2007-2008 Student Assessment
Undergraduate Result Summaries

COLLEGE OF ARTS AND SCIENCES

African American Studies
Biology / Teacher Education
Chemistry
English / Teacher Education
Foreign Language / Teacher Education
Geography / Meteorology
Geology
History / Teacher Education
Journalism
Mathematics / Teacher Education
Philosophy
Physics
Political Science
Psychology
Sociology
Women's Studies
African American Studies: Undergraduate

Learning Outcomes:

1. write clearly and communicate effectively orally
2. reason outside the box and analyze critically
3. understand the texts and contexts of the Black experience, from Africa to the African Diaspora and relate such understanding to forming ideas about new possibilities for future greater humanity
4. record knowledge and achievement in Afrocentric scholarship and attain its methodological skills
5. conduct research and write scholarly reports from such research activities;
6. work effectively in a group and efficiently independently, whenever desired.

Direct Measurement: paper/project in the capstone course.

Indirect Measurement: graduating student survey and recorded interviews.

Results: No specific results reported.

Feedback Loop: no changes as a direct result of assessment of student learning indicated.

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Biology: Undergraduate

Learning Outcomes: Students will:

1. be expected to develop a broad view of biology that enables them to interrelate the various subject matter areas and an in-depth understanding of the molecular, cellular, and genetic phenomena common to all forms of life
2. become familiar with organisms, how they are constructed, how they function, how they develop, how they are classified and how they interact with their environment
3. develop an appreciation of how their biological knowledge explains the diversity of life-forms on this planet and what will be necessary to avert destruction.

Direct Measures: comprehensive exam (Educational Testing Service [ETS], Major Field Tests). The following evaluations are taken by some students and the results are part of the assessment activities:

- Medical College Admission Test (MCAT) and Dental Admissions Test (DAT)
- Optometry Admissions Test (OAT)
- Veterinary College Admissions Test (VCAT)
- Certification exams for Clinical Laboratory Science
- Teacher Certification exams, portfolios, and performance in student teaching

Indirect Measures: Alumni Questionnaire – distributed with Department News Letter every 4 years.

Results: Data submitted included GPA (non-assessment) and job placement.

Feedback: Based on the analysis of the ETS assessment exam the Department is modified the curriculum to maintain strong areas and strengthen content in areas of organismal and molecular biology. Once the curriculum changes have been in place for 2 years, the Assessment Committee will commence another series of ETS curriculum content exams.
Learning Outcomes: Students will demonstrate:

1. content knowledge
2. pedagogical and professional knowledge
3. focus on student learning.

Direct Measurement: Teacher Certification Test for Biology; student teaching and internship assessments; unit plans.

Indirect Measurement: None listed.

Results:
Test: All candidates passed the exam prior to student teaching = pass rate 100%. Though a passing score has not been established for the subscores, a score of 240 suggests mastery of the subarea. Candidates on average earn scores of 240 or above for the general science categories. In the categories of science and technology and physical science, 89% (or 8 of 9) of the candidates scored 240 or above and that in the categories of life science and Earth and Universe, 78% (or 7 of 9) scored 240 or above. Candidates in the area of biology are on average receiving scores of 240 or above in their specialty areas. Only one candidate in Chemistry has completed the program and this candidate did not perform particularly well in area of stoichiometry and chemical reactions. Only two candidates in Physics have completed the program and one did not do particularly well in the subarea of heat, electricity, magnetism, and modern physics. Given the small number of candidates overall and in each discipline area, these subscore results do not suggest that changes be made in the program at this time.

Student teaching and internship assessments: all but one candidate either met or met at the advanced level all standards associated with this assessment with the exception of one candidate. One candidate was rated as “not met” for standards 10a.

Unit plans: though not all candidates were able to meet the standards early in the program (Unit Plan in EDUC 439), they were able to do so by the time they completed the program (Work Sample Unit Plan in STCH 480).

Feedback Loop: The Western Illinois University Student Teaching Clinical Experience Final Evaluation Form was developed as a generic form to be used to assess all Unit Candidates’ performance during their student teaching semester. As such, it was not designed with the NSTA Standards in mind. The first task was to align this generic evaluation form with the standards.
Chemistry: Undergraduate

Learning Outcomes: Students will demonstrate:

1. mastery of basic concepts and ability to apply those concepts to solve problems.
2. competency in the following areas of lab work: basic measurements skills; qualitative and quantitative analyses using wet chemistry; instrumental methods of chemical analysis; and interpretation of physico-chemical/analytical data.

Direct Measurement: American Chemical Society (ACS) high school chemistry standardized exam at the beginning of the freshman year is administered to determine how the students entering the CHEM 201 compare to students nationally who have completed high school chemistry. At the end of the freshman year students completing CHEM 202 are given the ACS Standardized Exam in General Chemistry. At mid-career level, CHEM 331 and 332 students are assessed at the end of their sophomore organic chemistry sequence by completing as their final exam in CHEM 332 the ACS Standardized Exam in Organic Chemistry. At the senior level student performance in biochemistry CHEM 421 is assessed using the ACS Standardized Exam in Biochemistry.

Indirect Measurement: For exit level assessment, faculty supervisors grade the performance levels of senior students enrolled in Chemistry 491. At alumni level, a student opinion survey is administered every five years.

Results: The ACS Standardized Exam for High School Chemistry was administered to 178 students in CHEM 201 during the first week of classes. The mean score for CHEM 201 students was 33.2 correct answers (of 80), which translates to 27th percentile based on scores of 3833 students in 39 high schools nationally. This was a significant improvement over the previous year when the mean score for CHEM 201 students during the Fall 2006 semester was 28 correct answers, which translates to 18th percentile nationally. The improvement is most likely due to the recent implementation of MATH 100 as prerequisite for CHEM 201.

The ACS Standardized Exam for General Chemistry was administered as the final exam for CHEM 202. The exam was administered at the end of the Spring 2008 as the CHEM 202 final exam to 144 students with an overall mean of 35.0, which translates to 51st percentile nationally. The 12 students who identified themselves as chemistry majors had a mean score of 36.0 (54th percentile), while the 20 students who identified themselves as forensic chemistry majors had a mean score of 40.0 (67th percentile). The standard deviation was 7.98 with the top ten percent of the class ranking in the 72 to 90 percentile nationally. This is an improvement over the previous year when in the Spring 2007 the mean score of 28.5, which translated to 32nd percentile national ranking relative based on scores of 1858 students in 30 colleges and universities.

