

**Undergraduate Curriculum Redesign Proposal
Department of Women's, Gender and
Sexuality Studies
The Ohio State University**

Faculty Approved: 25 March 2019

Overview

The following contains items related to the proposed revisions to the Women's, Gender and Sexuality Studies major (WGSST-BA) and minor (WGSST-MN) plans.

If approved, these revisions will be implemented Autumn 2020 in Academic Year 2020-2021.

Rationale for Revised WGSS Undergraduate Curriculum

The proposed new undergraduate major eliminates the four concentration areas that are the center of the current curriculum, in which students choose one area to build a specialization. The proposed new curriculum instead requires students to take three core courses in addition to the pre-requisite introductory course. The new curriculum is representative of the expertise of our multi-disciplinary faculty, and draws from our strengths in interdisciplinary methods and research areas. This change to the curriculum is needed in order to correct the problems with the current rubric and to further advance the interdisciplinary dynamic of our department and field:

- The problem with the current curriculum is that the concentration areas emphasize the differences rather than the connections among the many topics and methods included in our curriculum. In doing so, this current rubric re-inscribes a division between the humanities and the social sciences which is precisely the division that an interdisciplinary curriculum seeks to eradicate.
- Rather than emphasizing differences, the new curriculum emphasizes the linkages and alliances among our topics and fields of knowledge. It does this through the three required core courses, each of which focuses on a competency we expect every student in the major to demonstrate: the ability to contextualize issues within the history of feminism (WGSST 2550); the ability to recognize, evaluate, and utilize feminist methodology (WGSST 3575); and the ability to apply these skills in a capstone research project (WGSST 4575). Elective courses will also be revised according to our department's teaching goals and learning outcomes to support the intellectual and professional development of WGSS students.
- One of the three core courses is a methodology course, which is new to our undergraduate curriculum (syllabus found in Appendix A). This course addresses the gap between theory and practice in the old curriculum by focusing on techniques of application and problem-solving, exploring the ways feminists approach knowledge and practice. This course will introduce students to thinking critically and analytically about feminist approaches to knowledge production, examining identities and subjectivities, and critical excavations of lived experiences and consciousness. It will focus on how race, class, gender, sexuality, ability, religion, ethnicity, and geopolitical location affect feminist research and scholarship. It will also explore the relational dynamics of power and knowledge, feminist ethics, disciplinarity vs. interdisciplinarity, the politics of representation, intersectional inquiry, and the contours of critical analysis.
- Our departmental commitment to women of color and to global and transnational feminisms is embedded in the requirement that two electives cover these topics. While our old curriculum also required a woman-of-color course, the new requirement for a

transnational course reflects current scholarship in feminist studies which aims to decenter Western thought and offer broader perspectives on gender issues worldwide. It also reflects our faculty and curricular strength in transnational feminism.

- The structure of the new curriculum allows students to take more electives at the 4000 level, offering more opportunities for research and advanced inquiry.
- The interdisciplinary thrust of the proposed new curriculum, along with the emphasis on history and methodology, aligns us with current and emerging trends in feminist, gender, and women's studies. Although women's studies departments do not use rankings, our department is widely considered one of the top programs in the country, so we feel that this move away from area concentrations confirms our role as leaders in the field. We also believe this new curriculum will continue to attract students and keep our enrollments not only healthy but among the most robust in the college.

An undergraduate student perspective on the proposed curriculum changes can be found in Appendix B.

Goals, Objectives and Proficiencies of the WGSS Curriculum

In accordance with Ohio State University's pursuit of curricular excellence, the Department of Women's, Gender and Sexuality Studies has worked extensively with the University Center for the Advancement of Teaching to revise the departmental learning goals and outcomes associated with our major and minor programs. The following are the revised departmental goals, outcomes and proficiencies students will encounter and master as they earn their major or minor in WGSS.

Key:

B - Basic

I - Intermediate

A - Advanced

S - Specialized

Goal 1:

The successful student will be able to question common-sense, dominant assumptions about what seems "natural," "timeless," "universal," "human," and "normal," by critically speaking, thinking, writing, and reading.

