

Assessment of the Gender and Women's Studies major.
May 2013

OVERVIEW OF THE MAJOR: The Gender and Women's Studies Major is an interdisciplinary major that incorporates humanities, social sciences, and biological sciences into its requirements, with a strong emphasis on multicultural and global issues. All students are required to do either a second major or a concentration in order to attain additional depth of study in another field. (We have recently revised the major, to be implemented in the fall of 2013; students will no longer be required to do a second major or an outside concentration.)

The major was approved in 1986 and in the 25 plus years since approval, it has grown rapidly and, with some fluctuation, has maintained a high level of student enrollment. There are currently 125 declared majors. 15 majors graduated in December 2012; 36 plan to graduate in May 2013. Another 5 expect to graduate at the end of the summer 2013.

LEARNING OBJECTIVES: The learning objectives identified by the department address three distinct goals. We assume that students completing the major will: 1) Have a strong knowledge base in Gender and Women's Studies, including knowledge of the experiences of women historically, currently, and across cultures; 2) Be familiar with existing theoretical frameworks for studying and researching issues related to women, gender, and sexuality; 3) Have developed strong skills in critical thinking, including the ability to read critically and independently, to use theoretical concepts, and to communicate clearly in writing.

ASSESSMENT HISTORY AND PROCESS: In the years since Letters & Science instituted the major assessment, the Women's Studies Program and the Department of Gender and Women's Studies has assessed the major annually. The assessment process is under the direction of the Associate Chair, who carries responsibility for the curriculum and student programs. The Associate Chair works with the Curriculum Committee on the major assessment.

There are three main components to the annual assessment: a survey of majors, an evaluation by the Curriculum Committee of selected student papers in a range of courses, informal feedback from the Undergraduate advisor.

The assessment process for 2012-2013 was carried out as follows:

- 1) An electronic survey was distributed to the students in the GWS capstone in both the fall and spring. This course is mandatory for all majors, so it is an appropriate forum to gather information. The 51 finished surveys mark a 100% completion rate.
- 2) The Associate Chair circulated the survey to the Curriculum Committee for discussion.

- 3) Student papers were solicited, with permission of the students involved, from courses in the following areas in the fall semester of 2012: humanities, social sciences, and biology/health. These are required areas for course work by all majors. A Curriculum Committee member read the student papers in the context of the learning objectives outlined above and the course objectives as outlined on the syllabi. The reader circulated brief reports to the Curriculum Committee for discussion.
- 4) The undergraduate advisor provided informal input to the Associate chair and the Curriculum Committee that they gained through their interactions with students.
- 5) The Associate Chair wrote up an assessment report, which was approved by the Curriculum Committee (May 13, 2013). The report will be shared with the Faculty in the fall.

ASSESSMENT REPORT:

Our assessment this year focused on three questions. 1) How well are our introductory classes serving the majors? 2) How well are our students meeting the department's learning objectives? 3) How can we improve the educational value of the major?

Value and effectiveness of introductory courses

To earn a degree in GWS, students must take two of our three survey courses. They must take GWS 103: Women and Their Bodies in Health and Disease AND GWS 101: Gender, Women, and Cultural Representation OR GWS 102: Gender, Women and Society in Global Perspective. Further, these courses attract students into the GWS major or certificate. Consequently, we are invested in making sure these classes provide a solid preparation in GWS.

Our student survey indicates that these courses are in fact providing the necessary background for success in the major. 93% of the majors indicated that the introductory courses facilitated their success in advanced courses as illustrated by several quotations from the survey of majors:

I could not possibly have understood my higher-level GWS course without having the fundamental understanding of intersectionality that Ellen Samuels taught me in GWS 101. I think the intro courses do a great job of teaching the basic concepts of feminism and GWS, and also teaching students how to discuss those concepts carefully.

GWS 102 was excellent in exploring and teaching the concept of intersectionality, social construction, the idea of gender vs. sex.

I feel like 103 taught me the fundamentals of everything that I would later learn.

The introductory courses give you a good base on which to build your knowledge. The courses give you the basic language with which to talk about gender, sexuality, race, health etc.

I think [the introductory courses] gave me a lens that I never knew existed.

Meeting learning objectives

As a way to discover what the students believe they gained from their GWS major and whether student learning complements our learning objectives, we asked the seniors which of the “specific knowledge, skills and abilities” they gained as GWS majors were most useful to them. Their answers suggest that from their perspective, the department’s curriculum and the faculty members’ teaching are helping students achieve the department’s learning objectives:

1) Have a strong knowledge base in Gender and Women’s Studies, including knowledge of the experiences of women historically, currently, and across culture.

