

**WTQS Assessment Plan and Assessment Reports
Timeline for Plan Updates and Development
May 2021**

Context:

The Women's, Transgender, and Queer Studies Program finds itself in an exciting and generative time of growth and change. With this in mind, our Assessment Plan is currently under review and revision to encapsulate the work that has taken place over the last four years and to chart the program's future assessment plans. This document seeks to contextualize where we have come from in terms of Assessment Plan, and to chart a framework and timeline towards creating a re-envisioned Assessment Plan by May 2022.

Where we've come from:

2017-2018: WGS Assessment Plan was drafted by Lisa Hall. This plan offers an overview of the Mission, Program Goals, Learning Objectives, Outcomes, and Measurement strategies of the WGS program at that time.

April 27, 2019: WGS Retreat: The WGS Program held: "Crossing the Next Bridge: Women's and Gender Studies Retreat". The retreat involved trustees, faculty, staff, alumni, current students, and friends of the program. The report from this retreat, should be reviewed as a part of the Assessment Plan process, particularly as it informs the Assessment Plan's Program Goals.

2019-2021: WGS Program Restructuring/New Name: The WGS Program went through a reenvisioning process where, building on the work from the retreat, as well as the input of the WGS community (Professors Muñoz, Mesner, affiliated and supporting faculty, staff, students,) several areas were addressed:

1. The program was renamed to the Women's, Transgender, and Queer Studies (WTQS) Program.
2. The program's mission statement was revised (see below).
3. the Major and Minor course requirements were streamlined so that all WTQS students share a set of core courses throughout the program.

This work was submitted to NYSED in Albany, and was formally approved in January 2021.

WTQS Revised Mission Statement:

Women's and gender studies is an interdisciplinary major that engages feminist, transgender, queer, and indigenizing theories and reflective practices to understand, analyze, and transform interconnected systems of oppression. WGS focuses on how gender and sexuality – in all of their diversity, multiplicity, and as categories of analysis – intersect with race, class, disabilities, sexuality, immigrant status, and other social identities. Intersectionality as a method of inquiry

centers gender, gender identity and expression, sexuality, race, socioeconomic class, disabilities, immigration status, and health disparities to understand and analyze how systems of injustice are interconnected. Through the development of skills for reflective practice WGS majors will understand how gender and sexuality are intertwined in their own lives locally, nationally, and globally. Creativity and innovation are emphasized in all WGS courses as we believe that these are critically important for social transformation. The analytical skills, reflective practice, and creative and innovative methods for inclusion and justice learned as a WGS major or minor can be applied across all careers throughout one's life towards creating a more just world.

Timeline and Next Steps:

Note: Wells College's WTQS and WGS Programs have a strong history of community consultation and engagement that directly informs the development of the program's vision, mission, and goals. With this in mind, it is important to continue to seek out this community input in the development of the revised Assessment Plan. The following offers a proposed timeline for the steps towards completing a robust and revised Assessment Plan by May 2022, as well as doing so in a way that maximizes community input and involvement.

Sept-Oct 21: Review all aforementioned documentation (Lisa Hall's report, WGS Retreat Report, NYSED documentation—some of which is forthcoming from Melanie Cullen,) to gather appropriate information to inform revised Assessment Plan. *(WTQS Chair)*

Oct. 21: Draft Revised Program Goals and Learning Objectives *(WTQS Core Faculty)*

Oct. 21: Consultation Meeting with WTQS faculty, students, and friends of the program to receive feedback/input on Program Goals and Learning Objectives *(WTQS community)*

Nov.-Dec. 21: Confirm Program Goals/Learning Objectives and define Learning Outcomes and Methods of Assessment *(Chair and WTQS faculty)*

Jan-Feb. 22: Develop Curriculum Map *(Chair and WTQS faculty for each specific WTQS course, including cross-listed courses)*

March 22: Collate all of above into Revised Assessment Plan *(WTQS Chair)*

March 22: Consultation Meeting with WTQS faculty, students, and friends of the program to receive feedback/input on Revised Assessment Plan *(WTQS Community)*

April-May 22: Finalize Assessment Plan and submit *(WTQS Chair)*