



Program Review Self-Study Template

Academic unit: Women's Studies

College: LAS

Date of last review 2004

Date of last accreditation report (if relevant)

List all degrees described in this report (add lines as necessary)

Degree B.A. _____ CIP* code 05.0207

Degree _____ CIP code _____

Degree _____ CIP code _____

*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Faculty of the academic unit (add lines as necessary)*

Name Signature

Doris Chang

Deborah Gordon

Stuart Lasine

Ramona Liera-Schwichtenberg

Chinyere Okafor

Submitted by: Deborah Gordon Chair and Associate Professor Date June 30, 2011

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship and public service the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community.

b. Program Mission (if more than one program, list each mission):

As the second oldest Women's Studies program in the U.S., the Center for Women's Studies is the sole undergraduate interdisciplinary unit in the College of LAS. It offers the longest continuing interdisciplinary major in LAS. It is committed to the critical examination of the intersection of gender with race, class, sexuality, nationality and global region, and religion, in teaching, research, and service. As such, Women's Studies fosters critical thinking about gender and women in the 21st century. **[New, as of spring 2011]**

- c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

The Center for Women's Studies (WS) and Religion (REL) Program are committed to the mission of Wichita State University to provide quality "teaching, scholarship," professional, and "public service" to the state's largest metropolitan community. Note that REL was merged with WS in 1989 and plays an increasingly integral role in the Women's Studies major while maintaining scholarly autonomy within the unit. To enhance the effectiveness of Women's Studies majors to live and work in a diverse urban environment such as Wichita, the WS and REL programs serve nontraditional, racially, ethnically, and religiously diverse students. **(SEE Question 4A--data from Institutional Research)**

Through student scholarships (Plaza of Heroines, Kathleen Van Saun Scholarship for single mothers, preferred WS majors, and Harriet Graham Scholarship), WS supports our academic foundation with financial assistance for majors. The Plaza of Heroines is a continuous source of public visibility for the Center for WS, having exceeded its original fund-raising goals. It has attracted the development of events such as the Honoring Our Heroines preview party with selected women chosen to be honored in vignettes on KPTS and KMUW (2008-2010). B98-FM disc jockey, Tracy Cassidy, has sponsored a contest for listeners to honor a woman with a brick in the Plaza of Heroines (2009-2010).

- d. Has the mission of the Program (s) changed since last review? Yes No
 i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

The new mission reflects changes in the faculty as well as departmental priorities and goals from the last review. The previous mission was formulated in 1992, when the Center's focus on fund-raising targeted a particular female demographic—upper middle class, over forty, philanthropic and community-based. The updated mission reflects a shift in priorities toward the younger, more racially and sexually diverse, less upper class female student body of WSU from which we draw our majors. The greater diversity of both WS faculty and WSU students are highlighted in the mission's putting gender in its current academic place—in relationship to other forms of social difference and power. We are now aligned with the current constituencies on and off campus that the current faculty members serve—African, Asian, Lesbian, Gay, Bisexual, and Transgender, and Muslim and Arab American, all part of Wichita's current urban environment and WSU's demographic trends.

Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review?

Yes No

- e. If yes, describe the changes in a concise manner.

Previously Goals #1 & 2 concerned Learning. Goal #3 concerned Student Satisfaction. Goal #4 is newly added as of spring 2011—to increase majors by 10 juniors and seniors per year. (SEE APPENDIX A Women’s Studies Strategic Plan)

2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

Last 3 Years	Tenure/Tenure Track Faculty (Number)		Tenure/Tenure Track Faculty with Terminal Degree (Number)		Instructional FTE (#): TTF= Tenure/Tenure Track GTA=Grad teaching assist O=Other instructional FTE			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY							
	TTF	GTA	O														
Year 1→	5 (Fl 2007)	5 (Fl 2007)	5.0	0.5	1.9	5,146 (08)	12 (07)	7 (08)									
Year 2→	5 (Fl 2008)	5 (Fl 2008)	4.9	0.5	1.4	5,006 (09)	16 (08)	7 (09)									
Year 3→	5 (Fl 2009)	5 (Fl 2009)	5.0	0.5	1.2	5,454 (10)	18 (09)	5 (10)									
Total Number Instructional (FTE) – TTF+GTA+O							SCH/ FTE	Majors/ FTE	Grads/ FTE								
↓																	
Year 1→						7.4	695	1.6	0.9								
Year 2→						6.8	736	2.4	1.1								
Year 3→						6.7	814	2.7	0.7								
Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1→CY08			6	4	1									1	2	1	\$4500
Year 2→CY09	2		5	8				1						1			
Year 3→CY10	2		6	5	1									2			

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

- a. Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

The department has five interdisciplinary scholar teachers from diverse academic backgrounds. They bring interdisciplinary and disciplinary expertise to bear on their teaching of gender in its intersection with other social axes of power. In spring 2003, the department hired Dr. Chinyere Okafor and Dr. Doris Chang. Dr. Okafor received tenure in 2007 and Dr. Chang in 2008. Dr. Okafor was promoted to Full Professor in 2009.

They joined the senior faculty in revising and better communicating the major such that it would attract those students we had identified in our previous KBOR review as less represented-- younger, more traditional. Moving from a department with multiple administrative roles to more full time teaching faculty created a personnel base to create a thematic and problem-based major, reflective of new trends in interdisciplinary scholarship. The unit's productivity also reflects contributions of our renowned biblical scholar, Stuart Lasine. Although teaching an array of classes, the faculty continue to effectively engage in scholarly research, present this research at conferences and publish it in solid academic and creative outlets. On average, they made 11.7 presentations and had up to 3 publications annually from 2008-2010.

3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students. Complete this section for each program (if more than one). Attach program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

- a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)	
		Majors	All University Students - FT
Year 1 →	12 (07)	24.0	22.7
Year 2 →	16 (08)	25.0	22.9
Year 3 →	18 (09)	24.4	23.0

KBOR data minima for UG programs: ACT \leq 20 will trigger program.

- b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.*

Last 3 Years	Total Majors - From fall semester	Average Entering GPA of Majors – Fall Semester	
		Majors	GPA of University Graduate Students
Year 1 →	N/A		
Year 2 →	N/A		
Year 3 →	N/A		

*If your admission process uses another GPA calculation, revise table to suit program needs and enter your internally collected data.

- c. Identify the principle learner outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e. Goals one and two address learner outcomes (Goal 1: did you learn about any of the following aspects of any of your Women's Studies classes [questions 1-4 focus on learning, understanding, recognizing and conceptualizing]; Goal 2: Did you learn any of the following applications or methods of thinking about topics and/or issues related to Women's Studies in any of your classes [questions 1-2 focus on critical thinking skills].

