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| ***STUDENT LEARNING ASSESSMENT PROGRAM***  ***SUMMARY FORM AY 2016-2017***  **Degree and**  **Program Name:** Women’s Studies minor  **Submitted By:** Marjorie Worthington, assessment chair and Jeannie Ludlow, coordinator  **Please use size 10 font or larger. 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? |
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| 1. This essay/exam demonstrates critical thinking about gender issues as they relate to a variety of academic disciplines. | Each instructor of WST 2309G and WST4309  submitted copies (with names removed) of two papers and/or essay exams. 25% of WST 2309 assignments were assessed. 50% of WST4309 assignments were assessed.  All WST2309G and WST4309  assignments were assessed using the same rubric.  For the first time this year, WST majors submitted a portfolio of their written work so we could chart their development over time. 100% of portfolios 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 2.42.  In WST2309G post- surveys,  the average score for SLO  #1  was 3.28.  In WST 4309 pre-surveys, the average score for SLO  #1  was 2.44.  In WST4309 post-surveys, The average score for SLO  #1 was 3.22.  In WST2309G  assignments,  the average scores for SLO | Individual instructors collected  course papers and administered  surveys and submitted them to Ludlow and Worthington (Assessment Committee Chair),  who redacted student names to ensure anonymity.  Worthington  distributed random samples to Assessment Committee members.  Two members of the WST Assessment Sub-Committee read/assessed the surveys and 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. |
|  |  | In the WST minor portfolios, we expect to see significant development in student performance on SLO #1 in each assignment. | #1 was 2.42.  In WST4309 assignments, the average scores for SLO  #1 was 3.33.  The average score for SLO  #1 for the WST portfolios went from 2.67 in the first course to 3.00 in the last two. |  |

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| 2. This essay/exam articulates how political, social, economic, and/or religious factors influence gender role expectations. | Each instructor of WST 2309G and WST4309  submitted copies (with names removed) of two papers and/or essay exams. 25% of WST 2309 assignments were assessed. 50% of WST4309 assignments were assessed.  All WST2309G and WST4309  assignments were assessed using the same rubric.  For the first time this year, WST majors submitted a portfolio of their written work so we could chart their development over time. 100% of portfolios 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 #2 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 2.21.  In WST2309G post- surveys,  the average score for SLO  #2  was 2.72.  In WST 4309 pre-surveys, the average score for SLO  #2  was 2.11.  In WST4309 post-surveys, the  average score for SLO #2 was  2.78. | Individual instructors collected  course papers and administered  surveys and submitted them to Ludlow and Worthington (Assessment Committee Chair),  who redacted student names to ensure anonymity.  Worthington  distributed random samples to Assessment Committee members.  Two members of the WST Assessment Sub-Committee read/assessed the surveys and 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. |
|  |  | In the WST minor portfolios, we expect to see significant development in student performance on SLO #2 in each assignment. | In WST2309G  assignments,  The average scores for SLO  #2 was 2.33.  In WST4309 assignments, the average scores for SLO  #2 was 3.17.  The average score for SLO  #2 for the WST portfolios went from 2.67 in the first course to 3.17 in the last two. |  |

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| 3. This essay/exam demonstrates awareness of comparative gender differences within and across cultures and subcultures. | Each instructor of WST 2309G and WST4309  submitted copies (with names removed) of two papers and/or essay exams. 25% of WST 2309 assignments were assessed. 50% of WST4309 assignments were assessed.  All WST2309G and WST4309  assignments were assessed using the same rubric.  For the first time this year, WST majors submitted a portfolio of their written work so we could chart their development over time. 100% of portfolios 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 #3 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 1.84.  In WST2309G post- surveys,  the average score for SLO  #3  was 2.61.  In WST 4309 pre-surveys, the average score for SLO  #3  was 2.22.  In WST4309 post-surveys, the  average score for SLO #3 was  2.78.  In WST2309G | Individual instructors collected  course papers and administered  surveys and submitted them to Ludlow and Worthington (Assessment Committee Chair),  who redacted student names to ensure anonymity.  Worthington  distributed random samples to Assessment Committee members.  Two members of the WST Assessment Sub-Committee read/assessed the surveys and 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. |
|  |  | In the WST minor portfolios, we expect to see significant development in student performance on SLO #3 in each assignment. | assignments,  the average scores for SLO  #3 was 2.55.  In WST4309 assignments, the average scores for SLO  #3 was 3.67.  The average score for SLO  #3 for the WST portfolios went from 2.67 in the first course to 3.17 in the last two. |  |

