Program Review Self-Study

Women and Gender Studies Minor Program Self-Study Completed November 2019

Department/Program: Women and Gender Studies (Minor)

Semester Submitted:
Fall 2019

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Brief Introductory Statement

Women and Gender Studies (WGS) is an interdisciplinary program dedicated to exploring women's experience through their roles, contributions, and scholarship. As such, the program focuses on the diverse representations of women within the contexts of ethnicity, class, sexual orientation, and gender. The program director and board are comprised of individuals from each college on campus and the women's center. The interdisciplinary nature of WGS allows us to include high-quality faculty from a variety of academic fields. Three of our faculty received university and college teaching awards during the 2018-2019 academic year. Due to the expertise of our faculty, we attract diverse students from a variety of disciplines, including arts and humanities, science, business, and social and behavioral science. Our faculty expertise, student diversity, and interdisciplinary lens are a unique strength, as we work together to facilitate a program grounded in collaboration.

WGS has a limited amount of funding. Our popular introductory course (WGS 1500) serves as a social science general education course and has a DV designation. From this course, we recruit the majority of our minors, so it is essential that we continue to offer many sections of this course each semester. Our funding structure makes providing WGS-designated electives difficult, but we have a variety of these available, including a class in violence prevention and a study abroad program to the United Nations. Continuing Education (CE) funds our online courses and courses offered at the Davis Campus and Farmington Station. These offerings provide students a variety of opportunities to complete our courses while keeping their education cost-effective. Other than our study abroad course, students are not required to pay any additional fees for our courses.

Along with our strengths, we have areas for improvement. According to our 2019 Strategic Planning Report, our goals for the next three years focus on improved outcomes for our students, as we are focused on retention rather than growth right now. First, we will improve mentoring to ensure progress towards graduation. Second, we will collaborate with the departments from which our students are majoring to promote progress towards graduation and facilitate positive post-graduation outcomes. Finally, we will collaborate with community partners to better understand the knowledge and skills necessary for students in today's job market. Specifically, the WGS minor program looks to accomplish the following initiatives: 1) increase the number of WGS minor graduates; 2) increase collaboration with university departments; and 3) facilitate post-graduation outcomes for WGS minors.

In this self-study, we are reviewing the Women and Gender Studies minor program at Weber State University. This analysis addresses both our strengths and areas of needed improvement and our plan moving forward to continue to maintain a quality experience for our students.

Recent Program History

Program Coordinators:
Fall 2012-Spring 2013: Director: Maria Parilla de Kokal
Fall 2013-Spring 2014: Director: Dr. Michelle Pautsenbaugh
Fall 2014-Spring 2016: Director: Dr. Alicia Giralt
Fall 2016-Spring 2017: Interim Director: Maria Parilla de Kokal
Fall 2017 Interim Director: Dr. Stephanie Wolfe
Spring 2017-Present Director: Dr. Melina Alexander

Before presenting our self-study findings, it is necessary to talk about the path our program has taken in recent years. In the year immediately following our last evaluation, our director, Maria Parilla de Kokal worked diligently to address some of the recommendations given by the review team. She finished a 6-year term of leadership and a new director was hired. In reviewing the findings of the past evaluation team the new director, Dr. Pautsenbaugh, initiated a name change for our program. She also worked on improving advisement for our students but found that taking on the role of faculty and advisor with only a quarter released time was too much for her to facilitate. She left the role of director with a recommendation that future directors were more adequately compensated for the time requirements of this position. We elected a new director, Dr. Alicia Giralt. Dr. Giralt took up the call for a name change and the need for measurable outcomes and our program officially became Women and Gender Studies in the fall of 2014. With this came a new mission statement and new program outcomes for our students. Dr. Giralt also negotiated with our dean for a stipend during summer semester so that the Women and Gender Studies program could continue to function during the summer semester; this money was, in summer 2017, given to pay for a course so that the WGS program had funds to pay for 3 on-campus courses a year. Unfortunately, Dr. Giralt was diagnosed with cancer and had to leave the position after struggling to maintain her duties for the 2015/2016 school year. With the uncertainty of her return, the board elected to have faculty rotate as interim directors until Dr. Giralt could return. When she announced her permanent retirement, the position was filled with our current director, Dr. Melina Alexander. During her time as director, the Women and Gender Studies program experienced a few challenges. The half time administrative assistant (secretary) of the program changed positions at the end of spring semester 2017. The assistant position was left unfilled until spring semester of 2018. The new assistant left in the spring of 2019 stating that she did not have enough work. The dean then moved the position to quarter time stating that a student worker could fill the other quarter-time. A quarter-time 10-month position was difficult to fill; when a half time position in another department came open a job share opportunity was made for the WGS position. This position became filled in the spring of 2019.

Due to these changes in leadership and administrative help, throughout this review, no data is reported or considered for years 4 and 5.

Standard A - Mission Statement

Mission Listed for Program Review by the University

Women & Gender Studies is an interdisciplinary program dedicated to exploring women's experience through their roles, contributions, and scholarship. As such, the program studies the diverse representations of women within the contexts of ethnicity, class, sexual orientation, and gender.

In the Women and Gender Studies Program, students are encouraged to think critically about women's place in contemporary society while discovering the lost contents of women's contributions in the past. Women and Gender Studies prepares students for employment and graduate work through a variety of interdisciplinary courses from the Colleges of Arts and Humanities, Business and Economics, Health Professions, and Social and Behavioral Sciences.

Mission Listed on our Website

Women & Gender Studies is a minor and Bachelor of Integrated Studies area of emphasis, which offers interdisciplinary, scholarly perspectives on the formation of gender and its critical intersections with other relations of power such as sexuality, race, ethnicity, class, nationality, religion, and age. Faculty and students address questions within the context of a transnational world and from different disciplines, such as, but not limited to, history, literature, sociology, communication, psychology, criminal justice, social work, political sciences, and cultural studies.

Women & Gender Studies is an interdisciplinary program devoted to the academic study of the roles, contributions, and scholarship of women. We explore issues of race, class, sexual preference and gender as they impact women's lives in a variety of cultural contexts.

Our goals are:

1. to build on the existing body of scholarship as the program develops an interdisciplinary curriculum about women and gender issues
2. to encourage variety in pedagogical methods for teaching
3. to transform traditional disciplines through continuing consideration of new data, methods, theories, and analytical frameworks generated by Women & Gender Studies scholarship, helping to correct long-standing oversight of the study of women's contributions to societies throughout the world

Mission In our program notes from previous directors used for yearly program evaluation

Women and Gender Studies is devoted to the academic study of the roles, contributions, and scholarship of women. Women and Gender studies explores issues of ethnicity (including what has been historically termed race), class, sexual preference and gender as they impact women's lives in a variety of cultural contexts. It promotes new areas of research, discovers lost contents of human history, identifies women's place in contemporary life, and encourages a sense of empowerment among students through analysis of their commonality of experience. The Women and Gender studies minor prepares students to pursue graduate work or employment

in professional and community organizations, with emphasis on critical self-reflection and responsible decision-making.

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.
2. Students will apply their knowledge of women and gender studies.
    a. Apply their knowledge of women and gender studies by analyzing current social and political situations from those perspectives.
    b. Articulate the ways in which systems of power, privilege, and oppression shape our experiences as individuals and members of communities.

Executive Summary Statement

The mission statement for the Women and Gender Studies program is clearly problematic. There are currently three mission statements attached to the program. One is a general statement, one includes our program goals, and the third includes student outcomes. While each statement addresses the role of gender in society and each state that the program prepares students for employment or graduate study, they each focus on different aspects of our program.
Our board must review these statements and come up with one clear mission statement that includes student outcomes. This consistency will enable yearly program assessments aligned to program outcomes.

For purposes of this review, to better assess outcomes, the mission statement that includes student outcomes will be used.

Standard B – Curriculum

Course Requirements for Minors:

The Women and Gender Studies Minor is an interdisciplinary minor that allows students to, along with the core courses, take a variety of electives offered across campus from various colleges and departments.

All students are required to complete a series of courses designed to meet the WGS learning outcomes. These courses are:

- WGS 1500: Introduction to Women and Gender Studies (3)
  Course Description: An introduction to the discipline of Women and Gender studies using multicultural sources based on current feminist scholarship. In this course, we will examine the diversity of women's experiences, perspectives, critiques, and theories across the categories of race, ethnicity, class, and gender.
- WGS 2500: Human Rights and the World (3)
  Course Description: Human rights (HR) are a powerful idea in the modern world, but also the focus of controversy. This course will provide students with a broad foundation in human rights including the ability to analyze HR in domestic and international law, examine prevention and prosecution techniques, and debate current issues at home and abroad. Emphasis will be placed on women and gender studies (including LGBT issues), vulnerable populations such as refugees, and atrocity crimes.
- WGS 3050: Feminist Theories (3)
  Course Description: An introduction to the study of feminist theories from the 18th Century to the present. Students will study historical accounts of feminism by looking at primary sources written by influential feminists, as well as theoretical treaties on different kinds of feminism, from liberal feminism to radical feminism, socialist feminism, black feminism, multicultural or global feminism, and so on. The class will be taught using collaborative learning and will rely on class discussion and interaction, rather than traditional lecture format.
- WGS 4150: Research Methodologies (3)
  Course Description: Designed to introduce students to a variety of approaches to research in women and gender studies. Students will consider some of the assumptions which underlie research methodologies which may limit our knowledge about women as research subjects and as researchers themselves. Prerequisite: WGS 3050 (or equivalent coursework) or permission of instructor.
- WGS 4250: Community Based Research Internship (3)
  Course Description: The purpose of this research/internship is to provide students with community experiences related to issues of women and gender. Students in this practicum will apply knowledge skills learned throughout their course of study in either the Women and Gender Studies minor or BIS. For this research/internship students will be required to check-in with their course faculty supervisor weekly during the semester. Prerequisite: WGS 3050 (or equivalent coursework) or permission of instructor.

