

**Degree Program  
Assessment of Student Learning Plan  
Kansas State University**

Check the box if your program's student learning outcomes have been modified since November, 2003. If so, please e-mail the revised list ([apr@ksu.edu](mailto:apr@ksu.edu)) or attach a hard copy to this document.

**A. College, Department, and Date**

College: Arts & Sciences

Department: Women's Studies

Date: August 26, 2004

**B. Contact Person(s) for the Assessment Plan**

Cia Verschelden, Program Director

**C. Degree Program**

B.S./B.A. in Women's Studies

**D. Assessment of Student Learning Three-Year Plan**

**1. Women's Studies Degree Program Student Learning Outcomes**

To qualify for a B.S. or B.A. degree in Women's Studies, students will have demonstrated:

- Their understanding that Women's Studies is an academic discipline that generates new knowledge about women and gender, reconsiders other disciplines through feminist perspectives, and is committed to social action and social change.
- Their familiarity with key Women's Studies concepts such as the social construction of gender, oppression of and violence against women, heterosexism, racism, classism, and global inequality.
- Their understanding of how and why gender inequality developed and is maintained in the United States and in our global society.
- Their ability to recognize the social, political, economic, and cultural consequences of gender inequality.
- Their familiarity with the history of feminism in the United States and with the different ways that gender inequality has been challenged in the contemporary world.
- Their ability to identify and apply a broad range of feminist perspectives and theories to their personal experiences, professional work, and to their understanding of society.

- Their ability to connect theory and methods to gain lifelong skills in analyzing representations of women in mass media, literature, the arts, history, social science, physical science, and other areas of scholarship.
- Their ability to elucidate key points, and critique theoretical frameworks, methodologies, and conclusions in scholarly articles and books on gender and related social issues.

### Relationship to KSU Student Learning Outcomes

| WS slo's/ KSU slo's                       | Knowledge | Critical thinking | Communication | Diversity | Academic and professional integrity | Other (state below table) |
|---|-----------|-------------------|---------------|-----------|-------------------------------------|---------------------------|
| <b>Women's Studies/feminism</b>           | x         | x                 |               | x         | x                                   |                           |
| <b>Key WS concepts</b>                    | x         | x                 |               | x         |                                     |                           |
| <b>Gender inequality</b>                  | x         | x                 |               | x         |                                     |                           |
| <b>Consequences of gender inequality</b>  | x         | x                 |               | x         |                                     |                           |
| <b>History of feminism</b>                | x         |                   |               |           | x                                   |                           |
| <b>Feminist perspectives and theories</b> |           | x                 | x             | x         | x                                   |                           |
| <b>Representations of women</b>           |           | x                 | x             |           |                                     |                           |
| <b>Critique information on gender</b>     |           | x                 | x             |           |                                     |                           |

### 2. How will the learning outcomes be assessed? What groups will be included?

Students will compile portfolios in which they present evidence of their learning. The contents will be *direct* measures when their work demonstrates their knowledge, understanding, or ability. For instance, when their writing is about the history of feminism, key women's studies concepts or their understanding of gender inequality, all items that are part of slo's. There will be at least four or five exams, papers, or projects in this category (see #2 below in the Student Portfolio). The items in the portfolio that are the students' reflections about what they have learned will be mostly *indirect* measures, except in the case of the slo that addresses their ability to "...apply feminist perspectives to their personal experiences, professional work, and to their understanding of society."

## **Student Portfolio**

Prepared by students during their degree program and used for on-going assessment of their learning and for a summative assessment of learning at degree completion.

Although student portfolios will be individual to each student, all will each have at least the following elements:

1. A table of contents, listing the title of each item, the course for which it was required, where appropriate, and the date of submission.
2. Required items: one exam, paper, or project from each of the following classes - Feminist Thought; Gender, Ethnicity, and Class; Seminar - plus one or two others from another WOMST or cross-listed course.
3. A list of courses taken to complete the Women's Studies major;
4. Reflections on each course taken that explain how the learning from the course addresses specific Women's Studies and University Student Learning Outcomes;
5. Reflections on activities outside the classroom (leadership experiences, speakers, student activities, employment, internships, etc.) that address the ways in which the learning from those experiences relates to specific Women's Studies and University Student Learning Outcomes;
6. An original essay (2-3 pages) in which the student reflects on her/his learning, with emphasis on how this learning has influenced and will continue to influence the student's personal and professional behavior, attitudes, and life choices;
7. Other relevant evidence that the Women's Studies and University Student Learning Outcomes have been achieved.

