Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Women & Gender Studies Program
Academic Year of Report: 2013-2014
Date Submitted: November 11, 2014
Report author: Dr. Alicia Giralt

Contact Information:
  Phone: 801-626-6726
  Email: agiralt@weber.edu
A. **Brief Introductory Statement:**

Please review the Introductory Statement and contact information for your department displayed on the assessment site: [http://www.weber.edu/portfolio/departments.html](http://www.weber.edu/portfolio/departments.html) - if this information is current, please indicate as much. No further information is needed. We will indicate “Last Reviewed: [current date]” on the page.

If the information is not current, please provide an update:

The information is current.

**B. Mission Statement**

Please review the Mission Statement for your department displayed on the assessment site: [http://www.weber.edu/portfolio/departments.html](http://www.weber.edu/portfolio/departments.html) - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the information is not current, please provide an update:

The information is current.
C. Student Learning Outcomes
Please review the Student Learning Outcomes for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If they are not current, please provide an update:

The information is current as of today. Nevertheless, the Executive Committee voted to update the learning outcomes to better reflect what we expect our students to learn.

D. Curriculum
Please review the Curriculum Grid for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.
If the curriculum grid is not current, please provide an update:

The information is current as of today. Nevertheless, the Executive Committee voted to update the curriculum. The current curriculum has not changed since the University converted from quarters to semester, and consequently still has several 2-credit hour courses. Currently the 2-credit courses are not practical for our students. They have told us that it is difficult to fit them into their major studies (this program is a minor). They have also said that the 2-credit courses do not work with Financial Aid because they need 12 credits to qualify. Thus, currently, students need to take an additional 2-credit course (and there are few of these) or a 3-credit course, which sometimes is more than what they want to take in one semester.

Furthermore, we want our next curriculum to reflect the community-engaged component of our program.

E. Assessment Plan
Please review the Assessment Plan for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If the plan is not current, please provide an update:
The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

The assessment plan is current.
F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

a. Evidence of Learning: Courses within the Minor

Mozambique: Gender, Place and Dance WS 2900/4900 Cross-listed with Geography and Dance

<table>
<thead>
<tr>
<th>Measurable Learning Outcome</th>
<th>Method of Measurement</th>
<th>Threshold for Evidence of Student Learning</th>
<th>Findings Linked to Learning Outcomes</th>
<th>Interpretation of Findings</th>
<th>Action Plan/Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will...</td>
<td>Direct and Indirect Measures*</td>
<td>Measure 1: 85% of students will score 80% or better on short paragraph</td>
<td>Measure 1: 100% of students scored 80% on a written assignment</td>
<td>Measure 1: Students successfully demonstrated they understood specific problems faced by Mozambican women.</td>
<td>Measure 1: No curricular or pedagogical changes needed at this time)</td>
</tr>
<tr>
<td>Describe the dynamics of Mozambican population and how it specifically impacts gender issues.</td>
<td>Measure 2: What is the MMR in Mozambique? Based on what you have read and the class discussions, what do you think is behind these numbers? What roles do patriarchy and misogyny play in this, if any? Name at least 4 factors that contribute to these deaths. What can be done to reduce the number of women dying in childbirth?</td>
<td>Measure 2: 85% will score 80 or better on a short paragraph in the midterm exam. Q. 33</td>
<td>Measure 2: The average for the group was 77.7% There was an outlier who did not answer the question. When this student is removed, the average is 86.68.</td>
<td>Measure 2: Students successfully demonstrated they understood specific problems faced by Mozambican women.</td>
<td>Measure 2: No curricular or pedagogical changes needed at this time)</td>
</tr>
</tbody>
</table>
### Evidence of Learning: Courses within the Major

<table>
<thead>
<tr>
<th>Measurable Learning Outcome</th>
<th>Method of Measurement</th>
<th>Threshold for Evidence of Student Learning</th>
<th>Findings Linked to Learning Outcomes</th>
<th>Interpretation of Findings</th>
<th>Action Plan/Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will...</td>
<td>Direct and Indirect Measures*</td>
<td>Measure 2:</td>
<td>Measure 2:</td>
<td>Measure 2:</td>
<td>Measure 2:</td>
</tr>
<tr>
<td></td>
<td>Name at least 4 different things.</td>
<td>Measure 2:</td>
<td>Measure 2:</td>
<td>Measure 2:</td>
<td>Measure 2:</td>
</tr>
</tbody>
</table>

