

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM AY 2007-2008

Degree and Program Name: Minor, Women's Studies Program

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PART ONE

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
1.The ability to articulate his/her viewpoint(s) in relation to gender issues in a variety of disciplines.	<p>During AY2007-2008, the Assessment Committee formalized a system for collecting program assessment materials.</p> <p>By AY 2010-2011, assessment materials will include portfolios from graduating seniors that will consist of final projects from WST 2309 and WST 4309, and one course that satisfies the minor elective. Each academic year after 2010-2011, at least 50% of portfolios will be evaluated for the purposes of program assessment by a WST Assessment Committee.</p> <p>At present, the Assessment Committee has collected final projects from students in WST 2309 and WST 4309 from AY 2007-2008.</p> <p>In AY 2007-2008, three minors graduated; however, none of them have completed exit interviews at the time of graduation. In AY 2008-2009, exit interviews of all seniors graduating with the WST minor will be conducted by the WST coordinator in conjunction with the instructor of WST 4309.</p> <p>In AY2007-2008, the Assessment Committee created Entrance questionnaires administered at the beginning of the semester of students taking WST 2309 to provide baseline data for comparison with the Exit Interviews of WST minors.</p>	<p>We expect that students will come into the WST minor with a less sophisticated understanding of feminism (broadly defined) and assumptions about gender that effect their everyday lives and broader societal issues (e.g., politics, economics, status, power). We expect that students graduating with the minor will exhibit a more sophisticated understanding of feminism and gender assumptions and an ability to apply this comprehension in an interdisciplinary manner.</p> <p>Samples from WST 2309 may display a low level of clarity in articulation of viewpoints in relation to gender issues: we should expect roughly 30% of students at the 2309 level to score in the highest category. We expect that percentage to be higher for the minor elective course, roughly 50%</p> <p>We expect that student samples from WST 4309 and exit surveys will demonstrate a very high level of ability to articulate viewpoints in gender across a variety of disciplines: We expect 90% of all students at this level to score in the highest category.</p>	<p>The materials collected from AY 2007-2008 demonstrated student awareness of gender issues in both WST 2309 and WST 4309.</p> <p>Student materials represented perspectives from a variety of disciplines. Given the early stages of this assessment cycle, the Assessment Committee has not yet been able to collect papers from minor elective courses.</p> <p>The Entrance Interviews demonstrated an awareness of gender issues; however, the most striking observation was a naiveté regarding external forces as they relate to issues of gender.</p> <p>All students in WST 2309 demonstrated clarity in articulating gender specific viewpoints in their final projects. Between 30-40% of surveyed projects demonstrated an ability to score in the highest category.</p> <p>Students in WST 4309 demonstrated exceptional clarity vis-a-vis gender specific viewpoints in their final projects.</p>	<p>General assessment results will be disseminated at WST faculty meetings and via minutes e-mailed to all WST faculty members in the fall of 2008. Instructors of specific courses will be asked to consider implications for the course content and assignment construction.</p>