Some of our electives include:

- ANTHRO 3700 – Sex Roles: Past and Future (3)
- CJ/WGS 4900 Women and Criminal Justice (3)
- COMM 3090 – Gender and Communication (3)
- ENGL 2710 HU /D V – Perspectives on Women's Literature (3)
- FL 3670 – Literature Authors (3)
- GERT 3320 – Ethnicity and Older Women in the American Society (3)
- HIST 3070 – Women in American History: 1600 to Present (3)
- HNRS 1540/WGS 2900 – LGBT Identities in Popular Culture (3)
- POLS 3400 – Sexual Orientation, Politics, and Law (3)
- PSY 2370 – Psychology of Women and Gender (3)
- PSY 3100 – Psychology of Diversity (3)
- SOC 3130 – Sociology of Gender (3)
- WGS 2900 – Violence Prevention, Response, & Peer Education
- WGS 2900 – Topics in Women and Gender Studies (3)
- WGS 4900 – Queer Studies (3)
- WGS 4900 – Topics in Women's Studies Women and Gender Studies (3)
- WGS 4830 – Directed Readings (1-3)

Curriculum Grid linked to Outcomes

Key: I=Introduced, D=Developing, M=Mastery, A=Application

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. 2. Students will apply their knowledge of women and gender studies. a. Apply their knowledge of women and gender studies by analyzing current social and political situations from those perspectives. b. Articulate the ways in which systems of power, privilege, and oppression shape our experiences as individuals and members of communities.	Department/Program Learning Outcomes					
	Learning Outcome 1	a	b	Learning Outcome 2	a	b
Core Courses in Department/Program						
WGS 1500: Introduction to Women & Gender Studies		I	I		I	I
WGS 2500: Human Rights and the World			D		M	M
WGS 3050: Feminist Theories		M			M	
WGS 4150: Research Methodologies		M				
WGS 4250: Community-Based Research Internship			A		A	

Our WGS board has selected the curriculum for this minor. We are an interdisciplinary program; therefore determining curriculum is a collaborative process. We rely heavily on the expertise of our board in making programmatic decisions.
During our bi-semester board meetings, we have ongoing discussions regarding our program and curriculum. These discussions have resulted in the following curriculum changes.
2014 Name Change, mission statement update, student outcomes update

1) Addition of a course resulting in one credit hours increase
2) Changing our introduction course to reflect issues of gender
3) Removal of a course and lowering of credit hours to 18
4) Addition of a new minor in queer studies

Name Change: In the program review in 2012, it was suggested that our program review it was suggested that our name be updated to better reflect current programs in the United States. We reviewed other programs in Women and Gender Studies to look at mission statements, learning outcomes, and course offerings. After reviewing these programs in feminist studies, the board determined that to better describe the inclusive nature of our program; we needed to update our name from Women's studies to Women and Gender studies.
In the fall of 2014, we officially changed our name from Women's Studies to Women and Gender Studies. In addition, we surveyed these programs' curriculum. From this survey, the following course updates were made:

1. In the spring semester of 2015, we added a course to our minor, WGS 2500 Human Rights in the world. We went from having a minor composed of 20 required credit hours to a minor requiring 21credit hours.
2. While reviewing our curriculum in light of the name change our introduction course added content designed to reflect the addition of Gender in our program title. We have added additional content and currently, our introduction courses may contain up to fifty percent of their content on gender and sexuality (queer studies).
3. In subsequent years, Weber State University has put forth an initiative to facilitate timely graduation for students. This means it was important that our minor follow other minors in required credit hours. After giving our current program 3 years, our board met and to evaluate this additional requirement. Our curriculum consultant noted that most minors on campus require only 18 credit hours and that this additional course may impede students' desire to receive a WGS minor. The board voted unanimously to move this class from required to elective. Our program will now contain 9 hours of required courses and 9 hours of electives. This proposal is being prepared for curriculum approval and we hope to have these catalog changes for students declaring their minor during the 2020-2021 catalog year.
4. After a careful review of course content and student feedback, our program determined that offering a minor in queer studies would be prudent. This will address concerns of students wishing to continue their education in queer studies at the graduate level. Queer research methods and Feminist research methods vary greatly. Providing students wishing to receive a graduate degree in queer studies with a course on feminist research methods puts them at a disadvantage. This program is currently being reviewed by curriculum and we hope to have it available for the 2020-2021 catalog year.

Additional Curriculum Updates

1500 General Education Review

In the fall of 2018, our introduction course, WGS 1500 Introduction to Women and Gender Studies was reviewed by the university to maintain general education and diversity credit status. The course was granted continuing status as a general education and diversity course.

General Education outcomes

Outcome	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Gen ED SS Outcome 1: "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.	See Graphs Appendix G	Based on the information provided in eval by course student % scored ranged from 75% to 100% across all classes. The 75% was earned from our online summer course	WGS has developed a new online course which was piloted in the spring 2018 this will be used across all online courses
Gen ED SS Outcome 2: "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.		Based on the information provided in eval by course student % scored ranged from 71% to 100% across all classes. The 71% was earned from our online spring course	The low score was obtained by an online version of WGS. This score was encountered primarily due to students' non-completion of assignments. Use of starfish is now mandated in all 1500 courses to address this issue
Gen ED SS Outcome 3: "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand alternative explanations.		Based on the information provided in eval by course student % scored ranged from 73% to 100% across all classes. The 71% was earned from our online spring course	This standard had the most low (below 80%) scores. An analysis of assignments related to this outcome show students struggle not with identification of an argument but with relating reliable materials in support of both sides of this issue. WGS faculty have discussed ways to help students identify reliable sources and will be

			implementing curriculum that directly addresses this issue in future classes.

Diversity outcomes

Gen Ed Learning Goal Students will:	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Each student will describe his/her own perspective as one among many.		Based on the information provided in eval by course student % scored ranged from 88% to 100% across all classes. The 88% was earned from our on-campus summer course	All courses have reached threshold. While WGS will continue to improve and revise content related to this area we feel that no action is needed at this time.
Students will identify values and biases that inform the perspectives of oneself and others.		Based on the information provided in eval by course student % scored ranged from 71% to 100% across all classes. The 71% was earned from our online spring course	The low score was obtained by an online version of WGS. This score was encountered primarily due to students' non-completion of assignments. Use of starfish is now mandated in all 1500 courses to address this issue
Students will recognize and articulate the rights, perspectives, and experiences of others.		Based on the information provided in eval by course student % scored ranged from 73% to 100% across all classes. The 71% was earned from our online spring course	This standard had the most low (below 80%) scores. An analysis of assignments related to this outcome show students struggle not with identification of an argument but with relating reliable materials in support of both sides of this issue. WGS faculty have discussed ways to help students identify reliable sources and will be implementing curriculum that directly addresses this issue in future classes.

Link to Standard C

Study Abroad CSW

In this faculty-led, travel away/abroad course, students examine the internetworking's of global governance and processes, policy generation and implementation for sustainable change and gain direct experiences on the international grounds of the United Nations. Through their attendance at predetermined and spontaneous panel events, students gain insider perspectives and have direct contact with policymakers and global professionals. Students also experience New York City, tours and other guided activities to connect and unpack global issues addressed by the UN and the Commission on the Status of Women.

The Commission on the Status of Women (CSW) is the central global intergovernmental organization devoted to the promotion of gender equality and the empowerment of women. CSW is central in fostering conversations on women's rights, documenting the reality of women's lives throughout the world, and shaping global standards on gender equality and the empowerment of women.

By attending the CSW faculty and students from Weber State have the opportunity to personally experience and interact with international leaders focusing on work for women and girls on a global platform. We also have partnered with Mothers Legacy Project, an NGO out of Portland, which graciously is sponsoring our attendance at CSW.

The Women and Gender Studies program at Weber State in partnership with the Political Science program is actively working to build partnerships with organizations that educational goals for students. Specifically, students are encouraged to critically think about women's place in contemporary society while exploring women's contributions in the past. Through our attendance at the annual Commission on the Status of Women, we had opportunities to participate in discussions and panel presentations which focus on progress and gaps in key global policy documents on gender equality as well as developing issues that affect gender equality and the empowerment of women across the globe.

Upon completion of this study abroad program, students are expected to:

1. Become fluent in academic discourse and versed in analysis related to social protection systems, access to public services and sustainable infrastructure for gender equality and the empowerment of women and girls.
2. Review and discuss the implementation of the Beijing Declaration and Platform for Action and the outcomes of the 23rd special session of the General Assembly.
3. Develop a skillset necessary to pursue a career in political sciences, specifically by providing scholarly and practitioner training. Students become fluent in academic discourse and versed in analysis and learn practice-oriented speaking and writing.
4. Interact and have built relationships with organizations and individuals engaged in initiatives for the betterment of women and girls across the globe.