Outcomes:

- 1.a. Interrogate a variety of dominant narratives especially as relating to sex, gender, sexuality, disability, race, ethnicity, nation, class, etc.
 - (B-1) Identify variances within and across cultures and contexts as they have developed across time and spaces.
 - (B-2) Recognize cultural assumptions and common knowledge as socially constructed in historical, cultural, political, scientific, religious, aesthetic, contexts.
 - (I-1) Detect dominant narratives.
 - (I-2) Analyze the role of power in upholding core cultural assumptions.

- (A-1) Map dominant narratives to their particular historical, cultural, political, scientific, religious, aesthetic origins.
- (A-2) Evaluate the connections between core cultural assumptions and various forms of injustice.
- (S) Envision a more equitable and just society.
- 1.b. Evaluate counter-narratives that challenge dominant assumptions.
 - (B) Recognize and describe counter-narratives.
 - (I-1) Explain the production of counter-narratives.
 - (I-2) Compare and evaluate counter-narratives.
 - (A) Produce counter-narratives that contest dominant knowledge.
- 1.c. Analyze texts.
 - (B-1) Recognize that different schools of thought inform reading practices.
 - (B-2) Analyze texts using a feminist lens.
 - (I) Compare texts and interpretive frameworks.
 - (A-1) Identify the core argument of advanced texts.
 - (A-2) Connect complex texts to research questions.
 - (A-3) Use texts as evidence for research ideas.
 - (A-4) Apply different interpretive frameworks to texts.
 - (S) Put theories in conversation with each other.
- 1.d. Articulate clear and cohesive thoughts through writing.
 - (B) Demonstrate the components of clear writing.
 - (I) Practice appropriate writing styles for different audiences (e.g., blog posts, research papers, essays, creative writing, short response, letters, etc.).
 - (A) Provide formative feedback to improve writing.

Goal 2:

The successful student will be able to work and learn compassionately and collaboratively.

Outcomes:

- 2.a. Collaborate with people across difference.
 - (B) Explain differential privilege in lived experiences.
 - (I) Develop skills of critical listening.
 - (A) Decenter one's lived experience.
- 2.b. Engage with texts in an open and critical manner.
 - (B) Recognize texts as rooted in specific intellectual, ideological and cultural traditions.
 - (I) Examine the power differential between various intellectual, ideological and cultural traditions.
 - (A) Draw upon texts from different intellectual, ideological and cultural traditions while recognizing their roots.
- 2.c. Interact productively and openly across difference.
 - (B) Recognize that difference is produced through power.
 - (I-1) Examine how one's sense of self is produced through relational difference.
 - (I-2) Examine how one is complicit with power and actively enacting hierarchies.

- (I-3) Interrogate the detrimental uses of difference to uphold dominance.
- (A) Create inclusive spaces and processes that communicate productively and openly across difference.

Goal 3:

The successful student will be able to understand “feminisms” as interdisciplinary, creative, theoretical and social movements.

Outcomes:

- 3.a. Evaluate the multiple forms of feminist thought as derived from different feminist social movements.
 - (B) Articulate different feminist social movements.
 - (I-1) Connect feminist theories to feminist social movements, as they vary across time and space.
 - (I-2) Compare feminisms.
 - (A) Evaluate various feminist theories and/or social movements.
- 3.b. Evaluate the relationships between feminist theory and praxis.
 - (B) Analyze everyday social practices through feminist theoretical frameworks.
 - (I) Demonstrate how feminist theories and practices inform one another.
 - (A) Evaluate the relationships between feminist theory and praxis.
- 3.c. Differentiate various disciplinary methodologies and interdisciplinary connections.
 - (B) Identify different methodologies.
 - (I) Analyze different disciplinary assumptions and impacts.
 - (A) Evaluate the interdisciplinarity of research.
- 3.d. Evaluate the critical role of creativity in feminist theory and praxis.
 - (B) Identify feminist creative interventions in cultural production.
 - (A) Evaluate how creativity can contribute to and inform feminist theory and practice.
 - (S) Practice various forms of creative expression as modes of inquiry.

