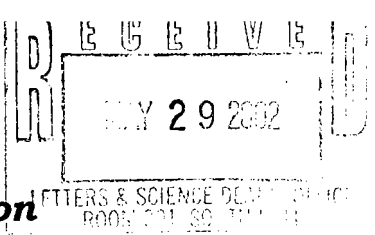


University of Wisconsin-Madison
Women's Studies Program



110 Ingraham Hall
1155 Observatory Drive
Madison, WI 53706-1397

Telephone 608.263.4703
Fax 608.265.2409
<http://polyglot.lss.wisc.edu/wsp>

To: Dean Phillip R. Certain
c/o Associate Academic Planner Elaine Klein, 307-E South Hall

From: Helen R. Klebesadel, Associate Chair

May 23, 2002

In response to your request for information on our annual assessment of student learning, we have collected portfolios of student papers from courses in our different sub areas, administered a survey of graduating seniors in our capstone courses, and we have conducted a survey of our alumni. The Curriculum committee pays particular attention to the senior survey, and the program is using the alumni survey for general program feedback.

The original plan submitted by the Women's Studies program for assessment articulated three specific goals for the major: (1) to provide students with a strong knowledge base in Women's Studies, including knowledge of the experiences and accomplishments of women historically, currently and across cultures; (2) to familiarize students with the existing theoretical frameworks for studying and researching women and gender issues; and (3) to help students develop strong skills in critical thinking, including the ability to read critically and independently, to use theoretical concepts and to communicate clearly in writing.

The Women's Studies Program offers the following observations on our assessment of student learning among Women's Studies students.

A. Portfolios

We are collected 2 papers each from women's studies courses that fulfill program requirements in theory (WS 441: Contemporary Feminist Theories, Lecturer, Erin Crawley), the social sciences (WS443: Anthropology by Women, Maria Lepowsky] and the humanities (WS101: The Meanings of Woman in Western Culture, Lecturer, Rebecca Walsh). All of these papers reflect attention to important scholarly writings in Women's Studies, a strong grasp of the important issues, and an ability to engage in critical thinking and analysis.

B. Survey of Majors

We have also reviewed the responses to the senior survey, completed during class time in our capstone senior seminar, WS640. Forty-six surveys were returned. For your information a compendium of the answers, as well as a copy of the original form is attached.

Conclusions gathered from reading these answers were as follows:

The list of courses provided by students of their "most useful" and "best overall course was quite varied, indicating that we are serving a wide range of students. We note the numbers of students who responded positively to courses because the courses led them to think or write more clearly or analytically. With respect to whether being a Women's Studies major helped or hindered their other course work in the University, again many of our students thought the Women's Studies training was especially important for being able to think critically and analyze. As other years, this years graduates believe Women's Studies complemented their additional course work well. And gave them skills and tools they could use to better understand their other work.

We specifically asked whether the major sufficiently covered cross-cultural, multicultural, and diversity issues. The program expects all women's studies courses to address this material as a part of the curriculum, and our majors are required to take a course specifically in this area. Most our majors felt we are covering this area although some students had suggestions for expanding opportunity to focus on diversity issues in coursework.

We also asked about advising. Nearly all of our majors have gone to see the undergraduate advisor, and nearly all had a thoroughly positive experience. They indicated they received the help and information they sought.

One of the most important questions we ask with respect to assessing student learning in relation to our Program goals is the one asking them to tell us what knowledge, skills or abilities they acquired. A very large number of them mentioned critical thinking and analysis skills specifically, as well as the ability to construct an argument. Many also mentioned specific knowledge they gained.

We gave the students an opportunity to mention changes they would like to see in the major. A number of students mentioned particular areas in which they would like to see more courses, and there was repeated interest in more courses in women's studies, particularly on the history

of the Women's Movement. However, there seem to be no general areas in which students perceived deficiencies in the education they have received as a Women's Studies Major.

C. Partial Survey of Graduates

In conjunction with a planned ten year review the Women's Studies program has conducted a survey of graduates with a major in Women's Studies. As with any survey of alumni, certain students will be more motivated to respond than others. All of the results of the survey have not yet been compiled, but of the fifty-nine responses we have collated we were able to glean the following useful information.