I gained so much knowledge about women’s experiences here in the US but also internationally which I felt was/is very valuable....This major gave me the skills and knowledge to be a global citizen and scholar which I believe is invaluable and should be the result of every major.

I think the knowledge I gained about media representation of women and LGBT people, about body image and sexual health, about black women’s history in the U.S., and about gender and sexuality issues in schools and other institutions will be very helpful to me.

I have just more awareness of social injustice all around me and have developed a very different lens that will serve me well.

I plan on being an OBGYN so I felt I learned useful information on how to treat patients and respect them.

2) Be familiar with existing theoretical frameworks for studying and researching issues related to women, gender, and sexuality.

I believe having an understanding of intersectionality and heteronormativity will be most beneficial.

I feel I have a better understanding of my privilege and to me that is invaluable for my future anywhere, or in any type of relationship.

Since I am going into Human Resources, I think understanding social construction and everyday prejudices will allow me to be aware and cautious during the hiring process. I will do my best to ensure fair hiring practices through what I have learned.

[Most importantly, I learned about] intersectionality and how women are oppressed on multiple levels.

[The major] helped me bring a feminist lens to everything I studied and helped me interrogate the material I was presented with. On a personal level, it gave me more confidence and made me more comfortable in my skin.

3) Have developed strong skills in critical thinking, including the ability to read critically and independently, to use theoretical concepts, and to communicate clearly in writing.

I think the critical thinking skills have been the most important. Because of these courses, rather than just reading things and absorbing information, I engage with everything I read or hear, trying to see everything from multiple angles. I think it has helped me in everyday life, as a feminist activist, and will especially help me as a clinical therapist.

Being a GWS major made me a much better writer. It made me realize the importance of considering the implications of what I write and how to be a truly critical scholar.

I liked the writing emphasis of the major, and my writing and analysis skills have improved immensely as a result.

I believe my ability to write and coherently make an argument will help me throughout my life, no matter what field I end up in.

I also gleaned public speaking skills, writing skills, and the confidence to assert my own opinion.

In sum, these comments suggest our students learned a great deal from their major: they learned to analyze and understand their experiences and their bodies; they learned to analyze and understand the experiences and bodies of people unlike themselves; they learned about the local, national, and global histories of gender and women; they learned to interpret and analyze a variety of cultural texts (e.g. media, literature, images, legislation); they learned to interrogate their opinions and to sharpen their ideas; they learned to present those opinions and ideas for various ends; they learned frameworks and theories and how to apply them in a variety of scholarly and everyday contexts.

The Curriculum Committee's review of syllabi and student papers echoes the students' perceptions. The syllabi we reviewed were content rich, theoretically informed, and intellectually rigorous. Individual faculty members and the faculty as a whole are teaching our students well.

Can we improve the major?

We recently completed a revision of the undergraduate major, and so we believe that even good programs can be made better. We continue to look for ways to improve the major experience. Nevertheless, when we asked the students for their suggestion improvement, they were mostly silent. (We have very happy majors!) Those that offered suggestions mostly asked for more classes. They wanted more classes in virtually every area we teach. (Last year's strong demand for more health related courses decreased significantly now that we have Jenny Higgins' offerings.) The number of classes we can offer, however, is out of our control.

CONCLUSION:

The student survey, the Curriculum Committee review of syllabi and student outcomes, and the insight from our undergraduate advisor highlights several points. First, our students are thrilled with the education they are getting from their GWS major. Second, we have developed a curriculum that develops basic competencies that are reinforced without being duplicated. These include core content (history of feminism, bodily literacy, gender/sex), threshold concepts (patriarchy, privilege and oppression, social construction, globalization, intersectionality, patriarchy), and critical skills (reading, writing, speaking). Third, our major provides breadth (requiring courses across approaches and topics) and provides the opportunity for depth (several courses in most of our topical strengths). These point to our department's strengths.

Nevertheless, as our major revision suggests, we are always looking for ways to improve the major even though our majors are satisfied. Although the students note that GWS requires a great deal of writing, perhaps we are less strong in teaching research and research-based writing. One student, for example, noted that they did not write a single research paper as a GWS major. Although changes to our major to be implemented in fall 2013 include a research-focused component as a major option, we may want to consider this requirement more fully for all GWS students. Perhaps this indicates the need for more small classes.

