**Oakland University Assessment Committee**

**Assessment Plan Template**

**Step 1: Basic Information**

Program Name: B.A. in Women and Gender Studies

School or College your program resides in: CAS

Program Level (check all that apply):

Undergrad X

Master’s ☐

Doctoral ☐

Date Report Submitted: September 30, 2017

Current Assessment Contact Representative (& E-mail): Jo Reger, reger@oakland.edu

Current Department or Program Chair (& E-mail): Jo Reger, reger@oakland.edu

Current Dean (& E-mail): Kevin Corcoran, corcoran@oakland.edu

**Step 2: Type of Assessment Plan**

**Option A.** Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor’s response in lieu of following the UAC’s standard process. These programs use the UAC’s ‘external accreditation mapping’ form instead of this form. For more information, please contact the UAC/OIRA liaison Reuben Ternes (ternes@oakland.edu). Programs without external accreditation should proceed to option B.

**Option B**. If you are not accredited by an external body (or your accreditor’s standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan. Members of the UAC are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed on their website ([www.oakland.edu/OIRA](http://www.oakland.edu/OIRA)). If at any time you have any questions, need any assistance, or would like to schedule a meeting with any UAC representatives, please contact the UAC and OIRA liaison, Reuben Ternes (ternes@oakland.edu).

**Step 3: Aligning the OU Mission, Program Goals, Student Learning Outcomes, and Assessment Measures**

Please begin your program assessment plan by completing the table below. Use the “Table” menu in Word to add rows, merge cells, etc. as needed. [A completed table is presented as a sample on our website: XXXX.]

* In column 1, record what aspects of the OU Mission your program addresses.
* In column 2, record your program goals as they relate to the OU Mission.
* In column 3, record your program’s planned student learning outcomes related to each program goal.
* In column 4, record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).
* Add rows to the table as necessary.

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| --- | --- | --- | --- |
| (1) OU Mission | (2) Program Goals |  (3) Student Learning Outcomes | (4) Assessment Measures |
| “…develop the skills, knowledge, and attitudes essential for successful living and active concerned citizenship.”“…offers instructional programs of high quality that lead to degrees at the baccalaureate.” | The B.A. degree with a major in the Women and Gender Studies Program seeks to develop feminist analyses of gender systems for successful living and active informed citizenship The B.A. degree with a major in the Women and Gender Studies Program provides knowledge and analytic skills for a quality undergraduate degree | 1. Develop feminist analysis of gender systems for successful living and informed citizenship beyond the bachelor’s degree and the university community.
2. Identify and understand Women and Gender Studies concepts, theories and methods.
3. Apply Women and Gender Studies concepts, theories and methods to societal problems.
 | Direct Measure: Course paper assessed by multiple readers [measures SLOs b & c]In the Winter semester the WGS 405 Capstone course research papers will be assessed by 2 faculty readers: the course instructor and one other faculty member. The WGS 405 Capstone course research papers will be assessed for the following student learning outcomes: use of women’s studies concepts, theories and methods to critically analyze and/or understand societal problems; use of women’s studies literature, documents, and/or references; feminist analytical content; and writing that is clear and well-organized. Each reader will use a 5 point scale rubric (see Attachment A). Should a difference of more than two points occur with the first two readers, a third reader reviews the paper and the average score is used as the final score.**Indirect Measure: Student Perceptions Questionnaire for Majors [measures SLO a]**The questionnaire is designed to assess the perceptions of Women and Gender Studies majors concerning the knowledge, values and skills they gained by majoring in Women and Gender Studies and how they have applied what they learned in their lives and worldview. See appendix B for the questionnaire. |

**Step 4: Participation in Assessment Process**

|  |  |
| --- | --- |
| Who Will Participate in Carrying Out the Assessment Plan | What Will Be Their Specific Role/s |
| The instructor of the WGS 405 capstone course | The instructor will administer the student perceptions questionnaire and will gather the research papers for that course each year. |

**Step 5: Plan for Analyzing and Using Assessment Results to Improve Program**

A. How will you analyze your assessment data?

The Women and Gender Studies Executive committee meets on a monthly basis throughout the academic year. At least one meeting per year will be devoted in part or in whole to assessment. Additional meetings dedicated specifically to assessment will be called if needed. In addition, the Women and Gender Studies Executive Committee will monitor, discuss and revise the assessment process as needed on an on-going basis.

B. How will you use results to improve your program?

Once results from the research papers and questionnaires are analyzed and reported biannually, the Women and Gender Studies Executive Committee will discuss the results and their impact on the program’s objectives. Actual programmatic changes will be reviewed when consistent results over multiple years indicate a definite trend that suggests program or curricular revisions.

**Step 6: Submit Assessment Plan**

Send completed form electronically to ternes@oakland.edu.