Advanced Education Completed:

Medical School – 3
Law School – 3
PHD Psychology – 2
MFA in Creative Writing
MS and PhD in Educational Psychology - 2
MSSW - 8
MS in Counseling Psychology - 2
MS in Public Health – 2
MA in Counseling and Guidance – 3
MA in Education – 3
MA in History - 2
MA in Communication Management
MA in Health Psychology
MA in Women's Studies
MA Religion
Graduate Nursing –2
Graduate work underway-5

The partial compilation of survey of alumni indicates that most are successfully employed, and more than the majority have completed or are attending graduate school. Almost all have indicated they would do a Women's Studies major again. The chief concern voiced has been that for some graduates they did not see a clear career path upon graduation. Nonetheless all have indicated that the major has helped them in their lives and/or careers. We look forward to completing the compilation of the survey and examining its results.

College of Letters and Science
2002 Annual Survey and Report of Departmental Assessment Practices

Please return to Dean Certain by May 24, 2002
 c/o Associate Academic Planner Elaine Klein
 307-E South Hall, 1055 Bascom Mall, Madison WI 53706

Department Name: Women's Studies Program

I. Assessment Plan

- Q1. The department has an assessment plan for the undergraduate program. Y N
- Q2. The department has an assessment plan for the graduate program. Y N NA
- Q3. The assessment plan/s is/are linked to articulated outcome goals for your majors. Y N

Please identify the types of tools in the assessment plan(s); if possible, indicate the academic years in which they have been or are intended to be employed:

Tools used to directly assess student learning:	Undergraduate Program	Graduate Program
National Exams		
Local Exams		
Capstone Courses	X	
Embedded Testing	X	
Student Portfolios	X	
Theses, Dissertations		
Performance Evaluations		
Pre & Post Testing		
Tools used to indirectly assess student learning:	Undergraduate Program	Graduate Program
Student Surveys		
Exit ----- Survey	X	
Alumni Surveys	X	
Employer Surveys		
External Reviews		

Q5. Of the tools used to directly assess student learning, which provide the most useful information?

The results of the evaluative work that professors assign in their courses: Student Portfolios

Q6. Of the tools used to directly assess student learning, which provide the least useful information?

Q7. Of the tools used to indirectly assess student learning, which provide the most useful information?

Exit surveys conducted in capstone seminar

Q8. Of the tools used to indirectly assess student learning, which provide the least useful information?

Q9. Please elaborate on any of the responses given above (please attach additional pages as needed).

II. Assessment Processes

Q10. Responsibility for assessment has been assumed by (Associate Chair) X an individual
(Curriculum Committee) X a committee

If responsibility is delegated to an individual, this person is:

the chair / tenured faculty / untenured faculty / academic staff / short term staff / other: _____

If responsibility is delegated to a committee, this group is:

Specially constituted to address assessment of student learning	Y	N
Part of the Curriculum Committee	Y	N
Part of the Executive Committee	Y	N
Part of the Undergraduate/Graduate Education Committee	Y	N
Other: _____		

Q11. The department has requested funds from the University Assessment Council (UAC) to help the department assess student learning. Y N

If "yes", did the UAC award the department funds? Y N

Were those funds useful? Y N

Q12. The department has sought professional assistance to conduct assessment. Y N

If "yes", from whom has the department has sought professional assistance? (For example, the LEAD Center, the Office of Quality Improvement, the UW Survey Center, etc.)

III. Additional Information

1. Please attach a brief description of any changes in curriculum, advising, or procedures that were the result of your assessment findings so we may include this information in our annual report to the Provost. If your department has received funds from the University Assessment Council, you may attach the assessment report submitted to the UAC in compliance with its funding support requirements.

2. In the interest of streamlining our requests for assessment information, please identify an assessment contact person: Helen R. Klebesadel, Associate Chair

3. Do you have any suggestions for workshops or learning opportunities in the area of student outcomes assessment?

Thank you for taking time to complete this report.

Please return this report by May 25, 2002.

WOMEN'S STUDIES MAJORS SURVEY

In 1996 the University mandated that all departments and programs should undertake regular reviews of their teaching programs to determine that they are as effective as possible. One aspect of this review is to do a *survey of graduating seniors*. You have a lot of experience in our Program; you can help keep us informed about what we do well, and where we could make improvements. It is very important to the future of the Women's Studies Program that you fill out the survey. Your individual views are confidential and your responses are submitted anonymously. Thanks very much for your participation.