Learner Outcomes (most programs will have multiple outcomes)	Measurement (e.g., rubric, portfolios, rubrics, writing samples, exams)	Results
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Goal #1 Learning	Writing sample	08 n=8 100% 09 n=9 100% 10 n=9 100%
	Exit survey	08 n=1 100% 09 n=4 100% 10 n=3 100%
Goal #2 Learning	Writing sample	08 n=8 100% 09 n=9 100% 10 n=10 100%
	Exit survey	08 n=1 100% 09 n=4 100% 10 n=3 100%

- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results, employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the goals and objectives of the program as listed in 1e).

The data provided is from the Women's Studies Exit Interview/Survey for Graduating Seniors, administered prior to sign-off on Senior Forms from LAS Advising. Goal three addresses student satisfaction: Were you satisfied with your Women's Studies major (questions 1-2 focus on autonomy and social responsibility as a result of the major, and increased awareness of the meaning of gender and race in personal life, family, employment, citizenship). Short answer 1-5 concern future plans and is in essay form.

Student Satisfaction (e.g., exit survey data on overall program satisfaction). [*] If available, report by year, for the last 3 years			Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Result (e.g., 4.5 on scale of 1-5, where 5 highest)	Year	N	Name of Exam	Program Result	National Comparison
1 '08	1	Senior Exit Survey: Goal 3: Student Satisfaction 100%	1	1	Senior Exit Survey	Goals 1&2 100%	
2 '09	4	Senior Exit Survey Goal 3: Student Satisfaction 100%	2	4	" "	" "	
3 '10	3	Senior Exit Survey Goal 3: Student Satisfaction 100%	3	3	" "	" "	

^{*}Available for graduate programs from the Graduate School Exit Survey. Undergraduate programs should collect internally. ± If available.

- e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Goals/Skills Measurements of:	Results
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“It (Women’s Studies degree) has influenced every aspect of my understanding of the world! It has brought the realities of half of our world to the forefront instead of it languishing in the shadows. I have been empowered.”

“I avoid being stereotyped in the workplace, or at least I refuse to accept any stereotypical behavior as the ‘norm.’”

“I would not be who I am nor think as I do without this program, and I deeply appreciate both of these. I found myself through this degree.”

“Women’s Studies as an interdisciplinary liberal arts program, gave me solid footing in critical thinking that has served me extremely well. I credit Women’s Studies with fostering my intellectual agility and appreciation for the role of scholarship in the ‘real world,’ and now as an academic librarian, I am continually reminded of what I learned as an undergraduate and how rich was the intellectual community of the program.”

5. Analyze the cost of the program and service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Percentage of SCH Taken By (last 3 years)			
Fall Semester	Year 1 - 2007	Year 2 - 2008	Year 3 - 2009
UG Majors	2.7	3.9	5.0
Gr Majors	0.0	0.0	0.0
Non-Majors	97.3	96.1	95.0

- a. Provide a brief assessment of the cost and service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

As the only free standing academic department in LAS devoted solely to an interdisciplinary field, WS offers the kind of academic degree not constrained by the idea that disciplines are bounded entities with distinctive methods and knowledge bases.

*WS and REL have 5 full-time faculty with doctoral degrees that cross fields--East Asian/women’s history, history of consciousness/cultural anthropology, mass communications/cultural studies, African Studies/Theater Studies, and comparative literature/philosophy.

*From 2007 to 2010, WS faculty collaborated with scholars both within and outside of WSU. Gordon collaborated with 2 scholars in the WSU College of Education to publish book chapters about Palestinian women and global learning. Okafor’s book chapters appeared in 3 anthologies edited by 4 African Studies scholars outside of WSU. In 2006, Chang received \$2600 of summer research grant from the Chiang Ching-kuo Foundation for International Scholarly Exchange to conduct research re: women’s movements in Taiwan.

*To support the WS major and its accompanying interdisciplinarity within LAS, WS cross-listed courses with 10 other LAS academic departments. In terms of curricular service to LAS, students majoring in Sociology, Social Work, and International Studies, took WS courses pertaining to social issues, African Women, Women in the M.E., and Asian Women in Modern History.

*In 2003, The Center for Women's Studies was awarded \$7700 of WSU Information Technology Grant for Integrating and Sustaining Global Learning. The grant was used to purchase videoconferencing equipment as a classroom instructional tool for faculty and students to have direct interaction with classrooms in Africa, Middle East, and various university campuses in the U.S.

*As the chart indicated above, SCH production by non-Women's Studies majors was 97.3 percent in 2007, 96.1 percent in 2008, and 95 percent in 2009; the majority of these non-majors took women's studies courses to fulfill their WSU general education requirements; the department offers WSU students who are not women's studies majors the chance to acquire knowledge about topics and important issues relevant to women and gender on the local, national, and global levels.

*As an urban-serving program, WS's faculty's racial diversity distinguishes it among the social sciences and humanities units in LAS, attracting students of color and international students to the major; see chart below (data from Institutional Research).

[Women's Studies' includes sexual diversity in its conceptualization of diversity; while not counted by Institutional Research for obvious reasons, WS majors include a small but significant group of LGBT students who participate in campus leadership re: how sexual and gender diversity intersect or collide].

SCH by WS majors was 2.7% in 2007, 3.9% in 2008, and 5% in 2009. In the past 3 years, there is a moderate increase in the percentage of SCH generated by WS Majors. Whereas the lower-division general-education courses the WS department offers for non-majors could easily have 40-50 students per class, the upper-division specialty course for majors generally have no more than 20 students. [This past year, given the increase in majors, we had an increase in major enrollment in WS 587, which functions like a capstone course].

The diverse array of courses the department offers provide WS majors with the necessary training in oral and written communications as well as the critical thinking skills necessary for their success in work and in life. Alumni reported this in our spring 2011 survey (**SEE APPENDIX B Spr 2011 Alumni Survey Question 5**)

During the 3 fiscal years from 2008-2010, WS has consistently been the most cost effective academic unit among the 5 departments in the LAS Humanities Division (see chart below). The instructional cost per SCH in fiscal year 2010 was \$112/SCH for English; \$141/SCH for History; \$108/SCH for Modern Languages; \$158/SCH for Philosophy; and \$94/SCH for Women's Studies. Based on the latest data provided by WSU Institutional Research for fiscal years 2008-2010, the annual instructional cost per SCH for each of the 5 humanities departments was determined by dividing a department's total annual academic instruction expenditures by the department's total annual student credit hour production.

