

**STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2004-2005**

**Degree and
Program Name:**

Women's Studies Minor

Submitted By:

Michelle LeMaster, Assessment Committee

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 1**. Worksheets should be sent electronically to cskjs@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.

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?
<p>1. The ability to articulate his/her viewpoint(s) in relation to gender issues in a variety of disciplines</p>	<p>Ordinarily, in the fall, at least 50% of writing portfolios from graduating seniors of the previous two semesters (and summer) consisting of assignments of WST 2309 and WST 4309, and one cross-listed course, will be evaluated by a WST faculty Assessment Committee. This year, because of small number of portfolio's submitted for AY2003-4 and AY 2004-5, the committee chose to lump those two years together.</p> <p>Exit interviews of all graduating seniors will be conducted by the WST director.</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.</p> <p>We expect that percentage to be higher for the cross-listed 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 students at this level to score in the highest category.</p>	<p>AY 2003-4. Two of the four portfolios collected cannot be properly assessed, because papers are missing from WST 2309, WST 4309, or both. Applying the rubric to those papers that were submitted, the committee ranked the students' overall performance on all three papers submitted on a 4.0 scale. One student performed at a 3.5 level, two at a 3.0 level, and one at a 1.5 level in articulating viewpoints in relation to gender issues.</p> <p>AY 2004-5. One portfolio was submitted. The student performed at a 2.0 level in articulating viewpoints in relation to gender issues.</p>	<p>General assessment results will be disseminated at WST faculty meetings and via minutes e-mailed to all WST faculty members. Instructors of specific courses, if applicable, will be asked to consider implications for the course content.</p>

