



Assessment Status 2018

Program: HRE MA

Date: Fall 2018

	Yes	No	Comments
Are PLOs approved and posted on website?	Y		PLOs updated during 15/16 academic year
Is there a current curriculum map?		N	
Has a rubric been developed for at least one PLO?	Y		A rubric has been developed for PLO #1 and is provided below
Has a direct assignment been identified?	Y		HRE will use the Strategic Funding memo from IME 621/721
Is the annual assessment plan complete?		N	In process Fall 2018.
Are student entry and exit surveys reviewed?	Y		Yes, they are regularly reviewed.
Has program review been completed for this cycle?		N	New program. PR scheduled for AY 20/21
Has the action plan been completed?		N	Action plan will be completed after PR.
What actions have the program taken as a result of annual assessment or program review?		N	New program.

## **Program Learning Outcomes:**

### **I. Current PLOs**

The goal of the HRE program is to develop professional practitioners with expertise in the following key areas:

- Analyze the gap between universal rights and grassroots realities in local, global, and transnational contexts, with attention to issues of power, privilege, and marginalization. Explore the conditions and dimensions of empowering and transformative learning processes.
- Describe and critique the differing approaches, perspectives, and models toward human rights education and how they impact the ways in which HRE is carried out in diverse settings.
- Drawing on critical pedagogies, produce advocacy tools and curricular resources to be used in formal or non-formal educational contexts to address human rights violations.
- Design, conduct, analyze and present findings from interviews, using diverse methods, such as oral history, in order to raise awareness about human rights issues.
- Identify diverse methodological tools and skills needed to conduct ethical research in a range of contexts such as classroom teaching, community organizing, and curriculum development, among others.
- Synthesize contextual understandings, reflective analysis, theoretical frameworks, and methodological training to inform either the production of a thesis or research-based field project.

#### **When were the PLOs last reviewed or updated?**

The PLOs were reviewed and updated during the 2015 – 2016 academic year. The Director of Assessment hosted several PLO workshops and held individual meetings with each department. The faculty updated the PLOs to meet WSCUC standards, reflect the current curriculum, and to align with the CEL mission and goals.

**Human Rights Education MA**  
**PLO#1 Rubric**  
**Spring 2018**

**PLO 1:** Analyze the gap between universal rights and grassroots realities in local, global, and transnational contexts, with attention to issues of power, privilege, and marginalization. Explore the conditions and dimensions of empowering and transformative learning processes.

**Assignment:** Strategic Funding memo from IME 621/721

<b>Criterion</b>	<b>Beginning - 1</b>	<b>Developing - 2</b>	<b>Proficient - 3</b>	<b>Advanced – 4</b>
1) Able to communicate human rights violations (guarantees versus realities) that occur in a specific part of the world.	Can clearly name all applicable international standards and domestic laws being violated. Explains historical and contextual dimensions of rights violation.	Can identify at least one law – international or domestic – related to issue. Partially explains historical & contextual dimensions of rights violation.	Is able to identify either the historical and contextual dimensions or any type of violation of international or domestic law.	Incorrectly identifies or fails to include any mention of international or domestic law in relation to violation. No discussion of historical and contextual dimensions.
Identify specific power structures that are applicable to the specific human rights issue selected.	Can clearly analyze social, ethnic, racial, class, gender, religious or other inequalities that allow for rights violation to occur. Relevant academic and policy literature is cited in relation to analyzing issue.	Can analyze some features of social inequality vis-à-vis rights violations. Academic or policy literature is cited in relation to an issue.	Is able to either analyze inequalities that allow rights violations or cite relevant literature whether policy or academic in relation to the issue.	Incorrectly and/or insufficiently analyzes the rights violation in relation to inequalities. Does not cite relevant policy or academic literature to analyze issue.

<p>Discuss the strengths and weaknesses of particular strategies of using formal or non-formal education to address the human rights issue.</p>	<p>Can identify accurately at least one particular strategy being used to raise awareness about rights issue. Can name key strengths and weaknesses of the effort underway. Cites at least 2 sources from course in applying analysis from HRE literature to the initiative's work.</p>	<p>Can identify an educational or awareness strategy. Can name one strength or weakness of the strategy. Cites at least 1 source from course in applying analysis from HRE literature.</p>	<p>Cannot accurately identify a strategy raising awareness about human rights issues. Can name a strength or weakness, but does not cite relevant literature to analyze it.</p>	<p>Cannot accurately identify a strategy; cannot name strengths or weaknesses; does not cite HRE literature from course materials.</p>
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