Goal 4:

The successful student will be able to understand and critically engage categories of social difference (such as but not limited to gender, sexuality, race, class, language, ethnicity, nation, empire, geography, and (dis)ability) as intersectional, always shifting, and shaped by hierarchies of power.

Outcomes

- 4.a. Articulate how lived experiences and material realities of marginalized people have shaped knowledge production.
 - (B-1) Define marginalization.
 - (B-2) Explain lived experiences and material realities of marginalized people.
 - (B-3) Define consciousness.
 - (B-4) Define subjectivity.
 - (B-5) Define knowledge production.

- (I) Explain lived experiences and material realities in relation to knowledge production.
- (A) Explain the relationship among group consciousness, individual subjectivity, and knowledge production.
- (S) Incorporate the lived experiences and material realities of marginalized people into original research.
- 4.b. Articulate how categories of social difference, including, but not limited to, gender and sexuality, are created and upheld by differentials of power.
 - (B-1) Describe how categories of social difference emerge, change and evolve across time and space.
 - (B-2) Map categories of social difference to hierarchies of power.
 - (I-1) Explain how social inequalities are maintained through interlocking multiple systems of power.
 - (I-2) Explain how categories of social difference shape each other's meanings.
 - (A-1) Analyze how categories of social difference have been reclaimed for the purposes of empowerment and social justice.
 - (A-2) Analyze theories of social difference and power.
 - (A-3) Interpret the world by taking into account that categories of social difference are contingent upon one another.
 - (S) Imagine new ways of cultivating interactions that create more just and equitable futures.
 - (S) Create intellectual, political, social, and economic practices that challenge inequities by embracing the complexity of social difference.
- 4.c. Interrogate the category "women of color."
 - (B-1) Describe the category "women of color."
 - (B-2) Discuss how systems of power work together to create distinct material realities for "women of color."
 - (B-3) Describe how "women of color" challenge universalizing assertions about womanhood.
 - (I-1) Demonstrate how "women of color" fit into a history of feminist thought.
 - (I-2) Appraise differences within the category "women of color."
 - (I-3) Articulate the relationship between studying "women of color" and "transnational feminism."
 - (A) Appraise how gender complicates "women of color."
 - (S) Design policies and conceptual and analytical frameworks that acknowledge "women of color" as a contested, multivalent, but useful category.

Goal 5:

The successful student will be able to understand the interconnections between the local and the global.

Outcomes:

- 5.a. Evaluate phenomena as expressions of the global and the local.
 - (B) Locate the U.S. within a global context.

- (I) Map how local and global acts are mutually implicated.
- (S1) Evaluate phenomena as expressions of the global and the local.
- (S2) Formulate responses grounded in a feminist critique of the local and the global.
- 5.b. Enact everyday practices with awareness of local/global interconnections.
 - (B) Recognize the local and global in everyday practices.
 - (I) Evaluate the impact of the local and global on everyday practices.
 - (S) Propose everyday practices grounded in a feminist critique of the local and the global.
- 5.c. Locate feminisms geographically and historically.
 - (B-1) Recognize that feminisms vary geographically and historically.
 - (B-2) Reflect on the limits of one's own normative assumptions as informed by geohistoric specificities.
 - (I-1) Recognize that feminist frameworks emerge out of specific geohistoric contexts.
 - (I-2) Recognize that geohistoric contexts are shaped by differential accesses to resources.
 - (A) Analyze the hegemonic and normative power of western feminisms.

Goal 6:

The successful student will be able to recognize, analyze and critique their position and identity in society, thereby understanding the potential to imagine themselves and act creatively as feminist agents of social change.

Outcomes:

- 6.a. Engage feminist ways of thinking and acting.
 - (B) Identify the connections between feminist theories, practice and lived experience.
 - (I-1) Map and critique one's relationship to power.
 - (I-2) Compare different feminist subject positions.
 - (A) Reflect on feminism as a practice with the possibility to affect change.
- 6.b. Realize one's power to participate in feminist social change.
 - (B-1) Recognize how the personal is political.
 - (B-2) Recognize that feminist social change can be expressed through a variety of mediums.
 - (I) Articulate the many modes of the political.
 - (A) Reflect on one's interests and capacities to participate in feminist social change.
 - (S) Design feminist interventions that create a more just and equitable world.