LGBT Studies Certificate Assessment, 2013
Prepared by Finn Enke, May 2013

The LGBT Studies Certificate Program utilizes several assessment tools: adviser meetings with students and completions of DARS reports provide information about the integration of the Certificate with students' major fields of study including the impact of the Certificate on time to completion of degree, breadth and diversity of courses taken outside and within one's major/s, and value of Certificate within and beyond students' educational mission at UW; the LGBT Studies Certificate Capstone course requests feedback on the overall curriculum, placing an emphasis on what students feel is missing from the program and/or the courses within the certificate; an anonymous survey sent to graduating certificate students. This year, the survey was sent to the 21 students who are graduating this spring or summer. We received a 100% return rate. The survey is provided in a separate attachment.

The LGBT Studies Certificate is served by a 10%-time adviser (who is also the GWS adviser), a Director (Finn Enke) and roughly 45 faculty affiliates from 10 different departments spread throughout L and S. Each year, the Certificate graduates about 30-40 students. This Certificate receives no university funding with the exception of 10% of the GWS adviser's time. Students are required to take the Introductory course (Soc/GWS 200) and the Capstone seminar (GWS 642), and at least three additional elective courses. They are allowed a maximum of 9 credits overlap with their majors, and two of the electives must be designated LGBT-Intensive and at the 300-level or above.

With almost no exceptions, students report that the LGBT Studies certificate has enhanced the quality of their education, helped students better understand the complexity of gender and sexuality, enhanced students' experience at UW overall, will be useful and applicable in students' post-graduate life, helped students grow as a person, and changed they way students see the world and their contributions to it.

The structure of the curriculum provides adequate flexibility and does not increase time to degree. However, students and faculty alike recognize a strong need for more courses to diversify the offerings and ensure that each semester students have a range of courses from which to choose. While many faculty are listed for the Certificate, very few are able to regularly teach the courses that count toward the certificate; having more faculty whose purpose is in part to regularly serve the LGBT Studies curriculum would be helpful. Students also feel that the required Intro and Capstone course should be offered each semester, however none have been impeded in their progress to degree by the current situation in which each is only offered in the spring semester.

Faculty who are centrally involved in the Certificate, as well as the adviser, have discussed the potential growth of the program, and every two years we assess whether or not we have enough curricular base to require some breadth distribution or area concentration within the program. So far, we have come up quite short, but we also feel that the current structure is appropriate for a Certificate. Following prior reviews, deans have suggested that building a Major is a next possible step. We feel we are a long way away from having the curricular strength as well as financial support to develop a major.

1. What semester and year do you plan on completing your LGBT Studies certificate?

#	Answer	Response	%
1	Spring 2013	13	62%
2	Summer 2013	0	0%
3	Fall 2013	0	0%
4	Spring 2014	8	38%
5	Summer 2014	0	0%
6	Fall 2014	0	0%
7	Spring 2015	0	0%
8	Unknown	0	0%
Total		21	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.14
Variance	2.23
Standard Deviation	1.49
Total Responses	21

2. In addition to your LGBT Studies certificate, what majors and additional certificates are you working towards completing?

Text Response
GWS
Linguistics, Journalism, Possibly GWS
Sociology major, Gender & Women's Studies major
Social Work, Gender and Women's Studies
History
Math biology majors and global health certificate
Psychology Major, Gender and Women's Studies certificate
Gender and Women's Studies, Psychology
M: Genetics; C: GWS
Women Studies Major/Psychology Major
English, European Studies
Political Science, GWS Certificate, German Certificate
Com Arts Radio Film and TV, Gender & Women's Studies

English
 Bachelors of Science in Computer Science and Bachelors of Science in Sociology
 History, Social Welfare
 Gender and Women's Studies, a concentration in CommArts/Film
 Major: Psychology, certificate: Gender and Women's Studies
 Social Work, GWS Certificate
 Gender and Women's Studies
 Social work major, Gender and Women's certificate

Statistic	Value
Total Responses	21

3. Why did you decide to pursue the LGBT Studies certificate? Check all that apply:

#	Answer	Response	%
1	To round out my education	0	0%
2	LGBT Studies is relevant to my career goals	5	24%
3	LGBT Studies is relevant to my life goals	2	10%
4	LGBT Studies is personally relevant	8	38%
5	LGBT Studies is just important in general	4	19%
6	The courses are intellectually engaging	2	10%
	Total	21	100%

Statistic	Value
Min Value	2
Max Value	6
Mean	3.81
Variance	1.66
Standard Deviation	1.29
Total Responses	21

4. Including the courses you are currently enrolled in, which courses have

you taken towards the LGBT Studies certificate?