<p>2.The ability to discuss how political, social, economic and/or religious factors influence gender role development.</p>	<p>During AY2007-2008, the Assessment Committee formalized a system for collecting program assessment materials.</p> <p>By AY 2010-2011, assessment materials will include portfolios from graduating seniors that will consist of final projects from WST 2309 and WST 4309, and one course that satisfies the minor elective. Each academic year after 2010-2011, at least 50% of portfolios will be evaluated for the purposes of program assessment by a WST Assessment Committee.</p> <p>At present, the Assessment Committee has collected final projects from students in WST 2309 and WST 4309 from AY 2007-2008.</p> <p>In AY 2007-2008, three minors graduated; however, none of them have completed exit interviews at the time of graduation. In AY 2008-2009, exit interviews of all seniors graduating with the WST minor will be conducted by the WST coordinator in conjunction with the instructor of WST 4309.</p> <p>In AY2007-2008, the Assessment Committee created Entrance questionnaires administered at the beginning of the semester of students taking WST 2309 to provide baseline data for comparison with the Exit Interviews of WST minors.</p>	<p>We expect that students will come into the WST minor with a less sophisticated understanding of how political, social, economic and/or religious factors influence gender role development. We expect that students graduating with the minor will exhibit a more sophisticated understanding of how political, social, economic and/or religious factors influence gender role development and will demonstrate an ability to apply this comprehension in an interdisciplinary manner.</p> <p>Samples from WST 2309 may display a low level of clarity in articulation of viewpoints in relation to how political, social, economic and/or religious factors influence gender role development: we should expect roughly 30% of students at the 2309 level to score in the highest category. We expect that percentage to be higher for the minor elective course, roughly 50%</p> <p>We expect that student samples from WST 4309 and exit surveys will demonstrate a very high level of ability to articulate viewpoints relevant to political, social, economic and/or religious factors vis-à-vis gender role development across a variety of disciplines: We expect 90% of all students at this level to score in the highest category.</p>	<p>The materials collected from AY 2007-2008 demonstrated student awareness of how political, social, economic and/or religious factors influence gender role development in both WST 2309 and WST 4309.</p> <p>Student materials represented perspectives from a variety of disciplines. Given the early stages of this assessment cycle, the Assessment Committee has not yet been able to collect papers from minor elective courses.</p> <p>The Entrance Interviews indicated that students are aware of how political, social, economic and/or religious factors influence gender role development.</p> <p>All students in WST 2309 demonstrated clarity in articulating how political, social, economic and/or religious factors influence gender role development in their final projects. Between 30-40% of surveyed projects demonstrated an ability to score in the highest category.</p> <p>Students in WST 4309 demonstrated exceptional clarity with regard to how political, social, economic and/or religious factors influence gender role development in their final projects.</p>	<p>General assessment results will be disseminated at WST faculty meetings and via minutes e-mailed to all WST faculty members in the fall of 2008. Instructors of specific courses will be asked to consider implications for the course content and assignment construction.</p>
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<p>3.The ability to demonstrate awareness of cultural contexts in which women have lived and worked.</p>	<p>During AY2007-2008, the Assessment Committee formalized a system for collecting program assessment materials.</p> <p>By AY 2010-2011, assessment materials will include portfolios from graduating seniors that will consist of final projects from WST 2309 and WST 4309, and one course that satisfies the minor elective. Each academic year after 2010-2011, at least 50% of portfolios will be evaluated for the purposes of program assessment by a WST Assessment Committee.</p> <p>At present, the Assessment Committee has collected final projects from students in WST 2309 and WST 4309 from AY 2007-2008.</p> <p>In AY 2007-2008, three minors graduated; however, none of them have completed exit interviews at the time of graduation. In AY 2008-2009, exit interviews of all seniors graduating with the WST minor will be conducted by the WST coordinator in conjunction with the instructor of WST 4309.</p> <p>In AY2007-2008, the Assessment Committee created Entrance questionnaires administered at the beginning of the semester of students taking WST 2309 to provide baseline data for comparison with the Exit Interviews of WST minors.</p>	<p>We expect that students will come into the WST minor with a less sophisticated awareness of cultural contexts in which women have lived and worked. We expect that students graduating with the minor will exhibit a more sophisticated understanding of feminism and gender assumptions and an ability to apply this comprehension in an interdisciplinary manner.