Geopolitics of Gender – WGS 4900 (Special Topics)

Course Description: Why have women succeeded in obtaining substantial political power in some countries and not in others? What cultural, structural, and political factors shape women's access to political power worldwide? How do we assess women's impact in the political arena? These questions, as well as others related to gender, power, and politics, will be the focus of this course. The course is global in its focus and considers women's acquisition of political power in countries around the world. Students will also be introduced to research on women in politics in American society. Overall, this course provides a comprehensive introduction to the history of women's entry into politics internationally, the current state of women's political representation across countries and regions, and contemporary debates on why and how women's access to political power varies across countries. Drawing on scholarly research, selected media, and classroom discussion, we will explore voting rights, the paths women take to local and national political office and consider special topics such as the importance of the United Nations and the international women's movement to women in politics. Whenever possible, we will be attentive to the ways in which gender intersects with other social identities, such as race, ethnicity, class, and sexual orientation.

Course Objectives:

- Familiarize students with the trends in women's engagement and how gender plays a role in politics, and the key concepts, theories and empirical studies that explain them;
- Sensitize students to classic and current policy arguments regarding women's under-representation in legislative bodies;
- Heighten students‟ ability to use what they learned in the course in their own economic, political and /or socio-cultural research.
- Gain a deep understanding of the role of the Commission on the Status of Women through UN Women and this year's priority theme.
- Demonstrate abilities to use writing, research skills, oral presentation skills, and reflective and questioning skills to meet scholarly and professional goals.

**Students are encouraged to take WGS 4900 in conjunction with the study abroad experience to the United Nations to deeply connect coursework to actual policy work and activism. Students are permitted to take either WGS 4900 or the Study Abroad experience separately as well.

1500 Signature Assignment

Weber State University has specific general education learning outcomes that are assessed through the use of a signature assignment. A Signature Assignment (SA) requires that students integrate and apply course content to address a significant personal, social, or professional question or issue in some way (e.g., through critical thinking, creative thinking, problem-solving, quantitative literacy, inquiry, and analysis, etc.) for a specified audience. All courses that are general education must include a variation of this assignment.

Signature assignment selected by WGS:

The SA for this course gives you the opportunity to conduct social research. You will collaborate in a small group to integrate and apply course content. For this assignment, you will look at how the film industry can impact perceptions of gender. The steps to this assignment are as follows:

- *As a group, choose a film for which you have access that addresses a social issue or construct (you may also want to choose one that you believe has gender stereotypes, it will make the assignment easier). This can be almost anything but you must articulate what issue or construct the film addresses. For example: if I were to choose the classic film Mr. Blanding builds his dream house, the social construct would be housing.*
- *Watch the film*
- *Identify male and female gender stereotypes present in the film. Keep a list and count how many times each occurs. (If you choose to watch a film related to gender non-conforming or gender-neutral individuals be sure to find one where you will still see dichotomous gender stereotypes present).*
- *After viewing the film, meet with your group to compare findings and stereotypes. Create a graphic displaying the group findings of these stereotypes.*
- *Write a letter (1-3 paragraphs) to the film director explaining your findings and the possible impact of stereotypes on viewers.*
- *One member of your group must turn in the following*
  - *Names of students in your group.*
  - *IMDB web address for the film (Mr. Blanding builds his dreamhouse web address is https://www.imdb.com/title/tt0040613/ (Links to an external site.))*
  - *Graphic Display of your findings that include the gender stereotypes found.*
  - *Your Letter*

Women and Gender Studies 1500 was an early adopter of this process and received the following feedback on the assignment listed.

Feedback

> *The students were challenged by the Signature Assignment, earning 63% of the total assessment points available, with the overall average from the spring being 75%. We appreciate that you specified the audience of the SA as the director of the film under analysis. However, the reviewers were not satisfied for three of the eight students that they addressed the appropriate audience in their SA. Perhaps now that you have piloted this SA, you have strong examples to show future students that address the intended audience. The students' performance reflected a range of scores: Out of the three points they could have earned for GELOs 2-4, three students earned all 3 points, two students earned 2 points, two students earned 1 point, and one student earned 0 points. When they struggled (beyond the concerns with addressing the intended audience), they did so in demonstrating to the reviewers' satisfaction that they were identifying examples of gender stereotypes in their chosen movie (GELO 2) and integrating and applying course content to explain the impact of such stereotypes (GELO 4). Despite the challenges some students had with the SA, we think that the SA is well designed and completely appropriate: Gen Ed classes should have students make these kinds of connections.*
>
> *Finally, we are learning better how SAs can be optimally designed to achieve the goals. First, the most successful SAs are ones with detailed and explicit instructions. Perhaps providing students with examples of previous SA written in a persuasive tone addressed to the film's director with*

detailed explanations about the impact of gender stereotypes will help scaffold student success. Second, the most successful SAs are tied in some way to the Big Question in the class. Your BQ – what is the influence of gender in our society and how does it impact social issues - is explicit and connects to the SA.

We appreciate the work you have done developing, implementing, and grading the SA. We hope you found using the SA to be successful for you and your students! We have now assessed over 850 SAs in this two-year rollout period and found them to be a valuable indicator of the challenges our students face performing these critical academic skills (for more information click here). For more information about SAs and BQs, please review the resources available on the Gen Ed website (https://www.weber.edu/GenEd/default.html and click on Faculty Information). Of course, I am happy to talk in more detail about your course.

The assignment now has an example included.

WGS 4900 Queer Theories

Syllabus

This course will consider some of the historical and contemporary theoretical debates that have helped to shape queer theories. These theories challenge rigid categories and definitions in order to create a space for marginalized voices. These theories examine the inconsistencies and erasures that often characterize notions of sex, gender, sexuality, and sexual desire. These theories explore categories that intersect with sexualized identities such as race, ethnicity, class, nationality, location, and age.

This course will be reading and writing intensive. Readings include original source materials, scholarly essays, and scholarly Internet sites. Writings will include discussion forums, short response papers, applications, and critical analyzes.

Learning Objectives:

By the end of the course, students will be able to:

- explain the key concepts and themes of Queer Theory
- describe some of the arguments of major theorists
- use queer theory to analyze a text
- differentiate between sex, gender, and sexual orientation
- and develop a working vocabulary of terms used when discussing "queerness."

Texts:

- Barker, Meg-John, *Queer: A Graphic History* (2016).
- Foucault, Michel. *The History of Sexuality, Volume I: An Introduction* (1980). Available online.
    - *He* said that those people who have the most power—mostly white, wealthy men—are the ones who get to tell us what is normal and abnormal when it comes to gender and sex. So, of course, male bodies build bridges, while female bodies bake pies and nurse babies…

- Butler, Judith. *Gender Trouble* (1990) available online
  - *Gender Trouble* shredded the idea that gender is inherent. That means that boys don't pick up a Nerf Blaster based on instinct, and girls don't come out of the womb wanting to wear pink polyester Cinderella frocks. In fact, according to Butler, the whole male and female distinction is *a complete social construction*.
- Sedgwick, Eve. *Epistemology of the Closet* (1990).
  - Queer theory deals with much more than just sex. It goes to the heart of a person's identity, encouraging us to ask ourselves this question over and over again: who am I *really*? If we perform manhood and womanhood, then maybe we perform a bunch of other things as well.
- A text of your choosing.
- Additional texts as assigned.

Activities in support of learning goals:

There are 14 Modules

- **Discussion Forums.** You are usually required to make three posts per forum. Two of these should be substantive responses to our readings (topics are posted, including work with primary documents), and one should be a response to the post of a classmate. **Students should complete the 12 forums. Points are earned for:**
  - Response to topic A (including evidence of critical thinking and citation of sources) = 8 points
  - Response to topic B (including evidence of critical thinking and citation of sources) 8 points
  - Response to colleague's post = 4 points

Posts should total a minimum of 600 words per week. Your grade for the discussion forums will be based on the timeliness of your responses, their length, their quality and substance, your use of assigned readings -- with citations. Points will be taken off for posts turned in late. (20 points each forum)

- **Response Papers (Projects).** There will be a variety of projects. **Choose 6**. Projects should be completed by the Monday after the unit in which they are described. Points will be taken off for projects turned in late. (10 points each) **Points are earned for:**
  - Writing which accomplishes the objectives of the assignment = 5 points
  - Writing which demonstrates strong compositional skills (no gross spelling or grammatical errors) = 3 points
  - Writing which includes specifics to support comments. (citation of sources) = 2 points

Posts should be about 300-350 words. Points will be taken off for posts turned in late.

- **1 application** of queer theory:
  - News analysis

  - fairy tales
  - advertisements
  - YouTube or film
- 1 analysis of an article

- **Midterm and Final reflection**. (5 points each)

Grades: Grades will a weighted percentage of points possible-not "on the curve."

- 12 discussion forums = 240 points
- 6 projects = 6 points
- 1 application = 15 points
- 1 analysis = 15 points
- 2 reflections = 10 points

Queer Studies Minor

Based on feedback given during our last program review, Women and Gender studies has included more information on issues pertinent to queer studies. This is a relevant field of study and we welcomed the opportunity to provide this information in our course work. After reviewing the curricular demands placed on courses to provide information on both Women and Gender studies and Queer studies our board determined that including both topics in a minor placed undue stress on faculty to provide a rich curriculum in either field. We approached this issue by initiating the inclusion of a Queer studies minor at Weber State University. This minor is currently under curriculum review but has support from across the campus. The course plan for this minor is included below

Queer Studies Course Plan

Course	Credit Hour	Semester Offered	Milestones & Notes
Freshman (Semester 1or 2)			
WGS 1500	3	Fall, Spring, Summer	Consult the course catalog for information on general education requirements
General education Credits			
Sophomore (Semester 1or 2)			
Queer studies elective 1	3	Fall, Spring, Summer	Meet with content major advisor and declare major if not done Meet with Queer Studies advisor and declare minor if not done
General Education Credits			
Possible courses in Major			
Junior (Semesters 1& 2)			
Queer Theories	3	Fall	w Plan with advisors in Major and Minor
Queer Studies elective 2	3	Fall, Spring, Summer	
Finish any remaining general education credits			
Course work in Major			
Senior (Semesters 1& 2)			

	Queer Research Methods **OR**	3 **OR**	Spring	with major advisor & for graduation at the beginning of your final semester
	Queer Studies internship	3	Fall, Spring, Summer	
	Queer Studies Elective 3	3	Fall, Spring, Summer	
	Complete course work in Major			
	Total QS Credits	**18**		

Standard C - Student Learning Outcomes and Assessment

A. Measurable Program 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.
2. Students will apply their knowledge of women and gender studies.
    a. Apply their knowledge of women and gender studies by analyzing current social and political situations from those perspectives.
    b. Articulate the ways in which systems of power, privilege, and oppression shape our experiences as individuals and members of communities.

