

<b>Annual Assessment</b>		
Department/ <b>Program: Women's &amp; Gender Studies</b>	Chair/Director: Tanice Foltz	Assessment cycle/year:
	Email address: tfoltz@iun.edu	2017-18
<b>Mission/Purpose</b>		
<p>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 women, men, and children.</p>		
<b>Student learning outcomes (Goals):</b>		
<i>Ex. Program will produce well-prepared graduates. (Add more lines as needed.)</i>		
<p>Goal 1. Program will produce well-prepared graduates. We start by providing a basic foundation that includes students' understanding of the 3 major waves of feminism, the difference between sex and gender, and the intersection of race, class and gender that affect the human experience. These are important concepts that should be learned and understood in the context of the WGS Introductory course, W200 (Women in Society) or W201 (Women and Culture).</p>		
<p>Goal 2. The WGS Program will produce well prepared graduates by addressing women's agency, gendered power relations, and the results of sexual discrimination within patriarchal systems. These issues should be taught and learned in all upper level WGS courses.</p>		
<b>Which Student learning outcomes (Goals) did you assess this year?</b>		
<p>We assessed Goal 1 in the WGS W201 Intro course, Women and Culture. Data was collected during spring 2017 by adjunct instructor Dr. Jacquelyn Huey of SPEA. She assessed the 3 major WGS objectives, among many others. <b><i>The major objectives are knowledge of the 3 waves of feminism, the difference between sex and gender, and the definition and application of the concept of intersectionality</i></b>, by asking students the same questions at the beginning and the end of the semester. <b>The questions asked are listed on page 2.</b></p> <p>At the <b>beginning of the semester</b>, all 25 students answered the questions. The scores for the multiple-choice questions are as follows.          Question 1: 77% of students correctly answered that sex and gender have different meanings          Question 3: 12% of students reported having encountered the term intersectionality          Question 5: 51% of students correctly answered that there have been three waves of feminism</p> <p>At the <b>end of the semester</b>, all 25 students answered the questions. The scores for the multiple-choice questions are as follows.          Question 1: 92% of students correctly answered that sex and gender have different meanings (15% increase)          Question 3: 12% of students reported having encountered the term intersectionality before this course and 100% encountered it by the end of the course          Question 5: 84% of students correctly answered that there have been three waves of feminism (33% increase)</p> <p>As the overall changes in percentage indicate, <b>the three learning outcomes assessed in WGS-W200 in Fall 2017 were achieved.</b></p>		

## 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>Ex: 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 the 3 waves of feminism	Short answer and/or multiple choice questions at beginning and end of semester	51% answered correctly at beginning of semester; 84% answered correctly at the end of semester	Based on assessments of students' understanding, continue, expand upon, and modify current practices
2. Understanding of the term, <i>intersectionality</i>	Short answer and/or multiple choice questions at beginning and end of semester	12% of students had encountered this term before the course; all had by the end of the semester	Based on assessments of students' understanding, continue and expand upon or modify current practices
3. The difference between "sex" and "gender"	Short answer and/or multiple choice questions at beginning and end of semester and end of semester	77% of students knew the difference at the beginning of semester; 92% by end of semester	Based on assessments of students' understanding, continue and expand upon or modify current practices

### Analysis Questions

*Based on your findings and action plans, what primary changes will you make for student learning? Program outcomes? Changes to the assessment process?*

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. In Fall 2017 they included the following questions:
  - Question 1. Is there a difference between sex and gender, and if so, what is that difference? (multiple choice question with two answer choices: No. "Sex" and "gender" are synonyms (words that mean the same thing) OR Yes. "Sex" refers to biological distinctions, while "gender" refers to cultural or social distinctions)
  - Question 2. Please explain your answer to question #1. Why did you answer as you did? What kind of reading or learning—formal or informal—have you done on this topic before? (short answer/text entry question)
  - Question 3. Have you encountered the term "intersectionality"? (multiple choice question with two answer choices: Yes OR No)
  - Question 4. If you answered "yes" to question #3, please briefly explain what the term means. (short answer/text entry question)
  - Question 5. Feminism is often described as occurring in waves. How many waves of feminism have there been? (multiple choice question with four answer choices: 2, 3, 4, OR 5)
  - Question 6. Briefly describe the events or characteristics of each wave of feminism that you identified above in question #5. (short answer/text entry question)
2. Instructors will 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.
3. In addition, the director will assess her upper level course for Goal 1 in the same way, quizzing students at the beginning and end of the semester. The results of the initial quiz will provide guidance for student learning in the course and the final quiz will assess that learning.
4. In addition, faculty who teach upper level courses will be encouraged to assess Goal 2, including students' understanding of women's agency, gendered power relations, and consequences of sexual discrimination by developing appropriate questions to ask students at the beginning and ending of the semester.

2. The WGS Program began requesting WGS (and cross-listed) course syllabi at the beginning of every semester in the Fall 2015. This permits the director to keep all syllabi on file and to provide guidance where needed. The Program secretary and director keep WGS faculty syllabi in electronic form, on file.

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 electronic files as well as a hard copy in the WGS file cabinet in the Modern Languages office.