</p> <p>Samples from WST 2309 may display a low level of clarity in awareness of cultural contexts in which women have lived and worked: we should expect roughly 30% of students at the 2309 level to score in the highest category. We expect that percentage to be higher for the minor elective course, roughly 50%</p> <p>We expect that student samples from WST 4309 and exit surveys will demonstrate a very high level of awareness of cultural contexts in which women have lived and worked across a variety of disciplines: We expect 90% of all students at this level to score in the highest category.</p>	<p>The materials collected from AY 2007-2008 demonstrated student awareness of cultural contexts in which women have lived and worked in both WST 2309 and WST 4309.</p> <p>Student materials represented perspectives from a variety of disciplines. Given the early stages of this assessment cycle, the Assessment Committee has not yet been able to collect papers from minor elective courses.</p> <p>The Entrance Interviews indicated that students are aware of cultural contexts in which women have lived and worked.</p> <p>All students in WST 2309 demonstrated clarity in articulating cultural contexts in which women have lived and worked in their final projects. Between 30-40% of surveyed projects demonstrated an ability to score in the highest category.</p> <p>Given the final project assignment for WST 4309, the Assessment Committee was unable to fully assess students' ability to demonstrate their understanding of cultural contexts in which women have lived and worked in their final projects. However, the final project required students to apply high level conceptual thought in their explanation of feminist theory, and the theory evolves out of diverse cultural contexts in which women have lived and worked.</p>	<p>General assessment results will be disseminated at WST faculty meetings and via minutes e-mailed to all WST faculty members in the fall of 2008. Instructors of specific courses will be asked to consider implications for the course content and assignment construction.</p>
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<p>4. The ability to understand values pertaining to gender differences across as well as within cultures.</p>	<p>During AY2007-2008, the Assessment Committee formalized a system for collecting program assessment materials.</p> <p>By AY 2010-2011, assessment materials will include portfolios from graduating seniors that will consist of final projects from WST 2309 and WST 4309, and one course that satisfies the minor elective. Each academic year after 2010-2011, at least 50% of portfolios will be evaluated for the purposes of program assessment by a WST Assessment Committee.</p> <p>At present, the Assessment Committee has collected final projects from students in WST 2309 and WST 4309 from AY 2007-2008.</p> <p>In AY 2007-2008, three minors graduated; however, none of them have completed exit interviews at the time of graduation. In AY 2008-2009, exit interviews of all seniors graduating with the WST minor will be conducted by the WST coordinator in conjunction with the instructor of WST 4309.</p> <p>In AY2007-2008, the Assessment Committee created Entrance questionnaires administered at the beginning of the semester of students taking WST 2309 to provide baseline data for comparison with the Exit Interviews of WST minors.</p>	<p>We expect that students will come into the WST minor with a less sophisticated ability to understand what values pertaining to gender differ across as well as within cultures. We expect that students graduating with the minor will exhibit a more sophisticated understanding of feminism and gender assumptions and an ability to apply this comprehension in an interdisciplinary manner.</p> <p>Samples from WST 2309 may display a low level of ability to understand what values pertaining to gender differ across as well as within cultures: we should expect roughly 30% of students at the 2309 level to score in the highest category. We expect that percentage to be higher for the minor elective course, roughly 50%</p> <p>We expect that student samples from WST 4309 and exit surveys will demonstrate a very high level of ability to understand what values pertaining to gender differ across as well as within cultures across a variety of disciplines: We expect 90% of all students at this level to score in the highest category.</p>	<p>The materials collected from AY 2007-2008 demonstrated an ability to understand values pertaining to gender differences across as well as within cultures in both WST 2309 and WST 4309.</p> <p>Student materials represented perspectives from a variety of disciplines. Given the early stages of this assessment cycle, the Assessment Committee has not yet been able to collect papers from minor elective courses.</p> <p>The Entrance Interviews do not address this issue.</p> <p>Given the breadth of options for student papers in WST 2309, some students chose to address cross-cultural issues as they relate to gender differences. Of the student projects that addressed this area of analysis, students demonstrated an ability to understand values pertaining to gender differences across as well as within cultures. Between 30-40% of surveyed projects demonstrated an ability to score in the highest category.</p> <p>The final projects for WST 4309 addressed directly cross-cultural issues, particularly as they relate to second wave feminism. In all instances, students demonstrated a high level of ability to understand values pertaining to gender differences across as well as within cultures.</p>	<p>General assessment results will be disseminated at WST faculty meetings and via minutes e-mailed to all WST faculty members in the fall of 2008. Instructors of specific courses will be asked to consider implications for the course content and assignment construction.</p>