Student Outcomes by Class
Key: I=Introduced, D- Developing, M= Mastery, A= Application

PROGRAM OUTCOMES										
	Level	Evidence	Level	Evidence	Level	Evidence	Level	Evidence	Level	Evidence
Outcome	1500 Introduction		2500 Human Rights		3050 Feminist Theories		4150 Research Methods		4250 Internship	
1.a	I	Assignment			M	Assignment	M	Assignment		
1.b	I	Assignment	D	Activity					A	Assignment
2.a	I	Assignment	M	Assessment	M	Assignment			A	Assignment
2.b	I	Assignment	M	Assessment						

Questions for consideration by the self-study team

- *Do outcomes describe the expected knowledge, skills, and behaviors students will have achieved in each degree or certificate program at the time of completion?*

    These learning outcomes, listed in our WGS mission statement, are addressed throughout our minor program. Students are given the opportunity to master and/or apply each of these outcomes by the end of their minor program. Evidence of their competency is produced through either assignments or activities.

- *Do outcomes support the goals of the program and the constituencies served?*

    These outcomes specifically address the goals of the WGS program. There is a need for WGS to review graduate programs in Women and Gender Studies to ensure that students are provided instruction on information pertinent to graduate studies.

- *Articulate the ways in which assessment data of mission and outcomes are used to improve and further develop the program. process?*

This assessment data is to address ways to improve our program. Results from our student outcome review have been used to restructure our program in two ways. First, we have introduced new minor, queer studies, and it is currently under review by WSU curriculum. Second, we have proposed a change to our course structure specifically to address student graduation needs. With a review of our findings, the board voted to change the number of credit hours needed for our WGS minor.

- *Is this incorporated in the strategic planning?*
  In our strategic plan, completed spring of 2019, one of our listed initiatives was to facilitate post-graduation outcomes for WGS minors.

B. Other programs

General Education Outcomes

This program supports General Education in the following area(s)

☐ AI ☐ Comp ☐ IL ☐ QL

☐ CA ☐ HU ☐ LS ☐ PS ☒ SS

☐ WSU ☒ DV

A description of our review process for general education and diversity is included under Standard A, 1500 General Education Review

C. Assessment Summary

While we do have evidence that our courses meet most of our learning outcomes (See Appendix G), there has not been a concerted effort to collect data on student progress in each of our minor core courses towards these goals. We would like to have core faculty create assessments in their courses linked to specific student outcomes (see Standard E ongoing review)

The following table will be used

Course:		Semester/Year			
Learning Outcome	Assessment Description	*N*	Range	$\bar{X}$	SD

Standard D - Academic Advising

Advising Strategy and Process

The Advising Guideline is a document created by the advising team and the department on information related to advising students in their respective major or minor. The main purpose of the document is to clarify the responsibilities of the key individuals. This should not be a repeat of what is already in the catalog or grad maps and is not focused solely on courses. It is also meant to help advisors interpret department requirements and alleviate any confusion.

Faculty Advisors

- **Dr. Melina Alexander**
  - Office: LH 336
  - Phone: Google Voice: (385) 240-1526
  - Email: melinaalexander@weber.edu

Administrative

- **Roe Schoof**
  - Office: LH 330
  - Phone: 801-626-7627
  - Email: rosemarieschoof@weber.edu

Advising Liaison

- **Stephanie Quinn**
  - Office: LH 158
  - Phone: 801-626-6281
  - Email: stephaniequinn@weber.edu

How to declare major/minor

Students must complete the online form or print it and bring it into the office in order to declare a minor.

Online/Davis availability

One intro course is offered each semester at the Davis campus.
Students can complete the minor entirely online beginning Fall 2019.

Degrees Offered:

Minor and BIS only.

Overrides/Exceptions

Dr. Alexander and Roe Schoof are responsible for overrides and exceptions. Dr. Alexander is also responsible for transfer articulation.

Graduation Sign Off

No graduation sign off for minors, but BIS requires a graduation sign off.

Financial Aid Plans/ROTC forms for Juniors/Seniors

College advisors will complete financial aid plans and ROTC forms for Juniors & Seniors.

Bounce Back (Advisement Holds) for Juniors/Seniors

College advisors will meet with students and remove all bounce back holds.

Information related to Core

WGS 1500 (Intro to Women's Studies) and WGS 2500 (Human Rights in the World) both satisfy the Diversity (DV) requirement.

Information related to Breadth

Social Science

- WGS 1500 - Introduction to Women's Studies
- WGS 2500 - Human Rights in the World

Humanities

- ENGL 2710 may count toward WGS elective credits, although it is not offered very often. It also satisfies DV.

Minor requirements

Catalog Year 2019 – 2020

Required Courses	Electives: Choose 2 courses
● WSG /DV 1500 Introduction to Women & Gender Studies (3) ● WGS/POLS 2500 Human Rights in the World (3) ● WGS DV 3050 Feminist Theories (3) ● WGS 4150 Research Methodologies (3) ● WGS 4250 Community-Based Research/Internship (3)	● ANTHRO 3700 Sex Roles: Past and Future (3) ● COMM 3090 - Gender and Communication (3) ● ENGL 2710 HU /DV - Perspectives on Women's Literature (3) ● FL 3670 - Literature Authors (3) ● GERT 3320 - Ethnicity and Older Women in the American Society (3) ● HIST 3070 - Women in American History: 1600 to Present (3) ● POLS 3400 Sexual Orientation, Politics and Law (3) ● PSY 2370 - Psychology of Women and Gender (3) ● PSY 3100 - Psychology of Diversity (3) ● SOC 3130 - Sociology of Gender (3) ● WGS 2900 - Topics in Women and Gender Studies (3) ● WGS 4900 - Topics in Women and Gender Studies (3) ● WGS 4830 - Directed Readings (1-3) *Should other courses relating specifically to Women or Gender Studies, either of an experimental or of a permanent nature, be added to the curriculum, these courses will be accepted as electives for the Women & Gender Studies Minor Program* *Max. 3 directed reading credits*

Grad Map

☑	Course	Credit Hours	Semester Offered	Notes
	Semester 1 – Fall, Spring or Summer			
	WSG /DV 1500 Introduction to Women & Gender Studies	3	F, SP, SU	Meet with the Women & Gender Studies Director to declare minor
	Semester 2 – Fall			
	WGS/POLS 2500 Human Rights in the World	3	F	Meet with Women & Gender Studies Director to declare minor and/or map out minor courses ● C or better in minor course
	Elective # 1	3	F, SP, SU	
	Semester 3 – Spring			
	WGS/DV 3050 Feminist Theories	3	Spring	Meet with the program director to check progress toward graduation
	WGS 4150 Research Methodologies	3	Spring	
	Elective # 2	3	F, SP, SU	
	Semester 4 – Fall			
	WGS 4250 Community-Based Research/Internship (3 credits)	3		WGS 4250 Community-Based Research/Internship (3 credits)
	Total Credits	**21**		

Effectiveness of Advising

Because students in our program are minoring, students usually receive advisement with their department advisers. Students are required to meet with the minor director when they declare the minor. Further, because our executive board is small and composed of those who teach in the program, students often consult with individual professors for direction and advising.

Past Changes and Future Recommendations

Our goal is to improve mentoring through advising to ensure progress towards graduation. We will also collaborate with the departments from which our students are majoring to promote progress towards graduation and facilitate positive post-graduation outcomes. Finally, in our strategic plan, we indicated that we would like to help facilitate post-graduation outcomes for our students

Standard E – Faculty

Programmatic/Departmental Teaching Standards

WGS Teaching Standards

The Women and Gender Studies program does not currently have specific teaching standards The following are outcomes related to teaching that are in the mission statements for our colleges and our program.

Interdisciplinary Studies

Provide students the opportunity to expand their learning across different subject areas

College of Social and Behavioral Sciences

Commitment to effective teaching that emphasizes close faculty-student interactions and rich opportunities for student experiential learning, including faculty-guided research, internships, and community engagement.

Women and Gender Studies

- Explore issues of ethnicity, class, sexual preference and gender as they impact women's lives in a variety of cultural contexts.
- Promote new areas of research, discovers lost contents of human history, identifies women's place in contemporary life and encourages a sense of empowerment among students through analysis of their commonality of experience.

Faculty

Faculty Qualifications

Women and Gender Studies teaching faculty is completely comprised of support faculty. Most of the WGS teaching faculty consists of professors from supportive departments, some of whom teach some of the cross-listed courses. Some teaching faculty is comprised of WSU staff. They are diverse in gender, ethnicity, discipline, and teaching style.

