***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM AY 2012-2013***

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 14, 2013**. Worksheets should be sent electronically to [kjsanders@eiu.edu](mailto:kjsanders@eiu.edu) and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

Women’s Studies Minor

**Degree and**

**Program Name:**

WST Assessment Committee (Michael Gillespie, Eunseong Kim, Debra Reid, Marjorie Worthington) and WST Coordinator, Jeannie Ludlow

# Submitted By:

**Please use size 10 font or larger.**

**PART ONE**

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| --- | --- | --- | --- | --- |
| 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 demonstrate critical thinking about gender issues. | From WST2309G, 129 Assessment Pre-Surveys and 115 Post-Surveys were assessed. This represents 100% of the surveys from each of the 6 sections of WST2309G taught in AY 20112–2013. From WST4309, 4 Assessment Pre-Surveys and 4 Post-Surveys were assessed via rubric. This represents 100% of the surveys from the Spring 2013 section of WST 4309. Also, 14 Pre- and 15 Post-Surveys from WST 4000 were assessed. Questions 1–5 of the survey address this SLO. All surveys were assessed using the same rubric. (See Appendix I.)  In addition, each instructor of WST 2309G and WST4309 submitted copies (with names removed) of two papers and/or essay exams. From these collected assignments, a random sample of 6 were selected from each WST2309G assignment (a total of 12 assignments per section of WST2309G). All three copies of two WST4309 assignments were assessed (for a total of six assignments) and four submissions of two assignments for WST 4000 (for a total of 8 assignments). All WST2309G and WST4309 assignments were assessed using the same rubric. (See Appendix II.) | In WST2309G, students will score higher in SLO #1 in post-surveys than they did in pre-surveys.  Because WST4309 is taken almost exclusively by advanced WST minors, students in 4309 will score higher in SLO #1 in pre-surveys than WST2309 students did in post-surveys. WST4309 students will score higher in SLO #1 on exams/papers than WST2309G students.  Students in WST4309 will score higher in SLO #1 on post-surveys than on pre-surveys. | All scores below are out of 4.0:  In WST2309G pre-surveys, the average score for SLO #1 was 1.884.  In WST2309G post-surveys, the average score for SLO #1 was 1.667.  In WST 4000 pre-surveys, the average score for SLO #1 was 2.071.  In WST4000 post-surveys, the average score for SLO #1 was 2.467.  In WST4309 pre-surveys, the average score for SLO #1 was 1.000.  In WST 4309 post-surveys, the average score for SLO #1 was 2.500.  In WST2309G assignments, the average scores for SLO #1 was 1.880  In WST4000 assignments, the average scores for SLO #1 was 3.143  In WST4309 assignments, the average scores for SLO #1 was 4.000. | Joseph McLean, WRC Mgr., administered revised survey in all courses. Individual instructors collected course papers and submitted them to McLean and Ludlow, who redacted student names to ensure anonymity. McLean collated random samples and distributed to Assessment Committee members. Two members of the WST Assessment Sub-Committee read/assessed the surveys and two members read/assessed the assignments. In instances of significant disagreement, a third reader was used.  Results of the assessment process will be shared with WST faculty and program members at future WST meetings and via e-mail. |
| 2. The ability to articulate how political, social, economic, and/or religious factors influence gender role expectations. | From WST2309G, 129 Assessment Pre-Surveys and 115 Post-Surveys were assessed. This represents 100% of the surveys from each of the 6 sections of WST2309G taught in AY 20112–2013. From WST4309, 4 Assessment Pre-Surveys and 4 Post-Surveys were assessed via rubric. This represents 100% of the surveys from the Spring 2013 section of WST 4309. Also, 14 Pre- and 15 Post-Surveys from WST 4000 were assessed. Questions 1–5 of the survey address this SLO. All surveys were assessed using the same rubric. (See Appendix I.)  In addition, each instructor of WST 2309G and WST4309 submitted copies (with names removed) of two papers and/or essay exams. From these collected assignments, a random sample of 6 were selected from each WST2309G assignment (a total of 12 assignments per section of WST2309G). All three copies of two WST4309 assignment were assessed (for a total of six assignments) and four submissions of two assignments for WST 4000 (for a total of 8 assignments). All WST2309G and WST4309 assignments were assessed using the same rubric. (See Appendix II.) | In WST2309G, students will score higher in SLO #2 in post-surveys than they did in pre-surveys.  Because WST4309 is taken almost exclusively by advanced WST minors, students in 4309 will score higher in SLO #2 in pre-surveys than WST2309 students did in post-surveys. WST4309 students will score higher in SLO #1 on exams/papers than WST2309G students.  Students in WST4309 will score higher in SLO #2 on post-surveys than on pre-surveys. | All scores below are out of 4.0:  In WST2309G pre-surveys, the average score for SLO #2 was 1.900.  In WST2309G post-surveys, the average score for SLO #2 was 1.720.  In WST4000 pre-surveys, the average score for SLO #2 was 2.429.  In WST4000 post-surveys, the average score for SLO #2 was 2.800.  In WST4309 pre-surveys, the average score for SLO #2 was 3.25.  In WST4309 post-surveys, the average score for SLO #2 was 3.000.  