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<p>5. Assumes the role of a responsible citizen in relation to issues of gender, race, and culture.</p>	<p>During AY2007-2008, the Assessment Committee formalized a system for collecting program assessment materials.</p> <p>In AY2007-2008, the Assessment Committee created Entrance questionnaires administered at the beginning of the semester to students taking WST 2309 to provide baseline data for comparison with the Exit Interviews of WST minors. Question 5 asks: What do you believe is a responsible citizen's duty relative to issues of gender, race, and culture?</p> <p>In AY 2007-2008, three minors graduated; however, none of them have completed exit interviews at the time of graduation. In AY 2008-2009, exit interviews of all seniors graduating with the WST minor will be conducted by the WST coordinator in conjunction with the instructor of WST 4309.</p>	<p>Students will provide concrete examples in their questionnaires and interviews of how they are applying what they have learned in WST to their lives both inside and outside EIU.</p>	<p>The WST Program offers students many opportunities to increase their levels of engaged citizenship (e.g., Take Back the Night, <i>The Vagina Monologues</i>, Sexual Assault Awareness Month). Currently no mechanism for measuring participation exists; a question addressing student participation in such events will be added to student exit interviews.</p> <p>Entrance questionnaires demonstrated concrete examples of how students are engaging in responsible citizenship in relation to issues of gender, race, and culture. However, the depth of responses did not demonstrate a high level of cognizance regarding engaged citizenship.</p> <p>Since exit interviews were not conducted in AY 2007-2008, we have no definitive basis for demonstrating engaged citizenship by the completion of the WST minor. Based on the final projects for WST 4309, however, students are able to demonstrate connections between feminist theories and practice as they relate to engaged political citizenship.</p>	<p>General assessment results will be disseminated at WST faculty meetings and via minutes e-mailed to all WST faculty members in the fall of 2008. Instructors of specific courses, if applicable, will be asked to consider implications for the course content.</p>
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<p>6. Demonstrates understanding of the contribution of women in several disciplines that are part of Women's Studies.</p>	<p>During AY2007-2008, the Assessment Committee formalized a system for collecting program assessment materials.</p> <p>By AY 2010-2011, assessment materials will include portfolios from graduating seniors that will consist of final projects from WST 2309 and WST 4309, and one course that satisfies the minor elective. Each academic year after 2010-2011, at least 50% of portfolios will be evaluated for the purposes of program assessment by a WST Assessment Committee.</p> <p>At present, the Assessment Committee has collected final projects from students in WST 2309 and WST 4309 from AY 2007-2008.</p> <p>In AY 2007-2008, three minors graduated; however, none of them have completed exit interviews at the time of graduation. In AY 2008-2009, exit interviews of all seniors graduating with the WST minor will be conducted by the WST coordinator in conjunction with the instructor of WST 4309.</p> <p>In AY2007-2008, the Assessment Committee created Entrance questionnaires administered at the beginning of the semester of students taking WST 2309 to provide baseline data for comparison with the Exit Interviews of WST minors.</p>	<p>We expect that students will come into the WST minor with a less sophisticated understanding of the contribution of women in several disciplines that are part of Women's Studies. We expect that students graduating with the minor will exhibit a more sophisticated understanding of feminism and gender assumptions and an ability to apply this comprehension in an interdisciplinary manner.</p> <p>Samples from WST 2309 may display a low level of clarity in articulation of understanding the contribution of women in several disciplines that are part of Women's Studies: we should expect roughly 30% of students at the 2309 level to score in the highest category. We expect that percentage to be higher for the minor elective course, roughly 50%</p> <p>We expect that student samples from WST 4309 and exit surveys will demonstrate an understanding of the contributions of women in several disciplines that are part of Women's Studies: We expect 90% of all students at this level to score in the highest category.</p>	<p>Student materials in both WST 2309 and WST 4309 represented perspectives from a variety of disciplines. However, given the early stages of this assessment cycle, the Assessment Committee has insufficient materials to determine if students receive adequate information about the various disciplines that contribute to Women's Studies. The Assessment Committee has not yet been able to collect papers from minor elective courses.</p>	<p>General assessment results will be disseminated at WST faculty meetings and via minutes e-mailed to all WST faculty members in the fall of 2008. Instructors of specific courses, if applicable, will be asked to consider implications for the course content.</p>