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Assessment at mid level was achieved by the administration of ACS standardized exam in Organic Chemistry to students who have completed the CHEM 331/332 sequence. The exam was given as the final exam in CHEM 332 Organic Chemistry II. For the 43 students enrolled in CHEM 332 the mean score was 24.5, which translates to 14\textsuperscript{th} percentile nationally. The students who identified themselves as chemistry majors had a mean score of 37.0, which translates to 45\textsuperscript{th} percentile nationally relative to 3592 students in 78 colleges. The forensic chemistry majors had a mean score of 24.4 (14\textsuperscript{th} percentile). The results of the ACS exam in organic chemistry for spring 2008 were similar to the results from 2007 the mean score was 26.4 correct answers out of 70 questions, which translated to 16\textsuperscript{th} percentile relative to 1612 students in 46 colleges and universities.

Results of assessment at the senior level are as follows: The chemistry and forensic chemistry majors were given the ACS standardized exam in biochemistry as a final exam for CHEM 421. The class mean was a score of 38.9 (64\textsuperscript{th} percentile) for 23 students. The four students who identified themselves as forensic chemistry majors had a mean score of 39.0.

For exit level assessments, the performance levels of senior students enrolled in the Chem 490/491 classes were graded by faculty supervisors, based on their lab skills and project reports, during the 2007-2008 year. All 6 students (i.e., 3 from Fall and 3 from Spring) enrolled in Chem 490 lab projects have either met or exceeded expectations of learning of physico-chemical concepts/theories, as indicated by letter grades (A) (non-assessment).

**Feedback Loop:** The scores on the ACS Exam in High School Chemistry taken by entering freshmen at the beginning of CHEM 201 (during Fall 2006) demonstrated that many students are unprepared for CHEM 201. An analysis of individual questions and the number of correct responses indicate that 43\% of the new CHEM 201 students did not have adequate math skills needed to perform at the high school chemistry level. As a result of this analysis a prerequisite change for CHEM 201 was made establishing MATH 100 as prerequisite for CHEM 201. This change in math prerequisite has had an enormous affect on student learning in CHEM 201/202.
English Department: Undergraduate

Learning Outcomes:

1. writing clearly and concisely
2. applying literary theory while interpreting texts
3. demonstrating knowledge of key concepts and terminology
4. effective expression of professional goals.

Direct Measures: student essays.
Indirect Measures: None listed.

Results: The average score (with 1.0 as "acceptable") for learning outcome #1, writing clearly and concisely was 0.82; the average score for learning outcome #2, applying literary theory while interpreting texts, was 0.42; the average score for learning outcome #3, demonstrating knowledge of key concepts and terminology, was 0.78; the average score for learning outcome #4, effective expression of professional goals, was 1.13.

Excluding the “theory” learning outcome, 58% of the students are producing clear and concise writing, and 52% successfully demonstrate their knowledge of terms and concepts native to English studies.

Feedback: The low percentages in ENG 299 are reflective of the junior and sophomore status of students- with limited experience in reading and applying literary theory, and these skills. Excluding the “theory” learning outcome, the department is pleased to see these results. The department expects to see improvement in this area as our new curriculum takes hold.

The scores for ENG 376 are higher than those for ENG 299. This difference indicates the value of the coursework in the program: between the time students take 299 and 376, their writing is improving and they are learning the skills they need to meet expectations.

Improving the methodology will better represent student learning. Many of the 299 essays scored were short close readings which were quite limited in their application of literary theory and their use of terminology. In the future faculty will build a body of texts, and, as students move through the new curriculum, ENG 476, Senior Seminar, will be required and included in assessment. Many students whose essays for ENG 299 were included in this assessment will take 476 in AY2008-09 or AY2009-10, and a comparison can be possible.

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English: Undergraduate, Teacher Education

Learning Outcomes: Students will demonstrate knowledge of:

1. subject matter
2. teaching
3. learners
4. professional skills and dispositions.

Direct Measurement: APT state licensing exam, electronic portfolios and in-class assessments, evaluation of student teaching, and field experience.

Results: Student teaching: 14 students submitted assessments, all but one met the required standards, and six candidates received a targeted score on the assessment.

Mentor evaluation: of the 14 candidates, all either met the criteria or exceeded the criteria.

Illinois Teaching Standards: All students have met the criteria for the standards.

Illinois Certification Content Test: 16 students took and successfully completed their content-area test.

Lesson plans: 28 students received an average of 85% on their lesson plans.

Feedback Loop: none listed.

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Foreign Language: Undergraduate

Learning Outcomes: students will develop appropriate levels of:

1. grammatical competence (syntax, morphology and phonology)
2. strategic competence
3. discursive competence
4. knowledge of the relevant cultural practices bound to the various contexts of communication of interest to learners.

In literature and culture courses: students will:

1. develop and sharpen critical thinking skills
2. engage in analyses leading, through the study of literary and non-literary text (in the foreign language) and the study of theoretical text (some in the foreign language), to an appreciation of the complexities of text and an understanding of the ways in which text works
3. demonstrate a better understanding of societies and cultural practices other than one's own (including language) and, in a comparative perspective
4. demonstrate a better understanding of one’s own society and cultural practices (including language).

Direct Measurement: State licensure examination; formal oral proficiency interviews administered by certified ACTFL testers; teacher ed candidate portfolios, practice evaluations, and pre- and post-tests

Results: No results reported.

All teacher education candidates have performed satisfactorily.

Feedback Loop: The department is reviewing all of its courses and is constantly adjusting the content of its courses in particular through feedback received from candidates in relation to state content test.

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Foreign Language: Undergraduate, Teacher Education

**Learning Outcomes:** Students should be:

1. able to develop and infer the principles underlying foreign/second language learning and teaching methodology
2. able to develop/determine their own personal sets of principles for second/foreign language learning/teaching and be able to present an articulated case for their choices
3. able to apply in the classroom, and elsewhere as appropriate, the outcomes of their reflections on the processes of learning and teaching foreign or second languages
4. able to relate their intellectual reflections to the Illinois Standards as set down by the State
5. given the skills, as part of lifelong learning development, to continue their intellectual growth in the area of language learning and teaching and to develop a critical attitude in relation to issues of learning/teaching a second/foreign language.

**Direct Measurement:** State licensure exams, portfolios, clinical practice evaluation

**Indirect Measurement:** None listed

**Non-Measurement:** Grades

**Results:** Six students passed the state content exam, one on the second try. Three students did not pass.

The only student teacher was described as “stellar,” and received the highest possible ratings in all areas evaluated by her mentor teacher.

