

**Agenda and Evaluation Report for  
Program Review Face-to-Face Meeting  
University of Wisconsin-Whitewater  
Women's & Gender Studies Majors and Minors, 2024-2025**

**Date:** 5/9/2025

**In Attendance:** Interim Provost Robin Fox; Dean Jason Janke (L&S); Associate Dean Angela Harlan; Department Chair/Program Coordinator Ellie Schemenauer; faculty and staff in the Women's & Gender Studies program Donald Jellerson, Jessica Walz, Andrea Romero, Ashley Barnes-Gilbert; Program Review Team Chair Kim Kostka; Program Review team members Bill Miller and Corey Davis; Assessment Representative Katy Casey

- 1) Introductions
- 2) Overview of review team evaluation, program comments
  - a) Review team commented on the consistency of the individual team members responses as a testament to the programs writing a strong report
  - b) Program commented on the changes in leadership and some affiliated faculty – small department that has a leadership pipeline (interim leader for a year)
  - c) Will be requesting a line to fill teaching responsibilities of an affiliated member who will be transitioning to a new faculty line
  - d) Angela commented on the positive culture of the department and what a great impact that has on the college community
- 3) Discussion of Review Team's evaluation:
  - a) *We commend the program for the significant leadership and advocacy work at the university level.*
  - b) *Describe specific work the program engages in to prepare graduates for their upcoming transition from the University to career.*

Chair Schemenauer identified 3 ways they help prepare their graduates for careers after graduation:

- 1) capstone course required in the program, which is an advanced seminar that provides opportunities for students to prepare a written reflection on the program's coursework. Students discuss how they plan on using their acquired skills and knowledge as they transition to a career. Also required in the seminar is a career-focused presentation. Students tend to select two paths – either graduate school or employment. Once identified, they create a 1-to-5-year plan in which they research a career interest and interview someone in their chosen career.
- 2) During advising, faculty engage students in discussion about the skills they are developing and how those can lead to many employment opportunities.
- 3) The program is working to increase opportunities for students to engage in undergraduate research and internships.

The program is working on strengthening relationships with alumni to help foster connections between students and is also strengthening connections with other programs across campus that introduce students to other potential areas that could lead to careers.

Common career paths include law, health, education, and social services.

Film studies commented on the value of this program in teaching the analytical skills needed to unpack stereotypes/barriers/misrepresentations.

The Provost commented on the value of this department to the university in addressing diversity issues across campus, and noted the Chancellor sees this department as instrumental in helping the campus achieve goals to

improve campus climate

- c) *The program invests significant time recruiting students and making strong interpersonal connections with their students. Are you planning to continue with the recruiting efforts described in the report (e.g., letters to students, building a community of care), and are there any new ideas you are implementing?*

The program has worked to expand the number of 100-level courses to help introduce students to the WGS area of study (an increase from 1 to 3 100-level courses over the past few years). This is in recognition of the fact that students do not necessarily come to college with an awareness of this field.

The program continues its presence at campus preview, orientation, and wellness events to share information about the program.

WGS and Religious Studies secured an endowment that matures in fall and will produce \$20,000 per year to use for research dissemination. Their plan is to use the funds to bring in speakers, as well as host additional events. The first use of the funds will be to bring a high-profile speaker to present to the program's students, followed by a public talk.

- 4) **Recommended Actions:** The evaluation report lists three recommended actions (see page 13, point 4) related to assessment, course offerings, and staffing.

- 5) **Recommended Result:** *Continuation without qualification*

- **Please make use of the detailed comments in the evaluation report (below).**
- **Please select all applicable boxes and fill in the appropriate year:**
  - ☒ **Next SHORT self-study will be due to the Dean on May 1, 2031 and to the Assessment Office on August 1, 2031.**

- 6) Adjourn.