Description of your major and future plans:

1. What semester and year will you graduate?
2. What are your post-graduation plans?
3. In addition to your Women's Studies major, did you complete another major(s)? Yes No
If so, please list other major(s):
4. If you did *not* complete another major, please describe your area of concentration.
5. What do you believe were the benefits and drawbacks of the choice you made for you other major(s) or you area of concentration?

Your experience of the Women's Studies major and coursework:

5. Which Women's Studies course did you find most useful and why?
6. Which course would you consider the best Women's Studies course overall and why?
7. Did anything about the Women's Studies major make it difficult for you to graduate on schedule (getting closed out of courses; required course not offered often enough)? Please be specific.
8. Describe any ways in which being a Women's Studies major helped or hindered your other course work at the University.

9. Did the major sufficiently cover cross-cultural, multicultural and other diversity issues? Please comment.

10. Did you ever go to see the Women's Studies advisor? Yes No

If so, please comment on the quality of advising available in Women's Studies. Give examples where appropriate.

Overall evaluation

11. Describe the specific knowledge, skills, or abilities that you acquired through the Women's Studies major that you believe will most affect your experience after graduation.

12. Please describe any changes you would like to see in the Women's Studies major. (For example, course requirements, the structure of the major, the types of courses that are available, balance of social sciences/humanities, advising etc).

14. Please make additional comments that might be helpful for our evaluation of the Women's Studies major.

Thanks!

WOMEN'S STUDIES MAJORS SURVEY

In 1996 the University mandated that all departments and programs should undertake regular reviews of their teaching programs to determine that they are as effective as possible. One aspect of this review is to do a *survey of graduating seniors*. You have a lot of experience in our Program; you can help keep us informed about what we do well, and where we could make improvements. It is very important to the future of the Women's Studies Program that you fill out the survey. Your individual views are confidential and your responses are submitted anonymously. Thanks very much for your participation.

Description of your major and future plans:

1. What semester and year will you graduate?

2. What are your post-graduation plans?

Still deciding. (2)

Work (13)

Travel (3)

Work and Graduate School (3)

Graduate School after working for a while

Graduate school (11) in:

Social Work (2)

English

To UIC in Social Work

Public Health Policy – (2)

Psychology

Veterinary Science

PhD in Women's Studies or Masters in Public Health

Midwifery School (2)

Law School after a year off (2)

Climb Appalachian Trail

Intern with Equality Now and then Graduate School

Move to Montana and experience life

Edgewood College for a post* baccalaureate degree in Elementary Education

Get internship in video production and try to enter the field

Teach for America and then Graduate School

Work for Kathleen Falk for Governor

Play than get a teaching certificate

Americorp

Intern for NARAL

Internship with State legislature then Law School

Train as a Labour Organizer with AFL-CIO

3. In addition to your Women's Studies major, did you complete another major(s)?

Yes No *If so, please list other major(s):*

Sociology – (3)

English – (5)

Asian Religion

Portuguese

Ethnic Studies

African American Studies

Philosophy

Journalism

Anthropology

Social Work (3)

Creative Writing

Political Science – (6)

Communication Arts

Psychology – (3)

Sociology – (2)

Zoology – (2)

History

Spanish

4. If you did *not* complete another major, please describe your area of concentration.

Anthropology	African Studies
Psychology	Human Development and Family Studies
German and Business	Chinese
Religious Studies	Journalism
Zoology (2)	Chemistry
Nursing	Women's Health
Math	

5. What do you believe were the benefits and drawbacks of the choice you made for you other major(s) or you area of concentration?

Your experience of the Women's Studies major and coursework:

5. Which Women's Studies course did you find most useful and why?

- *WS101 – Great foundation in women's issues
- *WS102 - (4) it lays a foundation for gender related issues
- *WS103 - (20)-learned so much important info about our lives that is just impossible to get anywhere else
 - Every woman on campus needs to take this class! So informative.
 - Learning what so needs to be looked at
 - Hooked me on the major (2)
- *WS200 - Intro to LGBT because I hope to work in this field
- *WS320 – (2) Because I was able to concentrate the most on feminism in Brazil
- *WS330 – (3) Instructor covered an area I did not know much about
- *WS412 – (2) Viewing contemporary art with instructor really opened my eyes to a new world of feminist ideas and art
- *WS422 – (2) Awesome; amazing
- *WS424 - (2)International Human rights- I learned so much I didn't know
- *WS441 – (2) Theory is so important- it enabled me to engage with the material in other courses and understand a multitude of feminist perspectives, however 533 taught me so much about my body, critiquing scientific studies, and questioning the media, all of which carry into other aspects of my life
- *WS449 - Gave me a concrete way to connect theory and reality
- *WS464 - Goddesses
- *WS531 - (2) opened my eyes
- *WS533 - (3)-Both courses dealing with women's bodies. They taught me how to analyse medical reporting
- *WS640 - (8) it drew my other courses together
- *WS660 - (6) Internship class was the smallest class I took in college. It was most useful. Applied Women's Studies to real-life – it's the activism at the heart of feminism