Proposed Major and Minor Program Plans

The revised WGSS curriculum aims for students to practice all programmatic goals via the outcomes and proficiencies as they move through their academic career. The following major and minor plans

emphasize these goals, outcomes and proficiencies by practicing each of them in core courses. Students will then use the open elective plan to strengthen their engagement with the departmental goals. Advising sheets for the major and minor may be found in Appendices C and D. Two and four year sample WGSST-BA plans may be found in Appendix L.

WGSS Major Plan (30 credit hours, 33 in practice)

Key features:

- 4 core courses
- 7 electives
 - 1 of these electives must be a Women of Color course
 - 1 of these electives must be a Global and Transnational Feminisms course

Prerequisite (1 course, 3 credit hours):

WGSST 1110: Gender, Sex & Power | Offered every semester; GE

Core Courses (3 courses, 9 credit hours):

- **WGSST 2550: History of Feminist Thought** | Offered SP
- **WGSST 3575: Feminist Methods & Inquiry** | Offered AU; WGSST 1110 is prereq; Envisioned as preparatory course for a research-based 4575
- **WGSST 4575: Senior Research Capstone** | Offered SP; Culminating research project based course; WGSST 3300 is a prereq.
 - Note: Students can still pursue 4999: Thesis option for research distinction. Should be longer and more in depth than 4575 research project.

Electives (7 courses, 21 credit hours):

- Electives are inverted triangles of specialization, with 2000-level courses serving as courses that have breadth, but less depth, while 4000-level courses have depth, but less breadth.

Overarching major goals:

- 1 elective course must come from the list of approved Women of Color courses
 - To be a Women of Color course, it must: cover 4cB2, one other basic proficiency from 4c (B1 or B3), and one intermediate proficiency from 4c (I1, I2, or I3)
 - These proficiencies must be central to the course design
 - Note: need to be able to offer at least two goal 4 courses every semester
- 1 elective course must come from the list of approved Global and Transnational Feminisms courses
 - To be a Global and Transnational Feminisms course, it must: cover 5a1, 5cB1, 5cI1
 - These proficiencies must be central to the course design
 - Note: need to be able to offer at least two goal 5 courses every semester
- 3 elective course must be upper division (3000-level or above)
- 1 elective must be a 4000-level course in WGSST (cannot be 4575)
- A maximum of 2 approved-related electives may count towards the major
 - Note: Approved-related courses will not be evaluated for program goals
- Single majors may not overlap any GEs, with the exception of 1110
- Double majors may overlap up to 12 credit hours of GEs and/or double major coursework (upon approval of all departments), provided that at least 18 credit hours are unique to the WGSS major, with the exception of 1110

WGSS Minor Plan (12 credit hours, 15 in practice)

Prerequisite (1 course, 3 credit hours):

WGSST 1110: Gender, Sex & Power | Offered every semester; GE

Electives (4 courses, 12 credit hours)

Overarching minor goals:

- 1 course must be at the 3000-level or above, one at 4000-level.
- One course must be Women of Color course or a Global and Transnational Feminisms Course.
- A maximum of 1 approved-related courses may count towards the minor.
- Minors can overlap up to 6 credit hours of GEs, with the exception of 1110.

Additional Notes:

- Ideally students would declare by the end of Spring of their Junior year provided they have already taken 1110, or during Autumn of Junior year if they have not taken 1110.

Revised Curriculum Map

Each course in the department is in the process of being mapped to align with the proposed programmatic goals, outcomes and proficiencies (Appendix K). At present, every core course in the new major and minor program plans has been mapped along with choice elective courses.

Given labor constraints, not every course in the WGSS catalogue has been mapped at this time. As faculty prepare to teach courses for the first time under the revised curriculum they will be asked to submit a course map showing the alignment of their course with the new department goals, outcomes and proficiencies (Appendix E). In addition, instructors will be asked to submit an assignment showcase chart (Appendix F) highlighting which assignments will be used to practice the proficiencies mapped to each course. Such items will be critical to our continued assessment efforts (see next sections for assessment plan details).