*Review team report is attached below, including Recommended Actions and instructions for Progress Reports (if required).*

**University of Wisconsin-Whitewater  
Review of Program Review Self-Studies  
Undergraduate Programs, 2024-2025  
Majors/Minors and Standalone Minors**

Date of Evaluation: 11/22/2024 Short Self Study (SS\*)           
 Program: Women's & Gender Studies Major ☒ Minor ☒

**Evaluations submitted by:** Bill Miller, Kim Kostka, Leda Kanellakou, Katy Casey, and Corey Davis  
**Review meeting attended by:** Bill Miller, Kim Kostka, Leda Kanellakou, Katy Casey

## **I. General Program Information**

### **1. The program's mission statement reflects the nature and scope**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

### **2. The program is aware and reflective of changes affecting improvement since the last review.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
First self-study for the program	0

### **3. Characteristics of the program set it apart from others when compared regionally and nationally. The unique aspects of the program attract students.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

### **4. The program has been responsive to actions recommended from the previous Audit and Review Reports; Progress Reports have been submitted, if relevant.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0
First self-study for the program	0

**5. The program has achieved or maintained program-level accreditation or has considered seeking it, where appropriate (only select N/A if there is no accreditation available).**

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	0
N/A	5

**General Comments related to Section I**

4. The program has hired a new full-time faculty member. The program also has rubrics for all of its SLOs.

This small department plays an outsized role in service and advocacy on the Whitewater campus.

I3. It is not clear how much of the work described here is unique to UWW or exists elsewhere.

Recognize the challenges of interdisciplinary programs, especially in regards to staffing. Recognize the depth of WGS involvement on campus beyond curricular programming. Good work addressing concerns indicated in previous review

**II. Alignment within the University**

**1. The program contributes to the fulfillment of UW-Whitewater's Mission and Strategic Plan.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**2. The program supports general education and/or proficiency programs at the University.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**3. The program is collaborative and supports other academic programs across the College and/or University.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**General Comments related to Section II**

Clear commitment to and demonstration of the UWW mission, values, and strategic priorities

Alignment with the University's mission and strategic plan is well-documented.

2. The program provides multiple General Education electives. 3. By nature, the program is collaborative and interdisciplinary with multiple other departments.

### III. Program Goals & Accomplishments

#### 1. Program goals and objectives were identified and undertaken to improve/advance the program.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

#### 2. Goals currently in place will contribute to the program's advancement. Criteria for determining success were measurable and attainable.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

#### 3. The program has a process for setting and assessing goals and making decisions about changes to the program.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

### General Comments related to Section III

III1. there were a significant number of goals completed over the review period. Of note, was the work to help clearly communicate program offerings (website) and organize resources (t-drive and Canvas course). Congrats on securing a large endowment for the program!

Good range of program goals and major progress

Department has been successful in elevating their work to the university-level via ongoing outreach to students and staff. They recognize a need to integrate more teaching staff as affiliates. The department helped to shape and integrate University recognitions and processes (e.g. revamped Women in Leadership Ceremony).

1-3. An impressive 20 different goals were undertaken, and many have been achieved or are in progress.

### IV. Curriculum

#### 1. The program has a clearly articulated, efficient, and purposeful curriculum.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**2. The program prepares students in majors, minors, and related emphases tracks in post-graduation and other applicable experiences.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

**3. Changes to the program's curriculum were summarized and considered student needs/interests and/or internal and external stakeholders.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

**4. Students participate in high impact practices.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**General Comments related to Section IV**

4. Numerous HIPs both available and encouraged.

Re (3) above. I wrote "some/partial" but note that the program review doesn't actually prompt the department to respond to how they used student needs/interests and stakeholders in making their decisions about curriculum change. They did, however, do a good job of presenting how they are responding to (or have a goal of responding to) national changes in WGS curriculum.

1. Their WOMENST 489 operates as their integrative study, emphasizing critical thinking and a substantial research paper is required. This course together with the required theory and intro course, plus the substantive course / areas students' study in, make this major rigorous.

IV1. 21 credits for a minor seems high. Does the program know if the number of credits for the minor can be combined with majors of interest for students, or could it be detracting students? IV2. The only path shared was toward a post-graduate degree.

