

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program:

Academic Year of Report: 2020/21 (covering Summer 2019 through Spring 2021)

Date Submitted: 19 November, 2021

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A. Mission Statement

___ Information is current; no changes required.

Update if not current:

WGS Mission:

The Women and Gender Studies Program at Weber State University is committed to the expansion and transmission of knowledge about women and gender. The program is committed to offering quality undergraduate courses and to encouraging intellectual excellence, research, and scholarship on women and gender. Women and Gender Studies is a minor course of study and a Bachelor of Integrated Studies area of emphasis.

The Women and Gender Studies Program is committed to working for educational equity and for a campus environment free of sexism, racism, classism, ethnocentrism, and other forms of discriminatory treatment.

B. Student Learning Outcomes

(please note the addition of certificate and associate credential learning outcomes)

___ Information is current; no changes required.

Update if not current:

WGS Outcomes:

1) Students will demonstrate knowledge of foundational and contemporary research and theoretical literature in the field of Women and Gender Studies.

- Read, understand, and evaluate feminist theories and scholarship.
- Identify, compare, and evaluate culturally and historically specific constructions of gender.
- 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.

- Apply knowledge of women and gender studies by analyzing current social and political situations from those perspectives.

C. Curriculum (please note, we are using Google Sheets for this section so that updates are easier to make)
 ___ Information is current; no changes required.

Update if not current (you may request access to the Google Sheet if that is easiest, or we can make the updates):

WGS Curriculum Grid Master				
WGS Learning Outcomes				
1. Students will demonstrate knowledge of foundational and contemporary research and theoretical literature in the field of Women and Gender Studies.				
a. Read, understand, and evaluate feminist theories and scholarship.				
b. Identify, compare, and evaluate culturally and historically specific constructions of gender.				
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 women and gender studies.				
• Apply knowledge of women and gender studies by analyzing current social and political situations from those perspectives.				
	1a	1b	1c	2
WGS 1500: Introduction to Women & Gender Studies	I	I	I	I
WGS 2500: Human Rights and the World*		D	D	D
WGS 3050: Feminist Theories	M	M	M	
WGS 4150: Research Methodologies	M			M
WGS 4250: Community-Based Research Internship			M	M
*See POLS 2500 for outcomes				

I=INTRODUCED, D=DEVELOPING, M=MASTERY

D. Program and Contact Information
 ___ Information is current; no changes required.

Update if not current:

[Dr. Melina Alexander](#)

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[Women & Gender Studies Department Website](#)

F. Assessment Plan

___ Information is current; no changes required.

Update if not current:

WGS Learning Outcomes

1. Students will demonstrate knowledge of foundational and contemporary research and theoretical literature in the field of Women and Gender Studies.

- a. Read, understand, and evaluate feminist theories and scholarship.
- b. Identify, compare, and evaluate culturally and historically specific constructions of gender.
- 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 women and gender studies.

- Apply knowledge of women and gender studies by analyzing current social and political situations from those perspectives.

	Evidence Collected*			
	1a	1b	1c	2
WGS 1500	CA	CA	SA	SA
WGS 2500			CA	CA
WGS 3050	E	CA	CA	
WGS 4150	E			E
WGS 4250			R	E

* Threshold = 80%

SA=signature assignment, CA=course assignment FA=final assignment, R=reflections, E = final essay

G. Student Achievement

NOT APPLICABLE FOR MINOR

H. Evidence of Learning

a. Evidence of Learning: Courses within the Minor

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 2020-Fall 2021

Evidence of Learning: Courses within the Major								
Measurable Learning Outcome	CL	Course	Outcome Measure	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop" TBD
Learning Outcome 1a: Read, understand, and evaluate feminist theories and scholarship.	I	1500 Sum 2020 Fall 2020 Sp 2021	CA: Varied across courses	All students 80%	Faculty report most students met goal		This is an introductory course. Not all students attending will be minors. However efforts should be made to retain students across all courses. The curriculum committee for 1500 should meet and come up with similar metrics for assessing this WGS standard	
	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	I	1500 Sum 2020 Fall 2020 Sp 2021	CA: Varied across courses	All students 80%	Faculty report most students met goal		This is an introductory course. Not all students attending will be minors. However, efforts should be made to retain students across all courses. The curriculum committee for 1500 should meet and come up with similar metrics for assessing this WGS standard	