During the first three years of implementation of the revised curriculum, courses that have not been mapped will be removed from the catalogue to better reflect the department's current course offerings.

Undergraduate Assessment Plan Overview

The new undergraduate curriculum assessment will take place over a two-year cycle. A two-year cycle was selected to minimize the time to results while emphasizing a realistic workload for teaching faculty and the undergraduate studies committee tasked with collecting and reviewing assessment data. With a two-year assessment cycle, students who declare their majors as freshman will be captured twice during their anticipated time to degree.

During the first year of the assessment cycle, goals one, two, and four will be assessed. While goals three, five, and six will be assessed during the second year. The goals were split this way across the assessment cycle in order to disperse the labor associated with goals four and five, also known as the "women of color" goal and the "global and transnational feminism" goal, respectively. While goals one, two, three, and six readily appear across the proposed WGSS core courses, the faculty felt goals four and five needed to be reinforced via additional elective courses dedicated to highlighting certain outcomes captured in goals four and five. Goals four and five were thus split across the assessment cycle to balance the additional labor associated with assessing these goals.

Given the breadth and detail of the goals, outcomes and proficiencies, it was determined to be too much labor to evaluate every proficiency associated with every outcome during the assessment cycle. Instead, we determined representative proficiencies that would minimize the labor per course while maximizing the range of proficiencies assessed for each outcome. Care was taken to select representative proficiencies that emphasize the range of skill level being assessed (a basic, intermediate, and advanced proficiency were selected for each outcome), while also selecting proficiencies that were central to the course in question.

For example, let’s look at goal one, outcome A (figure 1): “the successful student will be able to interrogate a variety of dominant narratives especially as relating to sex, gender, sexuality, disability, race, ethnicity, nation, class, etc.” Of the seven proficiencies for the outcome (two basic, two intermediate, two advanced, and one specialized), many of the proficiencies are repeated and reinforced across the core courses.

Linking Proficiencies to Program Assessment	
Which courses contain which proficiencies?	1.a. Interrogate a variety of dominant narratives especially as relating to sex, gender, sexuality, disability, race, ethnicity, nation, class, etc.
1110, 2550	(B-1) Identify variances within and across cultures and contexts as they have developed across time and spaces.
1110, 2550, 3575	(B-2) Recognize cultural assumptions and common knowledge as socially constructed in historical, cultural, political, scientific, religious, aesthetic, contexts.
1110, 2550, 3575	(I-1) Detect dominant narratives.
1110, 2550, 4575	(I-2) Analyze the role of power in upholding core cultural assumptions.
2550, 4575	(A-1) Map dominant narratives to their particular historical, cultural, political, scientific, religious, aesthetic origins.
3575, 4575	(A-2) Evaluate the connections between core cultural assumptions and various forms of injustice.
	(S) Envision a more equitable and just society.

Note: S proficiencies not assessed

Fig. 1

While ideally we would be able to assess every instance that each proficiency is practiced in each core course, the faculty labor required to do so is beyond our capabilities. Instead, we identified one proficiency at each level and selected one location in a single course to assess during the first assessment cycle (figure 2). Using this method of selection, these representative proficiencies can be varied from cycle to cycle depending on our assessment needs.

