Weber State University

Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Queer Studies

Academic Year of Report: 2022 and
2023 (covering Summer 2021 through
Spring 2023)Date Submitted:

Report author(s): Melina Alexander, Roe Schoof

Contact Information:

      Phone: (385) 240-1526

      Email: melinaalexander@weber.edu

Program page link: **Initial Submission**

Report due 11/15/2023

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A. Mission Statement

Information is current; no changes required: Yes _____ No ____

Initial Submission:

WGS/QS Mission Statement

The Women and Gender, and Queer Studies programs at Weber State University are committed to the expansion and transmission of knowledge concerning Women, Gender, and Queer matters. These programs are committed to offering quality undergraduate courses and encouraging intellectual excellence, research, and scholarship. Women and Gender and queer studies are minor courses of study and are offered as a Bachelor of Integrated studies area of Emphasis.

The Women and Gender, and Queer Studies programs are committed to working for educational equity for a campus environment free from sexism, anti-queerism, racism, classism, ethnocentrism, and other forms of discriminatory treatment.

Women and Gender, and Queer Studies programs work to develop students as critical thinkers and ready to use their skills in employment and/or further education through a variety of interdisciplinary courses and experiences.

B. Student Learning Outcomes

Information is current; no changes required: Yes _____ No ____

Initial Submission:

Queer Studies' Student Learning Outcomes

1) Students will demonstrate knowledge of foundational and contemporary research and theoretical literature in the field of Queer Studies.
   o Read, understand, and evaluate queer theories and scholarship.
   o Identify, compare, and evaluate culturally and historically specific constructions of LGBTQ+ subjectivity and experience.
   o Articulate the ways in which systems of power, privilege, and oppression shape our experiences as individuals and members of communities.
2) Students will apply their knowledge of women and gender studies.
   o Apply knowledge of Queer Studies by analyzing current social and political situations from those perspectives.

C. Curriculum Grid

Information is current; no changes required: Yes _____ No ____

Initial Submission:

QS Curriculum Grid Master
QS Learning Outcomes

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1. **Students will demonstrate knowledge of foundational and contemporary research and theoretical literature in the field of Queer Studies.**
   a. Read, understand, and evaluate queer theories and scholarship.
   b. Identify, compare, and evaluate culturally and historically specific constructions of LGBTQ+ subjectivity and experience.
   c. Articulate the ways in which systems of power, privilege, and oppression shape our experiences as individuals and members of communities.
2. **Students will apply their knowledge of Queer Studies.**
   a. Apply knowledge of queer studies by analyzing current social and political situations from those perspectives.

	1a	1b	1c	2
WGS/QS 1500: Introduction to Women & Gender Studies	I	I	I	I
QS 3050: Queer Theories	M	M	M	
QS 4150: Research Methods in Queer Studies	M			M
(OR)				
QS 4860: Internship in Queer Studies			M	M

I=INTRODUCED, D=DEVELOPING, M=MASTERY

D.   Program and Contact Information

Information is current; no changes required: Yes _____ No___

Initial Submission:

Dr. Melina Alexander
Director WGQS
Department of Teacher Education
1351 Edvalson Street
Ogden, UT 84408
(385) 240-1526
Queer Studies Program Website

E.   Assessment Plan

Information is current; no changes required: Yes _____ No___

Initial Submission:

QS Learning Outcomes				
3. **Students will demonstrate knowledge of foundational and contemporary research and theoretical literature in the field of Queer Studies.** a. Read, understand, and evaluate queer theories and scholarship. b. Identify, compare, and evaluate culturally and historically specific constructions of LGBTQ+ subjectivity and experience. c. Articulate the ways in which systems of power, privilege, and oppression shape our experiences as individuals and members of communities. 4. **Students will apply their knowledge of Queer Studies.** a. Apply knowledge of queer studies by analyzing current social and political situations from those perspectives.				
Evidence Collected*				
WGS/QS 1500: Introduction to Women & Gender Studies	I	I	I	I
QS 3050: Queer Theories	M	M	M	
QS 4150: Research Methods in Queer Studies			M	M
(OR)				
QS 4860: Internship in Queer Studies			M	M
WGS/QS 1500: Introduction to Women & Gender Studies	I	I	I	I
* Threshold = 80%				

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F.   Student Achievement

NOT APPLICABLE FOR MINOR

G. Evidence of Learning

a. Narrative:

WGS/QS 1500 is a general education course disaggregating information for declared minors is difficult at best. Some of our minors declare during the semester they take 1500, some wait until later in their academic career. Information on progress toward program outcomes is gather through instructor feedback. While this is a subjective measure, it should be noted that student progress in this course is monitored through overall grade attainment. Like in previous years, overwhelmingly the students who fail to make adequate progress in this course, across adjunct instructors, are typically those that fail to attend, or drop off attendance/course engagement, early in the semester. This would indicate a program level remediation is warranted. Working with our college advisors to develop and implement retention efforts is our next course of action.