**Feedback:** The Department has changed the oral proficiency requirement from Intermediate high to Advanced low, as required by our SPA. The Department is strongly encouraging all FL majors in the TE program to complete at least one summer’s study abroad, if not a semester. The Department also tried to hire a specialist in second language acquisition this year, but has yet to fill the position.
Geography: Undergraduate

Learning Outcomes:

1. Geography Knowledge and Understanding. This is evident when the student is able to:
   - Scientifically define spatial/geographic problems
   - Understand sustainability principles for shaping the built environment
   - Understand the social, economic, political structures in places and how these structures influence life in urban and rural areas
   - Understand the nexus between people and the environment
   - Understand the diversity and complexity of regions

2. Cognitive Characteristics. This is evident when the student is able to:
   - Engage in a sustained, critical discourse about geographical theories
   - Generate primary data and collect secondary data
   - Critically analyze quantitative or collective data
   - Collaborate with others
   - Successfully design and conduct independent research
   - Synthesize ideas from multiple sources
   - Solve realistic problems using geographical concepts & principles

3. Geographical Methods. The student will effectively use one or more geographical methods to assess, formulate and resolve real world problems. These methods include:
   - GIS for the apprehension and analysis of complex, multivariable problems conceptualized in field or object manner
   - Deterministic or probabilistic quantitative methods for solving problems with spatial data (basic statistics, sample design, basic optimization, multivariable linear statistics, elementary spatial statistics, spatial correlation)
   - Computerized cartographic methods (map production from base variables, use of appropriate projection, scale)
   - Field methods (neighborhood, geomorphic, hydrologic surveys)
   - Qualitative methods (text analysis)
   - Meteorological methods of climate analysis and weather prediction

4. Practical/Professional Skills. This is evident when the student is able to:
   - Effectively communicate research orally
   - Write in a neat, clear and concise manner
   - Effectively work within a group to set and accomplish tasks
   - Independently conceptualize, execute and report research projects
   - Create and interpret statistical information: tables, graphs, maps
   - Use computer hardware and software effectively to accomplish research tasks
   - Perceive and uphold high standards of morality and ethics in all aspects of professional behavior
   - Demonstrate leadership qualities (in projects, clubs, internships)
   - Identify the open questions over which scientific controversy exists, as opportunities for further research and knowledge advancement

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Geography: Undergraduate, Meteorology

Learning Outcomes:

1. Geography Knowledge and Understanding. This is evident when the student is able to:
   - Scientifically define spatial/geographic problems
   - Understand sustainability principles for shaping the built environment
   - Understand the nexus between people and the environment
   - Understand the diversity and complexity of regions
2. Cognitive Characteristics. This is evident when the student is able to:
   - Generate primary data and collect secondary data
   - Critically analyze quantitative or collective data
   - Collaborate with others
   - Successfully design and conduct independent research
   - Synthesize ideas from multiple sources
3. Solve realistic problems using geographical concepts & principles
4. Geographical Methods. The student will effectively use one or more geographical methods to assess, formulate and resolve real world problems. These methods include:
   - GIS for the apprehension and analysis of complex, multivariable problems conceptualized in field or object manner
   - Deterministic or probabilistic quantitative methods for solving problems with spatial data (basic statistics, sample design, basic optimization, multivariable linear statistics, elementary spatial statistics, spatial correlation)
   - Computerized cartographic methods (map production from base variables, use of appropriate projection, scale)
   - Field methods (neighborhood, geomorphic, hydrologic surveys)
   - Meteorological methods of climate analysis and weather prediction
5. Practical/Professional Skills. This is evident when the student is able to:
   - Effectively communicate research orally
   - Write in a neat, clear and concise manner
   - Effectively work within a group to set and accomplish tasks
   - Independently conceptualize, execute and report research projects
   - Create and interpret statistical information: tables, graphs, maps
   - Use computer hardware and software effectively to accomplish research tasks
   - Perceive and uphold high standards of morality and ethics in all aspects of professional behavior
   - Demonstrate leadership qualities (in projects, clubs, internships)
   - Identify the open questions over which scientific controversy exists, as opportunities for further research and knowledge advancement

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Direct Measurement: Portfolio Assessments: Portfolios assess student learning for five degree streams. Each portfolio assesses: 1) Communication Skills – demonstrated by class presentations, group projects and written assignments; 2) Analytical Thinking and Reasoning Skills – demonstrated by an ability to create and analyze maps, images, and flowcharts as well as the ability to create and solve word problem; 3) Complexity Skills – demonstrated by facility in working with equations and working with more complex, real data; and 4) Scholarship Skills – demonstrated by the acquisition of knowledge resulting from study, and by reading and understanding discipline-specific literature.

Indirect Measurement: Survey Questionnaires: All department majors are surveyed at least twice while enrolled in program. Students are asked to agree/disagree with statements on questionnaire. Continued contact will be maintained with the graduates from the department’s degree programs via regular (annual) surveys.

Results: Portfolios. The Department initiated portfolios for 79 students during the Fall 2007 semester. These 79 portfolios assess nearly all of the Juniors and Seniors in the Department, about half of the Sophomores and none of the Freshmen. None of the Freshmen were assessed because this report only covers Fall 2007 portfolios. The Department assessment report for the 2008-2009 academic year will assess all education levels.

Results reported in table form for each learning outcome, assessed as “Exceeds Expectations,” “Satisfactory,” or “Needs improvement.”

Survey Questionnaires. All students ranked the following characteristics of the Department as either important or very important: strengths of faculty members, variety of courses offered, number of faculty members, interaction with faculty members, equipment, and student organization in the major. 5 of 6 identified internships as important and 4 of 6 identified the GIS minor and scholarships as important. All of the students surveyed had identified Meteorology as the program of choice and all of those surveyed would enter as a freshman. Of the first-year students surveyed during FY2008 (n=7), very few conclusions can be drawn due to the small sample size.

Of the Juniors and Seniors surveyed (n=28), 3 Geography majors and 26 Meteorology majors completed the survey. 46% of the students surveyed entered as a transfer student. 75% of students surveyed (all Meteorology majors) are pursuing a minor in mathematics. A majority of students in the Department feel that they have learned to deal with real world concerns in their field (93%), are confident that they have acquired knowledge in their field (82%), received high-quality instruction (86%) and were taught to think in a scientific manner (86%).

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(Geography: Undergraduate, Meteorology continued)

Meteorology majors identified the following strengths: mathematics and Excel related course work, small class sizes, and the fact that courses incorporate current situations. Meteorology majors identified the following concerns: availability of classes, too much focus on National Weather Service and broadcasting career tracks, availability of up-to-date equipment and technology and the need for more career preparation. In order to address student concerns and maintain the strengths, the Department is currently changing the Meteorology major to allow students more flexibility, maintain small class sizes and offer required courses every year. The Department is also working to purchase meteorological equipment and update computer labs.