In WST2309G assignments, the average scores for SLO #2 1.923. Of the assessed assignments, 79% addressed at least one poltical factor; 96% addressed at least one social factor, 21% addressed at least one economic factor, and 0% addressed at least one religious factor.  In WST4000 assignments, the average score for SLO #2 was 2.714. Of the assessed assignments, 85% addressed at least one political factor, 100% addressed at least one social factor, 72% addressed at least one economic factor and 37% addressed at least one religious factor.  In WST4309 assignments, the average score for SLO #2 was 3.333 Of the assessed assignments, 67% addressed at least one political factor; 88% addressed at least one social factor, 31% addressed at least one economic factor, and 12% addressed at least one religious factor. | Joseph McLean, WRC Mgr., administered revised survey in all courses. Individual instructors collected course papers and submitted them to McLean and Ludlow, who redacted student names to ensure anonymity. McLean collated random samples and distributed to Assessment Committee members. Two members of the WST Assessment Sub-Committee read/assessed the surveys and two members read/assessed the assignments. In instances of significant disagreement, a third reader was used.  Results of the assessment process will be shared with WST faculty and program members at future WST meetings and via e-mail. |
| 3. The ability to demonstrate awareness of comparative gender differences within and across cultures and subcultures. | From WST2309G, 129 Assessment Pre-Surveys and 115 Post-Surveys were assessed. This represents 100% of the surveys from each of the 6 sections of WST2309G taught in AY 20112–2013. From WST4309, 4 Assessment Pre-Surveys and 4 Post-Surveys were assessed via rubric. This represents 100% of the surveys from the Spring 2013 section of WST 4309. Also, 14 Pre- and 15 Post-Surveys from WST 4000 were assessed. Questions 1–5 of the survey address this SLO. All surveys were assessed using the same rubric. (See Appendix I.)  In addition, each instructor of WST 2309G and WST4309 submitted copies (with names removed) of two papers and/or essay exams. From these collected assignments, a random sample of 6 were selected from each WST2309G assignment (a total of 12 assignments per section of WST2309G). All three copies of two WST4309 assignment were assessed (for a total of six assignments) and four submissions of two assignments for WST 4000 (for a total of 8 assignments). All WST2309G and WST4309 assignments were assessed using the same rubric. (See Appendix II.) | In WST2309G, students will score higher in SLO #3 in post-surveys than they did in pre-surveys.  Because WST4309 is taken almost exclusively by advanced WST minors, students in 4309 will score higher in SLO #3 in pre-surveys than WST2309 students did in post-surveys. WST4309 students will score higher in SLO #1 on exams/papers than WST2309G students.  Students in WST4309 will score higher in SLO #3 on post-surveys than on pre-surveys. | All scores below are out of 4.0:  In WST2309G pre-surveys, the average score for SLO #3 was 1.884.  In WST2309G post-surveys, the average score for SLO #3 was 1.864.  In WST 4000 pre-surveys, the average score for SLO #3 was 1.714  In WST4000 post-surveys, the average score for SLO #3 was 2.467.  In WST4309 pre-surveys, the average score for SLO #3 was 2.500  In WST 4309 post-surveys, the average score for SLO #3 was 2.500  In WST2309G assignments, the average scores for SLO #3 was 2.538.  In WST4000 assignments, the average scores for SLO #3 was 2.571.  In WST4309 assignments, the average scores for SLO #3 was 3.667. | Joseph McLean, WRC Mgr., administered revised survey in all courses. Individual instructors collected course papers and submitted them to McLean and Ludlow, who redacted student names to ensure anonymity. McLean collated random samples and distributed to Assessment Committee members. Two members of the WST Assessment Sub-Committee read/assessed the surveys and two members read/assessed the assignments. In instances of significant disagreement, a third reader was used.  Results of the assessment process will be shared with WST faculty and program members at future WST meetings and via e-mail. |
| 4. The ability to demonstrate an appreciation of the diverse experiences and perspectives that shape human culture, in service of global citizenship. | From WST2309G, 129 Assessment Pre-Surveys and 115 Post-Surveys were assessed. This represents 100% of the surveys from each of the 6 sections of WST2309G taught in AY 20112–2013. From WST4309, 4 Assessment Pre-Surveys and 4 Post-Surveys were assessed via rubric. This represents 100% of the surveys from the Spring 2013 section of WST 4309. Also, 14 Pre- and 15 Post-Surveys from WST 4000 were assessed. Questions 1–5 of the survey address this SLO. All surveys were assessed using the same rubric. (See Appendix I.)  In addition, each instructor of WST 2309G and WST4309 submitted copies (with names removed) of two papers and/or essay exams. From these collected assignments, a random sample of 6 were selected from each WST2309G assignment (a total of 12 assignments per section of WST2309G). All three copies of two WST4309 assignment were assessed (for a total of six assignments) and four submissions of two assignments for WST 4000 (for a total of 8 assignments). All WST2309G and WST4309 assignments were assessed using the same rubric. (See Appendix II.) | In WST2309G, students will score higher in SLO #4 in post-surveys than they did in pre-surveys.  