All mastery level assignments directly addressed the outcomes
Selected Assignments in upper division courses.
QS 3050

Reflection Paper 1/2:
Across the course students are required to write two reflection papers. Each paper is approx. 5-7 pages in length. The first paper is due at midterm and the second at the end of the term. In these papers students put two queer scholars' theories that we read across the course into conversation with each other. This is a brief, concise essay in which students reflect on some of the ideas that they identify as most important or critical. In the papers, notes can pay more attention to some aspects of the scholars work over others, but they are expected to critically engage with their theoretical outlooks. The point is not to exhaustively summarize their work but to present critical notes on themes and ideas on themes, ideas, and/or problems they encountered in the texts.

QS 4150
Final Assignment:
Students are asked to produce and construct an original research proposal approx. 7-10 pages in length. The goal is to design an original blueprint or a proposal for research you would do if you were granted the resources of time and funding. The proposal should be informed and guided by debates within queer, feminist, and anti-colonial methodological approaches to qualitative research and knowledge production. Students design a research proposal grounded in qualitative methods of data generation for an original research project. Students are asked to:

- Introduce research question/s and state how they are located in relation to the project: what are they interested in discovering, and why? Also, cite the relevant news/media articles for contextualization.

- Connect the project to current socio-political debates/events – (reference to published news stories - online or print).

- Situate the proposal in a relevant body of scholarly literature: summarize 3 academic sources - refereed journal articles or book chapters 2000 (min. 15 pages. Making sure this is original research not a review article) Demonstrate how your proposed project is connected to and informed by this literature. Demonstrate how you intend to extend scholarly discourse regarding in regard to these topics.

- Explain how and what qualitative methods they will use, including interviewing (which includes focus groups) / discourse analysis and other methodological approaches. Specify where they will conduct the research, how many participants they will interview, how they recruit participants, and what primary sources they might propose to draw upon.

- Drawing from course readings, students also reflect on the ethics and practice of reciprocity and responsibility: how will the proposed research project engage in knowledge sharing (knowledge dissemination/mobilization?) Whose interests will be served by the proposed project, and how?

- Formulate a total of 25 interview questions.

QS 4869

Reflections:

For each week of your internship please complete a one-to-two-page reflection of your experience. For each week this reflection should include:

- A brief summary of activities that you completed.

- A section relating this activity with an issue associated with gender in the workplace, or feminist theory. Be sure to include references to reading materials from past classes, any new readings you have found on this topic.

Final Essay:

The purpose of this paper is to help you gain a greater understanding of gender in the workplace and feminist research in this area.

For this paper you will need to choose one of the topics in your weekly reflections that stood out for you. You will then need to provide an overview of this topic/issue including research in the field, relate this to your personal experience and discuss how this would impact you in your future employment or research endeavors. I would also like you to address possible areas for needed social change, if it is relevant.

Be sure to be thorough in your writing of this paper but try to limit the content to 5-7 pages.

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b. Evidence of Learning: Courses within the Minor

This is a new minor with no upper division data for summer or fall of 2021, Also, because our upper division minor courses are offered once a year and contain limited data this EOL document was adjusted. Data was included for courses from Spring 2022-Spring 2023

Measurable Learning Outcome	CL	Course	Outcome Measure	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop" TBD
Evidence of Learning: Courses within the Major								
Learning Outcome 1a: Read, understand, and evaluate feminist theories and scholarship.	I	1500 Sum 2021 Fall 2021 Sp 2022 Summer 22 Fall 22 Spring 23	CA: Varied across courses	All students 80% or higher	All students completing course work met outcome	An analysis of assignments across courses shows that when students complete coursework they are able to	This is an introductory course. Not all students attending will be minors. However, there are a small number of students that are identified in the DFWI metric. This needs to be addressed. *The curriculum committee for 1500 should meet and come up with similar metrics for assessing this WGS standard*	Because our courses are taught by adjunct, finding a consistent faculty team is difficult. Instead of developing metric we need to require an outcome link in canvas.
	M	3050 Sp 2020 Sp 2021	E: Final Essay	All students 80%	Pts possible: 50 Mean: 29 SD: 4.4 Mode: 39 Median: 21 Range: 9-50	Many of our students struggled with this assignment in spring of 2020. This was due to primarily to a lack of critical evaluation.	In spring of 2021 we added an extra option of a one-on-one meeting to discuss performance on a rough draft of the material. Performance improved for some students. In reviewing the completed papers for content. Most students were able to evaluate feminist theories and scholarship. What is needed is providing a deeper level of resources for students to evaluate. An OER site for resources is being created. The writing mentoring sessions will be continued.	
	M	4150	E: Final Paper	All students 80%	All students received full points	This measure may not be sensitive enough to evaluate difference	We will need to re-assess this final measure in our WGS board curriculum committee	
Learning Outcome 1b: Identify, compare, and evaluate culturally and historically specific	I	1500 Sum 2021 Fall 2021 Sp 2022 Summer 22 Fall 22 Spring 23	CA: Varied across courses	All students 80% or higher	Faculty report most students met goal. See issues listed above	An analysis of assignments across courses shows that when students complete coursework they are able to	This is an introductory course. Not all students attending will be minors. However, there are a small number of students that are identified in the DFWI metric. This needs to be addressed. *The curriculum committee for 1500 should meet and come up with similar metrics for assessing this WGS standard*	Because our courses are taught by adjunct, finding a consistent faculty team is difficult. Instead of developing metric we need to require an outcome link in canvas.

