Assessment contact person: Betsy Lucal, Chair Women’s Studies Assessment Committee and Associate Professor of Sociology; Cathy Borshuk, Director of Women’s Studies and Associate Professor of Psychology

Changes to educational goals since last 3rd-year review: At our Women’s Studies Governing Board retreat in Fall 2009, we overhauled our educational goals based on recommendations from the WOST Assessment Committee (Lucal, Borshuk and Christina Gerken, Assistant Professor of Women’s Studies). The rationale for revising these educational goals was to make them clearer and to make them better reflect what we do in the program. The revised goals appear below:

| Goal 1: To demonstrate knowledge of gender, race, class, and sexuality and their intersections. |
| Goal 2: To demonstrate knowledge of the diversity of women’s experiences across cultures and history |
| Goal 3: To be able to articulate a clear position supported by substantive evidence and be able to engage respectfully with those holding other positions. |
| Goal 4: To demonstrate their own capacity as creators of knowledge through original scholarship, research and/or creative activity. |
| Goal 5: To demonstrate a capacity to place personal and local experiences into a broader structural context. |

Changes to assessment techniques since last 3rd-year review: (Note that our last third-year review should have been in 2007; no third-year review report was prepared at that time. Here we report changes made since 2007.) Assessing the WOST major is a challenge because of the small number of graduates in any given year. For example, between May 2007 and May 2009, just seven students graduated from the program. Because of the difficulty of arranging exit interviews for graduates, we have adopted a survey of graduating seniors to replace those interviews. We continue to use portfolios for assessment. We created a rubric for assessment of the portfolios in an attempt to systematize our analysis. WOST Governing Board members rotate on and off the assessment committee, so this will provide for continuity across years. A summary of the assessment data collected so far appears in the section below on analysis of data.

Survey of Recent Graduates, Women’s Studies Program, IUSB

Please circle the response that best reflects your experiences as a Women’s Studies major.

Use these categories for your responses:

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1. How well did you achieve the following learning goals?

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

1 2 3

To demonstrate knowledge of the diversity of women’s experiences across cultures and history.

1 2 3

To be able to voice and provide substantive evidence for your own opinions and bring others into a respectful dialogue

1 2 3

To demonstrate your own capacity as a creator of knowledge through original scholarship, research and/or creative activity.

1 2 3

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

1 2 3

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.

Rubric for Assessing Portfolios. (Note that this rubric will be updated in 2010 to reflect the revised educational goals.)

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

Exceede 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 of no evidence of this knowledge
Analysis of assessment data: 2009 was the first year during which we finally had enough data to attempt an analysis for the purposes of assessment. Here is a summary of the data collected and the recommendations made by the assessment committee:

Findings from Assessment of Graduate Portfolios

One major finding is that we are not doing an adequate job of collecting materials for analysis. The files of only 2 of the 7 graduates contained sufficient materials. For other graduates, only 2-3 pieces of evidence were available, making it difficult to assess them on the educational goals. RECOMMENDATION: That WOST faculty work to improve the rate at which materials are collected and filed for future analysis.
Another major finding is that, overall, graduates appear to be meeting our educational goals. The one obvious exception to that is with respect to Goal 3, which is difficult to measure and actually contains multiple objectives. In other words, it may not be that students aren’t meeting this goal; it may be simply that it is poorly stated and difficult to measure in its current form. In terms of specific goals, there are a few caveats to report. With respect to Goal 1, we are less comfortable assuming that students are getting sufficient exposure to sexuality/sexual orientation and to intersecting inequalities than to race and class differences. With respect to Goal 2, the requirement of W301 as part of the major means that students are meeting the culture part of that goal; whether they are meeting the history portion, however, depends on their choice of courses. RECOMMENDATION: That we do some revisions of the program’s educational goals.

Changes made to the program as a result of assessment: We have updated our educational goals. Our assessment activities supported these changes because it was in our attempts to analyze student portfolios using the existing educational goals that we discovered their inadequacies. Given our small number of graduates, we are going to need to continue to accumulate data before assessment activities have much more impact on the program.

Expected future changes to program and assessment techniques: At this time, we lack assessment data to support further changes to the program. We will continue to evaluate whether portfolios and the survey of graduating seniors adequately assess the major.

Involvement of faculty, students, administration and alumni in assessment/sharing of results with these constituents: Members of the WOST Governing Board served on the assessment committee. The assessment committee made a report to the Governing Board that resulted in a discussion of assessment.