6. Which course would you consider the best Women's Studies course overall and why?

- *All of them
- *Don't have a best - all so-so
- *WS102- fun and informative
- *WS103- (8) - Every one should know about their bodies
 - Both health courses were well taught. I believe that women's health issues are extremely important. I learned a wealth from this course
 - Interesting, fun and informative
- *WS200 - Intro to LGBT – because I wanted to learn more about LGBT culture
- *WS320 - Special Topics in Geography and Topography-very interesting
- *WS323 - Tie between Women's Lit and Race, Class and Gender in US History important
- *WS330 – (2) captured interconnection of oppressions
- *WS420 - women and use of space - it was very interesting
- *WS421 - (2) Gender and the Media-I just felt it was so very interesting, incorporating different media, like books, movies, ads, and it was a real life application of what Ws majors learn
- *WS422 – (2) Women and the Law was most intellectually interesting and challenging. Most useful post college
- *WS431 – (2) Childbirth in the US directly impacts my future
- *WS430 – (3) History of Women and Health –Taught me so much
- *WS449 - (9) Instructor was great and theories of sexuality extremely interesting topic

- *WS517- (2) Cross-listed political theory applied to all subsequent courses
- *WS530-(2) Biology and Gender gave me a new perspective on media coverage of women, high writing standards, exposed me to the Writing Centre, and provided me with the opportunity to contact professionals for help with research
- *WS533*(5)- I loved this course because it built on 103, but was a much more advanced and critical investigation of women's health issues. It not only covered a lot about biology and women, but also really delved into social and political issues. This class taught me to look at science in a whole light
- *WS640 – (10) (Capstone Seminar)
 - My favourite course (Instructor had an amazingly diverse and challenging syllabus, and she wasn't afraid to let students really engage and push each other in class.
 - Seminar classes are always interesting
 - I learned a great deal
 - Concepts were great-great instructor-
- *WS660 – (4) The internship was an exciting, hands on experience, and was the smallest class of my college career-a real treat!

7. Did anything about the Women's Studies major make it difficult for you to graduate on schedule (getting closed out of courses; required course not offered often enough)? Please be specific.

- * NO - (19)
- *Smaller courses great
- * To the contrary, I found it very flexible
- *The department was helpful in making sure I graduated on time (2)
- * Limited option of only one course per semester that fulfilled certain requirements (humanities and advanced bio) made it harder - (2)
- **I had a terrible time registering for classes, especially when I waited until seniors were registering
- *Some professors too strict on restricting enrolment limits, others very helpful
- * It is harder to get the courses if you declare as a junior or senior
- *Touch-tone registration was a problem even as a major
- *No problems after sophomore year
- *It would have been nice to have more classes to choose from
- *I was closed out from some courses, but when I really needed to get in I did
- * I had a little trouble registering for a feminist theory course for the fall semester of my senior year because there was only one choice and it closed quickly.
- * Needed to be a major to get in classes
 - I felt there were many options
 - But it would have been nice to have the internship in the fall too
 - But it would have been nice to have more health classes
- * Yes - being closed out of courses was a sever pain in the ****
- * The WS bio courses should be offered more often and at better times (not at night).
- *I wish some of the courses had been offered every semester
- *Subgroup restrictions were frustrating when I had to pass up a course I was interested in to fulfil a requirement
- * I didn't understand the breadth requirement and planned poorly
- * Initially, as a transfer student, it was hard to get into classes
- * I found the advisor very helpful (2)
- * There were instances where I was closed out of courses but I'll still graduate on time
- * Too many papers, too much reading, prefer test format
- * Needed permission to get into three classes that had filled

8. Describe any ways in which being Women's Studies major helped or hindered your other course work at the University.

- * WS helped my other coursework. I was able to bring other perspectives to discussions and papers in other courses that I otherwise would not have been able to do - (19)
- *The Senior Seminar needs to be a smaller class. Offer two per semester if necessary (there were almost thirty students in my seminar class (2)
- * I now have a broader perspective from which to look at many issues - (5)
- *Great classes made me double major (especially 103)
- * WS is my main area of interest so I see sociology as the supplemental work. If it weren't for WS I wouldn't be at the University, or in college at all