**Feedback:** During the 2007-2008 academic year, the Department spent significant time implementing the Portfolio Assessment tool. Electronic methods to collect evidence are being investigated to minimize the paper waste. As a result of the time spent on Portfolio Assessments, the Survey Questionnaire tool was under-utilized. In subsequent years the Department will endeavor to use both assessment methods fully.

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Geology: Undergraduate

Learning Outcomes:

1. Recognize and understand the materials from which the Earth is made and the processes that shape it
2. Understand the origin and history of the Earth and its lifeforms as preserved in the fossil record
3. Recognize the applications of geologic knowledge to understanding the impact of humans on the environment.

Direct Measurement: The department assessment test is administered to students enrolled in our Geol 110: Introduction to the Earth General Education course at the beginning of the fall term. The results from this exam are used as a baseline to determine the general geologic knowledge of the WIU student body. Students in the Geology B.S. degree program will take the same exam three more times during their tenure in the Department (Entry level, Mid-Career, and Graduation—culminating academic experience). The test is designed to assess different knowledge areas from different courses in our academic program. Specifically, the breakdown of questions related to each of the three learning outcomes are listed below. The number in parentheses are the number of courses that address each learning outcome:
   - Learning Outcome 1: 63% of the exam questions (8 courses)
   - Learning Outcome 2: 22% of the exam questions (2 courses)
   - Learning Outcome 3: 15% of the exam questions (2 courses)

Indirect Measurement: Geology determines the number and quality of research presentations by our undergraduate major and track employment and enrollment in graduate school.

Results: The department assessment test was administered to 12 Geology majors at the end of the Spring 2007 semester. As students progress through the program, there is a significant increase in their geologic knowledge.

Two upper level students presented high quality research reports at the Undergraduate Research Day sponsored by the Centennial Honors College. These studies were also presented at department seminars and one presented at an external conference. All of our graduating seniors are going to graduate school, have been granted internships or are gainfully employed.

Feedback Loop: No new changes as a result of assessment.

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History: Undergraduate

Learning Outcomes: Students will demonstrate the ability to:

1. think critically in an historical context
2. appreciate, evaluate, and use accurately complex and often competing historical sources
3. communicate clearly, especially in formal writing.

Direct Measurements: Research paper in History 491

Results: (n=53) Forty-two of fifty-three students improved in their mastery of the Department’s learning outcomes over the course of the semester, as measured primarily by their performance on the initial and revised versions of their research papers. Five students stayed at the same level, and two demonstrated a decrease over the course of the semester. An additional four students did not complete the course requirements. The 2007-2008 results for all four sections of History 491 indicate that the great majority (80 percent) of History majors enrolled demonstrated progress.

Feedback Loop: Feedback based on program review.

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History: Undergraduate, Teacher Education

Learning Outcomes: Candidates should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the secondary school level for the study of:

1. culture and cultural diversity
2. time, continuity, and change
3. people, places, and environment
4. individual development and identity
5. individuals, groups, and institutions
6. power, authority, and governance
7. the production, distribution, and consumption of goods and services
8. science, technology, and society
9. global connections and interdependence
10. civic ideals and practices
11. history.

Direct Measurement: The State of Illinois’s Subject Matter Test in Social Studies with an emphasis on History now includes material not only on History (about one-third of the questions), but also on Geography, Political Science, Economics, Sociology, Anthropology, and Psychology. Hence, this assessment measures the “knowledge” required in all eleven of the NCSS standards. Each of our students must pass the state’s Subject Matter Test in Social Studies with an emphasis on History before being approved for student-teaching. A score of 240 out of 300 (80%) is the state’s threshold for passing the Social Studies/History Subject Matter Test.

Provided student GPA (non-assessment).

The State of Illinois’s Assessment of Professional Teaching (APT) evaluates students in seven areas related to teaching methods: Foundations, Characteristics, & Assessment; Plan & Deliver Instruction; Manage the Learning Environment; Collaboration, Communication, and Professionalism; Language Arts; Educational Technology; and Constructed Response Assignments (essay questions). Hence, this assessment measures the “capabilities” required in all eleven NCSS standards. A score of 240 out of 300 (80%) is the state’s threshold for passing the APT. Our students must pass the APT in order to graduate with a Teacher Certification degree from WIU’s History Department.

In addition, the History Department employs experienced social studies teachers to visit our student-teachers and evaluate them in eighteen different areas (see Attachment A). The following criteria are used by these observers: exceeds expectations, meets expectations, needs improvement, or below expectations.

All WIU candidates’ “professionalism” is assessed by their mentor teachers at the midway point and at the conclusion of their student-teaching experience, as part of the evaluations of all candidates completed for the University. Student-teachers are rated as either 1 (does not meet), 2 (meets), or 3 (meets at advanced level).

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Teacher certification candidates’ ability to plan instruction is assessed by four distinct measures: two different evaluations of their student-teaching completed by their mentor teachers, an evaluation on their student-teaching completed by an experienced social studies teacher representing the Department, and the student’s performance on the state’s APT examination. Hence, these four assessments measure one portion of the “capabilities” (planning instruction) required in all eleven NCSS standards.

In addition to the University’s standard student-teacher evaluation form, most History student-teachers are also evaluated by their mentor teachers on eight “Indicators of Capabilities for Teaching History” (see Attachment B). On each of these eight indicators, student-teachers are evaluated either as excellent, very good, average, minimally acceptable, or inadequate on both “planning” and “teaching.”

In addition, the History Department’s experienced social studies teachers who visited our student-teachers evaluated them in three areas (numbers 4, 5, and 7) that deal specifically with planning classroom instruction. The following criteria are used by these observers: exceeds expectations, meets expectations, needs improvement, or below expectations.

A measure of candidates’ ability to plan instruction is their score on Sub-area 2 (Plan and Deliver Instruction) of the state’s Assessment of Professional Teaching (APT), the final state test candidates must pass before obtaining the state’s certification to teach.

Each WIU student-teacher is evaluated in terms of clinical practice by their mentor teacher (as either “not meeting,” “meeting,” or “meeting at an advanced level”) expectations in eight areas: content, planning, learning environment, instructional strategy, diversity, assessment, professionalism, and reflection. Students are evaluated in these areas both midway through their student-teaching as well as at the conclusion of the semester.

The History student-teachers evaluated by their mentor teachers on the eight “Indicators of Capabilities for Teaching History” are assessed as either excellent, very good, average, minimally acceptable, or inadequate on their “teaching” (as well as their “planning”) in each of the eight areas of clinical practice.