constructions of gender.	M	3050 Sp 2020	CA: Reaction Paper	All students 80%	Pts Possible 100 *Mean: 84 *SD: 7.8 *non-submissions excluded	We had 5 students fail to complete in the spring of 2020, of the remaining students 11/15 met the standard. While this could be result of the pandemic it is important that we address this. Unfortunately, this assignment was discontinued in 2021.	The reaction paper or another assignment addressing this outcome will be include spring 2022	
Learning Outcome 1c: Articulate the ways in which systems of power, privilege, and oppression shape our experiences as individuals and members of communities.	I	1500 Sum 2021 Fall 2021 Sp 2022 Summer 22 Fall 22 Spring 23	SA Varied across courses	All students 80% or higher	Most students across courses were able to apply their knowledge at an introductory level	The SAs varied across courses. It is difficult to adequately assess this standard using this measure	Although we have a repository of signature assignments, we need to determine a mechanism for data collection either through the signature assignment or through another course assignment. *The curriculum committee for 1500 should meet and come up with similar metrics for assessing this WGS standard*	A repository of SA has been developed. Again, our changing faculty is still a concern here
	D	2500	Data not collected			Because this is a cross listed course, we have relied on the reports being sent through POLS	Future evaluations must rely on data from those registered in the WGS section of 2500	
	M	3050 Sp 2020 Sp 2021	CA: Presentation	All Students 80%	All students completed this assignment and received full credit	It is difficult to determine outcomes based on this. With all students receiving full credit it appears that this is. Not a sensitive metric.	A rubric assessing whether or not this specific outcome occurs during the presentation should be created.	
	M	4869	E: Final Paper	NOT OFFERED				
Learning Outcome 2: Apply knowledge of women and gender studies by analyzing current social and political situations from those perspectives.	I	1500 Sum 2021 Fall 2021 Sp 2022 Summer 22 Fall 22 Spring 23	SA Varied across courses	All students 80% or higher	Most students across courses were able to apply their knowledge at an introductory level	The SAs varied across courses. It is difficult to adequately assess this standard using this measure	Although we have a repository of signature assignments, we need to determine a mechanism for data collection.	A repository of SA has been developed. Again, our changing faculty is still a concern here
	D	2500	Data not collected			Because this is a cross listed course, we have relied on the reports being sent through POLS	Future evaluations must rely on data from those registered in the WGS section of 2500	
	M	4150	E: Final Paper	All students 80%	All students received full points	This measure may not be sensitive enough to evaluate difference	We will need to re-assess this final measure in our WGS board curriculum committee	
		4869	R. Reflective Journal	NOT OFFERED				

*Direct and indirect: at least one measure per objective must be a direct measure.

c. Evidence of Learning: General Education Courses
(Area-specific EOL grids can be found at https://www.weber.edu/ie/Review_and_Assessment/Checklists_and_Templates.html; they can replace this page.)

Course: WGS 1500   Semester taught: Summer 2021-Spring 2023   Sections included:

WGS 1500 CRNs For Biennial Report											
2021				2022						2023	
Summer		Fall		Spring		Summer		Fall		Spring	
202210	11085	202220	26726	202230	32483	202310	10491	202320	20222	202330	32535
			28317		32484		10492		20223		32542
			28319		32485				20224		32546
			28320		32486				20225		32549

Each course instructor used different assignments linked to the outcomes. Assignment descriptions are located in the box folder linked here.
*Course outcomes listed next pgs.

**Action Plan
Our last review looked at outcomes from one instructor. For this review we looked at all courses conducted during the two-year period. We will continue to review all courses from all adjunct.
Since our last report we have included this course as a requirement for 2 minors. While this does not change our means for addressing these outcomes, it does diversify our student population. We have noted in our review of course materials that our main concern falls under students not completing assignments. This means that we should work on retention efforts moving forward. We are currently working on advising our declared minors, however, we need to add inclusion of all students to our efforts for all students.