specific 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 2020 Fall 2020 Sp 2021	SA Varied across courses	All Students 80%	Faculty reported that most students met 80%. However, some students seemed to only be at an entry level of understanding.	The SAs varied across courses. It is difficult to adequately assess this standard using this measure	The curriculum committee for 1500 should meet and come up with a repository of SA and other assignments that link directly to assessing these outcomes.	
	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	4250 Sp 2020 Fall 2020	E. Final Essay	All Students 80%	All students received 96% or higher on their final paper	Students finishing our minor have a strong grasp on systems of power and oppression and how these systems shape our experiences	Internships did not occur spring nor fall 2021 Due to Covid	
Learning Outcome 2: Apply knowledge of women and gender studies by analyzing current social and political situations from those perspectives.	I	Various 1500 Sum 2020 Fall 2020 Sp 2021	SA Varied across courses	All Students 80%	Most students across courses were able to apply their knowledge at an introductory level	It appears that our SA enable our students to apply their learning.	Keep assignments	
	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	
		4250 Sp 2020 Fall 2020	R. Reflective Journal	All Students 80%	All students received 80% or higher on their final paper	Students finishing our minor were able to apply their knowledge in an internship setting	Internships did not occur spring nor fall 2021 Due to Covid	

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

Additional narrative (optional – use as much space as needed):

All mastery level assignments directly addressed the outcomes

Selected Assignments in upper division courses.

3050

Presentation:

For this presentation, you and your partner will present on one of the week's topic areas. Partners should work together *collaboratively* to plan presentation content and style.

The presentation should be 25 – 30 minutes in length. In your presentations, you are to cover and engage with **all** readings from that week. You may also choose to include materials from that week, though not necessary. In your presentation you will also:

- draw a general contrast/comparison between the various themes emerging from that week's readings,
- identify key points and/or key theoretical themes,
- briefly reflect on the main ideas you draw from this particular set of readings, and
- pose **three questions** for class discussion.

You will then lead a 10–15 minute discussion with the class.

Reaction Paper:

Your final paper is formatted as an Application Paper.

In this paper, you will choose **one** theoretical outlook we have covered in class apply it to an outside event or material source – the news, a piece of literature, documentary, personal research interest, etc.

While your paper can pay more attention to some readings over others, you are expected to incorporate at least **three readings** for the theoretical outlook of your choosing.

In addition, you are to find **one additional academic reading** (not included in our readings) by an author that is or can be considered to be applying this theoretical lens. The point is **not** to summarize these readings but to present themes, ideas, and outlooks as they can be applied to the material source of your choosing.

Theoretical Outlooks

- Liberal Feminism
- Radical Feminism
- Marxist/Socialist Feminism
- Psychoanalysis and Feminism
- Existentialism and Postmodern Feminism
- Critical Race Theory and Intersectionality
- Postcolonial Feminism
- Ecofeminism

Final Essay:

In this paper, you will choose one week of readings we have covered in class up to this point (weeks 3, 4, 5, or 7). You write about the readings of the week of your own choosing*. This should be a brief, concise essay in which you reflect on some of the ideas that you think are most important or useful about that week's readings. While your notes can pay more attention to some reading over others, you are expected to comment on all readings for that week. The point is not to summarize them but to present critical notes on themes, ideas, and/or problems you encountered in the texts. Please access this link on academic reflective writing <https://www.ed.ac.uk/reflection/reflectors-toolkit/producing-reflections/academic-reflections/general-tips> (Links to an external site.)

WGS 4150

Final Essay:

For your final paper in this class (5-10 pages) you need to write a paper that includes the following:

- Description of the process of feminist research in the social sciences. (30%)
- Where you fit in the research paradigm and why. (30%)
- How your courses in the Women and Gender studies program influenced this paradigm choice, provide links/reference to specific feminist research/content. Please reference the course and instructor. (40%)

WGS 4250

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.

b. 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 2020

Sections included:

1

Evidence of Learning: General Education Social Science						
<i>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.</i>						
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.	Measure 1: Apply Assignment Guiding Question 1 What are gender and sexuality and how do they influence Social Interactions Students were asked to Review various services/organizations/centers and interview a person from the organization about how the facility works to improve social interactions for women or members of the LGBTQ community	Measure 1: Target Performance 13/15	Measure 1: *Mean: 15 *SD: 0 *Students who did not complete the class (W or UW) were not included	Measure 1: Students did well interviewing individuals at various facilities. They were able to clearly articulate how facilities support social interactions for identified marginalized groups	Measure 1: Students were successful in this assignment, and it provides them valuable information about resources in their community. This assignment was kept for future classes	
	Measure 2: Assignment Supporting Opinions with Reliable Resources Students were asked to state their opinion on whether or not transgender individuals should be allowed to use public restrooms that reflect their identified gender. They then had to site a reliable reference that supported their opinion	Measure 2: Target Performance was 4/5 pts possible	Measure 2: *Mean: 4.4 *SD: .76 *Students who did not complete the class (W or UW) were not included	Measure 2: All students completed this assignment successfully, however some students struggled with the meaning of reliable references.	Measure 2: Future classes needed to include more information on reliable references.	While courses did include a link to what constitutes a reliable reference, it appeared that students did not make use of the reference link. In future classes the link was included in the assignment as well as in the opening course module.
Application of concepts, theories, and methods:	Measure 1: Apply Assignment	Measure 1: Measure 1: Target Performance	Measure 1: *Mean: 14.1 *SD: 2.2	Measure 1: All but 1 student completed this	Measure 1: It was evident that the instructions did	Future assignments were updated and this

Evidence of Learning: General Education Social Science						
<i>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.</i>						
Measurable Learning Outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	“Close the Loop”
Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	Guiding Question 5: What are power and privilege and how can they be used to become an agent of change Students are asked to complete an action item for a social issue for which they feel passion. They fill out a problem tree, delineate a solution and articulate 3 nonviolent methods of action in which they would be willing to engage.	13/15	*Students who did not complete the class (W or UW) were not included	assignment successfully, the one student failed to complete all parts and only selected a social issue and stated that they thought the issue was already solved (gay marriage)	not clearly state that this must be a current problematic issue in their community. However, the rest of the students did use information about social issues presented in class and did articulate non-violent methods to enact change	will continue to be evaluated for clarity
	Measure 2: Signature Assignment Big Question What is the influence of gender in our society and how does it impact social issues? For this assignment students were asked to engage in difficult conversations, collect data on microaggressions and display their findings. They then were asked to make connections relating specifically to the big question.	Measure 2: Target Performance was 80/100 pts possible	Measure 2: *Mean: 97.46 *SD: 2.7	*Students who did not complete the class (W or UW) were not included	Measure 2: Students did an excellent job linking their discussions and findings on microaggressions to the big question. Students did struggle with graphical representations portion of the assignment.	Measure 2: If the portion on graphical representations is to be kept, information on how to complete graphical representations should be provided. However linking all signature assignments to this outcome should be done for all sections of this course
Diverse perspectives: Students will identify an argument about a	Measure 1: Gather Assignment: Raised without Gender In this discussion students are asked to watch a	Measure 1: Target Performance was 4/5 pts possible	Measure 1: *Mean: 4.9 *SD: .3	Measure 1: Students were actively engaged in the discussion. Many asked questions	Measure 1: Not all answers and questions were related directly to an argument about	A third gather assignment will be used in future data collection

Evidence of Learning: General Education Social Science						
<i>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.</i>						
Measurable Learning Outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	“Close the Loop”
social phenomenon and understand alternative explanations.	documentary about a family that are raising children without a gender label. They are then asked to pose and answer questions		*Students who did not complete the class (W or UW) were not included	directly relating to alternative explanations of social phenomena	this social phenomenon. This needs to be used in tandem with other assignments.	
	Measure 2: Gather Assignment: Human Rights Students are asked to select one of the 30 “articles” of human rights and link the right to a current event that violates the chosen human right	Measure 2: Target Performance was 4/5 pts possible	Measure 2: *Mean: 4.9 *SD: .2 *Students who did not complete the class (W or UW) were not included	Measure 2: All students were successful in completing this assignment	Measure 2: This assignment does not address alternative explanations. This should be included as part of this assignment	

Appendix A

Our program review was completed in spring 2020 Our response to the review can be accessed [here](#)
 Few items have been addressed due to our continued dealings with Covid.

