

**UNIVERSITY OF DAYTON ASSESSMENT ACTIVITY FORM**

Department/Program: Women's Studies Program

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Date: June 29, 2006

OUTCOMES/MEASURES UTILIZED	RESULTS
<p><b>Women's Studies students will be able to explain:</b></p> <p><b>Outcome 1</b> Specific ways in which Women's Studies research has contributed to different academic disciplines.</p> <p><b>Measure 1</b> All Women's Studies students who complete the minor will select an example of written work that shows that they achieved this outcome. A committee of Women's Studies faculty will review a sample of 20% of the papers. Evaluation of the sample of papers will show that 80% of the papers submitted demonstrate achievement of this outcome</p> <p><b>Measure 2</b> All Women's Studies students will complete courses on Women's Studies research in three different domains of knowledge. The Director will conduct an analysis of syllabi and transcripts to determine that all Women's Studies students achieve this outcome.</p>	<p>Five completed portfolios were submitted by minors (out of 11 graduating minors who had declared with our office) for review by the Program Director. 100% achieved this outcome by discussing theoretical insights from Women's Studies research from multiple disciplines and/or applying feminist theoretical concepts across disciplines.</p> <p>Our first graduating major also submitted a portfolio, which demonstrated achievement of this outcome.</p> <p>An analysis of syllabi and transcripts of graduating minors showed that 100% completed courses on Women's Studies research in three different disciplines. In many cases, this also spanned 3 domains of knowledge, but this is not a requirement for the minor. The one graduating major completed courses in 4 domains by virtue of fulfilling her "area requirements" for the major. In addition, 100% of minors and majors completed either the Focus on Women course or WST 150, both of which draw from at least three domains of knowledge.</p> <p><i>In addition, 100% of graduating minors responding to a print survey (7) strongly agreed or agreed that their WST courses had exposed them to women's studies research in different academic disciplines. The Minors focus group and the Major exit interview confirmed this response.</i></p>
<p><b>Outcome 2</b> How issues related to gender, race and class are better understood by crossing disciplinary boundaries.</p> <p><b>Measure 1</b> All Women's Studies students who complete the minor will pass the interdisciplinary seminar, Focus on Women. (All Focus courses involve a critical study of issues related to gender, race and class, across disciplinary boundaries.) The Director will evaluate Focus course papers to determine that all students completing the course achieve this outcome.</p> <p><b>Measure 2</b> The Director will review syllabi and conduct an evaluation of transcripts every five years to determine that all Women's Studies students have taken at least two courses that achieve this outcome.</p>	<p>All graduating seniors (major and minors) passed the interdisciplinary seminar, Focus on Women, or its equivalent WST 150: Introduction to Women's Studies (which replaced the Focus seminar as the new 3-hour requirement for the minor and major in 2004). All students who completed the Focus course in Fall 2003, Winter 2004 and Fall 2004, and all those who completed WST 150 in Winter 2005 or Winter 2006 completed at least one paper on a social issue involving difference from an interdisciplinary perspective. In addition, students who participated in a focus group for graduating minors (4) indicated that one or more of their WST-approved courses had drawn on multiple disciplines.</p> <p>This analysis was conducted in 2005 and is scheduled again for 2010.</p> <p><i>In addition, 100% of graduating minors and majors responding to a print survey (7) strongly agreed or agreed that their WST courses had shown them how issues related to gender, race, and class are better understood by crossing disciplinary boundaries.</i></p>

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<p><b>Women's Studies students will be able to explain:</b></p> <p><b>Outcome 3</b> Historical and contemporary examples of how the construction of gender affects the lives of women and men in several cultures.</p> <p><b>Measure 1</b> The Director will determine that the course requirements stated in Program syllabi for 60% of courses offered in the calendar year demonstrate the achievement of this outcome.</p> <p><b>Measure 2</b> The Director will review syllabi and conduct an evaluation of transcripts every five years to determine that 50% of Women's Studies students have taken at least two courses that achieve this outcome.</p>	<p>22 courses were offered (39 sections in total) in 2005-06, and only 9 syllabi (8 courses) were submitted for assessment. Course requirements stated in these syllabi, however, clearly indicate that 100% of them provided cross-cultural examples on the construction of gender.</p> <p>This review is scheduled for 2010.</p> <p><i>In addition, 100% of graduating minors and majors responding to a print survey (7) strongly agreed or agreed that they had been made aware of historical and contemporary examples of how the construction of gender affects the lives of women and men in several cultures.</i></p>
<p><b>Outcome 4</b> How their own social position and socialization have conditioned the way they view issues related to difference (gender, race, sexual preference, etc.)</p> <p><b>Measure 1</b> A committee of Women's Studies faculty will evaluate Focus course papers to determine that all Women's Studies students will complete one or more essays on how their own experiences have shaped the way they view social issues involving difference.</p> <p><b>Measure 2</b> Eighty percent of Minor students completing a Women's Studies survey will respond "agree" or "strongly agree" to the statement, "The Women's Studies Program has helped me to understand how my own social position and socialization have contributed to the way I view issues related to human differences."</p>	<p>100% of students who completed WST 150 in 2005 achieved this outcome in their written work. Such an assignment was not required in WST 150 in Winter Term 2006. Nevertheless, approximately 60% of students in that class reflected on how their personal experiences shaped the way they viewed one or more social issues involving difference in reaction papers they wrote about speakers and events outside the classroom.</p> <p><i>100% of graduating minors and majors responding to a print survey (7) strongly agreed or agreed with this statement.</i></p>