**3. When will the outcomes be assessed? When and in what forum will the results of the assessment be discussed?**

**Assessment Scheme for Portfolios  
for  
Program Assessment and Improvement**

All grading will be done by the faculty person who is the instructor of the course in which the assignment is made. For *degree program assessment of student learning* purposes, however, other WS faculty will participate. During the two weeks following the end of finals in the Fall and Spring semesters, the portfolio of each graduate will be evaluated independently by two members of the faculty and rated, using the rubric below, on the level of student achievement of the Women's Studies and University Student Learning Outcomes (the Women's Studies Director will review files for which there are significantly disparate ratings by the two evaluators). These ratings will constitute the aggregate assessment of how well our graduates are achieving these outcomes.

Using the following assessment rubric (rubric attached), the evaluator will rate the individual parts of the portfolio according to the following scale:

- Exemplary – student demonstrates mastery of the Outcome that far exceeds expectations for an undergraduate degree candidate
- Exceeds Expectations – student demonstrates mastery of the Outcome that is more than is expected of an undergraduate degree candidate
- Acceptable – student demonstrates mastery of the Outcome satisfactorily for an undergraduate degree candidate
- Below minimum standards – student's mastery of the Outcome is below what is expected of an undergraduate degree candidate

**4. What is the unit's process for using assessment results to improve student learning?**

A subcommittee of the Women's Studies Faculty, composed of core and affiliated faculty who have taught cross-listed courses within the past three years, will meet each year in May to review the rated portfolios of the year's graduating students. Based on this review, they will suggest revisions to the curriculum, the assessment process, and/or the Student Learning Outcomes. The Women's Studies Executive and Curriculum Committees will consider these suggestions and bring proposed revisions to the full faculty for their consideration.

# Women's Studies Portfolio Assessment

Portfolio # \_\_\_\_\_ Name of Rater \_\_\_\_\_ Date \_\_\_\_\_

| SLO/Evidence                       | Reflections on Courses | Gender, Ethnicity, & Class | Feminist Thought | Seminar | Essay | Other Class | Other Evidence |
|------------------------------------|------------------------|----------------------------|------------------|---------|-------|-------------|----------------|
| <b>WS Slo's</b>                    |                        |                            |                  |         |       |             |                |
| key WS concepts                    |                        |                            |                  |         |       |             |                |
| gender inequality                  |                        |                            |                  |         |       |             |                |
| consequences of gender inequality  |                        |                            |                  |         |       |             |                |
| history of feminism                |                        |                            |                  |         |       |             |                |
| feminist perspectives and theories |                        |                            |                  |         |       |             |                |
| representations of women           |                        |                            |                  |         |       |             |                |
| critique of information on gender  |                        |                            |                  |         |       |             |                |
| <b>University Slo's</b>            |                        |                            |                  |         |       |             |                |
| knowledge                          |                        |                            |                  |         |       |             |                |
| critical thinking                  |                        |                            |                  |         |       |             |                |
| communication                      |                        |                            |                  |         |       |             |                |
| diversity                          |                        |                            |                  |         |       |             |                |
| integrity                          |                        |                            |                  |         |       |             |                |

## Scoring Rubric

- 4 - Exemplary** – student demonstrates mastery of the Outcome that far exceeds expectations for an undergraduate degree candidate
- 3 - Exceeds Expectations** – student demonstrates mastery of the Outcome that is more than is expected of an undergraduate degree candidate
- 2 - Acceptable** – student demonstrates mastery of the Outcome satisfactorily for an undergraduate degree candidate
- 1 - Below minimum standards** – student's mastery of the Outcome is below what is expected of an undergraduate degree candidate