Current WGS Core Adjunct Faculty

Faculty member	College/Center/Organization	Courses taught
Director: Dr. Melina Alexander	College of Education	WGS 1500 WGS 4150 WGS 4250
Dr. Stephanie Speicher	College of Education	WGS 1500 WGS Study Abroad WGS 4900
Dr. Emily Petersen	College of Arts and Humanities	WGS 1500
Dr. Kathryn McKay	College of Social and Behavioral Sciences	WGS 3050
Dr. Stephanie Wolfe	College of Social and Behavioral Science	WGS 2500 WGS 4900
Dr. Richard Price	College of Social and Behavioral Science	WGS 2900
RC Callahan	WSU Online	WGS 1500

Paige Davis	Director of the Women's Center	WGS 2900
Tanji Byrum	Doctoral Student	WGS 1500
Eli Alexander	Graduate Student	WGS 1500
Sarah Storey	Graduate of our program	WGS 1500

Detailed information is available in Appendix B

Faculty Scholarship

Although our faculty is exclusively comprised of adjunct faculty, they are impressive in their own right. Through the publication of articles, conference presentations to engaging in interdisciplinary partnerships the WGS faculty excel in scholarship, service, and teaching. Each WGS faculty member is committed to creating tangible, high-impact and practical learning experiences. See Appendix B for Faculty CV

Diversity of Faculty

The faculty and staff for the WGS program are diverse and interdisciplinary in nature. The faculty and staff are primarily housed in other departments across campus. Coupled with this professional diversity, the WGS faculty and staff are diverse in gender, sexuality, ethnicity, race and other factors that intersect to aid in the experiences which they are able to provide for students.

Evidence of Effective Instruction

In previous self-study documents, we have provided information regarding course evaluations. This has served us well because we had and continue to have positive course evaluations with most of our faculty receiving above-average ratings. However, in light of the inherent gender bias in course evaluations (see McNell, Driscoll, & Hunt, 2015, and Mengel, Sauermann and Zölitz, 2018) we are not including these as part of this report.
*A summary of these findings will be made available upon request.

Both our 1500 and our 4150 online courses were designed with assistance from online instructional designers. Measures were in place to address the needs of adult learners in an online setting. Both courses use a modular design. Each course module uses a constructivist educational structure beginning with activating prior learning, moving to gathering information on a given topic, then finally evaluating students' ability to apply their learning to given activities.

WGS Advisory Board

The WGS Advisory Board regularly revisits our stated mission and vision to build shared accountability. By reviewing these pieces, the Board may also make adjustments based on current applicability to current students, staff, faculty and community needs. WGS faculty and our board participate in conferences and scholarly work and partnerships to continually enrich professional skills and teaching techniques.

WGS Advisory Board and Qualifications

The WGS Advisory Board is comprised of university faculty and staff. The Executive Board is critical to WGS programming and curricular needs and ensuring WGS faculty are adhering to the stated mission, vision and student outcomes.

Diversity of Board

The faculty and staff for the WGS Advisory Board are diverse and interdisciplinary in nature. The faculty and staff are primarily housed in other departments across campus from Political Science to Teacher Education. Coupled with this professional diversity, the members of the WGS Advisory Board are diverse in gender, sexuality, ethnicity, race and other factors that intersect to aid in the leadership and guidance provided to the WGS as a whole.

Board Members:

Board member	College/Center/Organization	Years on board
Director: Dr. Melina Alexander	College of Education	2009-Present
Dr. Stephanie Speicher	College of Education	2017-Present
Dr. Emily Petersen	College of Arts and Humanities	2017-Present
Dr. Chloe Cai	College of Science	2018-Present
Dr. Nicole Batty	College of Engineering Applied Science and Technology	2019
Dr. Julie Gee (recently left) Open Position	College of Health Professions	2018-2019
Open Position	College of Business	
Dr. Stephanie Wolfe	College of Social and Behavioral Science	2015-Present
Dr. Kathryn MacKay	College of Social and Behavioral Science	Founding Member
Dr. Richard Price	College of Social and Behavioral Science	2017-Present
Dr. Nicole Beatty	Library	2017-Present
Dr. Adrienne Andrews	Assistant Vice President for Diversity & Chief Diversity Officer	2009-Present
Paige Davis	Director of the Women's Center	2018-Present
Alex Dutro-Maeda	Program Specialist, Women's Center	2018-Present
RC Callahan	Director WSU Online	2017-Present
Donna Hunter	Counseling Center	2009-Present

Back to Standard G

Ongoing Review

Moving forward it is clear that we need to determine faculty effectiveness evidence outside of course evaluations. To secure this process, the WGS board will conduct the following activities:

1. Create an adjunct faculty handbook

2. Outline instructional responsibilities for adjunct faculty including reporting the following
    a. Submission of a course syllabus with clearly stated WGS outcomes
    b. Assessments aligned to WGS outcomes
    c. Data reported from these assessments
    d. Innovative teaching or methods for student engagement
    e. Plans for instructional improvements
3. Review the literature on methods other than student course evaluations to indicate teaching effectiveness.

Link to Standard C, assessment summary

Standard F – Program Support

Administration

Women and Gender Studies has two administrative bodies. We are housed under the Office of the Provost with our Associate Provost acting as our dean. In addition, we are located in the College of Social and Behavioral Sciences (CSBS). The Dean of CSBS attends to the budgeting of our program.

Adequacy of Administrative Support

Women and Gender Studies in a unique situation. We are a minor without a dedicated major. We are also a program that has two deans. The associate provost is supportive of our program. However, her hands are tied in terms of funding. The College of Social and Behavioral Science has recently acquired a new dean. Our new dean is supportive of our program and assists us in gaining funding from outside sources. She has also dedicated funding for a new course in our proposed Queer Studies program. Unfortunately, in the years preceding this review WGS has received a cut in overall funding (see Appendix D). This is due to the following factors.

- We had an administrative assistant leave that was at a high level of years in service and received benefits for full-time work (divided between two programs)
- A new administrative assistant was hired at a lower pay grade and at half time, no benefits
- The new administrative assistant left and new job search was listed
- Another new administrative assistant hired at higher pay grade but lower hours (one-quarter time). Funding for this shift was to be moved to hourly wages for a student worker.
- The new director asked for funding to be moved from supplemental pay for directors position ($2420) to instructional wages. Although agreed upon funding for courses actually went down the following year (12,972.57 to 5519.84).

Support Staff

Women and Gender Studies has a shared administrative assistant. This assistant is on three-quarter time with approximately one third (quarter-time) of her time spent with Women and Gender Studies. This assistant schedules courses, inputs student minors, assists with events, manages our website and facilitates board meetings. Funding cuts for our administrative assistant occurred when our last assistant quit stating that she did not have enough to do to warrant half time. We were allotted funds for a student worker each semester at 15 hours per week. Women and Gender Studies also has access to the CSBS student advisement center.

Adequacy of Staff

Our administrative assistant does a wonderful job overseeing the day-to-day management of the Women and Gender Studies program. She is located near seasoned administrative assistants in both of her offices. These assistants answer questions about any issues that may arise. In addition, Weber State University offers training on the various duties of our

administrative assistants. Our assistant has received training on our database systems, our scholarship system, and website development.
With the cut in hours, our administrative assistant has responsibilities that may go beyond her hours dedicated to Woman and Gender Studies. We have asked her to keep a log of her time to ensure she is not putting in unpaid time for our program.

Facilities

The College of Social and Behavioral Sciences has just received a new building. We were pleased to have a dedicated space for both our administrative assistant and a large office for our program director.

Equipment

Women and Gender Studies has been given new computer equipment as part of the building upgrades. We currently have one computer dedicated to our administrative assistant and one computer dedicated to the program director. Along with this, we have two printers and access to the printer in the dean's office.

Adequacy of Facilities and Equipment

We are very pleased with our new facility. We have been given a fantastic space that effectively promotes our program. The update to our computers was much needed and we are pleased with our technology.

Library

One member of the Library faculty is devoted to the Women and Gender Studies program. This individual reviews existing materials and updates our materials with funding allotted to our program, $2500 annually.

Adequacy of Library Resources

We are very pleased with our library resources. The university has recently acquired a license for a film repository, Kanopy, a valuable resource for many of our courses. Our Librarian is also conducting a necessary review of outdated information in our LGBTQ+ resources.

Standard G - Relationships with External Communities

Description of Role in External Communities

Women and Gender Studies is an interdisciplinary program. We have an advisory board that is made up of individuals from across the university (See Standard E). By nature, our program collaborates with other members of the Weber State University Community.

In addition, through our newly formed student organization, the social advocacy club, we have partnered with two community organizations, VoterRise and ONE Salt Lake. VoterRise is a non-profit organization dedicated to increasing the number of registered voters https://www.voterise.org/ One Salt Lake is a non-profit organization working on ensuring global health through legislation.

Summary of External Advisory Committee Minutes

Twice a semester our board meets to discuss issues pertinent to maintaining Women and Gender Studies program quality. In these meetings, we use the following template and add information as needed.

- Welcome
- Business items
    - Scholarships
    - Curriculum
    - Course Offerings
    - Events
    - Resources
- Schedule next meeting

The following are highlights of the past 3 years in each item

- Five scholarships have been awarded
- Curriculum--we have adjusted our program to 18 hours
- Course Offerings--we have included 2 different courses in special topics and have created a queer studies minor
- Events—every year we host various Women's History Events including co-sponsoring guest speakers:
  2017-Dr. Leah Murray and Dr. Carol McNamara (Political Tea)
  2019- Dr. Shanna Brown (Women in Chinese Archaeology and Folklore Studies
- Resources—the library is looking at updating our collection.