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Results: The six History-Teacher Certification students who completed their student-teaching in Fall 2007 and graduated from WIU in December 2007 scored an average of 252 (84%) on the state’s Social Studies/History test. The eleven History-Teacher Certification students who completed their student-teaching in Spring 2008 and graduated from WIU in May 2008 scored an average of 259 (86%) on the state’s Social Studies/History test. Overall, the average score on the State’s Subject Matter Test in Social Studies/History for the seventeen History-Teacher Certification students who completed their student-teaching and graduated from WIU in 2007-2008 was 257 (86%).

The six History-Teacher Certification students who completed their student-teaching in Fall 2007 and graduated from WIU in December 2007 scored an average of 258 (86%) on the APT. The eleven History-Teacher Certification students who completed their student-teaching in Spring 2008 and graduated from WIU in May 2008 scored an average of 266 (89%) on the APT. Overall, the average score on the state’s Assessment of Professional Teaching for the seventeen History-Teacher Certification students who completed their student-teaching and graduated from WIU in the 2007-2008 academic year was 263 (88%).

All five of the History-Teacher Certification students who completed their student-teaching in Fall 2007, graduated from WIU in December 2007, and were visited by one of the Department’s observers, were evaluated as having met or exceeded expectations in the area of dispositions. (Four met and one exceeded expectations for area 18.) All nine of the History-Teacher Certification students who completed their student-teaching in Spring 2008, graduated from WIU in May 2008, and were visited by one of the Department’s observers, were evaluated as having met or exceeded expectations in the area of dispositions. (Two met and seven exceeded expectations for teaching dispositions.) All fourteen of the History-Teacher Certification students who completed their student-teaching and graduated from WIU in the 2007-2008 academic year and who were visited by one of the Department’s observers were evaluated as having met or exceeded expectations in the area of dispositions on this evaluation. (Six met and eight exceeded expectations for 18.)

The six History-Teacher Certification students who completed their student teaching in Fall 2007 and graduated from WIU in December 2007 received an average rating of 2.6 on their Professionalism in their Midterm Evaluations and had increased that rating to an average of 2.83 (out of 3.0) in their Final Evaluations.

The six History-Teacher Certification students who completed their student teaching in Fall 2007 and graduated from WIU in December 2007 earned an average rating of 2.28 on Planning in their Midterm Evaluations and had increased that to an average rating of 2.83 (out of 3.0) in their Final Evaluations.

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The three History-Teacher Certification students who completed their student teaching in Fall 2007 and graduated from WIU in December 2007 whose mentor teachers completed this additional evaluation received 14 ratings of “excellent,” 4 ratings of “very good,” and 3 ratings of “average” on the “planning” portions of the eight indicators (plus 3 ratings of “not applicable”). No Fall 2007 History student-teachers were rated as either “inadequate” or only “minimally acceptable” on any of the eight indicators. The average rating by their mentor teachers of these three History students’ classroom instruction planning skills was midway between “excellent” and “very good,” or a rating of 4.52 out of 5. The eight History-Teacher Certification students who completed their student-teaching in Spring 2008 and graduated from WIU in May 2008 whose mentor teachers completed this additional evaluation received 33 ratings of “excellent,” 21 ratings of “very good,” and 2 ratings of “average” on the planning portions of the eight indicators (plus 8 ratings of “not applicable”). No Spring 2008 History student-teachers were rated as either “inadequate” or only “minimally acceptable” on any of the eight indicators. The average rating by their mentor teachers of these eight History students’ classroom instruction planning skills was midway between “excellent” and “very good,” or a rating of 4.55 out of 5. Overall, the eleven History-Teacher Certification students who completed their student-teaching and graduated from WIU in the 2007-2008 academic year and whose mentor teachers completed this additional evaluation received 47 ratings of “excellent,” 25 ratings of “very good,” 5 ratings of “average, and no ratings of either “minimally acceptable” or “needs improvement” for their skills in planning instruction. The average rating by their mentor teachers of these eleven History students’ classroom instruction planning skills was midway between “excellent” and “very good,” or a rating of 4.55 out of 5.

All five of the History-Teacher Certification students who completed their student-teaching in Fall 2007, graduated from WIU in December 2007, and were visited by one of the Department’s observers, were evaluated as having met or exceeded expectations in all three of these planning-related areas. (Four met and one exceeded expectations for area 4, and all five met expectations for areas 5 and 7.) All nine of the History-Teacher Certification students who completed their student-teaching in Spring 2008, graduated from WIU in May 2008, and were visited by one of the Department’s observers, were evaluated as having met or exceeded expectations in all three of these planning-related areas. (Six met and three exceeded expectations for areas 4 and 5, while five met and four exceeded expectations for area 7.) All fourteen of the History-Teacher Certification students who completed their student-teaching and graduated from WIU in the 2007-2008 academic year and who were visited by one of the Department’s observers were evaluated as having met or exceeded expectations in all three of the planning-related areas on this evaluation. (Ten met and four exceeded expectations for area 4, eleven met and three exceeded expectations for area 5, and ten met and four exceeded expectations for area 7.)
The six History-Teacher Certification students who completed their student-teaching in Fall 2007 and graduated from WIU in December 2007 scored an average of 264 (88%) on Sub-area 2 of the APT. The eleven History-Teacher Certification students who completed their student-teaching in Spring 2008 and graduated from WIU in May 2008 scored an average of 266 (89%) on Sub-area 2 of the APT. Overall, the average score on Sub-area 2 of the state’s Assessment of Professional Teaching for the seventeen History-Teacher Certification students who completed their student-teaching and graduated from WIU in the 2007-2008 academic year was 265 (88%).

All six of the WIU History-Teacher Certification majors who completed their student teaching in Fall 2007 scored either a “2” (meets) or a “3” (meets at an advanced level) in each of the eight areas of evaluation by their mentor teachers, on both their midterm and final evaluations. Their average scores in the eight areas (given from midterm to final evaluations) were as follows: from 2.48 to 2.67 in content, from 2.28 to 2.83 in planning, from 2.73 to 2.83 in learning environment, from 2.42 to 2.67 in instructional strategy, from 2.67 to 2.5 in diversity, from 2.4 to 2.5 in assessment, from 2.6 to 2.83 in professionalism, and from 2.4 to 2.83 in reflection.