- * It gave me a broader knowledge base to build from - some classes conflicted in schedule
- * Interesting topics fought college stress
- * The WS internship took over my life in a great way
- * WS major only helped - I felt I was able to bring fresh and alternative perspective to other courses as a result of my women's studies work
- * The work in the major was extremely useful in my L & S courses due to the repeated encouragement to think outside the box and articulate issues on the part of every WS professor.
- * The WS courses I have taken taught me how to argue a point intelligently how to write a professional paper and analyze as an intellectual
- * Really helps me in my field of social work
- * Gave me a critical eye in my history classes and made me aware of subtle discrimination and censored information.
- * Enriched otherwise dry, patriarchal texts and culture
- * It helped since I had a background in understanding social constraints and how they affect people's lives
- * Transition to a new advisor was stressful
- * Helped me see sexism in media, as an advertising major that was very useful
- * Class size helped make good discussion and discussion was more insightful in general than my other coursework
- * Helped me apply practical knowledge to abstract concepts
- * Not sure – liberal arts degree may have made it harder to get into veterinary school
- * No hindrance – (3)

9. Did the major sufficiently cover cross-cultural and other diversity issues? Please comment.

- * Yes (8)
- * Yes and No – Yes in US but need more international diversity (2)
- * Some great, some less so (2)
- * Yes-every class made distinctions among diversity issues (2)
- Ye, except for women and childbirth, mostly white middle class focus
- * Yes, but I wish I had personally had room to cover more
- * Yes, there is a strong emphasis on diversity and difference in the program
- * Yes-almost every course addressed racial and social, class issues. Classes should have included more on sexual orientation issues
- * Yes-but I would have liked to take a course mostly on African American women
- * Yes-but because I sought out different points of view
- * Yes-if an improvement could be made I would suggest follow up classes that delve deeper into some issues-for example, there is only one class on lesbian and queer theory
- * Yes-tried to, but I did not have one minority woman instructor. All were white
- * More LGBT classes
- * Not enough Transgender or Tran sexuality addressed in classes
- * So far-I haven't finished
- * WS 640 Instructor was excellent. The other courses were decent
- * Absolutely. I took explicitly covered other cultures, but some classes like WS 103 and Women and the Family dealt with them without being multicultural in the course title
- * Somewhat...could have offered more courses in cross-cultural global issues (2)
- * PS517 is where I learned the most about diversity issues
- * Could do more within individual courses
- * I'd like to see multicultural issues more incorporated than as a splinter issue
- * More courses focused on women of color specifically and more often (5)
- * More international courses (4)

10. Did you ever go to see the Women's Studies advisor? Yes No
If so, please comment on the quality of advising available in Women's Studies. Give examples where appropriate.

- *I was pleased with the advising I received, advisor was great (25)
- *Advising mostly just if you could graduate on time (2)
- *I normally avoid advisors like the plague (past bad experiences) but all the WS help I got was great
- *We only met briefly, but she answered all my questions and was very helpful
- *Quite Good, very responsive, thanks
- *Very Helpful
- *I did not find the advisor very helpful- My English advisor helped me more
- *I thought it was adequate, but I very much felt like it was strictly on the student to come and get advising. I wish the office would be a little more inviting and showed interest in initiating contact.
- *Not always very helpful and did not return e-mails immediately
- *Walk in advising hours were nice. I wish that the advisor could have helped with talking about career opportunities. Rather, all my appointments focused on what I still required to complete the major
- *Advising is okay, but some questions were left unanswered
- *Excellent! I miss Mimi Orner's. Chris is also very helpful and genuine.
- *Very helpful. Both Mimi and Christine always were friendly and answered my questions (2)
- *Transition from Mimi to Chris stressful and confusing (2)
- *Very good. Christine is very helpful and knowledgeable
- *Christine is generally helpful
- *Christine Krajewski is AWESOME, wonderful, friendly, and very helpful
- *Helpful but couldn't get me into closed classes
- *I had a bad experience a few years ago asking for help finding a speaker

Overall evaluation

11. Describe the specific knowledge, skills, or abilities that you acquired through the Women's Studies major that you believe will most affect your experience after graduation.