Instructional Cost per SCH, 2008-2010

Fiscal Year	English	History	Mod Languages	Philosophy	Wom's Studies

2008	\$130	\$153	\$99	\$167	\$98
2009	\$121	\$151	\$106	\$159	\$102
2010	\$112	\$141	\$108	\$158	\$94

Each year, The Center for Women's Studies allocated an average of \$5,000 from the WSU Plaza of Heroines to provide scholarships for students who either major or minor in Women's Studies. In addition, the YWCA of Wichita provides \$500 of annual scholarship to a Women's Studies student who has demonstrated scholastic excellence and exemplary leadership.

The Center for Women's Studies and Religion does not have a master's program, but graduate students can choose women's studies as one of the core areas of concentration within an interdisciplinary Master of Liberal Studies degree (MALS). Women's Studies faculty either chair master's thesis committees or serve as external readers of master thesis or doctoral dissertations in other LAS departments or WSU colleges.

In terms of voluntary services to WSU campus from 2007 to 2010, the 5 full-time faculty at the Center for WS and REL have served on 3 WSU university wide, 6 college level, and 3 departmental level, committees.

*3 faculty members from the department have served as members of the LAS Tenure, Promotion, and Appeals Committee and as faculty advisors of 4 student organizations on WSU campus.

*faculty members were invited to give 20 guest lectures on the WSU campus and in the larger Wichita community. To promote community outreach and offer faculty's expertise in international studies, 3 Women's Studies faculty members have served as executive board members of the Global Learning Center of Wichita. A faculty member has been on the Board of Directors of The Wichita Center for Human Rights and the Latino Advisory Committee of Wichita Art Museum.

*Professionally, all 5 faculty members in the department have served as either external reviewers of refereed journals and/or book manuscripts in their respective areas of expertise. One faculty member has served as an editorial board member of the University Press of Kansas.

*Since 2010, the Center for Women's Studies increase in majors has spawned a revival of our RSO student organization, under a new name Equality in Action (EIA). Most EIA members are Women's Studies majors who volunteer their time for community service and social activism for the rights and welfare of women and girls in Wichita and on the WSU campus. From August 2010 to May 2011, the 10 EIA members sponsored a total of 7 events at WSU and in Wichita. They volunteered over 1,000 hours to promote WSU students' awareness of various social issues and facilitate students' outreach in Wichita. They raised students' and the general public's awareness of problems and challenges pertaining to girls' body image & the media, environmental protection, sexual assault, women's health, the image and reality of Muslim women in the US and abroad, and LGBT issues. Members also collected clothes to donate to domestic violence shelters in Wichita.

6. Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
The last KBOR review was in 2004, thus the data reflects the different parameters for the previous report. The 16 page booklet including appendices is available on request.	Increase majors through recruitment ideas		Faculty showed short promotional video, "What to do with a Women's Studies Major," in all general education classes; faculty outreach in courses increased student interest in the major. Updated major in 2004 and revised course offerings; all led to upward trend in majors since 2004, and in particular from 2008-2010; see table on pg 11, under Strengths for more info
7. Summary and Recommendations			

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

Since the hiring of two new faculty in 2004, the Center for Women's Studies has strengthened its interdisciplinary foundation by increasing the number of full time teaching faculty without administrative duties. In addition, the department has been able to realize the national trend in Women's Studies which focuses on diversity (U.S. and global) in scholarship and teaching. Marketing of the major along with student interest in the major from curricular revisions resulted in an upward trend for majors (overall increase by 16.7%; junior and seniors increase by 36.4%). From academic yr 2009-10, and spr 2011, data collected from 20th Day Enrollment, LAS, WS (major code 35A) and WS Field Majors (35Q) shows an increase in juniors and seniors.

The following list of strengths and weaknesses founds the goals for the next three years:

Strengths:

1. Implementing Strategic Plan (**SEE APPENDIX A**) to increase majors. We are currently meeting the Regents' minima for majors as per data culled from SRE 5000 Student List in Reporting Services using major codes A35A Women's Studies and A35Q Field Major (the latter does not include BGS students who do not count for purposes of Regents' minima); transcripts of listed students were checked to ensure that Women's Studies is reported as either 1st or 2nd major. We anticipate that graduate rates will improve following the increase in major numbers.

End of Fall 2009	Spr 2010	Fall 2010	Spr 2011
Juniors and seniors=21	Juniors and seniors=28	Juniors and seniors=24	Juniors and seniors=29
Soph and frosh=8	Soph and frosh=7	Soph and frosh=13	Soph and frosh=12

2. 100% student satisfaction in Senior Exit Survey

3. Curricular emphasis on critical thinking, diversity, and globalization is attracting more students to the major; in assessment of Women's Studies majors, students scored 100% on demonstrating critical thinking and problem solving skills.

4. Interdisciplinarity

5. Productive faculty (publications, conferences, community service activities)

6. Plaza of Heroines which raises money for student scholarships and public programming

7. Good average yearly salary for alumni

Weaknesses:

1. Triggered—for the past 3 years, the WS program was triggered for both major numbers and graduates. We are implementing our strategic plan submitted to the Provost in June 2010. With increased numbers of majors, we anticipate increased numbers of graduates.
2. Small size—as the number of Women's Studies majors increases to the point where we are no longer triggered, we will make our case for increased faculty resources during a time of budgetary recession.

Given those strengths and weaknesses, the department has added the following new goals to our Assessment Plan

New Goals based on KBOR 2011 Review

Goal 4 Programmatic Stability—SEE APPENDIX A Strategic Plan for Bachelor of Arts Program in Women's Studies—assessment methods, responsibility and accountability to Dean of LAS

Program Objective(s)	Assessment Methods/ Data Sources	Responsibility	Results/Changes
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4.1 In alignment with our Strategic Plan, the Center for Women's Studies will target academically "at risk" majors (those whose gpa is below 2.5) for Plaza Scholarship money as appropriate in	The program will track results	Dept. Chair	
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exchange for agreement to increase gpa and have extra advising			
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Goal 5 Learning General Education--Based on consultation with LAS Associate Dean Myers, the Center for Women's Studies will ensure that students learn from WS's contribution to general education

Program Objective (s)	Assessment Method/ Data Sources	Responsibility	Results/Changes
5.1 The Center for Women's Studies will demonstrate its contribution to general education aligns with goals of WSU's General Education Program	Results will be tracked starting in fall 2012	In spr 2012, Dr. Chang and any instructor teaching WS 287 will design an exam to be submitted to the faculty as a whole for feedback and approval	

APPENDIX A--Strategic Plan for the Bachelor of Arts Program in Women's Studies

July 1, 2010

The Bachelor of Arts Program in Women's Studies is triggered for low number of juniors and seniors (20.2/5 yr) and for low number of graduates (7.2/5 yr). On 4/30/10, however, the number of junior and senior majors captured by Reporting Services was 29 out of a total of 36 majors. This document outlines specific efforts and needs required to meet or exceed the Regent's minima for the program.