Community Success

We have established partnerships with various community agencies including those listed above, our campus organizations, and with Mothers Legacy.

Mothers Legacy

Mothers Legacy is a nonprofit organization addressing the most pressing issues identified by the United Nations as facing human rights and the well-being of women including maternal

mortality http://motherslegacy.org/. With this partnership, our students have had the opportunity to attend the Commission on the Status of Women at the United Nations. In addition, our students in our research methods courses are engaged in a collaborative research project with this organization finding and analyzing data on maternal mortality.

Graduate Success

In the past three years, we have had two of our graduates accepted to graduate school in their chosen fields including one accepted into a master's program in WGS.

Areas for Improvement

In this area, we have the following two goals

- Reinstate the board position for a community representative
- Explore options for tracking and communicating with students past graduation

Standard H – Program Summary

Results of Previous Program Reviews

Review 2011/2012

Evaluation Team Report

I. Mission Statement: Areas for improvement
   a. Broadening the program to be a more inclusive Gender Studies Program
   b. Promote a greater understanding of LGBT issues through curriculum and scholarship

II. Curriculum: Areas for improvement
   a. Carry out a time-to-degree study of its minors to determine if scheduling uncertainties are an impediment to students receiving the Women's Studies minor

III. Faculty: Areas for improvement
   a. Create a process for mentoring new faculty and adjunct instructors
   b. Faculty size, composition, qualifications, and professional development activities should result from a planning process which is consistent with the Women's Studies Program; however, due to lack of budgeting resources, the planning process is presently a weakness of the program
   c. A formal, periodic review process for all faculty of the program is not present
   d. Recommendations:
      i. Request for a Post-Doc position
      ii. Minor should be moved under the Office of the Assistant to the President for Diversity and Independent of other colleges

IV. Learning Outcomes: Areas for improvement
   a. More focus on direct, measurable outcomes

V. Program Support
   a. Budget priorities should be given to:
      i. the increment to a budget that guarantees the high morale prevailing in the faculty
      ii. putting money towards the implementation of hybrid courses
      iii. updating technology and computer in the main office
      iv. expanding the curriculum by providing online classes
      v. to create a line in the budget that allows the Coordinator and faculty to attend National meetings and conferences
      vi. to secure additional funding for the creation of a Major in Women Studies.
   b. Maintain formal, stable, and systemic connection with social service agencies, women organizations, and communities throughout Ogden.
   c. Strengthen and solidify relations with the Office for Diversity and the Women's Center

VI. Overall Recommendations
   a. The Executive Committee, the Faculty, and the Coordinator of Women Studies should meet with the Dean of Social and Behavioral Sciences to discuss the growth

of the program and its budgetary concerns. The main arguments should be the shift toward the study of gender issues in the nation, the university, and the labor force.

b. The teaching-release-time for the Coordinator of the Program should be increased to fifty percent.
c. Provide incentives to other departments and faculty to develop cross-listed classes with Women Studies.
d. Develop better mechanisms to institutionalize the relationship of Women Studies with external organizations.
e. There is a need for a committee that can plan the future of the program on a short-long basis.
f. The computer in the main office should be replaced and upgraded.
g. Fund and create a Gender Studies Post-Doc position to
    i. help Program Coordinator in determining teaching assignments
    ii. guide adjunct faculty
    iii. create appropriate procedures for orientation of new faculty
    iv. provide formal periodic review of faculty review
    v. help create and offer a core of courses
h. Develop and record measurable learning outcomes to demonstrate the effectiveness of the program.

Action Plan

I. Mission Statement		
Problem Identified	Action Taken	Progress
Issue a oadening the program to be a more inclusive Gender Studies Program	Previous 5 Year Program Review:	
	Year 1 Action Taken: Board Meeting to Discuss Name Change	Completed
	Year 2-3 Action Taken: Curriculum Name Change	Completed
Issue b omote a greater understanding of LGBT issues through curriculum and scholarship	Previous 5 Year Program Review:	
	Year 1 Action Taken: N/A	
	Year 2 Action Taken: N/A	
	Year 3 Action Taken: N/A	
	Year 6 Action Taken: N/A	
	Year 7 Action taken: Inclusive content added to WGS 1500	Completed (See online course syllabus)
	Year 8 Action taken: Queer Theories Course was developed	Completed (See online course syllabus WGS 4900)
	Year 8 Action taken: Submission of new Queer Studies Minor to Curriculum	Completed

Curriculum		
Problem Identified	Action Taken	Progress
Issue a rry out a time-to-degree study of its minors to determine if scheduling uncertainties are an impediment to students receiving the Women's Studies minor	Previous 5 Year Program Review:	
	Year 1 Action Taken: N/A	
	Year 2 Action Taken: N/A	
	Year 3 Action Taken: N/A	
	Year 6 Action Taken: N/A	
	Year 7 Action Taken: Review of average total minor hours at WSU presented at a board meeting.	Completed
	Year 7 Action Taken: Board vote on change structure of minor to lower required hours (see minor outline below)	Completed
	Year 8 Action Taken: Minor completion change submission to Curriculum	In Progress

Summary Information

Women and Gender Studies– Minor Outline

This is a suggested plan. Meet with an academic advisor to create a specific plan that best fits your academic needs. Remember, taking an average of 15 credit hours per semester facilitates timely graduation.

Catalog Year: 20-20****

Course	Credit Hour	Semester Offered	Milestones & Notes
Freshman (Semester 1 or 2)			
WGS 1500	3	Fall, Spring, Summer	Consult the course catalogue for information on general education requirements
General education Credits			
Sophomore (Semester 1 or 2)			
WGS elective 1	3	Fall, Spring, Summer	Meet with content major advisor and declare major if not done Meet with WGS advisor and declare minor if not done
General Education Credits			
Possible courses in Major			
Junior (Semesters 1 & 2)			
Feminist Theories	3	Fall	Review Plan with advisors in Major and Minor
WGS elective 2	3	Fall, Spring, Summer	
Finish any remaining general education credits			
Course work in Major			
Senior (Semesters 1& 2)			
Feminist Research Methods **OR**	3 **OR**	Spring	Meet with major advisor & Apply for graduation at the beginning of your final semester
WGS internship	3	Fall, Spring, Summer	
WGS Elective 3	3	Fall, Spring, Summer	
Complete course work in Major			
Total WGS Credits	**18**		

Faculty		
Problem Identified	Action Taken	Progress
Issue a Create a process for mentoring new faculty and adjunct instructors	Previous 5 Year Program Review:	
	Year 1 Action Taken: N/A	
	Year 2 Action Taken: Draft of Faculty Handbook	
	Year 3 Action Taken: N/A	
	Year 6 Action Taken: None	
	Year 7 Action Taken: None	
	Year 8 Action Taken: None	
Issue b Faculty size, composition, qualifications, and professional development activities should result from a planning process which is consistent with the Women's Studies Program	Previous 5 Year Program Review:	
	Year 1 Action Taken: N/A	
	Year 2 Action Taken: N/A	
	Year 3 Action Taken: N/A	
	Year 6 Action Taken: None	
	Year 7 Action Taken: None	
	Year 8 Action Taken: None	
Issue c A formal, periodic review process for all faculty of the program	Previous 5 Year Program Review:	
	Year 1 Action Taken: N/A	
	Year 2 Action Taken: N/A	
	Year 3 Action Taken: N/A	
	Year 6 Action Taken: None	
	Year 7 Action Taken: None	
	Year 8 Action Taken: None	
Issue d(i) Request for a Post-Doc position	Previous 5 Year Program Review:	
	Year 1 Action Taken: N/A	
	Year 2 Action Taken: N/A	
	Year 3 Action Taken: N/A	
	Year 6 Action Taken: None	
	Year 7 Action Taken: None	
	Year 8 Action Taken: None	
Issue d(ii) Minor should be moved under the Office of the Assistant to the President for Diversity and Independent of other colleges	Previous 5 Year Program Review:	
	Year 1 Action Taken: N/A	
	Year 2 Action Taken: N/A	
	Year 3 Action Taken: N/A	
	Year 6 Action Taken: None	
	Year 7 Action Taken: None	

	Year 8 Action Taken: Discussion held with the dean of interdisciplinary studies and the dean of CSBS to explore options	Ongoing

Summary Information

For Action Item a, a new faculty handbook was drafted but never approved by the WGS board. This will need to be revisited

There is no record of the undertaking of issues b, c, and d(i). These might have been on the list but with the director movement, it was lost in the shuffle.

There is no record of the undertaking of issue d(ii). However, WGS is under the associate provost Interdisciplinary Programs

Learning Outcomes		
Problem Identified	Action Taken	Progress
Issue a More focus on direct, measurable outcomes	Previous 5 Year Program Review:	
	Year 1 Action Taken: N/A	
	Year 2 Action Taken: A subcommittee of the board rewrote the mission and outcomes statement. The board approved these.	Completed
	Year 3 Action Taken: New Mission and Vision included in university documents and on our website.	Completed

Summary Information

Women and Gender Studies has been operating under our new mission and vision statement for 5 years. With the upcoming change in program credit hours, it will be necessary to revisit the program's mission and outcomes.