The three History-Teacher Certification students who completed their student teaching in Fall 2007 and graduated from WIU in December 2007 whose mentor teachers completed this additional evaluation received 12 ratings of “excellent,” 6 ratings of “very good,” and 1 rating of “average” on the “teaching” portions of the eight indicators (plus 5 ratings of “not applicable”). No Fall 2007 History student-teachers were rated as either “inadequate” or only “minimally acceptable” in terms of their teaching on any of the eight indicators. The average rating by their mentor teachers of these three History students’ teaching skills was slightly above midway between “excellent” and “very good,” or a rating of 4.58 out of 5. The eight History-Teacher Certification students who completed their student-teaching in Spring 2008 and graduated from WIU in May 2008 whose mentor teachers completed this additional evaluation received 34 ratings of “excellent” and 23 ratings of “very good” on the “teaching” portions of the eight indicators (plus 7 ratings of “not applicable”). No Spring 2008 History student-teachers were rated as merely “adequate” or as either “inadequate” or only “minimally acceptable” in terms of their “teaching” on any of the eight indicators. The average rating by their mentor teachers of these eight History students’ teaching skills was slightly above midway between “excellent” and “very good,” or a rating of 4.60 out of 5. Overall, the eleven History-Teacher Certification students who completed their student-teaching and graduated from WIU in the 2007-2008 academic year and whose mentor teachers completed this additional evaluation received 46 ratings of “excellent,” 29 ratings of “very good,” 1 rating of “average, and no ratings of either “minimally acceptable” or “needs improvement” for their “teaching” skills. The average rating by their mentor teachers of these eleven History students’ teaching skills was midway between “excellent” and “very good,” or a rating of 4.57 out of 5.

Feedback: Major changes in the History-Teacher Certification major are not anticipated.

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Journalism: Undergraduate

Learning Outcomes: Students will demonstrate:
1. knowledge of mass media history, law, and communications theory
2. knowledge of the social impact of the mass media
3. mastery of basic skills in reporting and writing – in gathering, analyzing, organizing and communicating appropriately
4. knowledge of the specialized fields of public relations and advertising.

Direct Measurement: Journalism measurement questionnaire (test) (not used this assessment period) and a writing sample evaluation.

Indirect Measurement: alumni survey.

Results: the writing assessment test specifically measured learning outcome number three: mean score for the lower division was 4.21 and mean score for the upper division was 4.56 (out of 5.00). The results of the writing test indicate that students are progressing as expected over their years in the program.

The alumni survey indicates that most of journalism graduates (79% and 87%) would once again major in journalism at WIU. Most graduates indicated their satisfaction (92% and 93%) with the quality of instruction (96% and 93%). Faculty accessibility was also rated highly (83% and 100%) as was the helpfulness of faculty members (67% and 93%). Journalism did score below average (67% and 60%) among graduates with regard to the availability of elective courses and in library holdings relevant to their field (79% and 67%). The majority (67%) felt that the program was valuable. Most (67%) felt that the courses taught in this program were valuable. Sixty percent of respondents felt that the program was valuable in the development of their ability to write news copy, 31% reported that the program was valuable to them in their ability to write a public relations release, and 38% indicated that the program was valuable in their ability to create and place advertising. Most former students (74%) indicated that they were thankful that they took a particular course in the journalism program. A total of 37% indicated that they were pursuing careers in print or broadcast journalism and another 12% work in advertising or marketing. An additional 12% stated that they work in education. Fifty percent of respondents indicated that they found the preparation that they received in the journalism program at Western helpful in their work, which correlates with the 49% of alumni that work in fields related to their major (journalism or advertising). Twenty-two percent of alumni responding to this survey have either completed graduate school or are currently enrolled.

Feedback: The procedure for administering the test has to be made more effective so that students take these tests more seriously.

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Mathematics: Undergraduate

Learning Outcomes: Students will demonstrate:

1. a satisfactory knowledge of the material in the core courses
2. the use of abstract mathematical reasoning
3. the ability to read, write, and present mathematics

Direct Measurement: faculty-attended student presentations in Math 391.

Indirect Measurement: in fall and spring math majors of the secondary teaching option who are 'student teaching' during that semester met with the chair, the advisors, and the mathematics education specialists of the department to complete a questionnaire providing feedback on how their experiences helped. Informal discussion followed on what math content they feel is important for their careers, what classes helped, and what topics they wish had been covered.

Results: Core Knowledge Base: unsatisfactory results were met in 14 cases; 10 in calculus, and 4 in Math 311; however, 79.3% of all ratings are at the satisfactory level or higher.

Abstract reasoning skills: unsatisfactory results were met in 5 cases; however, 71.9% of all ratings are at the satisfactory level or higher.

Communication Skills: No overall unsatisfactory results were met in this category of courses; 100% of all ratings are at the satisfactory level or higher.

Feedback Loop: No feedback directly tied to assessment results.

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Mathematics: Undergraduate, Teacher Education

Learning Outcomes: Students will demonstrate:

1. a satisfactory knowledge of the material in the core courses
2. the use of abstract mathematical reasoning
3. the ability to read, write, and present mathematics

Direct Measurement: faculty-attended student presentations in Math 391.

Indirect Measurement: in fall and spring math majors of the secondary teaching option who are ‘student teaching’ during that semester met with the chair, the advisors, and the mathematics education specialists of the department to complete a questionnaire providing feedback on how their experiences helped. Informal discussion followed on what math content they feel is important for their careers, what classes helped, and what topics they wish had been covered.

Results: For learning outcome #1- Overall unsatisfactory results were met in 5 cases; 84.6% of all ratings are at the satisfactory level or higher; learning outcome #2- Overall unsatisfactory results were met in 1 case; 94.2% of all ratings are at the satisfactory level or higher; Learning Outcome #3- No overall unsatisfactory results were met; 100% of all ratings are at the satisfactory level or higher.

Feedback: Changes in curriculum occurred as a result of assessment of student learning.

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Philosophy: Undergraduate

Learning Outcomes:

1. to understand and be able to apply the elementary principles of deductive and inductive logic
2. to understand the ideas of the major philosophers of the ancient and early modern periods; 3) To be acquainted with some of the major current issues in at least two different fields of philosophy (such as ethics, philosophy of religion, metaphysics, and social philosophy); 4) To be able to articulate, defend, and critically evaluate philosophical positions both orally and in writing in an effective manner.

Direct Measurement:

1. PHIL 140, 300, 310, 312 grades
2. portfolio
3. research paper

Results: Results for learning outcome #1 using embedded course assessment: students in PHIL 140, 1 exceeds expectations, 0 met expectations, 3 met minimally, 0 did not meet.

Results for learning outcome #2 using embedded course assessment: students in PHIL 300/310, 3 exceeds expectations, 3 met expectations, 2 met minimally, 1 did not meet.

Results for learning outcome #3 using embedded course assessment: students in PHIL 312, 1 exceeds expectations, 2 met expectations, 0 met minimally, 0 did not meet.