Text Response

200, trans*history, gender, sexuality and performance

GWS 200

Intro to LGBT Studies; Gender, Sexuality, and Literature; Queer Theory; Queer Film; capstone seminar

GWS 340: LGBT Mental Health, SW 662: LGBT Social Welfare, GW 351: Gender and Sexuality in the Ancient World

Intro, History of Sexuality, History of Women and Gender, Trans history, Queer Narratives

English 171 and gender and women's 200

GWS 414

GWS 200, English 171, GWS 102, History 275, GWS 103, GWS 340 (History of Queerness), GWS 340 (LGBTQ Mental Health), GWS 310 (Gender, Sexuality, and Performance), GWS 320 (LGBTQ Psychology), GWS 421

GWS 101, GWS 103, SOC 200, English 516, GWS 642

--all courses required

Capstone, Queer Film, Queer Narratives, LGBTQ Mental Health, Introductory Course (GWS 200)

GWS 200, GWS 519, GWS 642, GWS 533, GWS 103, GWS 249, GWS 101, His 275

Adv Smr in LGBT St (Capstone); Women&Gender in US Since 1870; Literature, Gender & Sexuality; Womens Bodies-Hlth&Disease; Women-Soc Inst & Soc Change

Eng 506: Queer Narratives, GWS 310: Queer Film, Eng 553: Queer Theory

English 171, History 275, Gender and Womens' Studies 414, Sociology 200

Soc 200, Soc 496 LGBTQ Oral Histories, GWS 102, GWS 103, Social Work 662 LGBT Topics in Social Work

Queer Film, Queer Theory, Queer Bodies, Intro to LGBT Studies, LGBT Studies Capstone

GWS 200, GWS 642, English 630, GWS 102, GWS 103

GWS 101, 103, 200, 340, 642

GEN&WS 200, HIS 275, GEN&WS 340, GEN&WS 103, GEN&WS 310

GWS 101, GWS 103, GWS 200, GWS 421

Statistic	Value
Total Responses	21

5. Overall, my LGBT Studies courses were challenging and rewarding.

#	Answer	Response	%
1	Strongly agree	8	38%
2	Agree	10	48%
3	Neither Agree nor Disagree	3	14%
4	Disagree	0	0%
5	Strongly disagree	0	0%

6	Please comment on any outstanding courses:	0	0%
	Total	21	100%

Please comment on any outstanding courses:

Statistic	Value
Min Value	1
Max Value	3
Mean	1.76
Variance	0.49
Standard Deviation	0.70
Total Responses	21

6. Overall, my professors and instructors were passionate and knowledgeable about their courses.

#	Answer	Response	%
1	Strongly Agree	16	76%
2	Agree	4	19%
3	Neither Agree nor Disagree	1	5%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	Total	21	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.29
Variance	0.31
Standard Deviation	0.56
Total Responses	21

7. In general, did the courses for the certificate give appropriate attention to diversity within the broad rubric of LGBTQIA? (e.g., race, ability, class, culture, etc)

#	Answer	Response	%
1	Most did	15	71%

2	Some did	5	24%
3	Few did	1	5%
4	Comments:	0	0%
Total		21	100%

Comments:

Statistic	Value
Min Value	1
Max Value	3
Mean	1.33
Variance	0.33
Standard Deviation	0.58
Total Responses	21

8. Overall, the LGBT Studies certificate program

#	Question	Definitely agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total Responses	Mean
1	Helped me better understand the complexity of gender and sexuality	16	2	2	0	1	21	1.48
2	Enhanced the quality of my education at UW	16	4	0	0	1	21	1.38
3	Enhanced my experience as an undergraduate at UW	17	3	0	0	1	21	1.33
4	Will be useful or applicable to me in my post-graduate life	14	5	1	0	1	21	1.52
5	Helped me grow as a person	17	3	0	0	1	21	1.33
6	Changed the way I see the world and my contributions	16	4	0	0	1	21	1.38

to it

Statistic	Helped me better understand the complexity of gender and sexuality	Enhanced the quality of my education at UW	Enhanced my experience as an undergraduate at UW	Will be useful or applicable to me in my post-graduate life	Helped me grow as a person	Changed the way I see the world and my contributions to it
Min Value	1	1	1	1	1	1
Max Value	5	5	5	5	5	5
Mean	1.48	1.38	1.33	1.52	1.33	1.38
Variance	1.06	0.85	0.83	0.96	0.83	0.85
Standard Deviation	1.03	0.92	0.91	0.98	0.91	0.92
Total Responses	21	21	21	21	21	21

9. Describe the specific knowledge, skills, and abilities that you acquired through the LGBT Studies Certificate that you believe will most affect your experience after graduation.