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| 4. This essay/exam articulates the ways gender, race, and culture influence individuals’ roles as responsible citizens of their communities and of the global community. | Each instructor of WST 2309G and WST4309  submitted copies (with names removed) of two papers and/or essay exams. 25% of WST 2309 assignments were assessed. 50% of WST4309 assignments were assessed.  All WST2309G and WST4309  assignments were assessed using the same rubric.  For the first time this year, WST majors submitted a portfolio of their written work so we could chart their development over time. 100% of portfolios 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 #4 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 2.11.  In WST2309G post- surveys,  the average score for SLO  #4 was 2.72.  In WST 4309 pre-surveys, the average score for SLO  #4  was 2.11.  In WST4309 post-surveys, the  average score for SLO #4 was  2.75.  In WST2309G | Individual instructors collected  course papers and administered  surveys and submitted them to Ludlow and Worthington (Assessment Committee Chair),  who redacted student names to ensure anonymity.  Worthington  distributed random samples to Assessment Committee members.  Two members of the WST Assessment Sub-Committee read/assessed the surveys and 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. |
|  |  | In the WST minor portfolios, we expect to see significant development in student performance on SLO #4 in each assignment. | assignments,  the average scores for SLO  #4 was 2.75.  In WST4309 assignments, the average scores for SLO  #4 was 3.50.  The average score for SLO  #4 for the WST portfolios went from 2.33 in the first course to 3.00 in the last two. |  |

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| 5. This essay/exam articulates an awareness of cultural contexts in which women have lived and worked. | Each instructor of WST 2309G and WST4309  submitted copies (with names removed) of two papers and/or essay exams. 25% of WST 2309 assignments were assessed. 33% of WST4309 assignments were assessed.  All WST2309G and WST4309  assignments were assessed using the same rubric.  For the first time this year, WST majors submitted a portfolio of their written work so we could chart their development over time. 100% of portfolios were assessed using the same rubric. | In WST2309G, students will score higher in SLO #5 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 #5 in  pre-surveys than WST2309 students did in post-surveys.  WST4309 students will score  higher in SLO #5 on exams/papers than WST2309G  students.  Students in WST4309 will score higher in SLO #5 on post-surveys than on  pre-surveys. | All scores below are out of 4.0:  In WST2309G pre-  surveys,  the average score for SLO  #5  was 2.47.  In WST2309G post- surveys,  the average score for SLO  #5 was 2.83.  In WST 4309 pre-surveys, the average score for SLO  #5  was 2.22.  In WST4309 post-surveys, the  average score for SLO #5 was  3.11.  In WST2309G | Individual instructors collected  course papers and administered  surveys and submitted them to Ludlow and Worthington (Assessment Committee Chair),  who redacted student names to ensure anonymity.  Worthington  distributed random samples to Assessment Committee members.  Two members of the WST Assessment Sub-Committee read/assessed the surveys and 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. |
|  |  | In the WST minor portfolios, we expect to see significant development in student performance on SLO #5 in each assignment. | assignments,  the average scores for SLO  #5 was 2.75.  In WST4309 assignments, the average scores for SLO  #5 was 3.50.  The average score for SLO  #5 for the WST portfolios went from 2.33 at the beginning to 3.00 at the end. |  |