Updated action Items 11/15/21

June 2020 WGS Program Review Findings Actions Items								
		Dates		Responsible Person/Group				
		Target	Completed	Director	Admin	Board	Other	
1	Mission Statement (Standard A)							
a	The WGS advisory board will write a new mission statement.	12/2/20	10/22/21	X	X	X		Completed and approved at WGS retreat New mission is included in this document
2	Curriculum (Standard B)							
a	The WGS program director will request an additional course reduction in the strategic report due at the end of May 2020.	6/1/20	5/30/2021	X				Asked in conjunction with 2021 with this year's strategic plan. Was not approved by the provost.
b	Do a website analysis of what is taught in load... and we will review information from Betty and talk about mechanisms in place for our core courses to be taught in load and how many we can do. A funding structure.	12/1/22		X	X			In progress new interdisciplinary plans might contribute to outcome. (Target date updated)
c	The program director will work with the department chairs of core WGS affiliated faculty members to obtain Memos of Understanding	3/1/23		X				In progress new interdisciplinary plans might contribute to outcome. (Target date updated)
d	Reach out to faculty who have taught in WGS previously to see if they would still be interested in teaching for the program. She will also reach out to department chairs to see who they have that would be qualified and able to teach for the program.	9/1/20	ongoing	X				We have 4 new faculty members teaching for WGS.
e	With the support of the dean and associate dean of Social & Behavioral Sciences, the WGS program director will work with the department chairs in other departments to develop courses			X			Deans Office	In progress new interdisciplinary plans might contribute to outcome. (Target date updated)

	that could be cross- listed in a given department and in WGS. We will first reach out to department chairs to see if they have courses that can be cross listed, and, if needed, we will reenact our curriculum committee.	8/1/23						
3	Learning Outcomes and Assessment (Standard C)							
a	Update Learning outcomes, making sure that we align learning outcomes to the mission statement and core courses.	10/1/20	11/22/21	X	X	X		Completed and approved at WGS retreat Adapted outcomes are included in this document
b	Identify which learning outcomes go with our elective courses.	Ongoing		X		X		This has been done for our courses with WGS designation needs to be completed for outside electives
c	Implement an exit interview for our minors.	4/30/21		X	X	X		Date Adjusted
d	Program outcomes are clearly measured and that those teaching our courses will identify one assignment that directly relates to one learning outcome, without dictating what the assignment is.	In progress		X	X	X		Date Adjusted
e	Research national organizations (like the NWSA) to review their suggested learning outcomes and assessments.	9/15/23		X	X			Date Adjusted
f	Post program learning outcomes online on the program's website.	3/1/22		X	X			Student worker hired to help complete website spring semester. CSBS has provided advising resources, and also with the creation of advertising materials.
4	Academic Advising (Standard D)							
a	Update our website to include faculty profiles, a list of scheduled courses, and a brochure/flyer to help students understand all advising resources available to them and how to connect with them,	3/1/22		X	X			Student worker hired to help complete website spring semester. CSBS has provided advising resources, and also with the creation of advertising materials.

b	The program's administrative assistant will take the training tracker mentoring courses and prepare to perform specific low-level advisory assignments to help guide students through the completion of the minor.	9/1/20	1/30/21		X			
c	The program director will set up stronger connections with Stephanie Quinn or another liaison in the advisement center who can provide information about the minor, internships, preparing for graduate school, and job opportunities,	11/1/20	11/20/20	X	X			CSBS advising has scheduled regular meetings with all CSBS departments.
d	Ask our board if there is anyone who would be willing to give information about grad school and career planning for students who have majors within their field.	9/20/22		X		X		Date Adjusted
e	Institute short exit interviews for each graduating minor to indirectly measure program outcomes and offer advice about graduate school and career planning.	4/30/22		X	X			Date Adjusted
f	The program director is working on strengthening connections with program alums. She will use those connections to support efforts to advise current students in the program.	9/30/22		X	X			Date Adjusted
5	Faculty (Standard E)							
a	The WGS advisory board will implement regular faculty meetings for development.	9/1/20	12/1/21	X	X	X		Once a semester meeting with all faculty are being conducted
b	Secure funding to invite a regional or national WGS scholar (perhaps a current or past leader of the NWSA) to campus to meet with faculty to discuss current pedagogical practices in the field, as well as the state of the discipline.	Ongoing		X	X		Development Office	