<p>2. The ability to discuss how political, social, economic and/or religious factors influence gender role development</p>	<p>Ordinarily, in the fall, at least 50% of writing portfolios from graduating seniors of the previous two semesters (and summer) consisting of assignments of WST 2309 and WST 4309, and one cross-listed course, will be evaluated by a WST faculty Assessment Committee. This year, because of small number of portfolio's submitted for AY2003-4 and AY Students will demonstrate an increase in awareness and analytical abilities between WST 2309 and WST 4309 (our capstone course)2004-5, the committee chose to lump those two years together.</p> <p>Exit interviews of all graduating seniors will be conducted by the WST director.</p>	<p>Samples from WST 2309 may display a low level of clarity in discussing 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.</p> <p>We expect that percentage to be higher for the cross-listed 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 discuss how political, social, economic and/or religious factors influence gender role development: We expect (90% of students at this level to score in the highest category.</p>	<p>AY 2003-4. Two of the four portfolios collected cannot be properly assessed, because papers are missing from WST 2309, WST 4309, or both. Applying the rubric to those papers that were submitted, the committee ranked the students' overall performance on all three papers submitted on a 4.0 scale. One student performed at a 3.5 level, two at a 3.0 level, and one at a 1.5 level in discussing how political, social, economic and/or religious factors influence gender role development.</p> <p>AY 2004-5. One portfolio was submitted. The student performed at a 2.0 level in discussing how political, social, economic and/or religious factors influence gender role development.</p>	<p>General assessment results will be disseminated at WST faculty meetings and via minutes e-mailed to all WST faculty members. Instructors of specific courses, if applicable, will be asked to consider implications for the course content.</p>
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<p>3. The ability to demonstrate awareness of cultural contexts in which women have lived and worked</p>	<p>Ordinarily, in the fall, at least 50% of writing portfolios from graduating seniors of the previous two semesters (and summer) consisting of assignments of WST 2309 and WST 4309, and one cross-listed course, will be evaluated by a WST faculty Assessment Committee. This year, because of small number of portfolio's submitted for AY2003-4 and AY 2004-5, the committee chose to lump those two years together.</p> <p>Exit interviews of all graduating seniors will be conducted by the WST director.</p>	<p>Samples from WST 2309 may display a low level of clarity in demonstrating 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.</p> <p>We expect that percentage to be higher for the cross-listed course, roughly 50%.</p> <p>We expect that student samples from WST 4309 and exit surveys will in demonstrating awareness of cultural contexts in which women have lived and worked: We expect (90% of students at this level to score in the highest category.</p>	<p>AY 2003-4. Two of the four portfolios collected cannot be properly assessed, because papers are missing from WST 2309, WST 4309, or both. Applying the rubric to those papers that were submitted, the committee ranked the students' overall performance on all three papers submitted on a 4.0 scale. One student performed at a 3.5 level, two at a 3.0 level, and one at a 1.5 level in in demonstrating awareness of cultural contexts in which women have lived and worked.</p> <p>AY 2004-5. One portfolio was submitted. The student performed at a 2.0 level in demonstrating awareness of 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. Instructors of specific courses, if applicable, will be asked to consider implications for the course content.</p>
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<p>4. The ability to understand what values pertaining to gender differ across as well as within cultures</p>	<p>Ordinarily, in the fall, at least 50% of writing portfolios from graduating seniors of the previous two semesters (and summer) consisting of assignments of WST 2309 and WST 4309, and one cross-listed course, will be evaluated by a WST faculty Assessment Committee. This year, because of small number of portfolio's submitted for AY2003-4 and AY 2004-5, the committee chose to lump those two years together.</p> <p>Exit interviews of all graduating seniors will be conducted by the WST director.</p>	<p>Samples from WST 2309 may display a low level of clarity in articulation of understanding of 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.</p> <p>We expect that percentage to be higher for the cross-listed 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 understanding of what values pertaining to gender differ across as well as within cultures: We expect (90% of students at this level to score in the highest category.</p>	<p>AY 2003-4. Two of the four portfolios collected cannot be properly assessed, because papers are missing from WST 2309, WST 4309, or both. Applying the rubric to those papers that were submitted, the committee ranked the students' overall performance on all three papers submitted on a 4.0 scale. One student performed at a 3.5 level, two at a 3.0 level, and one at a 1.5 level in articulating understanding of what values pertaining to gender differ across as well as within cultures.</p> <p>AY 2004-5. One portfolio was submitted. The student performed at a 2.0 level in articulating understanding of what values pertaining to gender differ across as well as within cultures.</p> <p>Several of the papers submitted did not address the question of diversity or cross-cultural analysis, making this a difficult category to assess. The nature of the assignments submitted for the portfolios was probably the most significant factor in the ability of the committee to assess this particular objective.</p>	<p>General assessment results will be disseminated at WST faculty meetings and via minutes e-mailed to all WST faculty members. Instructors of specific courses, if applicable, will be asked to consider implications for the course content.</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>Students will fill out an exit survey before leaving EIU. Question 5 on the open-ended question on the reverse side of the survey asks students how they will apply the knowledge they acquired in the program.</p>	<p>Students will provide concrete examples in their exit interviews of how they are applying what they have learned in women's studies to their lives both inside and outside EIU.</p>	<p>For AY2003-4, a sample of four surveys was available. Students indicate that they have applied what they have learned in the WSM to projects both outside of and at EIU. One engaged in volunteer work as a Bereavement Counselor, another found the skills useful to work in Resident Life. Others cited the value of general knowledge and social understanding for enriching their lives and helping them improve citizenship.</p> <p>For AY2004-5, a sample of one survey was available. That student indicated a plan to work in a non-profit organization focusing on poverty, minorities, and women.</p>	<p>General assessment results will be disseminated at WST faculty meetings and via minutes e-mailed to all WST faculty members. 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 the several disciplines that are part of Women's Studies</p>	<p>Ordinarily, in the fall, at least 50% of writing portfolios from graduating seniors of the previous two semesters (and summer) consisting of assignments of WST 2309 and WST 4309, and one cross-listed course, will be evaluated by a WST faculty Assessment Committee. This year, because of small number of portfolio's submitted for AY2003-4 and AY 2004-5, the committee chose to lump those two years together.</p> <p>Exit interviews of all graduating seniors will be conducted by the WST director.</p>	<p>Samples from WST 2309 may display a low level of clarity in demonstrating understanding of the contribution of women in the 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.</p> <p>We expect that percentage to be higher for the cross-listed 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 demonstrate understanding of the contribution of women in the several disciplines that are part of Women's Studies: We expect (90% of students at this level to score in the highest category.</p>	<p>AY 2003-4. Two of the four portfolios collected cannot be properly assessed, because papers are missing from WST 2309, WST 4309, or both. Applying the rubric to those papers that were submitted, the committee ranked the students' overall performance on all three papers submitted on a 4.0 scale. One student performed at a 3.5 level, two at a 3.0 level, and one at a 1.5 level in demonstrating understanding of the contribution of women in the several disciplines that are part of Women's Studies.</p> <p>AY 2004-5. One portfolio was submitted. The student performed at a 2.0 level in demonstrating understanding of the contribution of women in the several disciplines that are part of Women's Studies.</p> <p>Several of the papers submitted did not address the question of women's contributions to the disciplines that make up Women's Studies. The nature of the assignments submitted for the portfolios was probably the most significant factor in the ability of the committee to assess this particular objective.</p>	<p>General assessment results will be disseminated at WST faculty meetings and via minutes e-mailed to all WST faculty members. 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>Ordinarily, in the fall, at least 50% of writing portfolios from graduating seniors of the previous two semesters (and summer) consisting of assignments of WST 2309 and WST 4309, and one cross-listed course, will be evaluated by a WST faculty Assessment Committee. This year, because of small number of portfolio's submitted for AY2003-4 and AY 2004-5, the committee chose to lump those two years together.</p> <p>Exit interviews of all graduating seniors will be conducted by the WST director.</p>	<p>Samples from WST 2309 may display a low level of clarity in articulation of a 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.</p> <p>We expect that percentage to be higher for the cross-listed 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 a working knowledge of the historical development and/or contemporary applications of feminist theory: We expect (90% of students at this level to score in the highest category.</p>	<p>AY 2003-4. Two of the four portfolios collected cannot be properly assessed, because papers are missing from WST 2309, WST 4309, or both. Applying the rubric to those papers that were submitted, the committee ranked the students' overall performance on all three papers submitted on a 4.0 scale. One student performed at a 3.5 level, two at a 3.0 level, and one at a 1.5 level in articulating a working knowledge of the historical development and/or contemporary applications of feminist theory.</p> <p>AY 2004-5. One portfolio was submitted. The student performed at a 2.0 level in articulating a working knowledge of the historical development and/or contemporary applications of feminist theory.</p> <p>All but the most recent portfolio did not demonstrate an explicit use of feminist theory (although they seem to have demonstrated an implicit use of theory). This is probably the result of the newness of the assessment process, and the fact that instructors who taught the courses before we began</p>	<p>General assessment results will be disseminated at WST faculty meetings and via minutes e-mailed to all WST faculty members. Instructors of specific courses, if applicable, will be asked to consider implications for the course content.</p>
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			<p>assessing portfolios were not directing their assignments toward specific assessment objectives. The most recent portfolio demonstrates that professors have already adapted their assignments to meet the requirements of assessment.</p>	
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(Continue objectives as needed. Cells will expand to accommodate your text.)