Text Response

Learning to write about communities without being prejudice against others or making sweeping statements

Knowledge of issues pertaining to all groups within the LGBTQ community; specific skills in dealing with LGBTQ folks in real-world settings (i.e. practice/clinical settings)

To e a critical thinker and develop a passion for social justice

It taught me to be more aware of my surroundings and other people's perspectives

A better understanding of Intersectionality, and the ways in which queer people's experiences differ based on how their other identities intersect with their identities and experiences as queer people

I learned a lot about intersectionality, seeing things from others' perspective, and critical thinking.

I've gained an understanding of how identities intersect and change, giving me an apperication for a diversity of life experiences and making me more open to forming and building community.

The importance of understanding intersectionality!!!!

Taking courses for my LGBTQI certificate helped me improve my own communication skills and made me much more sensitive to issues and situations I did not think effected LGBTQI people before. Because of this certificate I have become more aware of my own interactions with people in general and the impact and power language holds.

The LGBT Certificate has made me more knowledgable in how to interact with people who are different from myself.

Changed my perspective about self-identification and opened my eyes to other forms of discrimination as well.

Understanding Queer Theory has taught me to critically evaluate the world around me

Critical thinking; LGBT Studies courses did not claim to give me all the answers, but rather to ask more questions

Knowledge of the broad range of genders and sexualities

How to work on my allyship

I am more aware of LGBT issues and I have learned how to make improvements in the environment in which I live and work. I will be able to assess and make recommendations about the cultural competency of the agency I work at in the future. My classes have taught me how to be sensitive to LGBT issues and look at things from a different perspective. I will be able to educate those around me on gender. It's hard to put into words how much I have learned, but I know that I will be a better social worker from having taken these classes and get to know people who are different from me in various ways.

Statistic	Value
Total Responses	16

10. The LGBT Studies certificate structure of 2 required courses, GWS/Soc 200 and GWS 642, and 3 electives is appropriate and well-designed. Please comment.

Text Response

I think for a certificate it is well-designed. I think that the breadth of course options could expand to include more options in other fields (science specifically), but I believe that will come with the advancement of the program.

Yes. I like the flexibility available with the electives.

I agree, no changes necessary.

I think the capstone may be alright, but I'm using GWS 519 to satisfy it instead of 642... So maybe more flexibility?

I loved the 200 class

I agree.

I love it, though I wish there was more space in both courses and that they were offered more frequently. I found that a lot of people had a hard time even getting started in the LGBTQ Studies program due to wait listing and gave up trying...

I agree.

I think this is a good way of making sure that students have a broad knowledge base.

I didn't like GWS 200 at all, I thought the professor said a lot of hurtful and inappropriate things.

I think that it is great that the GWS certificate overlaps with the LGBTQI certificate but I believe it should have some more required classes that don't overlap so that students may feel that they get more courses focusing on LGBTQI issues

I feel it is well designed. Maybe adding an additional course to the electives section to get more out of the experience. Perhaps a theory class or a higher level class.

On a whole, yes. Very manageable, yet through. Soc 200 adds little value though (curriculum needs revision).

Yes, but Soc 200 should be revised especially the lectures.

I do think it's appropriate...if GWS 200 were taught by a different professor; seriously that's the worst course I've taken, and it makes me sad that it's some people's intro to the LGBT world

Agree

Yes

This is very appropriate for a certificate.