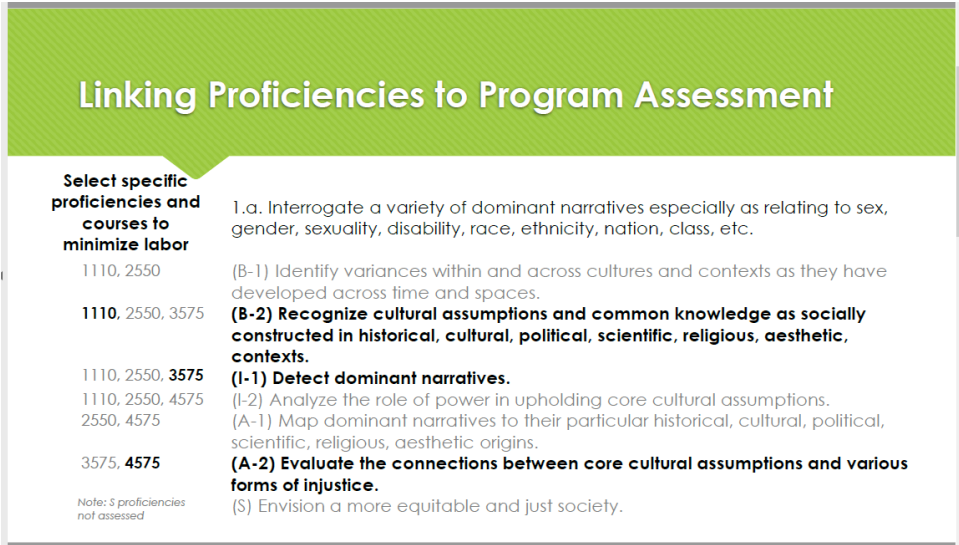


Fig. 2

Out of this approach, we created a plan to assess a total of 38 proficiencies located required courses during year one of the assessment cycle, and 28 proficiencies located in required courses during year two. Figure 3 details the precise representative proficiencies for each year of the cycle, with the exception of elective course proficiencies, which will be determined on a yearly basis (also located in Appendix G).

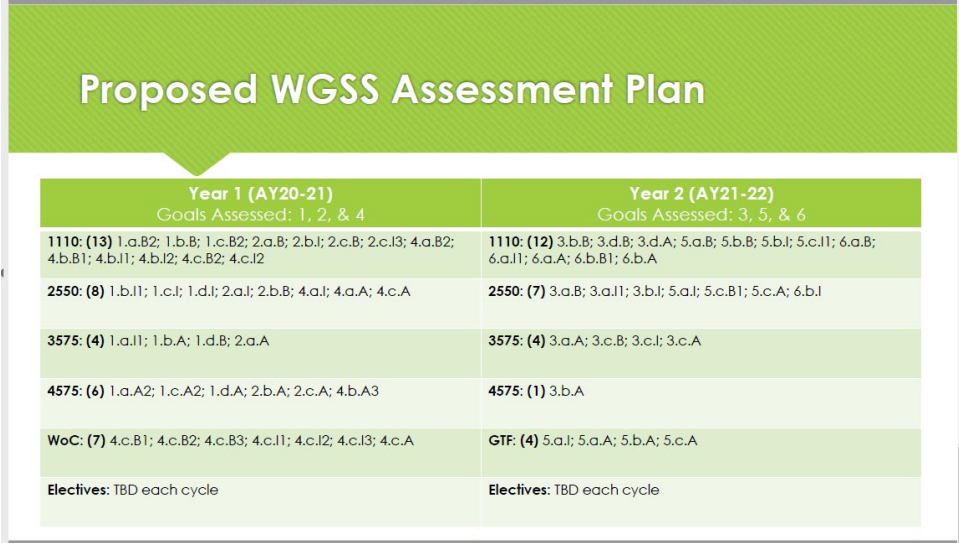


Fig. 3

While 38 and 28 individual proficiencies still may seem to be a large number for assessment purposes, it's important to note that proficiencies do not correlate to assignments assessed on a one to one basis. Based on current estimations, we anticipate a two to one ratio of proficiencies to assignments. Figure 4 details these projections, which will greatly reduce the number of individual assignments a faculty member will be asked to review per semester.