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<p>7. Shows a working knowledge of the historical development and/or contemporary applications of feminist theory.</p>	<p>During AY2007-2008, the Assessment Committee formalized a system for collecting program assessment materials.</p> <p>By AY 2010-2011, assessment materials will include portfolios from graduating seniors that will consist of final projects from WST 2309 and WST 4309, and one course that satisfies the minor elective. Each academic year after 2010-2011, at least 50% of portfolios will be evaluated for the purposes of program assessment by a WST Assessment Committee.</p> <p>At present, the Assessment Committee has collected final projects from students in WST 2309 and WST 4309 from AY 2007-2008.</p> <p>In AY 2007-2008, three minors graduated; however, none of them have completed exit interviews at the time of graduation. In AY 2008-2009, exit interviews of all seniors graduating with the WST minor will be conducted by the WST coordinator in conjunction with the instructor of WST 4309.</p> <p>In AY2007-2008, the Assessment Committee created Entrance questionnaires administered at the beginning of the semester of students taking WST 2309 to provide baseline data for comparison with the Exit Interviews of WST minors.</p>	<p>We expect that students will come into the WST minor with a less sophisticated working knowledge of the historical development and/or contemporary applications of feminist theory. We expect that students graduating with the minor will exhibit a more sophisticated understanding of feminism and gender assumptions and an ability to apply this comprehension in an interdisciplinary manner.</p> <p>Samples from WST 2309 may display a low level of working knowledge of the historical development and/or contemporary applications of feminist theory: we should expect roughly 30% of students at the 2309 level to score in the highest category. We expect that percentage to be higher for the minor elective course, roughly 50%</p> <p>We expect that student samples from WST 4309 and exit surveys will demonstrate a working knowledge of the historical development and/or contemporary applications of feminist theory across a variety of disciplines: We expect 90% of all students at this level to score in the highest category.</p>	<p>The materials collected from AY 2007-2008 demonstrated a working knowledge of the historical development and/or contemporary applications of feminist theory in both WST 2309 and WST 4309.</p> <p>All students in WST 2309 demonstrated a general working knowledge of contemporary feminist perspectives. Given the nature of WST 2309, the sophistication of such knowledge was appropriately elementary.</p> <p>Students in WST 4309 demonstrated exceptional working knowledge of the historical development and contemporary applications of feminist theory in their final projects.</p>	<p>General assessment results will be disseminated at WST faculty meetings and via minutes e-mailed to all WST faculty members in the fall of 2008. Instructors of specific courses, if applicable, will be asked to consider implications for the course content.</p>
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PART TWO

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

During AY2007-2008, the Assessment Committee formalized a system for collecting program assessment materials. Thus, for the first time, a quantity of materials appropriate for assessing the program exists.

The Assessment Committee formulated Entrance Questionnaires which were distributed in all sections of WST 2309. The Assessment Committee also formulated a series of Exit Interview questions that will be used in subsequent academic years.

At present, data includes materials collected from students enrolled in the general education offering as well as the capstone minor course.

This is the first year of a four-year cycle to compile portfolios of minor students. An important part of this process in AY 2008-2009 will include collection of elective course projects.

PART THREE

Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

The WST Program has recently hired its first tenure-track, permanent Coordinator for the minor program. Part of the mandate for this position is to ensure collection of long-term assessment data, program expansion (e.g., a MA certificate), increased cross-listing of interdisciplinary courses, and increased enrollment in the undergraduate minor.

After one year of collecting assessment materials in keeping with the newly established model, it is premature to speculate about the use of the data. That said, data indicates that the structure of the program fosters intellectual growth in keeping with program goals.

Based on previous assessment data that indicated an interest in non-western feminist perspectives, the WST program offered, for the first time, WST 4800 – "Non-Western Feminism" in the Spring of 2008.