Statistic	Value
Total Responses	18

11. Did completing the LGBT Studies certificate program increase your time to degree?

#	Answer	Response	%
1	Not at all	15	71%
2	Maybe a little	5	24%
3	Yes, a lot	1	5%
	Total	21	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.33
Variance	0.33
Standard Deviation	0.58
Total Responses	21

12. The LGBT Studies certificate has enough variety in the course offerings.

#	Answer	Response	%
1	No, not at all	2	10%
2	Neutral	11	52%
3	Yes, definitely	8	38%
	Total	21	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	2.29
Variance	0.41
Standard Deviation	0.64
Total Responses	21

13. The certificate needs more course offerings to choose from.

#	Answer	Response	%
1	Strongly Agree	6	29%
2	Agree	12	57%
3	Neither Agree nor Disagree	2	10%

4	Disagree	1	5%
5	Strongly Disagree	0	0%
Total		21	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	1.90
Variance	0.59
Standard Deviation	0.77
Total Responses	21

14. Are there courses that you took that you believe should be required for the certificate?

Text Response
Not at this time
Trans histories or history of sexuality are important, in my opinion. At the very least, having a history component to it in order to understand where LGBTQ issues are in relation to the past, and therefore which direction they're heading in in contemporary society...
I have only taken one so far, but I believe that the courses required are very applicable to the certificate.
No, I like that we have more choice in what electives we chose to take. Though I loved all my classes, and even loved some more than others, that's because those classes spoke to me. I like the way the program is set up now.
N/A
I think that the capstone seminar brings together the knowledge learned in all of the other courses and helps students apply that knowledge, so it should remain a requirement.
His 275, or a class that specifically focuses on trans folks
English 553: Queer Theory. I felt it gave a great, large foundation and background and was very useful when dealing with other, more specific topics.
N/A
No, but some sort of field/service course should be required
Queer Bodies!
Can't think of any right now...
Human Sexuality
No, everyone should be able to select classes that are meaningful to them.

Statistic	Value
Total Responses	14

15. Do you have any recommendations to change the structure/course requirements of the certificate?

Text Response

I wish there were more courses offered in other departments, especially in the social sciences. More attention could be paid to intersections and diversity within the LGBTQ community (race, class, privilege). I would also like to see classes specific to groups (e.g. gay men's health issues; LGBTQ people of color; trans 101).

Maybe have an honors section for the intro or the like? This is mostly because I've already taken a number of queer classes before this semester, and I'm taking the intro and capstone courses at the same time - the intro class could be more challenging or engaging in some ways. Also, Joe Elder may not be the best person to teach the class - he can be pretty problematic sometimes, in my opinion, and having him be the first exposure that some folks have to LGBTQ issues can be detrimental if not damaging.

It would be nice to allow more overlap with the Gender and Women's studies department.

nope.

I think history or literature (like Queer Narratives or Trans History) would be a good requirement.

I think it would be good to have more courses that directly address intersectional issues; if there was a greater variety of such courses, it would be good to require that one of the courses for the certificate also have an ethnic studies component.

a class that has to do with dis/ability

LGBTQI Debate (how to discuss LGBTQI issues), LGBTQI and the media (media studies course)

-Maybe adding an additional course to the electives section to get more out of the experience. Perhaps a theory class or a higher level class.

Critical analysis of the structure of Soc 200.

Like I said above, I think Intro to LGBT Studies needs to change; not the requirement itself, because it could be a very useful course, but as it stands it's actually a really terrible class

Offering more courses

The requirements to complete this certificate have changed since I declared this certificate. In the past, students could have up to three classes go towards both the GWS and LGBT certificate. It has since changed. I would not have been able to complete this certificate if I was not able to have three of the same courses go towards both certificates. The requirements are stricter now, which may prevent some people from completing both certificates. I think they should return to the previous rule.

Statistic	Value
Total Responses	13

16. Overall, advising for the certificate is helpful

#	Answer	Response	%
1	Strongly Agree	15	71%
2	Agree	4	19%
3	Somewhat Agree	1	5%
4	Neither Agree nor Disagree	0	0%
5	Somewhat Disagree	1	5%
6	Disagree	0	0%
7	Strongly Disagree	0	0%
	Total	21	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	1.48
Variance	0.96
Standard Deviation	0.98
Total Responses	21

17. Do you have any additional comments that might be helpful for our evaluation of the LGBT Studies certificate program?

Text Response

I am thrilled that the university offers this course of study. Keep it up!

N/A

This certificate has given me tremendous insight on things I have taken for granted within my own privilege and helped me better my outlook on life (truly). I am so thankful to have had this certificate be apart of my college career, I really feel like I have better insight because of it and am now capable of looking at issues and situations from a variety of perspectives. Overall it has made me a more thoughtful and respectful person.

None

REVISE SOC 200 to include relevant issues on campus (ie bring in LGBT CC)

This is a wonderful program and I wish all students were required to take at least one LGBT course in their undergraduate career.