- *Critical thinking and analysis (16)
- *Writing Skills (6)
- *Can see larger picture through a feminist, political consciousness (7)
- *Improved speaking and discussion skills (2)
- *Learned about myself (3)
- *Awareness of diversity issue (5)
- *How to know myself and how to value self-knowledge as a basis for life choices and values
- *To be a critical thinker-to not just accept information at face values. I also learned to think about how so many aspects of our lives are socially constructed, and to look at how our position in society frames each of our perspectives. I also learned to embrace difference
- *It has taught me to be more critical about things going on and it will give me an added awareness of workplace issues
- *My feminist consciousness and abilities to bring out a voice in the larger community
- *Recognition that social norms and challenges that face women and minorities
- *Critical gender lens, able to create a valid argument, able to accept diverse views on a single issue, able to read/dissect theoretical arguments
- *There is so much new worldview, sensitivity, understanding, etc. This is so broad!
- *I think my writing really improved-I think I also learned to think more critically about issues and problems
- *Critical thinking/analysis and knowledge of applicable theory
- *I will be a teacher and hopefully later as a principal. Having a feminist framework for thinking, acting, doing, looking and leading will be super important and make for a better learning environment for my students. It also will add to my ability to recognize social injustice.
- *Learn vocabulary-how to discuss-race with other people
- *I acquired the ability to think analytically about relationships between men and women and about patriarchal society
- *Mostly my ability to critically analyse social structures/institutions/situations. Increased confidence writing experience in making arguments
- *WS422 prepared me for Socratic method of law school. WS taught me to think critically from all angles

12. Please describe any changes you would like to see in the Women's Studies major. (For example, course requirements, the structure of the major, the types of courses that are available, balance of social sciences/humanities, advising etc).

- *More smaller classes (3)
- *More minority teachers and students (3)
- *My only problem was not getting to take all theory courses I would have like to
- *Offer courses more often (5)
 - Women and Law
 - Childbirth
 - African American Feminist Theory
 - Seminars in general
 - Internship
 - Black Feminisms
 - Senior Seminar
- *Add more course selections generally (7)
- *Add more courses on:
 - Theory
 - Politics and law
 - History of the women's movement (6)
 - Medieval women (3)
 - Art
 - Spirituality
 - Body image and eating disorders (2)
 - Science and health related topic courses (4)
 - Psychology of women (2)
 - Cross-cultural and Asian perspectives
- *More concrete courses on the history of all types of women and their movements
- *Better connection with community needed
- *Everyone should have to do an internship seminar! (2)
- *Offer internship seminar twice a year (2)
- *More opportunities for service learning
- *I would like to see more classes offered in a building of WS's own
- *Improve advising
- *Add a women's lit requirement and less Judith Butler
- *Didn't like women in politics
- *While it is nice to get into a closed class its nicer to have smaller classes, especially senior seminar (2)
- *I want religion/WS class-that is taught by a woman professor. When thinks the male professor was good but his class was boring-didn't address feminist issues
- *Hated feminist theory
- *I really enjoyed most of the courses I took-the only one I really did not like was WS 323. I took it as a summer school course
- * The only aspect I would like to see changes is the requirements for the major. I felt that the 30 credits is just not enough to get into higher level courses + electives, especially when 9 credits are necessary for declaration of the major
- *More classes centred on race issues and critical race theory and interconnecting with class and sexuality
- *More emphasis on multiculturalism

14. Please make additional comments that might be helpful for our evaluation of the Women's Studies major.

- *A great experience, Thank you
- *Less structure, more electives
- *More student social networking, a graduation reception together
- *Keep classes small
- *Better advising and more mentoring and networking
- *Great faculty that I was honoured to be taught by, Professors and Courses amazing (3)
- *I learned so much about myself
- *I think more visiting professors would add to the diversity, as well as more minority professors
- *I think this needs to be promoted much more. So many people don't know what this major is about-encourage people! This is not an 'easy major-it involves lots if work and time!
- *I would like to see the addition of a history of the women's movement course, as well as an introductory course to theory. I felt overwhelmed with the theory class because I have never been exposed to it before the requirement.
- *I love this department-it kept me here at the University when I planned on leaving. It feels great to love what you are learning, and I always have in my WS courses. I also have continuously been amazed by the dynamic department-I haven't encountered an instructor/professor I haven't likes.
Thank you!
- *Why aren't there more men in these courses? (3)