d	We will look into creating a community of practice with the Teaching & Learning Forum (TLF).	9/1/22			X		X		Date adjusted
6	Program Support (Standard F)								
a	With the dean of Social and Behavioral Sciences, the WGS program director will reach out to the Director of Academic Finance and Administration (Betty Kusnierz) and the Controller and Director of Accounting Services (Ron Smith) to access more information about budget training and available instructional wage money, with the goal of being able to compensate adjunct faculty and part-time support staff who work within the WGS program, as well as support the program budget in other ways.	4/1/22			X	X		Deans Office	In progress Date Adjusted
7	Program Summary (Standard H)								
a	Carry out a time-to-degree study. (This should determine why higher numbers of minors are not graduating each year. The program director has recognized and is studying this issue. Her efforts to understand and solve this problem will be supported by the WGS advisory board.)	10/1/22			X	X	X		Date adjusted
b	Create a line in the budget that allows the program coordinator and faculty to attend national and regional WGSS meetings and conferences (such as SIROW and NWSA).	10/1/21	10/1/21		X	X			We can use funds in our gift accounts for this.
c	Plan for a future major in WGS	on going			X	X			
*	Additional Recommendations								
1	Build a stronger network and connections between WGS students.	on going			X	X			

a	Hold a once-a-semester program open house or mixer for WGS faculty and students, at which we invite prospective students and current students could share what they know and future plans.	12/1/20	12/1/20	X	X			First held Fall 2020, another was held spring 2021. We have plans for another this fall semester.
b	Strengthen the program's Social Advocacy Club by inviting a student leader to take over as president.	Ongoing		X	X		X	New president is working on updating connections (date updated)
c	Create a chapter of Triota (the national WS student honor society) at WSU, but we don't always have strong student leadership.	Later		X	X			Saved for later date. First working on the SAC

Appendix B

Contract/Adjunct Faculty Profile

Name	Rank	Highest Degree	Areas of Expertise
Dr. Melina Alexander	Full	Ph.D	Education/Social Justice
Dr. Stephanie Speicher	Assistant	Ph.D	Education/Social Justice
Dr. Emily Petersen	Assistant	Ph.D	English/WGS
Dr. Kathryn McKay	Full	Ph.D	History/WGS
Dr. Stephanie Wolfe	Full	Ph.D	International Relations/WGS
Dr. Richard Price	Associate	Ph.D	Political Science/Queer Studies
Dr. Jason Barret Fox	Associate	Ph.D	English/WGS
Dr. Cynthia Jones	Assistant	Ph.D	French/WGS
Dr. Isabel Meusen	Assistant	Ph.D	German/WGS
Jessica Peyel	N/A	MFA	WGS/Advocacy
RC Callahan	N/A	Masters	Online Education/WGS
Paige Davis	N/A	Masters	Education Leadership/Domestic Violence
Eli Alexander	N/A	Masters	Anthropology/WGS
Sarah Storey	N/A	Bachelors	Anthropology/WGS

ADJUNCT Faculty Headcount	2018-19	2019-20	2020-21
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	6	6	10
Full-time Tenured			
Full-time Non-Tenured (includes tenure-track)			
Part-time and adjunct	6	6	10
With Master's Degrees	3	3	3
Full-time Tenured			
Full-time Non-Tenured			
Part-time and adjunct	3	3	3
With Bachelor's Degrees	1	1	1
Full-time Tenured			
Full-time Non-tenured			
Part-time and adjunct	1	1	1
Other			
Full-time Tenured			
Full-time Non-tenured			
Part-time			
Total Headcount Faculty	10	10	14
Full-time Tenured			
Full-time Non-tenured			
Part-time			

Please respond to the following questions.

- 1) Review and comment on the trend of minority students enrolling in your classes (particularly lower-division, GEN Ed) and in your programs.
 - a. We need to have an update on our student demographics, however we continue to attract students from minoritized populations
- 2) What support (from enrollment services, advising, first-year transition office, access & diversity, etc.) do you need to help you recruit and retain students?
 - a. We would like to partner with university enrollment services to find ways to encourage our students to apply for FAFSA
 - b. We appreciate any partnerships to continue to encourage students to enroll in our courses
- 3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?
 - a. Assessing a minor is difficult. We would like stand-alone minors to have easier access to all data (some dashboards have improved). For our graduating minors we would like to use portfolio assessments that highlight links between major and minor. Training on and access to portfolio could be beneficial
- 4) Finally, we are supporting our Concurrent Enrollment accreditation process. Does your program offer concurrent enrollment classes? If so, have you been able to submit the information requested from the Concurrent Enrollment office? Staff from OIE will reach out to you in the next few months to assist in finalizing that data submission as well as gather information for concurrent Gen Ed assessment.
 - a. The social justice focus of WGS courses prohibits CE courses.

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms ‘learning outcome’, ‘learning objective’, ‘learning competency’, and ‘learning goal’ are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word ‘outcomes’. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum’s key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as ‘Threshold’)

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences

Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see <https://weber.edu/weberthrives/HIEE.html>