Based on exit interviews and the alumni survey, satisfaction with the program is quite high; the program should continue to emphasize skill development in courses, with writing and critical thinking skills most important and considerable attention to oral communication skills; efforts should be continued to increase the variety of courses offered in the program; students declaring a major in philosophy should be given help early in their undergraduate careers with career planning and preparation; an active program of extracurricular activities geared toward majors needs to be maintained, and better publicized.

Feedback:

1. department plans to bring more attention to the Student Portfolios, making sure that all portfolios are kept up to date and shared with students during their exit interview the immediately follows their successful completion of the requirements for a baccalaureate degree in philosophy;
2. the cooperation of career services and recent alumni will be sought to better inform students about career options and opportunities; greater attention will be given to providing extracurricular activities to students in the program, including bringing in outside speakers; and more effort will be directed toward publicizing extracurricular activities for our students

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Learning Outcomes: Students will demonstrate:

1. mastery of the basic concepts of physics and the ability to apply those concepts to the solution of problems
2. competency in several areas of physics laboratory work
3. competency in computer applications
4. competency in the use of mathematical physics skills in the solution of physics problems.

Direct and Indirect Measurements: Physics Core Knowledge Exam, Lab assessment, Senior interviews

Results: The average score in the Physics Core Knowledge Exam at the Mid-career level was 41%. Two seniors took the exit Physics Core Knowledge Exam. Their average was 45%, 22% below last year's result.

The students expressed their content with the changes that have been implemented in the program. They like the newly established departmental policy that guarantees the appropriate sequences of the upper level course offerings. The lack of consistency of upper level course offering sequences were a major source of complaint in past exit interviews. Similarly to last year, they praised the one-on-one interaction with physics faculty and the wider scope of research opportunities available to them.

Feedback: One of the seniors taking the exam had a score comparable to last year average, so the lower average this year is due mainly to the other student. This student had chosen not to take advantage of the new courses offered after the program revision that started on the fall of 2007. This highlights the need for appropriate advising.
Learning Outcomes: Students will demonstrate:

1. writing skills and
2. knowledge of political science content.

Direct Measurement: multiple-choice questionnaire; freshman and senior-level exam/essay

Results: In POLS 122, 56 students took the multiple-choice examination in the fall of 2007. The mean score was 29.4 (questions answered correctly, out of 75 on the examination), the median score was 28.0, and the standard deviation was 8.07. The high score was 47/75 correct (62.7 percent) and the low score was 15/75 correct (20 percent). Unfortunately, the overall measures were down from the previous reporting periods. In 2006 the mean score was 32.5 with the median score of 32.0, and in 2005 the mean score was 31.9 with a median score of 31.0.

During the spring of 2008, students enrolled in POLS 492 (Section 2) achieved a mean score of 42.3 (questions answered correctly, out of 75 total) with a median score of 50.0 and a standard deviation of 8.39. The high score was 57/75 and the low score was 30/75. These summary indicators were also down significantly from the previous period. During the spring of 2007, senior students in POLS 492 achieved a mean of 52.0 with median score of 50.2, and in the spring semester of 2006, seniors registered a mean of 53.2 with a median of 54.0.

For spring 2008, individual scores ranged from a high of 16.5 (on a 20-point scale) to a low of 7.0, with an overall mean score of 11.3. Again, these figures represent an overall decline from the previous reporting periods. In spring 2007, the overall mean of means was 14.7 and in 2006, that summary measure was a highly respectable 17.29. Also examined were POLS 492 students’ marks on the four criteria—Grammar, Clarity, Style and Substance. As is the case with individual scores, the overall mean scores for each of the above categories also varied in the 2008 analysis. The mean scores were 3.5/4.0 for Grammar, 2.9/4.0 for Clarity, 2.4/4.0 for Style, and 2.8/4.0 for Substance. We are pleased by the overall quality of the grammar but believe the scores in substance and clarity suggest areas of improvement.

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Feedback: the department is concerned about this downward trend in scores by graduating political science majors. Whether this is due to a diminution in the overall quality of our majors or the fact that students just do not take exit examinations as seriously as they should is a matter of conjecture.

The administration of the assessment essay should be conducted earlier in the spring semester to allow greater time for departmental review. As in the previous year, this year's essay examination was conducted in early May, a time when professors and students were feeling the pressures to complete assignments and prepare for final examinations. Second, the Committee believes that the size of the sophomore assessment pool should be enlarged to adjust for natural attrition. Students may drop out of school or change majors, leaving a very small sample from which to track longitudinal change. Third, we are concerned about the apparent drop in standardized test scores, both among the freshmen students and the graduating political science majors. Something must be done to convey to the students the importance of doing their best on this exit examination.
Psychology: Undergraduate

Learning Outcomes: Students will demonstrate:

1. an adequate psychology knowledge base
2. appropriate information gathering and synthesis skills and experimental methods and statistics skills
3. appropriate interpersonal and applied skills.

Direct Measurement: Senior Comprehensive Exam and presentations at undergraduate research conferences such the Western Illinois University Research Day, ILLOWA, and the Psi Chi session at the Midwestern Psychological Association Meeting; Application of psychological knowledge will be assessed by counting the number of psychology majors taking the Field Experience course (Psych. 487) and the Hotline Seminar (Psych. 490).

Results: Thirty-one graduating seniors took the Revised Senior Comprehensive Exam in December, 2007 and 91 graduating seniors took the Exam in April, 2008.

Knowledge Base Feedback: The criterion for success was 60 percent correct in the knowledge content areas. The average number of content area items answered correctly for 2007-Fall was 66.20 and the average number of content area items answered correctly for 2008-Spring was 67.06; thus, the criterion for success was achieved.

Information Gathering and Synthesis and Experimental Methods and Statistics Skills Feedback: The criterion for success was 25 (roughly ten percent) or more of our junior and senior majors in Psych. 360, 460 and 491 and 25 (roughly ten percent) or more of our junior and senior majors giving presentations. A count of majors registered for Psych. 360, 460, and 491 for fall of 2007 and spring 2008 found 48 individuals. Thus, the Psych. 360-460-491 criterion for success was exceeded.

Interpersonal and Applied Skills Feedback: Interpersonal and applied skills were assessed by counting the number of psychology majors taking the Field Experience course (Psych. 487/490) and the Hotline Seminar (Psych. 487490). The criterion for success was 60 (roughly 25 percent) of our junior and senior majors. Individuals enrolled in both classes or the same class in successive semesters were counted more than once. The number of students enrolled in these courses was 85, and thus the criterion of success was achieved.

Twenty-Five posters were presented by 51 psychology majors at the Western Illinois University Research Day, spring 2008; 25 papers were presented by 43 psychology majors at ILLOWA, spring 2008; and 11 papers were presented by 25 majors at the Midwestern Psychology Association meeting, spring 2008.