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| 6. This essay/exam articulates the contributions of women to several disciplines that comprise Women’s Studies. | Each instructor of WST 2309G and WST4309  submitted copies (with names removed) of two papers and/or essay exams. 25% of WST 2309 assignments were assessed. 33% of WST4309 assignments were assessed.  All WST2309G and WST4309  assignments were assessed using the same rubric.  For the first time this year, WST majors submitted a portfolio of their written work so we could chart their development over time. 100% of portfolios were assessed using the same rubric. | In WST2309G, students will score higher in SLO #6 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 #6 in  pre-surveys than WST2309 students did in post-surveys.  WST4309 students will score  higher in SLO #6 on exams/papers than WST2309G  students.  Students in WST4309 will score higher in SLO #6 on post-surveys than on  pre-surveys. | All scores below are out of 4.0:  In WST2309G pre-  surveys,  the average score for SLO  #6  was 1.84.  In WST2309G post- surveys,  the average score for SLO  #6  was 2.17.  In WST 4309 pre-surveys, the average score for SLO  #6  was 1.89.  In WST4309 post-surveys, the  average score for SLO #6 was  2.78. | Individual instructors collected  course papers and administered  surveys and submitted them to Ludlow and Worthington (Assessment Committee Chair),  who redacted student names to ensure anonymity.  Worthington  distributed random samples to Assessment Committee members.  Two members of the WST Assessment Sub-Committee read/assessed the surveys and 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. |
|  |  | In the WST minor portfolios, we expect to see significant development in student performance on SLO #6 in each assignment. | In WST2309G  assignments,  the average scores for SLO  #6 was 2.40.  In WST4309 assignments, the average scores for SLO  #6 was 3.17.  The average score for SLO  #1 for the WST portfolios went from 2.67 in the first course to 3.17 in the last two. |  |

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| 7. This essay/exam demonstrates an ability to speak and write clearly about the historical development and/or contemporary applications of feminist theory. | Each instructor of WST 2309G and WST4309  submitted copies (with names removed) of two papers and/or essay exams. 25% of WST 2309 assignments were assessed. 33% of WST4309 assignments were assessed.  All WST2309G and WST4309  assignments were assessed using the same rubric.  For the first time this year, WST majors submitted a portfolio of their written work so we could chart their development over time. 100% of portfolios 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 WST 4309 pre-surveys, the average score for SLO  #7  was 1.56.  In WST4309 post-surveys, the  average score for SLO #7 was  2.89.  In WST4309 assignments, the average scores for SLO  #7 was 2.83.  The average score for SLO  #7 for second two courses in  the WST portfolios was 2.83  at the end. | Individual instructors collected  course papers and administered  surveys and submitted them to Ludlow and Worthington (Assessment Committee Chair),  who redacted student names to ensure anonymity.  Worthington  distributed random samples to Assessment Committee members.  Two members of the WST Assessment Sub-Committee read/assessed the surveys and 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. |

(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.

This year, we updated our SLOs to better reflect the objectives of our courses and program. We removed the SLO dealing with writing ability, knowing that

this ability is assessed in other contexts and, while important to our efforts, is not part of our basic mission. Instead, we added two new SLOs, one which

evaluates the extent to which students learn about the lives and work of real women in the world, and one which assesses whether students have learned about

women’s contributions to various fields within women’s studies. Both of these SLOs are valuable, to our minds, because as we move to change the name of

the program to “Women’s, Gender and Sexuality Studies,” and as we work to develop a minor in Sexuality Studies, we want to ensure that a significant

portion of our curriculum remains focused on the lives and work of women. In other words, we want our Program to continue to serve as an important

corrective to the dearth of women and women’s issues in the traditional university curriculum.

As we did last year, 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 has provided a fuller picture of the work

done in these courses.

As we continue to hone the exit interview process, we plan to use that moment to collect and discuss these portfolios with individual students in order to get gauge their sense of satisfaction with and progression through the major. We are still fine-tuning the process of reviewing these portfolios as part of the assessment process.

# 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?

Due to copious feedback from interested students and intensive discussions during a faculty retreat, we have decided to propose a Sexuality Studies Minor;

courses for this have been designed and are undergoing final preparations. We have been going through the course proposal and approval process and hope to stay on track with that effort (in this current context, it is a difficult time to propose new courses so we will have to determine how best to approach

this issue).

In addition, the Assessment Committee updated our pre/post survey to bring it into closer alignment with the SLO’s we have developed. We redesigned the survey in the Fall of 2016, had the results approved by the WMS Committee and implemented it in the Spring of 2017.