***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM AY 2013-2014***

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 13, 2014**. 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:**

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

# 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, 98 Assessment Pre-Surveys and 89 Post-Surveys were assessed. This represents 100% of the surveys from each of the 6 sections of WST2309G taught in AY 20113–2014. From WST4309, 7 Assessment Pre-Surveys and 6 Post-Surveys were assessed via rubric. This represents 100% of the surveys from the Spring 2014 section of WST 4309. 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. All WST4309 assignments were assessed (for a total of 12 assignments). Because WST 4000 was a course in which students sometimes wrote about personal experiences with domestic and other violence, it was determined that writing assignments from this course would not be assessed to maintain student privacy. All WST2309G and WST4309 assignments were assessed using the same rubric. | 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 1.759.  In WST2309G post-surveys, the average score for SLO #1 was 2.125.  In WST 4000/4309 pre-surveys, the average score for SLO #1 was 2.285.  In WST4000/4309 post-surveys, the average score for SLO #1 was 3/500.  In WST2309G assignments, the average scores for SLO #1 was 1.833  In WST4309 assignments, the average scores for SLO #1 was 3.500 | 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, 98 Assessment Pre-Surveys and 89 Post-Surveys were assessed. This represents 100% of the surveys from each of the 6 sections of WST2309G taught in AY 20113–2014. From WST4309, 7 Assessment Pre-Surveys and 6 Post-Surveys were assessed via rubric. This represents 100% of the surveys from the Spring 2014 section of WST 4309. 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. All WST4309 assignments were assessed (for a total of 12 assignments). Because WST 4000 was a course in which students sometimes wrote about personal experiences with domestic and other violence, it was determined that writing assignments from this course would not be assessed to maintain student privacy. All WST2309G and WST4309 assignments were assessed using the same rubric. | 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 1.414.  In WST2309G post-surveys, the average score for SLO #2 was 2.125.  In WST4000/4309 pre-surveys, the average score for SLO #2 was 1.857.  In WST4000/4309 post-surveys, the average score for SLO #2 was 3.500.  In WST2309G assignments, the average scores for SLO #2 1.667. Of the assessed assignments, 100% addressed at least one poltical factor; 88% addressed at least one social factor, 51% addressed at least one economic factor, and 38% addressed at least one religious factor.  In WST4309 assignments, the average score for SLO #2 was 3.667. Of the assessed assignments, 83% addressed at least one political factor, 100% addressed at least one social factor, 50% addressed at least one economic factor and 33% 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, 98 Assessment Pre-Surveys and 89 Post-Surveys were assessed. This represents 100% of the surveys from each of the 6 sections of WST2309G taught in AY 20113–2014. From WST4309, 7 Assessment Pre-Surveys and 6 Post-Surveys were assessed via rubric. This represents 100% of the surveys from the Spring 2014 section of WST 4309. 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. All WST4309 assignments were assessed (for a total of 12 assignments). Because WST 4000 was a course in which students sometimes wrote about personal experiences with domestic and other violence, it was determined that writing assignments from this course would not be assessed to maintain student privacy. All WST2309G and WST4309 assignments were assessed using the same rubric. | 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 1.241.  In WST2309G post-surveys, the average score for SLO #3 was 2.375.  In WST 4000/4309 pre-surveys, the average score for SLO #3 was 2.143  In WST4000/4309 post-surveys, the average score for SLO #3 was 3.667.  In WST2309G assignments, the average scores for SLO #3 was 1.259.  In WST4309 assignments, the average scores for SLO #3 was 3.167. | 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, 98 Assessment Pre-Surveys and 89 Post-Surveys were assessed. This represents 100% of the surveys from each of the 6 sections of WST2309G taught in AY 20113–2014. From WST4309, 7 Assessment Pre-Surveys and 6 Post-Surveys were assessed via rubric. This represents 100% of the surveys from the Spring 2014 section of WST 4309. 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. All WST4309 assignments were assessed (for a total of 12 assignments). Because WST 4000 was a course in which students sometimes wrote about personal experiences with domestic and other violence, it was determined that writing assignments from this course would not be assessed to maintain student privacy. All WST2309G and WST4309 assignments were assessed using the same rubric. | 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 1.138  In WST2309G post-surveys, the average score for SLO #4 was 2.912.  In WST 4000/4309 pre-surveys, the average score for SLO #4 was 2.143.  In WST4000/4309 post-surveys, the average score for SLO #4 was 3.667.  In WST2309G assignments, the average scores for SLO #4 was 1.667  In WST4309 assignments, the average scores for SLO #4 was 3.000. | 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. |
| 5. To demonstrate a knowledge of the historical development and/or contemporary applications of feminist theory. | From WST2309G, 98 Assessment Pre-Surveys and 89 Post-Surveys were assessed. This represents 100% of the surveys from each of the 6 sections of WST2309G taught in AY 20113–2014. From WST4309, 7 Assessment Pre-Surveys and 6 Post-Surveys were assessed via rubric. This represents 100% of the surveys from the Spring 2014 section of WST 4309. 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. All WST4309 assignments were assessed (for a total of 12 assignments). Because WST 4000 was a course in which students sometimes wrote about personal experiences with domestic and other violence, it was determined that writing assignments from this course would not be assessed to maintain student privacy. All WST2309G and WST4309 assignments were assessed using the same rubric. | 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 1.034.  In WST2309G post-surveys, the average score for SLO #5 was 1.667.  In WST 4000/4309 pre-surveys, the average score for SLO #5 was .429.  In WST4000/4309 post-surveys, the average score for SLO #5 was 3.333.  In WST2309G assignments, the average scores for SLO #5 was 1.880.  In WST4309 assignments, the average scores for SLO #5 was 3.167. | 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. All WST4309 assignments were assessed (for a total of 12 assignments). Because WST 4000 was a course in which students sometimes wrote about personal experiences with domestic and other violence, it was determined that writing assignments from this course would not be assessed to maintain student privacy. All WST2309G and WST4309 assignments were assessed using the same rubric. | 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 1.620.  In WST4309 assignments, the average scores for SLO #6 was 3.500 | 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. |

**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.

This year we piloted a new assessment tactic in which the assessment committee performed exit interviews with those students completing the WST minor. In the past, these interviews were done by the Program Director, but she suggested that students would be more forthcoming and the data more useful for assessment if we performed the interviews ourselves. We gathered a great deal of data during the last week of class which we will collate and analyze in the coming academic year in order to determine how best to integrate the data into our assessment protocol.

**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?

As part of the process of collecting a portfolio of work from each WST minor, we collected and assessed two writing samples from each section of WST 2309 and WST 4309, rather than the single writing sample we have assessed in the past. Doing so will provide a fuller picture of the work done in these courses. Once we have honed the exit interview process, we plan to use that moment to collect and discuss these portfolios. Because of the large number of disparate instructors for WST 2309, however, it has taken longer than we anticipated to coordinate this effort.