Statistic	Value
Total Responses	6

ASSESSMENT OF THE CERTIFICATES (GRADUATE AND UNDERGRADUATE) IN
GENDER AND WOMEN'S STUDIES
MAY 2013

Prepared by Judith Houck for the GWS Curriculum Committee

Undergraduate certificate

Since its establishment in 1979, the Certificate in Women's Studies, now the Certificate in Gender and Women's Studies, has become one of the most popular certificates on the UW campus. It has been awarded to an average of 80.2 students every year for the last five years. Only the certificates in Business, Environmental Studies, and European Studies can boast larger numbers, 102.8, 110.2 and 150.6, respectively. At present, 185 students have declared their intention to earn a GWS certificate. 19 students completed the certificate in fall 2012; 84 completed it in the spring 2013; one plans to complete it summer 2013. We are, of course, delighted that we offer an intellectual experience of interest to so many undergraduate students.

We have not had a formal assessment of our certificate to date. In response to the Dean's call for assessment, the Curriculum Committee was charged with designing and implementing an assessment of the certificate.

In April 2013, the Curriculum Committee designed an online survey for certificate students. The survey attempted to determine why the students pursued the certificate, what they learned from the certificate, and how valuable they found the certificate. We distributed the survey to the certificate students who were planning to graduate spring 2013; they had a week to complete it. 51/64 students completed the survey.

The returned surveys indicate a high-level of student satisfaction with the GWS certificate. 98% of the responding students found their certificate an extremely valuable (51%) or valuable (47%) part of their education. In response to our question about the most important thing they learned while earning a GWS certificate, three major themes emerged: the students gained from the certificate a set of threshold concepts—privilege, oppression, intersectionality, patriarchy, social construction; they learned not to judge the world and the people in it from their particular and situated place in it; they learned to be informed consumers and providers of health information and health care. We can't resist adding that one student remarked that they discovered that "rarely" were feminists "man-hating."

The survey also indicates that the certificate has been a "high-impact" learning experience. 88% of the certificate students claimed that their GWS coursework has directly influenced their post-graduate plans (31%) or that they are hopeful it ultimately will (47%). Another 20% claimed that while their GWS coursework has influenced "how they see the world," they do not see it as an influence on their post-

graduate professional or education plans. These results suggest that the GWS certificate has truly shaped the students' intellectual development and post-graduate interests.

We asked the certificate students for recommendations to improve the certificate, but almost everyone was pleased with the certificate exactly as it was. ("I think it's doing really well as is.") The only consistent recommendation was to provide certificate students priority enrollment opportunities as we do with the majors. A few students called for more classes.

No students found that the certificate impeded their ability to graduate in four years. 84% of the students were satisfied or very satisfied with the advising they received and none were dissatisfied. (4 percent did not meet with the advisor.)

One student noted that the certificate in GWS "completed" their education. We regard this as meeting and exceeding the goals we have for the GWS undergraduate certificate.

Graduate certificate

Although the GWS certificate was designed for undergraduates, over the years we discovered many graduate students were also interested in it. Consequently, we offered it to graduate students. At some point, however, we realized that the certificate in GWS, which had once appeared on the transcript as "Women's Studies Certificate" now appeared as "Women's Studies Certificate—Undergraduate." We appealed to have the "undergraduate" designation removed, but were urged instead to develop a graduate certificate in Women's Studies (now Gender and Women's Studies). In November 2007, the university approved a Certificate in Women's Studies at the Graduate Level.

Since fall 2008 we have had 8 students declare the certificate and 6 students earn it. The certificate has not been as popular as our PhD minor (36 PhD minors declared since fall 2010), but the steady interest in it suggests that the certificate is meeting the demand of the few students who want extra training in gender analysis. Our certificate requires 15 credits; many other graduate certificates only require 12 credits, but we believe that we need to make the certificate requirements significantly more rigorous than our 9-12 credit minor.

Gender and Women's Studies MA Program Assessment, 2013
Prepared by Finn Enke, Director of Graduate Studies, May, 2013

The Gender and Women's Studies MA Program utilizes several different assessment tools during the course of the year. These consist of regular meetings of the MA Committee to review the effectiveness of our degree policies and procedures as well as curriculum and advising structures, regular meetings with MA students to assess their needs toward successful completion of their degrees, and an anonymous survey sent to MA students upon completion of their degrees. I will provide a narrative description of this year's assessments, as well as the survey that we sent to students. Because students are still finishing grading for the courses they are TAing as well as finishing up their theses and exams, we do not yet have a representative size sample of completed surveys.

