

Department/ Program: Women's & Gender Studies	Chair/Director: Tanice Foltz	Assessment cycle/year:
	Email address: tfoltz@iun.edu	2014-15

Mission/Purpose

The mission of WGS is to educate students about women's and gender issues and to examine the ways in which gender impacts people's everyday lives through social interaction and the social structure of society. Students will learn about feminist perspectives, methods, and research in the courses they take, thus giving them the intellectual tools to understand patriarchal contexts and their consequences for men, women, and children.

Student learning outcomes (Goals):

Ex. Program will produce well-prepared graduates. (Add more lines as needed.)

Goal 1. Program will produce well prepared graduates by addressing the waves of feminism, women's agency, gendered power relations, the intersection of race, class and gender, and women's issues in society in the introductory WGS course, W200 -Women in Society or W201 - Women and Culture.

Which Student learning outcomes (Goals) did you assess this year?

While we had planned to assess the WGS W201 Intro course, data was not collected during 2014-15. This was due, in part, to the termination of several WGS faculty members, one of whom had consistently taught W201, as well as faculty health issues and recruitment of new W200-W201 instructors. See below for future goals in the WGS Introductory and upper level courses.

Assessment Summary

Outcomes/Objectives	Measure(s)	Findings	Action Plans
<i>Ex. Students will demonstrate proficiency in oral communication.</i>	<i>Rubric applied to capstone project presentations.</i>	<i>60% of students scored a 3 or higher.</i>	<i>Provide tutorials and practice sessions for oral presentations once a month through the tutoring center.</i>
1. Knowledge of types of feminisms in WGS Intro and advanced courses	Essay and quiz questions testing these issues at beginning and end of semester	% of students scoring C or higher	Based on assessments of students' understanding, continue and expand upon or modify current practices
2. Understanding of the term, intersectionality	Essays and/or multiple choice questions at beginning and end of semester	% of students scoring C or higher	Based on assessments of students' understanding, continue and expand upon or modify current practices
3. Knowledge of the 3 waves of feminism	Essays and/or multiple choice questions at beginning and end of semester	% of students scoring C or higher	Based on assessments of students' understanding, continue and expand upon or modify current practices

4. Knowledge of the difference between “sex” and “gender”	Essays and/or multiple choice questions at beginning and end of semester	% of students scoring C or higher	Based on assessments of students’ understanding, continue and expand upon or modify current practices
Analysis Questions			
<i>Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?</i>			
1. Those who teach the Introductory course will co-create an assessment that measures the success of our goals and share this with the Program. Those faculty will administer the agreed upon assessment at the beginning and end of the semester. They will then submit their data and analysis to the WGS director and this data will be used to either continue and expand upon or modify those practices.			
2. The WGS Program will request WGS (and cross-listed) course syllabi at the beginning of every semester beginning Fall 2015. The Program secretary will keep a file of WGS faculty syllabi, as well as electronic copies.			
3. The WGS director will examine all WGS faculty’s GPA indices and COAS numerical and written evaluations at the end of the semester. The WGS secretary will keep student evaluations and GPA Indices collected from all WGS and cross-listed courses in the Modern Languages office in the WGS file cabinet for easy accessibility.			