Benefits of the Program:

Women's Studies houses the sole major at WSU whose interdisciplinary purpose goes beyond offering women as subject matter but does so through examining society and culture from a critical and or feminist perspective. This is crucial at a moment in history where the ability to not take for granted information/imagery is not knowledge for knowledge's sake but constitutes daily life experience. Within the College, we have younger faculty hired in the social sciences and humanities, whose scholarship and teaching reflect scholarly trends at the national level—trends that have provoked disciplines, forcing them to become more methodologically experimental. Women's Studies is the sole program to offer a major that makes that phenomenon central to an undergraduate curriculum and program.

Women's Studies fulfills the university's mission "to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve effective citizenship in the local, national, and global community," because of our ethnic diversity and research and teaching that is not limited to the U.S. or based on the unconscious assumption that America is best or solely represented by its white middle class population. This is important at a time when all aspects

of daily life are globalized. It is also attracting women of color to major in Women's Studies—23% of our majors are either of color/South Asian or Muslim.

Faculty engage in global learning in the classroom, connecting students at WSU to students and scholars in non-Western societies from which they learn how to objectify and analyze their own cultural and political assumptions, which is a crucial skill for a global workplace.

The Plaza of Heroines has been a successful fund-raising project for endowed funds. These funds will continue to be used for student scholarships for majors and minors. Despite the economic recession, we are raising more funds at a faster pace this year than in the last few years. The Plaza of Heroines has been so successful that it inspired a group of women in the community to plan the annual "Honoring our Heroines" event to raise funds for our endowment by elevating Women's Studies visibility in Wichita; last year, \$5,000 was raised from this event. We anticipate initiating and participating in future events that support our endowment and telephone campaign funds.

Weaknesses of the Program:

The small size of the Women's Studies department means that proportionally more effort on the part of faculty is required to recruit and maintain majors to meet Regents minima.

The meaning and value of Women's Studies is not obvious to students at the university. Much of the student body is focused on professionalism and career preparation. Women's Studies is not perceived as having practical value in the job market. Thus, we do not have a direct pipeline for major recruitment.

Our most successful recruitment comes after a student has enrolled in one of our courses, where the student learns about the meaning and value of Women's Studies. But while we advertise our courses through flyers and the course schedule, enrolling in a women's studies course is one of many choices in the humanities for general education.

Opportunities:

Beginning in 2012 Women's Studies will advise and administer the Global Studies Field Major and coordinate LASI 300 Global Issues; this could help us meet the Regents' minima by adding Field Majors to our overall total of major numbers that meet the criteria of "minima."

Because we know that recruitment for Women's Studies is most successful among students who have taken our classes, we have just instituted two new courses which we hope will enable this recruitment effort. These are "Introduction to LGBT (Lesbian, Gay, Bisexual, and Transgender) Studies" and "Women in Sports". The latter course serves to increase ties between Women's Studies, WSU Athletics and sports supporters, season ticket holders, etc., through a speaker series of prominent woman athletes in the Wichita area.

We have designed a new track for the Women's Studies major that integrates Religion courses into what we offer our students as a recruitment tool. We are reviving Women and the Bible which has been taught in years past as a crucial course for this track.

Goals:

- Successfully recruit 15 new majors at the freshman and sophomore level each year

- Increase to and maintain the number of juniors and seniors at greater than 25
- Increase to and maintain the number of graduates at greater than 10 each year

Action Plan:

Recruit student majors from across the university, but especially from among those who are enrolled in our courses. Continue the use of the survey in our courses that measures potential interest in majoring in Women's Studies.

Ensure that Women's Studies majors are declared.

Encourage double majors between Women's Studies and a discipline.

Track semester by semester enrollment of majors to evaluate retention.

Benchmarks and Timeline: Appropriate benchmarks to monitor over the next two years include: number of new freshman and sophomores, number of juniors and seniors, rate of retention, and number of graduates. These data are available from the institutional research or reporting services.

Fall 2010: Faculty shall meet to review benchmark data and assess whether the program is on track to achieve program goals within two years (by end of spring semester, 2012). They should also review effectiveness of the previous year recruitment process.

Spring 2011: Faculty shall meet to assess progress and effectiveness of elements of the action plan, modifying as necessary to ensure achievement of program goals. The undergraduate coordinator shall provide to the faculty an assessment of student retention and progress through the program. A brief written report on the assessment of the action plan shall be submitted to the college dean.

Fall 2011: Faculty shall meet to review benchmark data and assess whether the program is on track to achieve program goals within one year (by end of spring semester, 2012), and the effectiveness of the action plan on the prior year's recruitment process. Any modifications to the action plan to ensure achievement of program goals will be provided to the college dean in a brief written report.

Spring 2012: Faculty shall meet to discuss success of the action plan to meet program goals. If program goals will not be achieved by the end of the semester, the faculty shall discuss discontinuance of the program or possible merger(s) with other programs, and report their preference to the college dean in writing.