Evidence of Learning: General Education Social Science
The mission of the Social Science general education area is twofold: 1. to provide students with a basic understanding of humans and their behavior within their environments; and 2. to empower students to contribute to society in their particular professions and as engaged citizens of their various communities.

Measurable Learning Outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Close the Loop"
Interactions between individuals and society: Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	A variety of assignments were used across sections of 1500 as summative assessments Access to these assignments are available at this link above	We would like students to receive 80% or higher	*Mean: 82.5% *SD: 11.36	During our last report we removed our non-completers. We again had a number of students that would qualify as UW.	**Please see narrative above	This will be addressed in our next report

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Evidence of Learning: General Education Social Science

The mission of the Social Science general education area is twofold: 1. to provide students with a basic understanding of humans and their behavior within their environments; and 2. to empower students to contribute to society in their particular professions and as engaged citizens of their various communities.

Measurable Learning Outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Close the Loop"
Application of concepts, theories, and methods: Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	A variety of assignments were used across sections of 1500 as summative assessments Access to these assignments are available at this link above	We would like students to receive 80% or higher	*Mean: 83.3% *SD: 8.6	During our last report we removed our non-completers. We again had a number of students that would qualify as UW		This will be addressed in our next report
Diverse perspectives: Students will identify an argument about a social phenomenon and understand alternative explanations.	Measure 1: Gather Assignment: Raised without	We would like students to receive 80% or higher	*Mean: 81.6% *SD: 12.3	During our last report we removed our non-completers. We again had a number of students that would qualify as UW		This will be addressed in our next report

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is enacting.

N/A Program is only 2 years old

Appendix B

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.

Name	Rank	Highest Degree	Areas of Expertise	
Dr. Melina Alexander	Full	Ph.D	Education/Social Justice	
Dr. Stephanie Wolfe	Full	Ph.D	International Relations/WGS	
Dr. Richard Price	Full	Ph.D	Political Science/Queer Studies	
Dr. Jim Hutchins	Full	Ph.D	Health Science/Neuroscience	
Dr. Stephanie Speicher	Associate	Ph.D	Education/Social Justice	
Dr. Emily Petersen	Associate	Ph.D	English/WGS	
Dr. Andrea Garavito-Martinez	Assistant	Ph.D	Education/Equity Diversity & Inclusion	
Dr. Cynthia Jones	Assistant	Ph.D	French/WGS	
Jessica Pleyel	N/A	MFA	WGS/Advocacy	
Derek Debruin	N/A	Masters	Outdoor Recreation/Equity Diversity & Inclusion	
Oliver Snow	N/A	Masters	Online Education/WGS	
Paige Davis	N/A	Masters	Education Leadership/Domestic Violence	
Eli Alexander	N/A	Masters	Anthropology/WGS/Asian Studies	
Andrea Hernandez	N/A	Masters	Higher Education/ Equity Diversity & Inclusion	
Faculty Who have left during the 2-year period				**Reason for Attrition**
Dr. Jason Barret Fox (2023)	Associate	Ph.D	English/WGS	New position out of state
Dr. Kathryn McKay (2022)	Full	Ph.D	History/WGS	Retired

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ADJUNCT Faculty Headcount	2019-20	2020-21	2021-22	2022-23
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			10	9
Full-time Tenured				
Full-time Non-Tenured (includes tenure-track)				
Part-time and adjunct			10	9
With Master's Degrees				
Full-time Tenured				
Full-time Non-Tenured				
Part-time and adjunct			4	5
With Bachelor's Degrees				
Full-time Tenured				
Full-time Non-tenured				
Part-time and adjunct				
Other				
Full-time Tenured				
Full-time Non-tenured				
Part-time				
Total Headcount Faculty			14	14
Full-time Tenured				
Full-time Non-tenured				
Part-time/Adjunct				

Appendix C

Please respond to the following questions.

1) Looking back at your previous biennial report where you identified strategies for improvement, what progress has been made in implementing improvements?

   FIRST REPORT

2) Please take a few minutes to review the new DFWI dashboard in the Report Gallery. This dashboard allows you to see the percentage of students in each course who earn a D+, D, D-, E, W, UW, or NC grade. The data can be filtered by several parameters. Reflect on the DFWI rates overall and of your underserved minority students versus your Caucasian students:
   a. What are you seeing?
      This is primarily a concern for our general education course
   b. What concerns you?
      We need better coordination with our college advising to work with students early.
   c. What additional data could be beneficial?
      I would like to see what other programs are using to address these issues in general education courses.
3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?
   This is a new program. I haven't thought through the best ways to assess outcomes for this program. I think the nature of our programs lend to more qualitative measures. We want to highlight our student success. For example, students participating in undergraduate research, internships, and other HIEEs.