Program Support		
Problem Identified	Action Taken	Progress
Issue a Budget Priorities	Previous 5 Year Program Review:	

i. the increment to a budget that guarantees the high morale prevailing in the faculty ii. putting money towards the implementation of hybrid courses iii. updating technology and computer in the main office iv. expanding the curriculum by providing online classes v. to create a line in the budget that allows the Coordinator and faculty to attend National meetings and conferences vi. to secure additional funding for the creation of a Major in Women Studies.	Year 1 Action Taken: In response to this issue (i, v, & vi) A request was made to the SBS dean for additional funds	Not approved due to university budget restraints
	Year 2 Action Taken: N/A	
	Year 3 Action Taken: Request for payment to the director for summer hours	Approved
	Year 6 Action Taken: In order to provide an additional course the funding approved for year 3 was moved to pay for a course. The director is now working summer unpaid.	
	Year 7 Action Taken: In response to item ii and iii, a grant was secured to develop all courses online. From this funding, a consultant was paid to work with the director to facilitate this project. In response to item iii, the coordinator in conjunction with continuing education developed an optional hybrid version of the WGS 1500 course. Action item iii was addressed with the completion of our new building. All programs were provided with new computers as part of this update.	Completed
Issue b Maintain formal, stable, and systemic connection with social service agencies, women organizations, and	Previous 5 Year Program Review:	
	Year 1 Action Taken: N/A	
	Year 2 Action Taken: N/A	
	Year 3 Action Taken: N/A	
	Year 6 Action Taken: None	
	Year 7 Action Taken: None	

communities throughout Ogden.	Year 8 Action Taken: None	
Issue c Strengthen and solidify relations with the Office for Diversity and the Women's Center	Previous 5 Year Program Review:	
	Year 1 Action Taken: N/A	
	Year 2 Action Taken: N/A	
	Year 3 Action Taken: N/A	
	Year 6 Action Taken: N/A	
	Year 7 Action Taken: The director of the office for diversity is a member of the WGS Board. The Director and the program specialist (A recent board addition) are both current members of the WGS board	Completed

Summary Information

There is no record of the undertaking of issue b. This might have been on the list but with the director movement, it was lost in the shuffle.

Overall Recommendations		
Problem Identified	Action Taken	Progress
Recommendation a The Executive Committee, the Faculty, and the Coordinator of Women Studies should meet with the Dean of Social and Behavioral Sciences to discuss the growth of the program and its budgetary concerns. The main arguments should be the shift toward the study of gender issues in the nation, the university, and the labor force.	Previous 5 Year Program Review:	
	Year 1 Action Taken: A request was made to the SBS dean for additional funds	Not approved due to university budget restraints
	Year 2 Action Taken: N/A	
	Year 3 Action Taken: N/A	
	Year 6 Action Taken: Money allotted for WGS director was moved to pay for on-campus WGS course	Completed
	Year 7 Action Taken: Hybrid course payment by Continuing Education was negotiated for one WGS 1500 Course	Completed

	Year 8 Action Taken: In the creation of a new Queer Studies program, the dean of SBS has agreed to pay for one additional queer studies course.	Completed
Recommendation b The teaching-release-time for the Coordinator of the Program should be increased to fifty percent.	Previous 5 Year Program Review:	
	Year 1 Action Taken: N/A	
	Year 2 Action Taken: N/A	
	Year 3 Action Taken: N/A	
	Year 6 Action Taken: None	
	Year 7 Action Taken: None	
	Year 8 Action Taken: None	
Recommendation c Provide incentives to other departments and faculty to develop cross-listed classes with Women Studies.	Previous 5 Year Program Review:	
	Year 1 Action Taken: N/A	
	Year 2 Action Taken: N/A	
	Year 3 Action Taken: N/A	
	Year 6 Action Taken: None	
	Year 7 Action Taken: Sent an email request to deans for courses used as WGS electives.	Completed
	Year 8 Action Taken: None	
Recommendation d Develop better mechanisms to institutionalize the relationship of Women Studies with external organizations.	Previous 5 Year Program Review:	
	Year 1 Action Taken: N/A	
	Year 2 Action Taken: N/A	
	Year 3 Action Taken: N/A	
	Year 6 Action Taken: None	
	Year 7 Action Taken: None	
	Year 8 Action Taken: None	
Recommendation e There is a need for a committee that can plan the future of the program on a short-long basis.	Previous 5 Year Program Review:	
	Year 1 Action Taken: N/A	
	Year 2 Action Taken: N/A	
	Year 3 Action Taken: N/A	
	Year 6 Action Taken: None	
	Year 7 Action Taken: None	
	Year 8 Action Taken: None	

Recommendation f The computer in the main office should be replaced and upgraded.	Previous 5 Year Program Review:	
	Year 1 Action Taken:	
	Year 2 Action Taken:	
	Year 3 Action Taken:	
	Year 6 Action Taken:	
	Year 7 Action Taken: With the completion of our new building all programs were provided with new computers.	Complete
Recommendation g Fund and create a Gender Studies Post-Doc position	Previous 5 Year Program Review:	
	Year 1 Action Taken: A request was made to the SBS dean for additional funds	Not approved due to university budget restraints
Recommendation h Develop and record measurable learning outcomes to demonstrate the effectiveness of the program.	Previous 5 Year Program Review:	
	Year 1 Action Taken:	
	Year 2 Action Taken:	
	Year 3 Action Taken:	
	Year 6 Action Taken:	
	Year 7 Action Taken: WGS 1500 General Education Outcome Report	Completed
	Year 8 Action Taken: None	

Summary Information

It is difficult to know how to address action item b, with a lack of funding, new funding structures given to deans from the provost office, and previous requests for funding being denied.

For action item C the board should determine issues of SCH with non-cross-listed courses

Forward movement needs to be made on action item d

We would assume that the board took over the duties for action item e, however, there is no record of this.

For action item h the board should revise our current outcomes and develop new processes for evaluating effectiveness linked to both student and teaching outcomes.

Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action plans are described in the summary information after each section

APPENDICES

Appendix A: Student and Faculty Statistical Summary

Measures of Productivity					
Women & Gender Studies	2014-15	2015-16	2016-17	2017-18	2018-19*
Student Credit Hours Total [1]	**749**	**776**	**651**	**837**	**810**
Student FTE Total [2]	**24.97**	**25.87**	**21.70**	**27.90**	**27**
Student Minors [3]	25	27	28	28	32
Program Graduates [4]					
Minor	**2**	**4**	**1**	**3**	**2**
Student Demographic Profile [5]					
Female	**23**	**25**	**26**	**26**	**30**
Male	**2**	**2**	**2**	**2**	**2**
Faculty FTE Total [6]	**1.71**	**2.07**	**1.36**	**2.09**	n/a
Adjunct FTE	1.28	1.4	1.36	1.24	n/a
Contract FTE	0.43	0.67	0	0.85	n/a
Student/Faculty Ratio [7]	**14.60**	**12.50**	**15.96**	**13.35**	n/a
*Data for 2018-19 are preliminary findings and subject to change.					

1. Student Credit Hours Total represents the total department-related credit hours for all students per academic year. Includes only students reported in Banner system as registered for credit at the time of data downloads.
2. Student FTE Total is the Student Credit Hours Total divided by 30.
3. Student Minors is a snapshot taken from self-report data by students in their Banner profile as of the third week of the Fall term for the academic year. Only 1st majors count for official reporting.
4. Program Graduates includes only those students who completed all graduation requirements by end of Spring semester for the academic year of interest. Students who do not meet this requirement are included in the academic year in which all requirements are met. Summer is the first term in each academic year.
5. Student Demographic Profile is data retrieved from the Banner system.
6. Faculty FTE is the aggregate of contract and adjunct instructors during the fiscal year. Contract FTE includes instructional-related services done by "salaried" employees as part of their contractual commitments. Adjunct FTE includes instructional-related wages that are considered temporary or part-time basis. Adjunct wages include services provided at the Davis campus, along with on-line and Continuing Education courses.
7. Student/Faculty Ratio is the Student FTE Total divided by the Faculty FTE Total.

Appendix B:

Core Classes Faculty

Faculty with Doctoral Degrees (tenured/non-tenured)	6
Faculty with Master's Degrees	3
WSU Graduates	2

Contract/Adjunct Faculty Profile

Name	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Dr. Melina Alexander	Full		Ph.D	21	Education/Social Justice
Dr. Stephanie Speicher	Assistant		Ph.D		Education/Social Justice
Dr. Emily Petersen	Assistant		Ph.D	3	English/WGS
Dr. Kathryn McKay	Full		Ph.D	40	History/WGS
Dr. Stephanie Wolfe	Full		Ph.D	7	International Relations/WGS
Dr. Richard Price	Associate		Ph.D	7	Political Science/Queer Studies
RC Callahan	N/A		Masters		Online Education/Queer Studies
Paige Davis	N/A		Masters	2	Education Leadership/Domestic Violence
Tanji Byrum	N/A		Masters	4	
Eli Alexander	N/A		Bachelors	2	Anthropology/WGS
Sarah Storey	N/A		Bachelors	0	Anthropology/WGS

Faculty CV

Appendix C: Staff Profile

WGS Staff

Name	Job Title	Years of Employment	Areas of Expertise
Rosemary Schoof	Administrative Assistant	1	Administrative specialist

CSBS Staff

Name	Job Title	Areas of Expertise
Stephanie Quinn	College Advisor	Student Advisement
Nicolas Lambert	IT Specialist	Academic Technology

Appendix D: Financial Analysis Summary

(This information will be provided by the Office of Institutional Effectiveness)

Women & Gender Studies					
Funding	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**
Appropriated Fund	40,215	40,423	32,974	20,601	14,367
Other:					
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition					
Total	$40,215	$40,423	$32,974	$20,601	$14,367
Total FTE	25.0	25.9	21.7	27.9	27.0
Cost per FTE	$1,611	$1,563	$1,520	$738	$532

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Jackie Hunlow	Mothers Legacy
Naresh Kumar	ONE Campaign
Elsa Gary	VoteRise