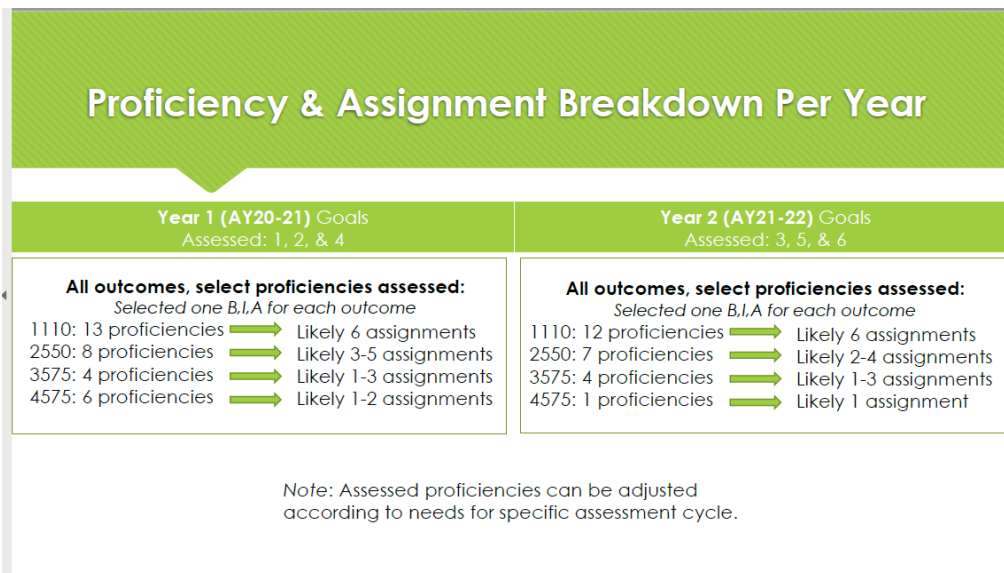


Fig. 4

Timelines for Data Collection and Analysis

Faculty members teaching core courses will be asked to submit assessment data in January following Autumn semester and in May following Spring semester. The Chair of the Undergraduate Studies Committee, with the assistance of the Program Coordinator, will combine and perform an initial analysis of the data for submission to ASC college assessment in July. When the UGSC reconvenes, a full data review will occur at the first meeting in September. In October, UGSC will present the findings of the assessment data to the faculty, along with any recommendations or calls to action based on the findings.

Criteria for Success

Our primary marker of success is for a majority of our students to earn a four out of five, or “above average” on a Likert scale, in each proficiency the encounter in a course with expectations for the percentage of students we aim to hit this marker varying based on course level. Under our new curriculum plan course level should roughly correspond to the number of basic, intermediate, advanced, and specialized proficiencies that are emphasized in each course. For example, a 1000- or 2000-level course should feature mostly basic proficiencies, some intermediate proficiencies, and few advanced proficiencies. Conversely, a 4000-level course should have few basic proficiencies, while concentrating on intermediate and advanced proficiencies. In accordance with class level, we do not anticipate as many students will be successful in hitting the above average mark for the intermediate and advanced proficiencies that appear in lower level courses. Thus expectation on the percentage of a class we wish to achieve an above average designation scales according to class level. This level is noted in figure 5 (also Appendix J) as the “goal” percentage. Similarly, the level at which we become concerned that a class is not demonstrating adequate proficiency scales within each class based on proficiency level and overall based on class level. The minimum marker of success is noted in figure 5 as the “flag” level. Particular attention will be paid to courses where the percentage of students demonstrating above average proficiency fall below this “flag” level.

1000-level courses				
<i>Proficiency Level</i>	B	I	A	S
Target Range	75%	60%	40%	10%
Flag Range	50%	40%	20%	0%
2000-level courses				
<i>Proficiency Level</i>	B	I	A	S
Target Range	75%	60%	40%	10%
Flag Range	50%	40%	20%	0%
3000-level courses				
<i>Proficiency Level</i>	B	I	A	S
Target Range	80%	70%	60%	15%
Flag Range	70%	60%	40%	5%
4000-level courses				
<i>Proficiency Level</i>	B	I	A	S
Target Range	90%	85%	80%	25%
Flag Range	80%	75%	60%	10%

Fig. 5

Rubrics to determine what an above average score look like will be developed on a rolling basis as a collaboration between faculty and the Undergraduate Studies Committee. As faculty review student assignments for assessment purposes, they will provide samples of the differing levels of the rubric scale. These examples can then be turned into a repository for faculty looking for comparison points of what makes a one versus a five on a rubric.

