

Program Name (no acronyms): Master of Arts

Department: Women

Degree or Certificate Level: Graduate

College/School: College of Arts and Sciences

Date (Month/Year): May 2021

Assessment Contact: amanda.izzo@slu.edu

In what year was the data upon which this report is based collected? 2020-21

reviewed/updated? 2018

Which student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

The following outcomes were s



What were the findings of the assessment?

We found ourselves assessing a program that got shut down.

How do you plan to (continue to) use this information moving forward?

As a cautionary tale?

Assessment rubric

Learning outcome	Below expectations (BE)	(BE/ME)	Meets expectations (ME)	(ME/EE)	Exceeds expectations (EE)	Artifacts used
1. Assesses relevant literature	Fails to engage the intellectual genealogy of feminist analysis		Original analysis is well-supported by reference to authoritative scholarship		Synthesizes perspectives from multiple bodies of theory	Original review essay or research paper
3. Examines local, national, and/or transnational problems from feminist perspective	Analysis does not make reference to issues of social justice		Analysis makes connections between theoretical insights and social issues		Analysis makes connections across multiple social contexts	Original review essay or research paper

Assessment rubric
Current Feminist Issues

Learning outcome	Below expectations (BE)	(BE/ME)	Meets expectations (ME)	(ME/EE)	Exceeds expectations (EE)
3. Examines local, national, and/or transnational problems from feminist perspectives	<p>Editorial does not clearly define the problem or use feminist theory and/or activism to address it.</p> <p>Classroom discussion shows little grasp of the problems being addressed.</p> <p>Reading responses do not clearly focus on issues raised in readings and discussion.</p>		<p>Editorial is clearly written, well-organized, and can be understood by a general audience.</p> <p>Participation shows understanding of the readings and an ability to express oneself clearly.</p> <p>Reading responses thematically address issues raised in class from personal, political, and/or intellectual perspectives.</p>		<p>Editorial will be publishable for bringing new insights into or angles to bear on a current feminist issue.</p> <p>Participation shows deep wrestling with the readings and even generates more discussion.</p> <p>Reading responses further the issues raised in the readings and discussions.</p>
6. Uses intersectional analysis and acknowledges diversity	<p>Panel presentation fails to acknowledge diversity in analyzing a current event.</p> <p>In class, over-generalizes rather than considers how an issue arises or impacts a population differently based on factors such as sexuality, race or class.</p>		<p>Presentation shows awareness of how</p>		