Because WST4309 is taken almost exclusively by advanced WST minors, students in 4309 will score higher in SLO #4 in pre-surveys than WST2309 students did in post-surveys. WST4309 students will score higher in SLO #1 on exams/papers than WST2309G students.  Students in WST4309 will score higher in SLO #4 on post-surveys than on pre-surveys. | All scores below are out of 4.0:  In WST2309G pre-surveys, the average score for SLO #4 was 1.818.  In WST2309G post-surveys, the average score for SLO #4 was 1.941.  In WST 4000 pre-surveys, the average score for SLO #4 was 1.143.  In WST4000 post-surveys, the average score for SLO #4 was 2.631.  In WST4309 pre-surveys, the average score for SLO #4 was 2.00.  In WST 4309 post-surveys, the average score for SLO #4 was 2.000.  In WST2309G assignments, the average scores for SLO #4 was 2.545  In WST4000 assignments, the average scores for SLO #4 was 2.571.  In WST4309 assignments, the average scores for SLO #4 was 2.667. | Joseph McLean, WRC Mgr., administered revised survey in all courses. Individual instructors collected course papers and submitted them to McLean and Ludlow, who redacted student names to ensure anonymity. McLean collated random samples and distributed to Assessment Committee members. Two members of the WST Assessment Sub-Committee read/assessed the surveys and two members read/assessed the assignments. In instances of significant disagreement, a third reader was used.  Results of the assessment process will be shared with WST faculty and program members at future WST meetings and via e-mail. |
| 5. To demonstrate a knowledge of the historical development and/or contemporary applications of feminist theory. | From WST2309G, 129 Assessment Pre-Surveys and 115 Post-Surveys were assessed. This represents 100% of the surveys from each of the 6 sections of WST2309G taught in AY 20112–2013. From WST4309, 4 Assessment Pre-Surveys and 4 Post-Surveys were assessed via rubric. This represents 100% of the surveys from the Spring 2013 section of WST 4309. Also, 14 Pre- and 15 Post-Surveys from WST 4000 were assessed. Questions 1–5 of the survey address this SLO. All surveys were assessed using the same rubric. (See Appendix I.)  In addition, each instructor of WST 2309G and WST4309 submitted copies (with names removed) of two papers and/or essay exams. From these collected assignments, a random sample of 6 were selected from each WST2309G assignment (a total of 12 assignments per section of WST2309G). All three copies of two WST4309 assignment were assessed (for a total of six assignments) and four submissions of two assignments for WST 4000 (for a total of 8 assignments). All WST2309G and WST4309 assignments were assessed using the same rubric. (See Appendix II.) | There is no expectation that students in WST2309G will have knowledge of feminist theory in pre-surveys. Students may score slightly higher in knowledge of feminist theory in post-surveys; however, theory is not a primary focus of WST2309G.  Students in 4309 will score significantly higher in knowledge of feminist theory on post-surveys as compared to pre-surveys.  In exams/papers, WST4309 students will score higher in both knowledge of feminist theory and ability to write clearly on than WST2309G students. | All scores below are out of 4.0:  In WST2309G pre-surveys, the average score for SLO #5 was 1.765.  In WST2309G post-surveys, the average score for SLO #5 was 1.363.  In WST 4000 pre-surveys, the average score for SLO #5 was 1.000.  In WST4000 post-surveys, the average score for SLO #5 was 1.933.  In WST4309 pre-surveys, the average score for SLO #5 was 1.000.  In WST 4309 post-surveys, the average score for SLO #5 was 1.500.  In WST2309G assignments, the average scores for SLO #5 was 2.111.  In WST4000 assignments, the average scores for SLO #5 was 2.143.  In WST4309 assignments, the average scores for SLO #5 was 4.000. | Joseph McLean, WRC Mgr., administered revised survey in all courses. Individual instructors collected course papers and submitted them to McLean and Ludlow, who redacted student names to ensure anonymity. McLean collated random samples and distributed to Assessment Committee members. Two members of the WST Assessment Sub-Committee read/assessed the surveys and two members read/assessed the assignments. In instances of significant disagreement, a third reader was used.  Results of the assessment process will be shared with WST faculty and program members at future WST meetings and via e-mail. |
| 6. To demonstrate the ability to speak and write clearly. | Each instructor of WST 2309G and WST4309 submitted copies (with names removed) of two papers and/or essay exams. From these collected assignments, a random sample of 6 were selected from each WST2309G assignment (a total of 12 assignments per section of WST2309G). All three copies of two WST4309 assignment were assessed (for a total of six assignments) and four submissions of two assignments for WST 4000 (for a total of 8 assignments). All WST2309G and WST4309 assignments were assessed using the same rubric. (See Appendix II.) | Because WST2309G is a general education course, students will have a range of scores on this SLO, depending on their experience and ability in writing. Students in WST4000 and WST4309 will score higher than those in WST2309 on this SLO. | In WST2309G assignments, the average scores for SLO #6 was 2.000.  In WST4000 assignments, the average scores for SLO #6 was 2.857  In WST4309 assignments, the average scores for SLO #6 was 3.667. |  |