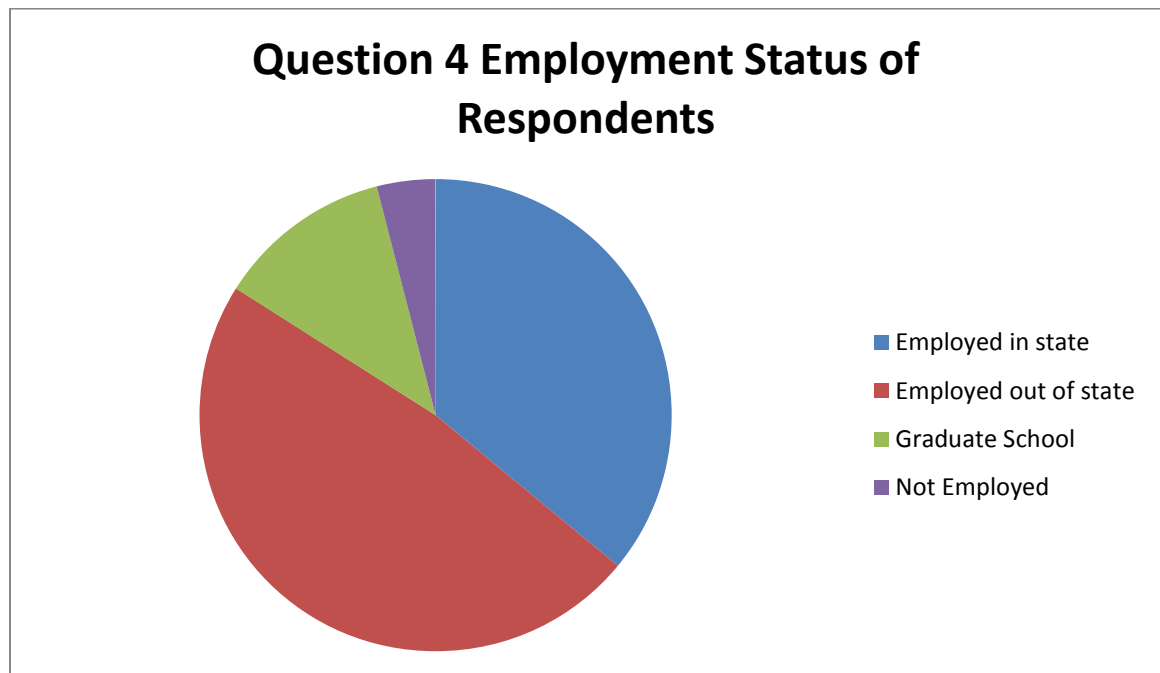
APPENDIX B--SPRING 2011 ALUMNI SURVEY

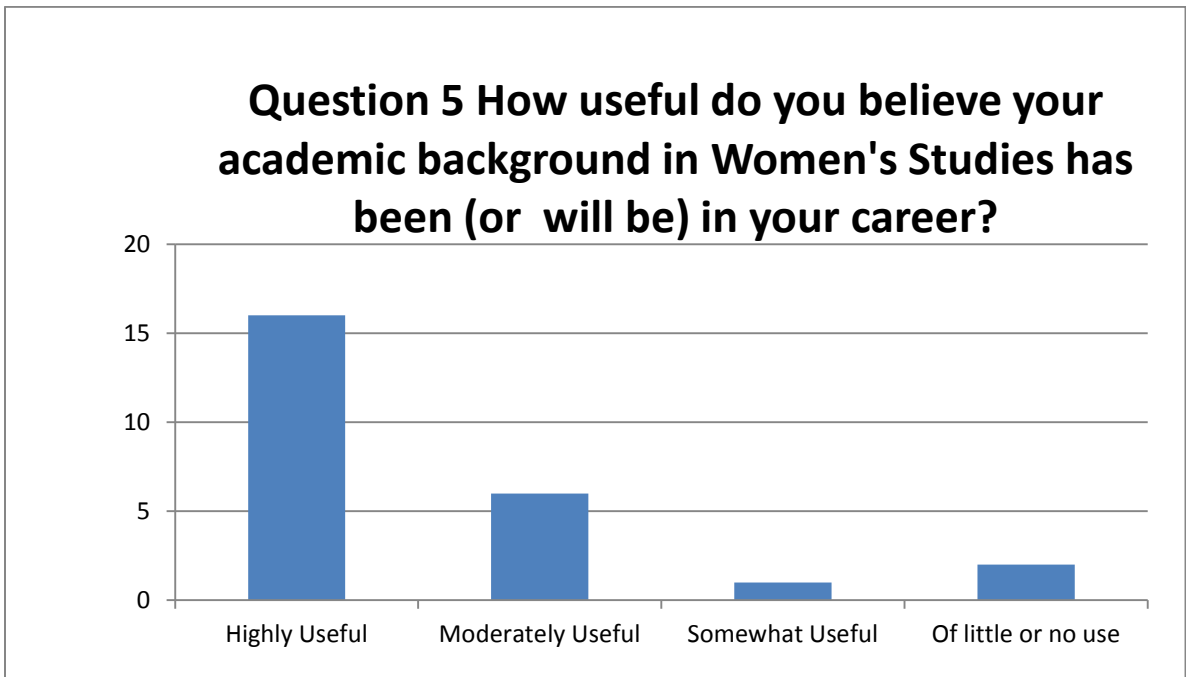
Results*

- Average year entered the Women's Studies program: 1990
- Average year graduated from the Women's Studies program: 1994
- Two most common double majors: Psychology and Social Work
- Percentage of graduates employed in the field: 84%
- Average age of respondent: 46

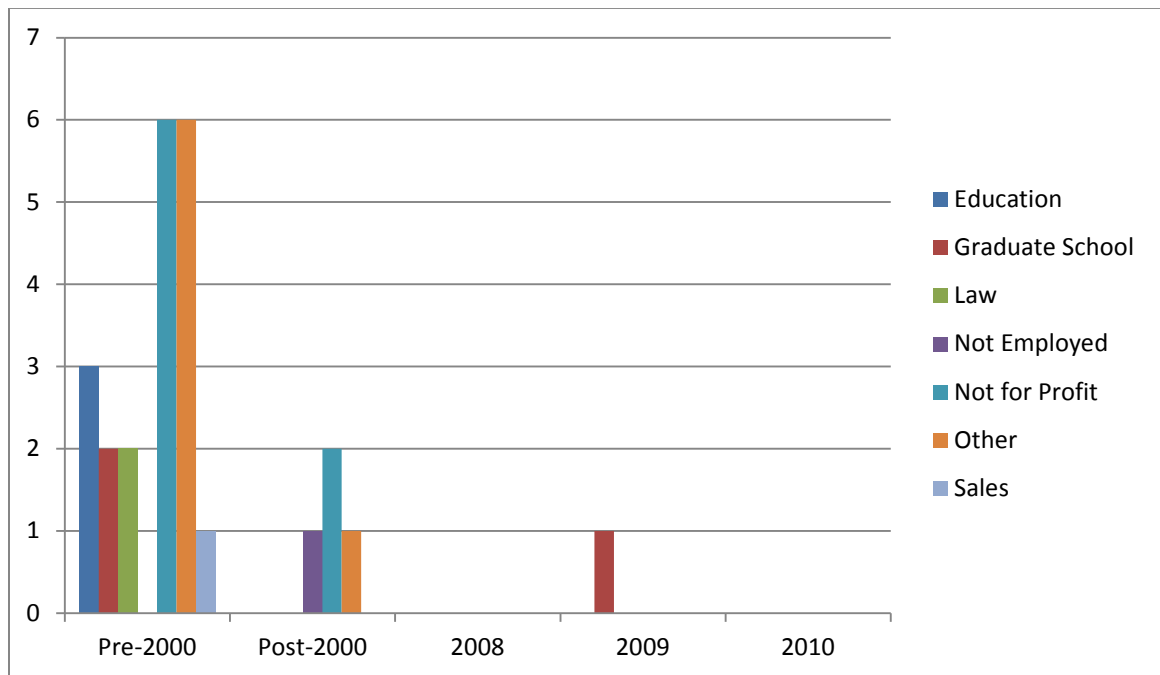
- Average salary of respondents who are employed \$69,583