Curricular development, including new certificates and increased online offerings, indicate the commitment and responsiveness of the program. Good range of required and encouraged HIPs

**V. Assessment of Student Learning**

**1. The program uploaded an assessment plan that includes student learning outcomes.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**2. Student learning outcomes are "mapped" to the curriculum.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**3. The program provided a timeline indicating when faculty and staff assess SLOs. The timeline is manageable and sustainable.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

**4. The program described the measures/processes they use to assess SLOs, and the criterion for performance.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**5. The program described the results of the assessment data collected.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

**6. Student learning outcomes are aligned with UWW's Essential Learning Outcomes in a way that is reasonable and meaningful.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**7. The program described specific actions individuals in the program took, or will take, to make changes to the program based on assessment results.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

## General Comments related to Section V

3. The timeline goes through 2026. Does the process then just repeat on the same cycle/frequency after that? The timeline looks very good overall. No concerns. 5-6. Very detailed data reporting and action plan.

I would have liked to see more action-oriented language matched to metrics for how the department responded to assessment results. For example, assessment reports state "the majority of students" met a criterion for a SLO, but there isn't usually explicit language about what the goals are. Increase the percentage of students who meet the criterion by 10%? There are some suggestions for strategies the department might try, but without more details about how many students meet the criteria, it's hard to know whether the department's efforts are fruitful.

For this smaller department, they have a very good assessment plan in place.

Overall, the program has a strong assessment plan that provides relevant and meaningful data on student learning. The data is reviewed/discussed annually and used to better understand the student experience and the level of support needed as they progress through the program. My only suggestion would be to consider other methods than rubrics to evaluate student learning. What is the program learning from the exit survey, or those working with WS students in other contexts (e.g., internships, events, etc.)? It might be interesting to review student performance in more applied contexts, or based on their self-reflection.

Documentation of assessment in the program and action plans shows thoughtfulness and continue commitment to developing the program based on student outcomes

## VI. Student Recruitment, Enrollment, Retention, and Graduation: Trend Data

### 1. Five-year enrollment and graduation trends reflect program vitality and sustainability.

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

### 2. The program described the College and/or University recruitment activities the program engages in to help maintain enrollment.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

### 3. Credits-to-degree show that students can complete the degree in four years, or reasonably efficiently.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

### 4. Students can enroll in appropriate courses and proceed without delaying graduation.

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0



**5. The program described retention issues, if any, impacting enrollment.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**6. Claim that the program is oversubscribed, undersubscribed, or at optimum level is justified or supported by examples or data.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**General Comments related to Section VI.A**

1. Very nice rebound post-pandemic, but a bit of a drop off from 22-23 to 23-24. Any reason for this?
  2. I really like their recruitment methods, esp. the letter inviting students to consider their major, minor, or certificates. Great work!
- Enrollment appears stable across major, minor, and certificates

**VI. Student Recruitment, Enrollment, Retention, and Graduation: Demand for Graduates****1. Placement information indicates that program graduates find employment or continue their education.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

**2. Data suggests that employment opportunities for graduates of this program will remain strong.**

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0

**General Comments for VI.B**

The department uses graduates' self-reported employment/continuing education as a measure of success. As there aren't "industries" for graduates of these programs per se, the department uses common employment sectors pursued by graduates. The employment sectors do show expected growth.

1. Great placement.

There are not any clear career paths for this program of study. There seems to be a focus on graduate school, social work, or education careers. What type of direct career preparation do students receive as they complete this program (e.g., resume or interview support, connections via internships)?

**VII. Resource Availability & Development: Faculty and Staff Resources****1. Information on the numbers of full and part-time faculty and staff is provided.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**2. The program has identified staffing changes since the last review.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**3. Expertise of teaching staff are aligned with the needs and future vision for the program.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**4. The program has identified anticipated staffing changes or areas of need, and how these may impact the program.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**5. The program described factors that may be impacting their ability to recruit faculty and staff.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

**General Comments related to section VII.A**

As I read the narrative for these programs, one question that continued to pop up for me, especially with regard to the department's affiliates in other departments, is how the program ensures that all affiliates are trained for and actually use the feminist pedagogy strategies required in the programs. It strikes me that this could be an important factor in students' success in the program.