(Continue objectives as needed. Cells will expand to accommodate your text.)

**PART TWO**

Describe 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.

Last year, we recommend that the WST program separate the fifth learning objective (“To demonstrate an ability to speak and write clearly about the historical development and/or contemporary applications of feminist theory”) into two learning objectives, which would allow us to assess students’ writing abilities *separate from* their grasp of feminist theory. This separation is particularly important for WST2309G, which does not cover in depth feminist theory, but which does fulfill a general education requirement and so should meet all four undergraduate learning goals. This change was suggested last year, approval of the faculty as a whole was garnered this year and our data sets reflect that change. For this year, we determined that pre-and post-surveys do not afford sufficient opportunity to assess SLO #6, so only essays and essay exams were used to evaluate students’ writing ability.

We are still working on establishing benchmark expectations (in column three above). Over the next few years, we hope to establish more specific benchmarks once we have a set of data from which to extrapolate what those benchmarks should be. As the above paragraph indicates, however, we are still in the process of refining our SLO’s; with each year of data collection, we get closer to a set of SLO’s that accurately reflects the real learning objectives of the Program.

**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?

Last year we recommend that the WST program require WST minors to create a portfolio that includes at least one artifact from each course and that includes a narrative discussing the student’s command of the program’s six learning objectives. A portfolio would improve our assessment in several ways. First, it would capture WST work done in cross-listed courses in other departments. Second, the current comparison of WST2309G to WST4309 is flawed in that many students take WST2309G as a general education course, so it is not possible to determine whether WST minors demonstrate improvement in program objectives between WST2309 and WST4309. We are in the process of articulating how such a portfolio system would operate. We plan to present this plan to the WST faculty for approval during the coming academic year.