This course has been approved to meet the University Cultural Diversity requirement. Please indicate below which group or groups your course content addresses.

For courses approved to meet the University Cultural Diversity Requirement, please identify which group or groups the course content addresses:  (Check all that apply)

- African American
- Hispanic
- American Indian
- Asian American

Instructions

Please complete this form for the course identified below. This was designed to provide a format for assessment reporting for the Liberal Education Core.

Course Information

Course: WMNS 100: US WMNS EXPER
Section #: 1
College: Arts & Sciences
Semester/Year: Fall 2016
Report submitted By: Kraft, Nicole L
Email: kraftnl@uwec.edu

Total # of students enrolled in course: if more than one section, provide total only

Outcomes and Assessment Strategies

The outcomes highlighted below are identical to those identified in the application submitted to ULEC for inclusion in the Liberal Education Core. List the assessment strategies you used to assess student learning in your course. Be sure to list the assessment strategies you used for all outcomes associated with the course.

K3. Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and explore questions.

Strategies used to assess student learning for this outcome.

SL. Students will serve their community by applying knowledge gained through coursework.

Strategies used to assess student learning for this outcome.

R1. Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.

Strategies used to assess student learning for this outcome.
Results, Conclusions, and Discoveries

Summarize the results of the assessments you used to measure student learning using the Outcome-linked rubric(s). In each box in the rubric matrix below, indicate how many students in your course met each element at the various levels. For students who did not complete assignments, you may indicate a score of “benchmark not met” and report this information in the Conclusion and Discoveries section below.

K3: Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and explore questions.

<table>
<thead>
<tr>
<th>Element</th>
<th>Benchmark incomplete (Total number of students not completing the artifact associated with this element)</th>
<th>Benchmark not met (Total number of students meeting this benchmark, including the number of students not completing the assignment)</th>
<th>Benchmark met (Total number of students meeting this benchmark)</th>
<th>Benchmark exceeded (Total number of students meeting this benchmark)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Student demonstrates knowledge of significant developments, achievements or questions in a humanities field</td>
<td>Student work incomplete or missing</td>
<td>Demonstrates little or no understanding of significant developments, achievements or questions in a humanities field.</td>
<td>Identifies and describes significant developments, achievements or questions in a humanities field.</td>
<td>Examines and assesses significant developments, achievements or questions in a humanities field.</td>
</tr>
<tr>
<td>B. Student uses historical/cultural theory and/or methodology appropriate to the humanities to address problems and explore questions in the humanities</td>
<td>Student work incomplete or missing</td>
<td>Demonstrates little or no understanding of the historical/cultural contexts, theory and/or methodology to address problems or explore questions in the humanities.</td>
<td>Identifies and describes the historical/cultural contexts, theory and/or methodology; uses these to address problems or explore questions in the humanities.</td>
<td>Uses knowledge of historical/cultural contexts, theory and/or methodology to address problems and explore questions in the humanities; makes connections to or analyzes significant developments, achievements or questions in the humanities.</td>
</tr>
<tr>
<td>C. Student analyzes, interprets, and critically evaluates information</td>
<td>Student work incomplete or missing</td>
<td>Student does not seem to understand information. Presents information from sources with little or</td>
<td>Analyzes, interprets and evaluates information in order to reveal patterns, differences, or</td>
<td>Analyzes, interprets and evaluates information in order to develop in-depth, complex, or original analysis of</td>
</tr>
</tbody>
</table>
D. Student identifies, organizes, and explains evidence that meets standards appropriate to the humanities.

- Student work incomplete or missing
- Offers evidence that is not credible, is not related to focus, or is not organized and explained effectively.
- Identifies credible and relevant evidence, and organizes and explains it effectively.
- Identifies a varied, complex array of relevant evidence, and organizes and explains it skillfully.

Describe the Conclusions and Discoveries made from the results represented in the rubric. For example, if an element “stands out” please provide an explanation and context to assist in understanding the results.

Use of Results. Did the results lead to changes in the course/experience? If so, describe the changes made. If not, describe why changes were not needed. Please provide an example, if possible.

SL: Outcome: Students will serve their community by applying knowledge gained through coursework.
### C. Students identify ways in which the community can be strengthened through service learning.

<table>
<thead>
<tr>
<th>Element</th>
<th>Benchmark incomplete</th>
<th>Benchmark not met</th>
<th>Benchmark met</th>
<th>Benchmark exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student work</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>incomplete or</td>
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<tr>
<td></td>
<td>missing</td>
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</tr>
</tbody>
</table>

The total for each row must match the total number of students enrolled in course.

Describe the Conclusions and Discoveries made from the results represented in the rubric. For example, if an element “stands out” please provide an explanation and context to assist in understanding the results.

Use of Results. Did the results lead to changes in the course? If so, describe the changes made. If not, describe why changes were not needed. Please provide an example, if possible.

R1: Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.
of dominant assumptions (such as race, class, gender, sexualities, ethnicity, and religious beliefs) on the social construction of individual identities

The total for each row must match the total number of students enrolled in course

<table>
<thead>
<tr>
<th>Student work incomplete or missing</th>
<th>Demonstrates minimal or no understanding of the impact of dominant assumptions on the social construction of individual identities.</th>
<th>Identifies and describes the historical and/or institutional development of the dominant assumptions that influence the development of individual identities.</th>
<th>Explains how institutions maintain the dominant assumptions that influence the development of individual identities.</th>
</tr>
</thead>
</table>

### C. Student understands systems of privilege (such as racism, sexism, classism, heterosexism, linguicism, able-ism and colonialism) and oppression within societal structures

The total for each row must match the total number of students enrolled in course

<table>
<thead>
<tr>
<th>Student work incomplete or missing</th>
<th>Demonstrates minimal or no understanding of systems of privilege and oppression. May show openness to the reality of these systems in the past but does not see them as having any impact in the present.</th>
<th>Identifies systems of privilege and oppression and describes the place of these systems within societal structures. Recognizes the reality of these systems in the past and does see them as having impact in the present.</th>
<th>Explains the dynamics of systems of privilege and oppression and their impact on institutional and interpersonal experiences, opportunities, and outcomes.</th>
</tr>
</thead>
</table>

Describe the Conclusions and Discoveries made from the results represented in the rubric. For example, if an element “stands out” please provide an explanation and context to assist in understanding the results.

Use of Results. Did the results lead to changes in the course/experience? If so, describe the changes made. If not, describe why changes were not needed. Please provide an example, if possible.

### Controls
- Save and Close for Later
- Create a Pdf of Form
- Print
- Submit to the Assessment Office

### Signatures
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<th>Result</th>
<th>Comments</th>
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<td></td>
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<tr>
<td>Kraft, Nicole L</td>
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<td>Kraft, Nicole L</td>
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