Feedback Loop: The 2008-Spring content area average is the second largest ever. Having instructors teach the ten concepts majors are expected to “take to their graves” in each area may have raised the average slightly. This intervention will be continued with the hope of achieving a rate of 70 percent correct.

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Sociology: Undergraduate

Learning Outcomes: Sociology majors will be able to:

1. Recognize and apply the rules of the scientific method to the study of social phenomena (Research Methods/Statistics)
2. Compare and contrast basic theoretical orientations in sociology and demonstrate an understanding of how basic theoretical orientations can be applied to different aspects of social reality (Theory)
3. Comprehend how social change factors such as population, urbanization and modernization are related to culture and social structure (Social Change/Modernization)
4. Understand the reciprocal relationships among personality, culture and social structure through an understanding of the dynamics of socialization and learning through social interaction (Social Psychology/Personality)
5. Identify the economic, political and cultural bases of social inequality and the factors which affect social mobility (Social Stratification/Inequality)
6. Recognize the internal diversity of American society in terms of variations by race, class, gender, and age and know how to appropriately generalize or resist generalizations across groups (Race/Ethnic/Relations)
7. Compare and contrast perspectives on social problems and deviance and demonstrate an awareness of how these perspectives contribute to our understanding of crime, juvenile delinquency and social problems (Social Problems/Crime/Deviance)
8. Understand how the general features of social organization such as family and gender roles, complex organizations and bureaucracy and primary institutional structures contribute to social stability as well as social change (General Social Organization/Social Institutions/Gender).

Direct Measures: During this academic year, the department assessed three of the above learning outcomes for sociology majors and non-majors using a 15 item quiz. Outcomes on the following subscales were compared for both groups: gender, social stratification/inequality, and theory. Each learning outcome was assessed by level in the program (level one through five). Level was operationalized as the completion of degree requirements; the greater the number of courses completed, the higher the level.

Each of the three learning outcomes was assessed on five item sub-scales (relevant to the respective learning outcomes) within the "Sociology Learning Outcomes Inventory" (SLOI). Students were asked to determine the correct response out of five possible choices. Background questions in which the student respondent was asked to identify when he/she began undergraduate studies at WIU, if and when he/she declared to be a sociology major, semesters of undergraduate work he/she completed, and which undergraduate sociology courses he/she has completed were also included on the questionnaire.

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**Sociology: Undergraduate continued**

**Results:** Two hundred sixty-seven students (87 sociology majors and 180 non-majors) enrolled in various sociology courses during the Fall 2007 semester answered the quiz. Independent samples t-tests were used to examine students’ performance by major status. For non-transfer students (n=129), there was no significant difference between the mean number of items answered correctly by majors and non-majors (p=0.19, one-tailed). The t-tests of each of the three sections of the quiz also provided non-significant results. As a result, there is no difference between majors and non-majors’ scores on the instrument.

An Analysis of Variance (ANOVA) method was used to assess students’ performance by their level in our program (the number of required courses they had completed or were currently completing). A series of t-tests were also conducted to determine if students who had complete certain required courses performed better on the relevant section of the assessment. (For instance, did students how had completed the stratification course perform better on the stratification portion of the assessment than those who did not?) None of these tests were statistically significant, and the results did not present a consistent pattern of differences between students who had completed more or less coursework. As a result, there is no evidence that our program has a “value-added” effect (i.e. overall comprehension of sociological methods, theory, and social stratification is added to the store of knowledge of sociology majors as they make progress through our undergraduate program).

These results are noticeably different from the results presented in previous reports. One possible explanation may be the comparatively low percentage of majors in the sample for this year. Majors comprised 41.3% of the sample in the 2005-2006 report, while they comprised 44.3% of the 2006-2007 sample. In contrast, 32.6% of the 2007-2008 sample are majors.

**Feedback Loop:** None reported.

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Women’s Studies: Undergraduate

Learning Outcomes: Students will demonstrate:
1. an understanding of feminist perspectives (inclusion of knowledge from all races, ethnicities, classes, and genders as an essential component of fairness)
2. knowledge of intersecting characteristics of diversity in human experience
3. knowledge of historical and cultural changes that have influenced contemporary social patterns
4. knowledge of the impact of feminist thought on social and cultural change.

Direct Measurement: Assessment procedures include a 15-item test given as pre- and post-test in WS 190, a test designed to measure students’ attitudes about multicultural and diversity issues, and a 10-item questionnaire administered in the capstone course, WS 455.

Results: All items show improvement in knowledge, but item #15, which shows a slight decline in students’ knowledge. Test items that measure students’ knowledge of human diversity show an increased percentage of the sample with correct responses in the post-test questionnaire. Students’ knowledge of the historical and cultural patterns to have gained in all areas. Four items measure students’ knowledge of the impact of feminist thought on social and cultural change, although two of these show little overall knowledge on either the pre-test or post-test.

The outcome of the attitudinal assessment measure produced less than desirable results. Students in the FL 07 sample indicated a median score of 4.0, with a mean of 4.07, on the test, and the SP 08 sample also showed a 4.0 median score, with a mean of 4.26. There was, in other words, a high commitment to multicultural values both before students began the WS 190 course and very little change after completing the course.

The final assessment measure, the Women’s Studies Knowledge Inventory: Exit Level, test indicates that students who complete the WS 455 course demonstrated a satisfactory level of knowledge of the discipline. The mean score on this test was 75 percent correct, and the median score was 80 percent correct.

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Feedback Loop: Four items measure students' knowledge of the impact of feminist thought on social and cultural change. The last two items, # 11 and # 14 show little overall knowledge on either the pre-test or post-test. It is likely that these items do not reflect the actual material covered in these sections of WS 190, since the point biserial correlation coefficients declined in the post-test. Some adjustment of the curriculum or the test is in order in this area.

On the attitudinal instrument, students with attitudes indicating high multicultural commitment may be more inclined to take WS 190 in the first place, or the test may not measure actual changes in attitudes. It is also possible that students may anticipate the answers to the questions that “should be” forthcoming, rather than their actual feelings about the issues presented in the test items. An alternative test that gives students scenarios and then asks them to interpret whether racism, sexism, or homophobia is present may ultimately measure better whether students’ attitudes have changed. In addition, students in the same classes should be tested in the pre-test/post-test examination of attitude change. This was not the case in this first use of the attitudinal questionnaire. Some fine-tuning of this technique will be necessary for future uses of this measure.

As a consequence of changes in faculty numbers in the department of WS, changes in the assessment plan may not be implemented during the year.

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