*No. of surveys mailed=98; returned=25=Response rate of 25.5%

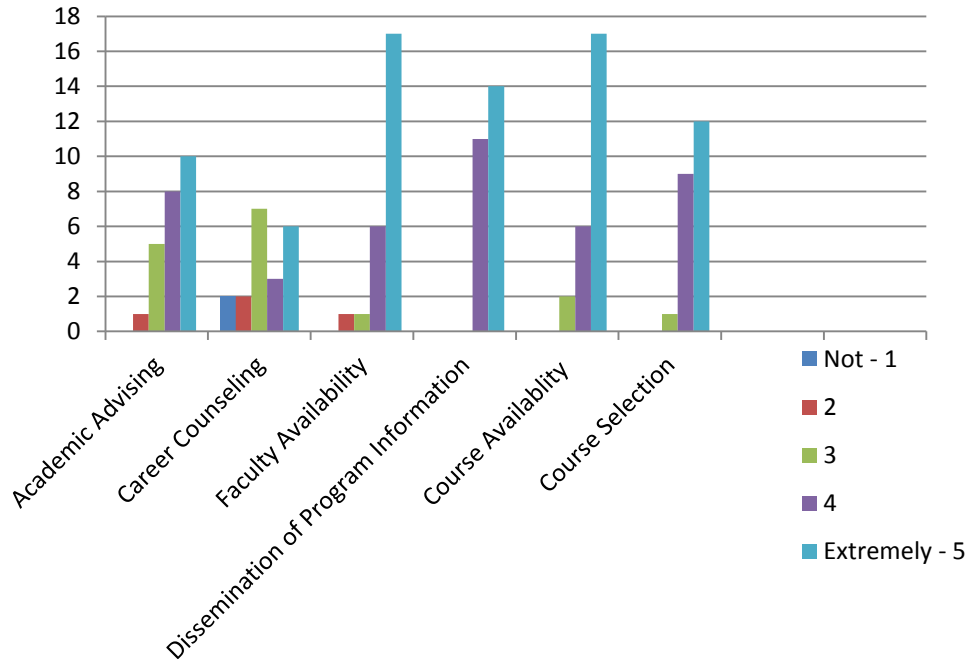




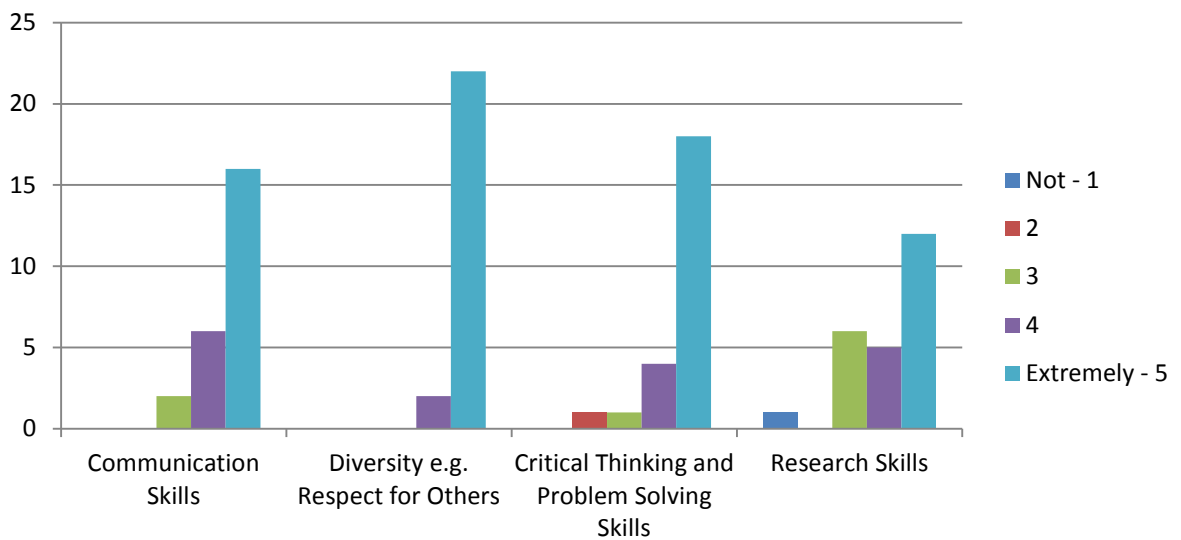
Question 6 Employment Industries of Respondents:

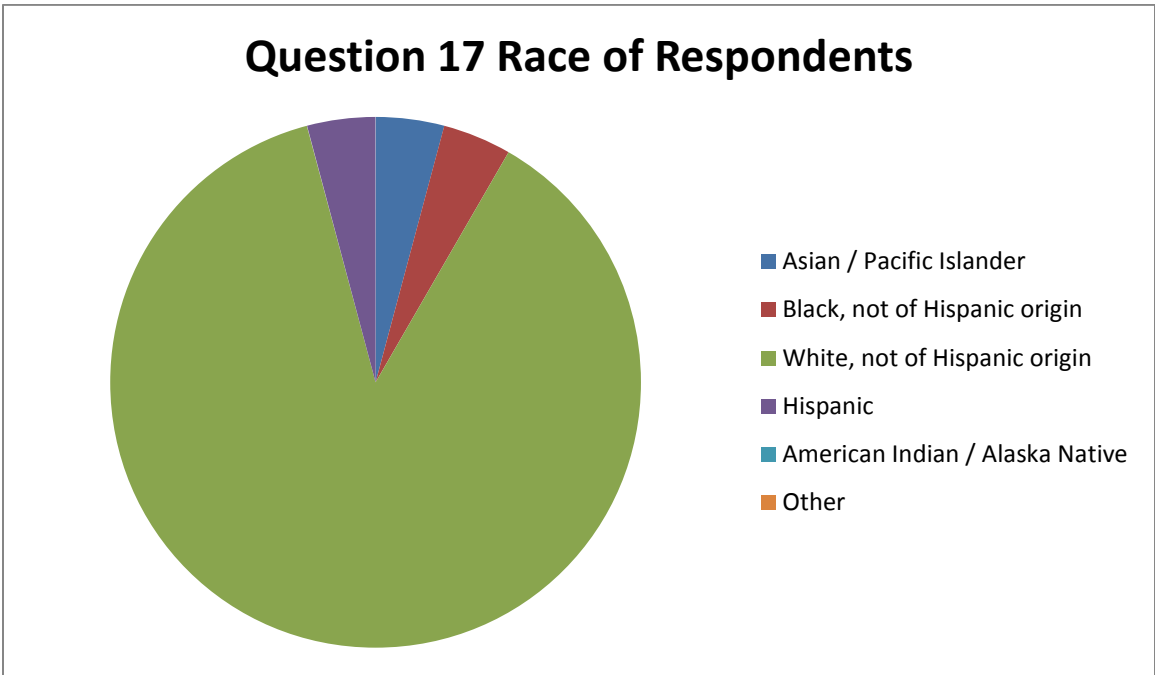
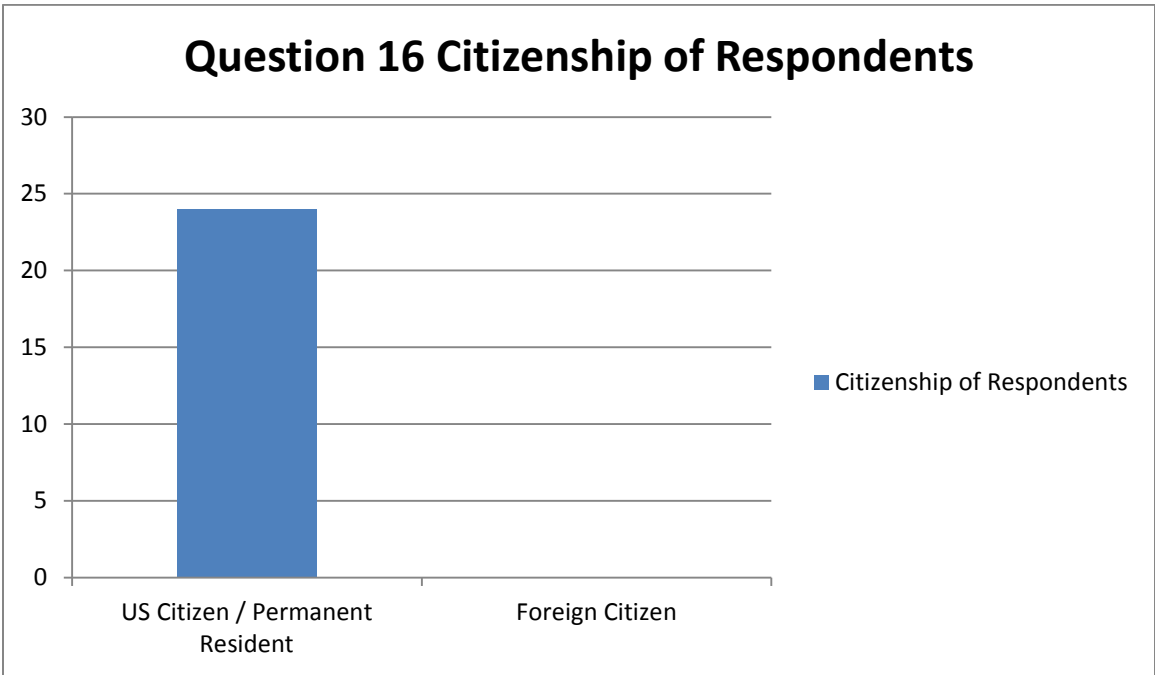


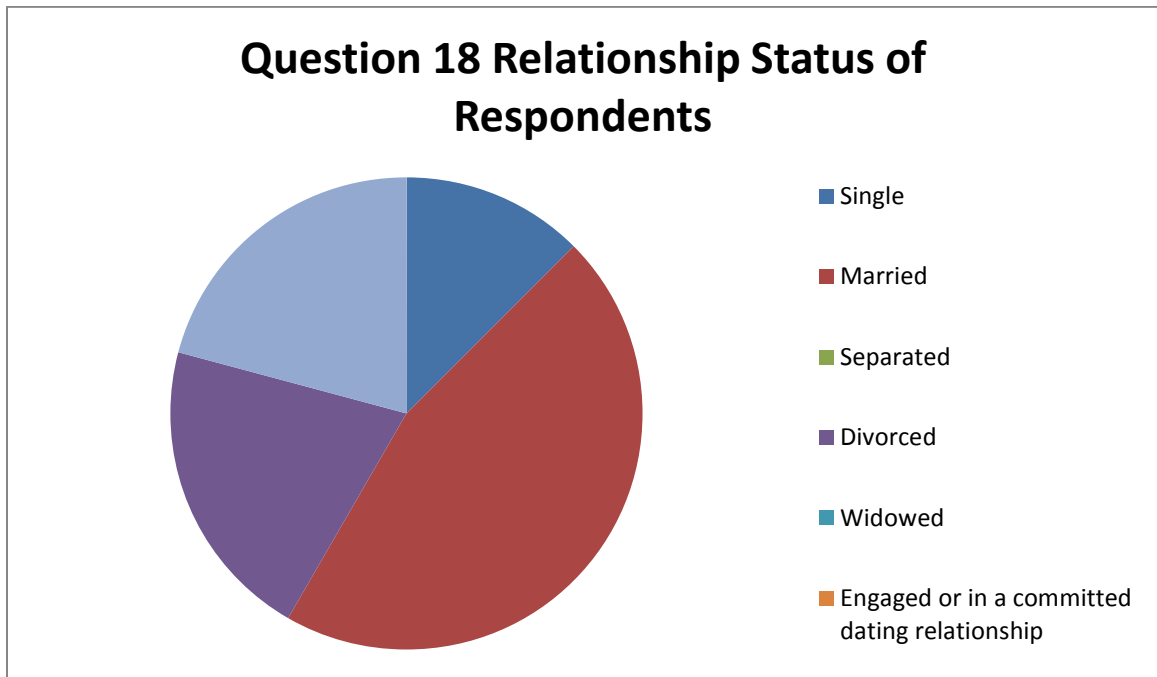
Question 8 While enrolled in the Women's Studies program, how satisfied were you with?



Question 9 Thinking about the entire Women's Studies degree program, how satisfied were you that you learned the following while enrolled in the program?







CENTER FOR WOMEN'S STUDIES

ALUMNI SURVEY – SPRING 2011

Dear Alum:

Please take a few minutes to fill out the survey questions below and return to us in the enclosed postage-paid envelope. The information you provide is an important measure of how well we have served you. Your anonymous information will be compiled with other graduates and used to improve our services and only reported in an aggregate fashion.

Thank you and best wishes!

WSU, Center for Women's Studies

1. What year did you begin the Women's Studies program? _____
2. What month/year did you graduate from the Women's Studies program? _____
3. How many credit hours did you generally take each semester? _____
4. Please check the ONE statement that best describes your current activity. If you are both employed and attending graduate school or professional school, please check the category that indicates your primary activity.
 - _____ A. Employed full time (40 hrs or more per week) or accepted full-time position
 - _____ B. Employed part time (1-39 hrs per week) or accepted part-time position
 - _____ C. Employed part-time, actively seeking full-time employment
 - _____ D. Unemployed, seeking full-time employment
 - _____ E. Unemployed, seeking part-time employment
 - _____ F. Not employed and not seeking employment.

