

## 2009 Women's Studies Assessment Report

a. Program Name - Women's Studies

b. Report prepared by - Betsy Lucal

c. Who is the current assessment contact for your program? Betsy Lucal, Chair of Assessment Committee

d. Should assessment information be sent to anyone else in your department? Cathy Borshuk, Director of Women's Studies

1. What are the program's educational goals? (Please take goals directly from your program's assessment plan, and highlight any changes made this year.)

<b>Goal 1:</b> To take into consideration gender, race, class, and sexual orientation in all scholarly activity.	<b>Goal 2:</b> To demonstrate knowledge of the diversity of women's experiences across cultures and history	<b>Goal 3:</b> To be able to voice and provide substantive evidence for their own opinions and bring others into a respectful dialogue.	<b>Goal 4:</b> To demonstrate their own capacity as creators of knowledge through original scholarship, research and/or creative activity.	<b>Goal 5:</b> To demonstrate a capacity to place personal and local experiences into the relevant broader structural contexts.
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2. What assessment techniques did the program use? (Please take assessment techniques directly from your program's assessment plan and highlight any changes made this year.)

The assessment plan calls for the following techniques: 1) Portfolio composed of student work from WOST required core courses (W100, W301, W299, W360, W480, and senior seminar), and 2) Exit Interview with each graduating senior to discuss their perceptions of the quality of their learning and their suggestions for improvement.

However, given that WOST has had a small number of graduates in the past few years (most of whom have now left the South Bend area), exit interviews are simply not feasible. Between May 2007 and May 2009, 7 WOST majors graduated from the program. We are using a survey of recent graduates to get their feedback for assessment. (See below.) We also created a rubric for assessment of the portfolios. (See below.) Only 3 students have returned the survey, making it difficult to make generalizations from this information.

With seven graduates over 3 years, we are finally in the position to use portfolios as an assessment tool. The Assessment Committee will meet before the September 2009 WOST retreat to complete this evaluation.



To demonstrate a capacity to place personal and local experiences into the relevant broader structural contexts.

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2

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2. What aspects of your education in this program helped you with your learning?

Why were these aspects of your education helpful?

3. What might the program do differently that would have helped you learn more effectively?

Why would these actions have helped?

4. Other comments you would like to share with the program.

### **WOST Assessment Rubric**

Goal 1: To take into consideration gender, race, class and sexual orientation in all scholarly activity.

Did not meet expectations: Little or no evidence of this consideration

Met expectations: Some evidence of this consideration

Exceeded expectations: Evidence of exceptional ability to take this into consideration

Goal 2: To demonstrate knowledge of the diversity of women's experiences across cultures and history.

Did not meet expectations: Little or no evidence of this knowledge

Met expectations: Some evidence of this knowledge

Exceeded expectations: Evidence of exceptional knowledge in this area

Goal 3: To be able to voice and provide substantive evidence of their own opinions and bring others into a respectful dialogue.

Did not meet expectations: Little or no evidence of this ability

Met expectations: Some evidence of this ability

Exceeded expectations: Evidence of exceptional ability in this area

Goal 4: To demonstrate their own capacity as creators of knowledge through original scholarship, research and/or creative activity.

Did not meet expectations: Little or no demonstration of this capacity

Met expectations: Some evidence of this capacity

Exceeded expectations: Evidence of exceptional achievement in this capacity

Goal 5: To demonstrate a capacity to place personal and local experiences into the relevant broader structural contexts.

Did not meet expectations: Little or no demonstration of this capacity

Met expectations: Some evidence of this capacity

Exceeded expectations: Evidence of exceptional achievement in this capacity