The MA program receives about 45-65 applications each year, out of which the MA Admissions Committee selects 5-6 applicants for admission. For the last three years, the MA program has admitted 6 or 7 students each year; 6 students have accepted our offer of admission and matriculated each year; and all students who have entered the program have successfully completed their degrees in the anticipated 2-year time-to-completion. In any given year, we thus have about 12 students, divided equally between first and second year students.

In response to assessments conducted between 2008-2010, the MA program moved to a funding structure that guarantees all admitted students the same funding package of two semesters of TAship, generally taken the spring of the first year and the fall of the second year. We also nominate one student each year for the AOF, and have supported AOF students' second year of funding. Students may apply for additional TA or PAships as they become available. While students elect to come to UW despite the lack of guaranteed full funding packages that they have been offered at other institutions, we recognize that they are often under considerable financial stress to cover tuition and living expenses. This year (admissions for 2013), two of our admitted students could not attend UW without full funding. We have been very very fortunate to be able to put together enough funding through TAships and PAships and grants that our faculty have won to allow us to maintain a stellar and exceptionally diverse student body.

We currently have a Director of Graduate Studies that is at least a 3-year term. This is an uncompensated position. In addition, we have a first-year adviser, who is generally the same person who teaches our required first semester course, GWS 880. Our MA committee consists of these two people and at least two additional people.

Students are required to select a thesis or exam adviser at the end of their first year; we have devised forms to assist formalizing and tracking this process. They are required to file an exam or thesis proposal by the third week of their second year; they present their work-in-progress at a formal MA colloquium mid-way through their second year to receive feedback toward completion. All of our students in the last three years have graduated in the expected 2 year time-to-completion, which is itself a highly meaningful feedback mechanism suggesting that they are receiving the advising and other forms of support needed.

One ongoing challenge is our lack of graduate-level courses from which students may choose; the majority of GWS courses only run up to the 600-level and those courses are distinctly undergraduate courses. Faculty enhance or enrich those courses for grad students, but students and faculty alike would like to see a larger range of truly graduate-level seminars available. One factor inhibiting such offerings is the need for faculty to staff our undergraduate courses; another factor is the shrinking enrollment of graduate students in other programs to ensure that all graduate seminars fill.

Another challenge for students is the lack of formal opportunity to get to know all the affiliated faculty, and uncertainty about how much they might draw on affiliated faculty for intellectual support. This is a challenge common to many studies programs in which the majority of faculty have joint or affiliated appointments. For this reason, we are considering different models for offering workshops or courses designed specifically to introduce students to our full range of faculty.

In general, while students feel thoroughly supported in their intellectual endeavors, the uncertainty of funding introduces stress, and the need to find funding often outside the department is time-consuming and can impede students' progress. Students report benefitting tremendously and in several ways from the TAships they receive. Beyond the obvious financial advantage, TAships provide invaluable professional experience, the opportunity to witness and develop pedagogical styles that are seen to be useful beyond college classrooms, and the sense of community support that the TAs develop among themselves.

It is the impression of the faculty that we succeed in admitting students who are not only well-suited to our program, but who also have the greatest chances of contributing to a rich, diverse, culturally and intellectually vibrant cohort. That is to say, we consider the fit students might have together, as well as their intellectual fit with what UW can offer. Students in general reflect that this is their experience as well, and generally have positive feelings about the education and community they experience here.

As far as we know, about 1/3 of our graduates go on to pursue Ph.D.s at other institutions, about 1/3 seek other professional degrees, and about 1/3 enter the workforce directly.

2013 Survey for MA Students

We would greatly appreciate your answers to the following questions as part of the now annual-year review self-study process for the GWS MA. Please use additional sheets of paper as needed. If you have any questions about the review process, you may contact Jane Collins, Chair, Department of Gender & Women's Studies, jcollins@ssc.wisc.edu.]

What was/were your area(s) of greatest interest within the MA program?

Which of the courses you took in the program did you find valuable? Why?

Are there courses you would have liked to take that were not available? If so, what were they?

What skills did you learn through your coursework and/or project?

Were there skills you hoped to learn that you did not have an opportunity to acquire? If so, what were they?

Did your MA program courses sufficiently cover diversity issues? Please comment.

In your experience beyond courses, what are some of the greatest strengths of the program?

What are your plans following graduation?

How do you see your MA coursework connecting to your long-term career goals?

Please describe any changes you would recommend in the MA program.