_____ G. Retired

_____ H. Enrolled in graduate or professional school (or accepted to)

_____ I. Currently not employed and not enrolled in graduate/professional school, but seeking admission to grad/professional school

_____ J. Other (please specify) _____

If you checked "A," "B," "C," "H," or "I" above, please respond to the next question:

5. How useful do you believe your academic background in Women's Studies has been (or will be) in your career?

_____ A. Highly useful _____ D. Of little or no use

_____ B. Moderately useful _____ E. Cannot judge

_____ C. Somewhat useful

If you are employed, please complete Question 6 below:

6. A. Employer _____

B. Employment Location (Address, City, State) _____

C. Job Title _____

D. Annual Salary (strictly confidential; used as group data only) _____

E. Date Hired (mo/yr) _____

7. If you are enrolled in, accepted to or planning to attend graduate/professional school, please complete Question 7:

A. College/university _____

B. Location city/state _____

C. Field of study _____

D. Degree sought _____

Please use the tables below to answer Question 8-9. (Please circle your answers).

8. While enrolled in the Women's Studies program, how satisfied with you w/

	Not			Extremely	
	1	2	3	4	5
Academic advising?	1	2	3	4	5
Career counseling?	1	2	3	4	5
Faculty availability?	1	2	3	4	5
Dissemination of program information?	1	2	3	4	5
Course availability?	1	2	3	4	5
Course selection?	1	2	3	4	5

9. Thinking about the entire Women's Studies degree program, how satisfied were you with the following while enrolled in the program?

	Not			Extremely	
Communication skills	1	2	3	4	5
Diversity e.g. respect for others	1	2	3	4	5
Critical thinking and problem solving skills	1	2	3	4	5
Research skills	1	2	3	4	5
Teamwork, collaboration with others	1	2	3	4	5

10. What do you think are the significant strengths of the Women's Studies program?

11. What do you think are the significant weaknesses of the Women's Studies program?

12. Please list the primary factor(s) that influenced you to choose the Women's Studies program?

13. Now that you have had the opportunity to use your Women's Studies degree in life and work, please explain briefly the value of that degree from your perspective.

NOTE: The following responses are requested so the alumni may be represented, for the purpose of this survey, as a whole.

14. Age: _____

15. Gender: Female _____ Male: _____ Transgender _____ Other _____

16. Citizenship: _____ US Citizen/Permanent Resident _____ Foreign Citizen, What country? _____

17. Racial/Ethnic background:

_____ Asian/Pacific Islander

_____ Black, not of Hispanic origin

_____ White, not of Hispanic origin

_____ Hispanic

_____ American Indian/Alaska Native

_____ Other _____

18. Relationship Status:

_____ Single

_____ Married

_____ Separated

_____ Divorced

_____ Widowed

_____ Engaged or committed dating relationship

_____ Domestic partner

APPENDIX C Women's Studies Assessment Plan

Current one on record may be found in narrative form at:

<http://webs.wichita.edu/depttools/depttoolsmemberfiles/las/Assessment/Women's%20Studies/WomSPlan.pdf>

Goal One-Learning The Center's academic purpose is to offer a program of study in which students can learn about women in ways that deepen their understanding of women's contributions to knowledge

Program Objective (s)	Assessment Method/ Data Sources	Responsibility	Results/Changes
<p>1.1 Students in the major will learn about major social/cultural issues involving gender & race, and the ways that gender intersects race, class, ethnicity, age, sexuality/sexual orientation</p>	<p>The program will conduct program/curriculum reviews annually, to include:</p> <p>Senior Exit Survey/Interview reflecting program goals administered to graduating seniors prior to sign-off of LAS senior form—measures student perception of goals' effectiveness (perception of what they learned)</p> <p>Alumni Survey—gathers data on WS graduates' occupations and life experiences in which a WS degree proved useful or valuable; data measures correlation between program goals and learner outcomes as interpreted by alumni—done every 3 yrs</p> <p>Content Measure (self-assessment) in which faculty members circulate each other's student papers from 500+ WS courses; Learner outcomes are determined by assessing students' critical thinking/analytical skills</p>	<p>Dept. Chair</p> <p>Dept. Chair, Faculty and Student Assistant if Assessment funds are available</p> <p>Dept. Chair and Faculty</p>	<p>No changes since last KBOR review</p> <p>See Appendix B—results approximately the same as last KBOR review with the exception that survey has been redesigned to reflect KBOR Foresight 20/20 goals</p> <p>Results are on file with LAS Dean's office for every year since 2005</p>

	through Check sheet for Writing Sample—yearly faculty meeting devoted to self-assessment		
1.2 Students in the major will learn about the social/cultural misperceptions about women, the contexts in which they arose, theoretical perspectives on how and why they are often perpetuated	See above	See above	See above
1.3 Students in the major will learn about the history of women’s movements, women’s achievements in a variety of social endeavors, the development of feminism	See above	See above	See above
1.4 Students in the major will learn how to approach knowledge about women, gender and race in ways that re-conceptualize both the contents and methods of intellectual inquiry that have led to past omissions or distortions of these topics	See above	See above	See above
1.5 Students will learn and understand feminism as a complex term, encompassing social action as well as diverse theoretical perspectives on the formation of gender identity and the relationship of gender to culture/ideology	See above	See above	See above

1.6 Students in the major will be able to recognize and conceptualize potential designs for remedies to social problems and distributions of privilege in society	See above	See above	See above
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Goal Two—Learning the Center for Women’s Studies expects that students will apply analytical and critical thinking skills to their approach to knowledge.

Program Objective(s)	Assessment Method/ Data Sources	Responsibility	Results/Changes
2.1 Students will learn to think critically about the nature of learning and construction of knowledge through interdisciplinary investigation	See above	See above	See above
2.2 Students will learn how to think critically about the nature of human understanding of race and gender	See above	See above	See above

Goal Three—Student Satisfaction the Center for Women’s Studies seeks to empower our students to use maximum autonomy and social responsibility in their lives.

Program Objective(s)	Assessment Method/ Data Sources	Responsibility	Results/Changes
3.1 Students will perceive themselves as exercising autonomy and social responsibility as a result of their WS major	See above	See above	See above
3.2 Students have increased awareness of the meaning of gender and race in their personal lives, family relationships, employment/citizenship	See above	See above	See above