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

#### b. Evidence of Learning: High Impact or Service Learning

WS 4830 cross-listed with SPAN 3850

<table>
<thead>
<tr>
<th>Measurable Learning Outcome</th>
<th>Method of Measurement</th>
<th>Threshold for Evidence of Student Learning</th>
<th>Findings Linked to Learning Outcomes</th>
<th>Interpretation of Findings</th>
<th>Action Plan/Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1:</td>
<td>Measure 1:</td>
<td>Measure 1:</td>
<td>Measure 1:</td>
<td>Measure 1:</td>
<td>Measure 1:</td>
</tr>
<tr>
<td>Students will demonstrate their knowledge of civic skills.</td>
<td>A 5-page paper about Guatemalan women</td>
<td>80 percent of students will receive a grade of 80 or better.</td>
<td>Everybody reached the threshold. The average for the group was 93.36.</td>
<td>Students successfully demonstrated their knowledge of civic skills.</td>
<td>No curricular or pedagogical changes needed at this time.</td>
</tr>
</tbody>
</table>

* At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

**Additional Information (if needed)**
c. **Evidence of Learning: General Education Courses**
(duplicate this page as needed or delete if department does not offer GE courses)

<table>
<thead>
<tr>
<th>Measurable Learning Outcome</th>
<th>Method of Measurement</th>
<th>Threshold for Evidence of Student Learning</th>
<th>Findings Linked to Learning Outcomes</th>
<th>Interpretation of Findings</th>
<th>Action Plan/Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will...</td>
<td>Direct and Indirect Measures*</td>
<td>Measure 1: Class discussion about how patriarchal society affect women and men</td>
<td>Measure 1: 70 percent will discuss this topic in depth</td>
<td>Measure 1: Class participation followed by written essay.</td>
<td>Measure 1: 90 percent participated as expected.</td>
</tr>
<tr>
<td>Learning Outcome 1: Describe basic assumptions about humans and their behaviors from a social science perspective</td>
<td>Measure 2: Essay describing how patriarchal society affect women and men</td>
<td>Measure 2: 70 percent will write an analyzing patriarchy influence in society and will receive a satisfactory grade.</td>
<td>Measure 2: Students wrote an essay describing how patriarchal society affect women and men.</td>
<td>Measure 2: 90 percent wrote an essay and received a satisfactory grade.</td>
<td></td>
</tr>
</tbody>
</table>

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).
### G. Summary of Artifact Collection Procedure

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Learning Outcome Measured</th>
<th>When/How Collected?</th>
<th>Where Stored?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay Rubric about sor Juana on Canvas</td>
<td>Describe basic assumptions about humans and their behaviors from a social science perspective</td>
<td>Jan. 31, 2014 on Canvas</td>
<td>Canvas. WS 1500 Prof. Fielding</td>
</tr>
<tr>
<td>Midterm Exam Q. 33 Short Essays</td>
<td>Describe the dynamics of Mozambican population and how it specifically impacts gender issues.</td>
<td>2/26/14 to 3/5/14</td>
<td>ChiTester Mozambique: Place, Gender &amp; Dance Midterm Exam.</td>
</tr>
<tr>
<td>Final Essays</td>
<td>Students will demonstrate their knowledge of civic skills.</td>
<td>6/30/2014</td>
<td>Canvas. SPAN 3850/WS4820 SUM 14 10086</td>
</tr>
</tbody>
</table>

Summary Information (as needed)
Appendix A

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

This does not apply our program since it is interdisciplinary and it draws its instructors from other departments and retired faculty.

Please respond to the following questions.

1) Reflecting on this year’s assessment(s), how does the evidence of student learning impact your faculty’s confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

   The courses we evaluated this year are different from the ones evaluated last year.

2) With whom did you share the results of the year’s assessment efforts? With the Executive Committee and current faculty.

3) Based on your program’s assessment findings, what subsequent action will your program take?

   We are proposing several program changes to the College and University Curriculum Committees with updated mission, courses and outcomes. We expect to have these new documents in place by Fall 2015.