Testing Assessment Plan with WGSST 1110 AU18

Over the course of Autumn 2018, we completed a trial run of our assessment plan focusing on the course that meets the most proficiencies, WGSST 1110. This introductory core course covers several proficiencies and provides one of the most significant points of assessment for the overall success of our major. Whereas our assessment plan only requires that we assess 3 goals per year across our core courses and selected electives, this trial assessment focused on ALL proficiencies met by WGSST 1110. We conducted the trial in this way to both assess the effectiveness and the feasibility of our assessment plan. This was an exceptional experiment that provided insightful data for tweaking our assessment plan and for evaluating the efficacy of our existing introductory core course.

In Autumn 2018, we assessed students enrolled in WGSST 1110 through two critical response essays, two reading quizzes, discussion participation, an in-class midterm examination, and a final paper. Through this diversity of assignments, we were able to assess each of the proficiencies covered by WGSST 1110. Each of the assignments aligned with two or more designated proficiencies. We closely

examined “mastery” of proficiencies over the course of the semester. Mastery, as stated in our assessment plan means achieved an 80% or higher on an assignment or question directly connected to the proficiency.

The students enrolled in Autumn 2018 WGSST 1110 nearly met, met, or exceeded the proficiencies associated with the course. On basic proficiencies, 65% or more of students achieved at least 80% or higher on assignments that correlated with particular proficiencies. On intermediate proficiencies, 50% or more of student achieved at least 80% or higher on assignments that correlated with particular proficiencies. On advanced proficiencies, 45% of more of students achieved at least 80% or higher on assignments that correlated with particular proficiencies. Intermediate proficiencies showed the most variation for “mastery,” which is unsurprising for a 1000-level course. Overall, the students in Autumn 2018 WGSST 1110 performed at or above the level we expected in the course (Appendix H).

This assessment also provided us with some preliminary data regarding students becoming Goal 4 outcomes and proficiencies. The proficiencies of Goal 4 specifically align with one of the core areas of inquiry in WGSS, the study of women of color. One of the propelling factors for redesigning our major and minor was ensuring that WGSS students understood the importance of women of color to the interdisciplinary field of Women’s, Gender, and Sexuality Studies. The assessment revealed that students are meeting Goal 4 proficiencies and that we should continue to closely assess the progress of students enrolled in WGSST core courses in this specific area of inquiry.

To assess this course, the instructors pulled the best, average, and worst assignments from among our students to more closely examine how students mastered or “failed” to master specific proficiencies. In Appendix I, there are examples of highly proficient, proficient, and less than proficient assignments from the course. Students who received 8 or more out of 10 on their essays or 16 or more out of 20 on their midterms mastered the proficiencies assessed by that particular assignment. The averages from these respective assignments were 8.25 and 17. The averages indicate proficiency among the majority of students enrolled in the course.

Assessing WGSST 1110 allowed for us to ensure our assessment plan is viable and inextricably connected to our goals, outcomes, and proficiencies. Students met and exceeded our expectations. The assessment of Autumn 2018 WGSST 1110 revealed that our assessment plan is effective in understanding student mastery of key concepts and feasible in terms in sustainability and manageability for WGSST faculty. This streamlined assessment will provide the Department of Women’s, Gender, and Sexuality Studies with invaluable information about student progress, areas of improvement, and mastery. It is an assessment plan that allows for learning and intellectual reflexivity.

Continued Use of Assessment Data

Moving forward assessment data will be used to evaluate the goals, outcomes, and proficiencies of the program in addition to recommendations to teaching protocols. As an example from the recent assessment of WGSST 1110, the Undergraduate Studies Committee noted that students are demonstrating poorer-than-anticipated writing skills. A recommendation for faculty consideration is a writing workshop day in faculty-led classes, along with an emphasis on utilization of the writing center and other campus resources across all WGSS classes.

Appendices

Appendix A: WGSST 3575 Proposed Syllabus

Appendix B: WGSS Undergraduate Student Perspective on Program Revision

Appendix C: Major Program Form
Appendix D: Minor Program Form
Appendix E: Course Mapping Worksheet
Appendix F: Assignment Showcase Chart
Appendix G: Assessment Plan Cycle
Appendix H: 1110 AU18 Assessment Results
Appendix I: Student assessment samples from WGSST 1110
Appendix J: Assessment Criteria by Course Level
Appendix K: Curriculum Map
Appendix L: Sample WGSST-BA Plans