, paraphrasing and/or quoting from the text as needed to make sure you deliver a clear and substantive summation. Then explain how you see yourself relative to the positions that s/he describes. What are the rationales that you use to justify your position? Are they the ones that the author lays out here, or do you believe what you believe for reasons that s/he doesn’t touch on? If so, what are those reasons, and how do they complement/complicate the ideas s/he puts forward? If you actually haven’t given much thought to these issues, that’s fine—this essay isn’t a test of your politics. Try to distill from your own responses to the text, as well as from your day to day experiences, an underlying theory or rationale for your position on the issue(s) raised by the article. By way of conclusion, you may want to speculate a little bit on how you see this class affecting your perspective, perhaps also reflecting on how the major as a whole has (or has not) influenced your thinking on this issue.

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*RUBRIC:*

Paper Grading Criteria

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40 points: Critical Thinking

- Reading, Interpretive, and questioning of theories

- Proper use of field terminology  
 EXAMPLE: Essays will be evaluated for correct use of terms such as: interdisciplinary, gender, intersections, and social construction. (NOTE: This is a rubric for measuring SLO #1)
- Situating experience/research within the field

**INDIRECT ASSESSMENT MEASURES:**

**EXIT SURVEY:**

Dear Graduating Women’s Studies Major:

As the program grows and changes, we would like to be able to stay in touch with you, to learn what you’re doing and inform you about what is going on here. With this in mind, please take some time to complete the following questions (use additional paper if you need more space). Please turn in Part One as a completed form to your instructor. Please also fill out Part Two below. Seal your completed Part Two in an envelope without your name or identifying information and return it to the instructor who gave this exit survey to you. Your answers will be anonymous and reviewed after commencement.

Part One

*Contact information:*

Name: \_\_\_\_\_

Permanent address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Country : \_\_\_\_\_ Zip: \_\_\_\_\_

Permanent Email: \_\_\_\_\_

*Future Plans:*

Tell us about your future plans:

I plan to go to graduate school immediately (where? For what subject?)

\_\_\_\_\_

\_\_\_\_\_

I plan to go to graduate school in the next few years (for what subject?)

\_\_\_\_\_

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I plan to go to professional school (M.D., J.D., M.B.A, etc.) immediately (where? For what subject?) \_\_\_\_\_

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I plan to go to professional school in the next few years (for what subject?)

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I plan on earning a teaching certificate (in what subject? At what level?)

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I plan to work full-time (describe nature of work)

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Other plans? Please tell us about them:

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Would you be interested in receiving an annual newsletter at the permanent address above with updates on our faculty, developments with the major, news about former classmates, etc.? (yes \_\_\_ no \_\_\_)

Please be in touch with us and tell us about what you're doing: [ttravis@ufl.edu](mailto:ttravis@ufl.edu).  
We would love to feature YOU in our newsletter!

Part Two

We would also like to learn more about how your experience of the WST major. Please answer the questions below. Seal your completed Part Two in an envelope without your name or identifying information and return it to the instructor who gave this exit survey to you. Your answers will be anonymous and reviewed after commencement.

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Were you a double major? (yes\_\_ no \_\_) If so, what was your other major? \_\_\_\_\_

At what point in your progress to degree did you decide to major/double major in WST?

\_\_\_\_\_

What prompted your decision?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Were you a member of a women's, civic, and/or community organization before joining the major (yes\_ no \_) If so, please tell us the names of the organization(s)

\_\_\_\_\_

Did you join any women's, civic, and/or community organization during the program (yes\_ no \_) If so, please tell us the names of the organization(s)

\_\_\_\_\_

Please summarize what you learned in the Women's Studies major. In particular, please describe what knowledge you gained, what types of critical thinking skills you learned, and whether/how the major taught you to communicate your ideas. To answer this question it might help to discuss what you learned in particular classes -- what new topics or ideas, what new approaches to learning, or what new ways of communicating ideas you learned.

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WST offers a broad range of courses each semester, from arts and humanities to social and hard sciences. Which areas of knowledge do you think are particularly well represented in the curriculum? Which would you like to see more of?

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Based on either your own experience as a double major or what you've learned from observing friends in other majors, how does the WST major compare to other similar majors in CLAS in terms of

- a) how interesting the classes are?
- b) how challenging the individual classes and major as a whole is?
- c) how well it prepares you for life after college?
- d) how well it prepares you for activism in life and work?

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In what ways can the WST major be improved? What specific suggestions do you have about advising, the variety and/or sequence of courses, opportunities for study abroad/service learning, etc. to help us construct a better major?

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What advice would you give a friend who is planning on majoring in WST?

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Are there any other questions that should be on this form in future years? If so, please write them down (and give the answers, too!).

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Are there things CWSSR can do that will help prepare students for future education and/or career? Suggestions welcome (but please be realistic!).

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Thank you for your thoughtful input.