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<p><b>Women's Studies students will be able to explain:</b></p> <p><b>Outcome 5</b> How the social construction of difference (gender, race, class, sexual orientation, etc.) contributes to forms of social inequality.</p> <p><b>Measure 1</b> The Director will review syllabi and conduct an evaluation of transcripts every five years to determine that 50% of Women's Studies students have taken at least two courses that achieve this outcome.</p> <p><b>Measure 2</b> The Director will evaluate Focus course essays to determine that all Women's Studies students achieve this outcome.</p>	<p>This review is scheduled for 2010.</p> <p>Analysis of written work from the Winter 2005 and 2006 WST 150 classes indicates that all students enrolled achieved this outcome.</p> <p><i>In addition, 88% of graduating minors and majors responding to a print survey (7) strongly agreed or agreed with this statement</i></p>
<p><b>Outcome 6</b> Ways in which individuals and groups have challenged racism and sexism, and worked to achieve more equality.</p> <p><b>Measure 1</b> The Director will review syllabi and conduct an evaluation of transcripts every five years to determine that 50% of Women's Studies students have taken at least two courses that achieve this outcome.</p> <p><b>Measure 2</b> Eighty percent of Minor students completing a Women's Studies survey will respond "agree" to the statement, "The Women's Studies Program has helped me to understand the ways in which individuals and groups have challenged racism and sexism, and worked to achieve more equality."</p>	<p>This review is scheduled for 2010.</p> <p><i>100% of graduating minors and majors responding to a print survey (7) strongly agreed or agreed with this statement.</i></p>

**Brief Analysis:**

Program goals were achieved or exceeded on all measures for which sufficient data was available this year. The policy and planning sub-committee of the WGS Committee will be charged with developing a new assessment plan in 2006-07. This plan will need to specifically address assessment of the new major and take into account the assessment process / data collection challenges identified in this report.

**Actions Taken:**

The Program launched a number of new ventures in 2005-06, including the following: the Colloquium for Research on Women and Gender (geared primarily at faculty but open to students as well), which met 5 times over the course of the year; a social gathering for students called "First Mondays for Women's Studies" which met monthly in the winter semester and which we hope will spawn a student group; the first annual Joyce Durham Essay Contest in Women's and Gender Studies; developing resources and policies for the implementation of service learning in women's studies, followed by the first seminar offering of the course in winter 2006; the first offering of WST 310: Feminist Theory and Methodology in Fall 2005; and collaborating with other programs and offices on a number of speakers and events, including Robert Jensen, Winona LaDuke, Judith Ezekiel, Women's Week and the Women's Advocacy Dinner, the Reclaiming the Female Form: Art Takes on Pornography exhibit and panel, and other events. Students in the Women's Leadership House were involved in a number of events in collaboration with the Women's Center, the Women's Leadership Conference, and the Women's Week Group. Seeking to develop more conversations and new courses on women in different cultures and in international contexts, the Women & Culture Cluster faculty discussed Azar Nafisi's book, *Reading Lolita in Tehran*, with the Cross-Cultural Cluster faculty at the Spring Workshop.

Dr. Hughes continued intensive work on promotion and recruitment, including visiting the women's issues group at Kettering Fairmont High

School, making presentations in a number of classes in the program, and working this summer to develop our internal web page and produce both a newsletter, and a brochure. Our number of majors rose from 6 to 15 this year, and our number of declared minors is also up to an all-time high at 47. Our affiliated faculty is now at 44, up from 37 last year. We also graduated our first major, a double-major in PSY and WST in May of this year. Finally, after 2 years of study and discussion, the steering committee decided in the spring to change the name of the program to "Women's and Gender Studies." This proposal was approved by the AAC in May.

**Resources Utilized:**

The Women's Studies budget was utilized for basic operations in the office and participation with our partners throughout the campus to provide programming on diversity issues, as well as to support travel to the National Women's Studies Association meeting for the Director. The Women's Center purchased a white board for Alumni 211 so that it could be used as classroom space for WST courses, and the Center remains a great ally and resource, providing co-sponsorship in the form of funds and administrative support for many joint ventures. Funding was obtained from the Women's Center and a number of other offices and departments in support of all of the speakers and events outlined above. In addition, the Women's Center, the Associate Dean for Connected Learning, and the Philosophy Department once again contributed funds for a modest stipend for the faculty advisor to the Women's Leadership House. The program received an external gift in the amount of \$10,000 and is planning to work with this donor to start a "Founders Fund" for the program. We have identified support for the Women's Leadership House, Service Learning in Women's Studies, and additional support for the Director's work as key needs.

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<sup>i</sup> Because many minors never contact the Women's Studies Program office, and because among those who do, few submit the requested portfolio of materials, the prescribed measure is impossible to apply.