1. Desire more staff. 3. Looks like a new TT related to Gender & Law and/or Violence may help fill needs. 4. With the current chair stepping down, it only leaves one other person to step into the role, right? With only two FT appointed faculty, this puts a large load of work on the department.

How might WGS benefit from an increase in staffing commitments (either as affiliated or dedicated faculty)?

**VII. Resource Availability & Development: B. Student Resources****1. The program has adequate personnel, student help, and service and supplies to serve its undergraduate students.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

**2. The program has adequate facilities, equipment, technological, and library resources to effectively serve its students.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**General Comments for VII.B**

1. The program is over-burdened with service because they are so small in number of faculty/staff yet reach so many students through interdisciplinary partnerships.

I join the department in their concern about appropriate classroom facilities available to them during the closure of Winther for remodeling.

2. There is a desire for an active learning classroom.

Active learning classroom could be a great addition to WGS courses.

**VIII. Conclusions and Recommendations from the Department or Program****1. Areas of strength are discussed.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**2. Areas of improvement and continued progress are discussed.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**3. Recommendations and resources are discussed.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

## General Comments for VIII

1. Responsive, inclusive curriculum. 2. The program is over-burdened with service. They need more help from their interdisciplinary partners. 3. Good. Recommendations seem to be aligned with program goals.

2. There is too much to do with the small faculty group they have.

Work towards developing future program leadership will be important. Continue collaborative work

## IX. Reviewer Conclusions

### 1. Strengths of the Program

Provides a great service to the entire university through general education offerings. Also, is a popular minor to pair with numerous majors across the university. Provides an important source of diversity awareness and active inclusion for the university.

This is a longstanding and mature program, and a regional leader. The program has a well-developed curriculum that is integrated across the campus through its shared instructional staff and cross-listed courses. The program has showed steady enrollment and graduates self-report successful placement. Elements of the department's work around inclusion has been elevated into university-level programs, and supports and complements work done at the PB Poorman Center and UHCS.

A robust, valuable, and successful major, minor, and offerings of certificates. Students feel connected to their department, and leave satisfied and placed in jobs or further graduate level study. The department has a decent assessment plan in place, and has creative efforts to recruit, and reach and form connections across campus, and UW system, such as with UW Madison's Women's & Gender Studies Consortium for funding for student conferences

Cross-disciplinary approach; Adaptability and responsiveness to students; Commitment to the university mission

### 2. Areas for Work or Improvement

Need more contributions to Women's and Gender Studies service from other departments with whom they are interdependent.

The program did not describe how its signature pedagogy is being implemented in curriculum provided by its affiliate instructors. Metric-oriented goals in the assessment plan would strengthen their ability to use assessment results to refine their curriculum and teaching strategies.

The department does a good job of including courses from other disciplines in their programs. New courses are created across campus regularly, and there may be new courses that their programs may benefit from. For example, the department mentioned they wish to have more courses related to LGBTQ studies, and so an inventory through the course catalog, or similar may identify some more. The department is spread thin, and there will also be a chair switch coming up soon. They seem to communicate well as a group in terms of needs, so I'd only recommend they keep taking inventory of the growing work to be sure everyone can contribute, but also as they may have enough information to request a line to add to their department.

Maintaining or increasing level of affiliated faculty Development of program leadership

### 3. Other comments/questions

A very well written report!

**4. Recommended Actions (please specify):**

1. Address the reviewer comments in the assessment section related to creating performance metrics, considering adding other assessment methods beyond rubrics, and share the reoccurring timeline for assessment of SLOs.
2. Provide an update on the current program course offerings, including your periodic reviews of the course catalog to ensure a variety of course offerings that may be of interest to students.
3. Describe the current state of full-time faculty/staff in the program and plans for sustained leadership.

**5. Recommended Result**

Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	0
Continuation without qualification. Next self-study will be a shortened one focusing on the Recommended Actions from the current report.	5
Continuation with minor concerns. Progress report may be required, at the discretion of the review team.	0
Continuation with major concerns in one or more of the four areas; submit annual progress report to the College Dean & Associate Vice Chancellor for Academic Affairs on progress addressing the major concerns	0
Refer to Provost for action. This option is selected if the report is not completed by the date due.	0