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.

This year, WST formed an Assessment Committee to take responsibility for the process of assessment. The committee collaborated to draw up an assessment rubric to be used in assessing student portfolios. The assessment rubric is being sent as a paper copy to the CASA Director’s office.

The committee also developed a more specific set of expectations, in compliance with the CASA Director’s requests from last year. The committee will reassess those expectations next year in light of this year’s assessment results.

The CASA Director asked last year what objectives the exit survey assesses. The exit survey was applied this year to assess objective 5, “awareness of his/her role as a responsible citizen in relation to issues of gender, race, and culture.” The committee also proposes adding an entrance survey to provide a base-line for measuring entering students’ awareness of women’s issues.

The committee assessed portfolios for the first time. These are the first results that the committee has had available, and they will be used in Fall 2005 to determine how to improve the process of assessment itself.

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 exit survey asks students for suggestions on how the WSM program might be improved. Several students indicated that they would like more coursework on non-western women and on sexual orientation/queer studies. In response to these statements, WSM faculty members introduced a new course, WST 4800: Non-western Feminisms, this year, and are working to add a course on gay/lesbian issues.

The exit survey also demonstrates an improvement between AY2003-4 and AY2004-5 in the level of satisfaction expressed by students with the advising they received for the WSM. This likely reflects the hiring of Diana Slaviero in the Fall of 2003 as the full-time director of the WSM. Before the hiring of Slaviero, there was not full-time director for the minor, and advising was done on an ad-hoc basis. It is to be hoped that continuing to have a full-time director for the WSM will allow us to continue to provide greater direction for the students and a greater degree of coherence for the program as a whole.

This is the first year that results of assessment have been available. Because of the very small sample size (four student portfolios for AY2003-4 and only one for AY2004-5), it will likely take more time before we have a suitably large sample to allow us to use the results to revise our program.