Most important impacts of assessment of student learning on the program: At this time, we simply lack sufficient data to use assessment of student learning to make changes to our major. The changes we made to our educational goals, for example, did not alter the substance of those goals; they simply clarified them. As such, these changes will not likely impact student learning.
Program Name – Women's Studies

b. Report prepared by – Rebecca Torstrick

c. Who is the current assessment contact for your program? The Director. As of July 1, that will be Lesley Walker (to December 31); effective January 1, 2008, it is Cathy Borshuk

d. Should assessment information be sent to anyone else in your department? No

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.)

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

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

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

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

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

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.)

We will meet over the summer to review the files of the two students graduating this May. At that time, we will review the files for students who graduated in 2004-2007 (May) (a total of 7 students).

The two students graduating this spring have incomplete portfolios because we adopted a new assessment plan based on course portfolios in Fall 2005. In addition, these students are completing their programs under old curricular guidelines. We put a new curriculum in place in Fall 2004. It will be another three semesters before we will have graduated sufficient students under the new curriculum and the new assessment plan for us to be able to make any meaningful inferences from the data we will have collected.

We are now using 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.
Exit interviews will be arranged with the two students graduating in May for later in the summer with the Assessment Committee. One of the students is currently not resident in South Bend and we will wait until we can bring both students together so that we can have a discussion with them about their perceptions of the program.

3. What has your program done with assessment information this year? (i.e. communicated results to faculty, staff, alumni and students, made changes in the curriculum, made changes in the budget, added new courses. . . )

After we have met later this summer and determined what assessment information we can retrieve from the files (which may be little since the earlier assessment plan relied on a capstone course and practicum assessment taught by the now-retired director) we will determine how to best make use of the information. It is our intention once we are collecting meaningful data to communicate that to all WOST faculty, students, and alumni.

4. After reflecting on assessment activities in your unit, as a result of assessment what are two issues you would like to address?

To be determined when we meet over the summer.

2008 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.)

| Goal 1: To take into consideration gender, race, class, and sexual orientation in all scholarly activity. | Goal 2: To demonstrate knowledge of the diversity of women's experiences across cultures and history | Goal 3: To be able to voice and provide substantive evidence for their own opinions and bring others into a respectful dialogue. | Goal 4: To demonstrate their own capacity as creators of knowledge through original scholarship, research and/or creative activity. | Goal 5: To demonstrate a capacity to place personal and local experiences into the relevant broader structural contexts. |

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 WOST retreat to complete this evaluation.

3. What has your program done with assessment information this year? (i.e. communicated results to faculty, staff, alumni and students, made changes in the curriculum, made changes in the budget, added new courses. . .)

The Assessment Committee will meet by early September 2009 to discuss the portfolios and survey results. We will report our findings to the Women’s Studies Governing Board. We will discuss how to improve assessment at that time.

4. After reflecting on assessment activities in your unit, as a result of assessment what are two issues you would like to address?

Two issues we need to address: 1) Rewriting our educational goals to make them more useful and measurable and 2) rewriting our assessment plan to reflect actual practice.

**Survey of Recent Graduates, Women’s Studies Program, IUSB**

Please circle the response that best reflects your experiences as a Women’s Studies major.

Use these categories for your responses:

1          2          3

Not as well As well as Better than
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1. How well did you achieve the following learning goals?

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To demonstrate knowledge of the diversity of women’s experiences across cultures and history.

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To be able to voice and provide substantive evidence for your own opinions and bring others into a respectful dialogue

1          2          3

To demonstrate your own capacity as a creator of knowledge through original scholarship, research and/or creative activity.
To demonstrate a capacity to place personal and local experiences into the relevant broader structural contexts.

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 of 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

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

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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.)
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.

3. What has your program done with assessment information this year? (i.e. communicated results to faculty, staff, alumni and students, made changes in the curriculum, made changes in the budget, added new courses. . .)

Given the lack of materials for assessment, the Assessment Committee has not met. However, we will meet by early September 2009 to discuss the portfolios and survey results. We will report our findings to the Women’s Studies Governing Board. We will discuss how to improve assessment at that time.

4. After reflecting on assessment activities in your unit, as a result of assessment what are two issues you would like to address?

Two issues we need to address: 1) Rewriting our educational goals to make them more useful and measurable and 2) rewriting our assessment plan to reflect actual practice. These issues will be addressed at the WOST retreat in Fall 2009.

Survey of Recent Graduates, Women’s Studies Program, IUSB

Please circle the response that best reflects your experiences as a Women’s Studies major.

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Met expectations: Some evidence of this knowledge

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