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
External Reviewer		
Valerie Hegstrom	Associate Professor Global Women's Studies Spanish and Portuguese	Brigham Young University
Internal Reviewer		
Jason Barret-Fox	Assistant Professor English	Weber State University

Appendix G Evidence of Learning

Program Outcomes Data for (Fall 2017-Spring 2019)

Evidence of Learning: Courses within the Major								
Measurable Learning Outcome Students will…	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes				Interpretation of Findings	Action Plan/Use of Results
			N	Range	$\bar{X}$	SD		
Learning Outcome 1.A: Read, understand, and evaluate feminist theories and scholarship.	Final Paper 4150	85%	9	80%-100%	93%	7%	Students successfully demonstrated interpretation skills	No curricular or pedagogical changes needed at this time
Learning Outcome 1.B: Identify, compare, and evaluate culturally and historically specific constructions of gender.	Reflections 4250	100%	All students received full points				Students received full points if they integrated in discussions of gender constructs in the workplace and…	This measure needs to be reviewed using content analysis
Learning Outcome 2.A: Apply their knowledge of women and gender studies by analyzing current social and political situations from those perspectives.	Reflections 4250	100%	All students received full points				Students received full points if they integrated in discussions of Feminist Theories	This measure needs to be reviewed using content analysis
Learning Outcome 2.B: Articulate the ways in which systems of power, privilege, and oppression shape our experiences as individuals and members of communities.	Data on students in the minor program only not available.							

Evidence of Learning: General Education Courses

See Standard B 1500 General Education Review

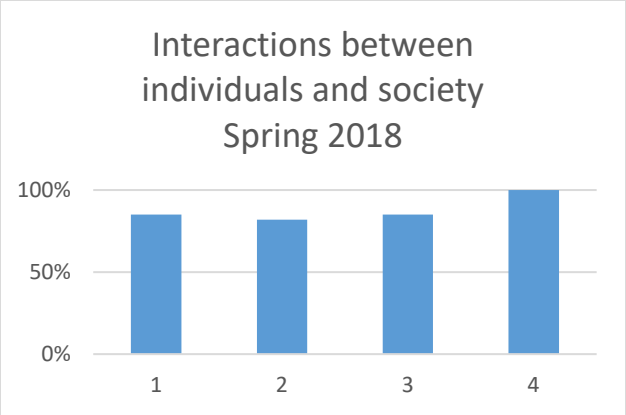
General Education Outcomes Report

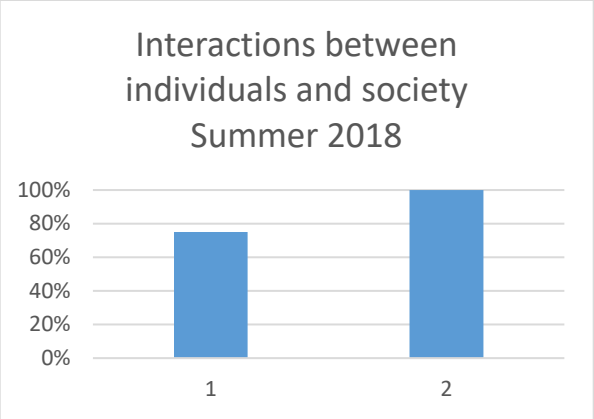
Evidence of Learning: General Education, Social Science Courses

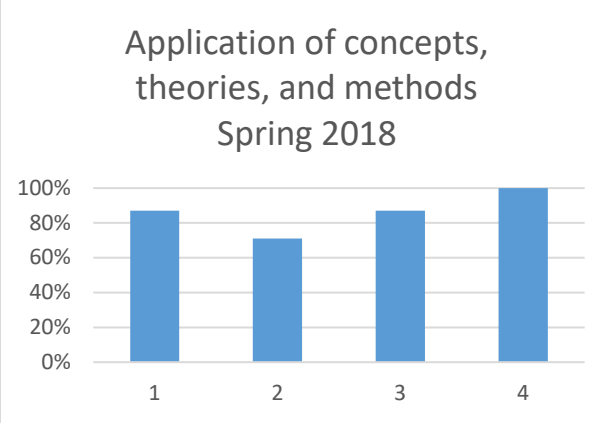
Course____WGS 1500_____

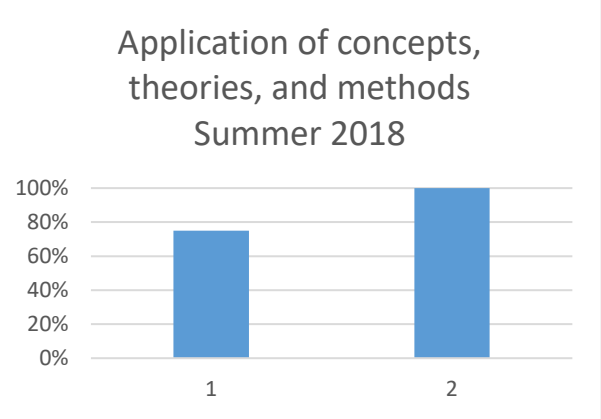
Outcome	**Measurable Learning Outcome** Students will demonstrate their mastery of the skill by:	**Method of Measurement** Direct and Indirect Measures*	**Threshold**
Gen ED SS Outcome 1: "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	Participation in class or online and Completion of assignments	Assignment Grading	80%
Gen ED SS Outcome 2: "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.	Participation in class or online and Completion of assignments	Assignment Grading	80%
Gen ED SS Outcome 3: "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand alternative explanations.	Participation in class or online and Completion of assignments	Assignment Grading	80%

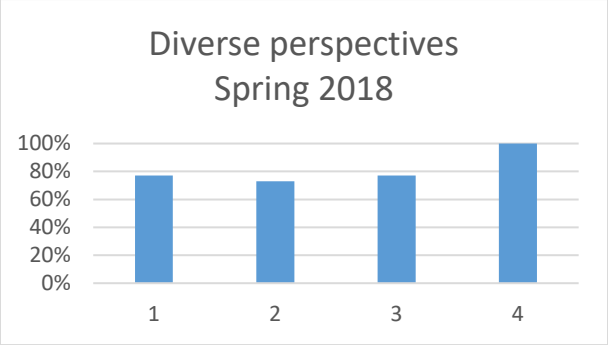
Outcome	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Gen ED SS Outcome 1: "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	See Graphs Pg 3 And eval by course pgs	Based on the information provided in eval by course student % scored ranged from 75% to 100% across all classes. The 75% was earned from our online summer course	WGS has developed a new online course which was piloted in the spring 2018 this will be used across all online courses
Gen ED SS Outcome 2: "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.	See Graphs Pg 3 And eval by course pgs	Based on the information provided in eval by course student % scored ranged from 71% to 100% across all classes. The 71% was earned from our online spring course	The low score was obtained by an online version of WGS. This score was encountered primarily due to students' non-completion of assignments. Use of starfish is now mandated in all 1500 courses to address this issue
Gen ED SS Outcome 3: "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand alternative explanations.	See Graphs Pg 3 And eval by course pgs	Based on the information provided in eval by course student % scored ranged from 73% to 100% across all classes. The 71% was earned from our online spring course	This standard had the most low (below 80%) scores. An analysis of assignments related to this outcome show students struggle not with identification of an argument but with relating reliable materials in support of both sides of this issue. WGS faculty have discussed ways to help students identify reliable sources and will be implementing curriculum that directly address this issue in future classes.

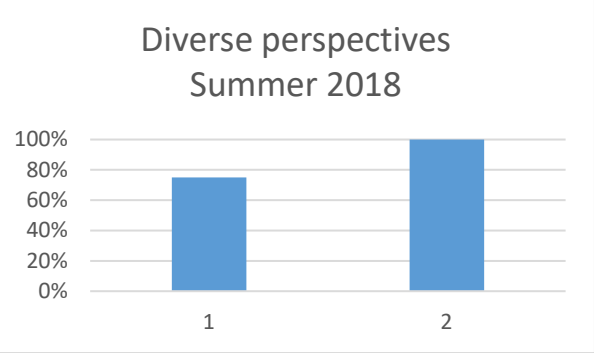

Interactions between individuals and society Spring 2018
100%
50%
0%
1
2
3
4


Interactions between individuals and society Summer 2018
100%
80%
60%
40%
20%
0%
1
2


Application of concepts, theories, and methods Spring 2018
100%
80%
60%
40%
20%
0%
1
2
3
4


Application of concepts, theories, and methods Summer 2018
100%
80%
60%
40%
20%
0%
1
2


Diverse perspectives Spring 2018
100%
80%
60%
40%
20%
0%
1
2
3
4


Diverse perspectives Summer 2018
100%
80%
60%
40%
20%
0%
1
2

Student Learning Outcomes
General Education Courses Social Sciences
WGS 1500

Enrollment:___29_____ Year: 2018___ Semester: ___Fall___Spring_X__Summer

Student will be able to:	**Has Mastery (x4)**	**Shows Strength (x3)**	**Met Expectations (x2)**	**Needs Work (x1)**	**Percent Total/116*100**	**Average**
<u>Interactions between individuals and society</u> *Describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.* Assignment title/Name: Codes of Gender	Total Students =___23____ Total x4 =_____92___	Total Students =_____ Total x3 =_____	Total Students =____1___ Total x2 =____2____	Total Students =__5_____ Total x1 =___5_____	85%	24.75
<u>Application of concepts, theories, and methods</u> *Apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.*	Total Students =___21____ Total x4 =____84____	Total Students =____3___ Total x3 =____9____	Total Students =____2___ Total x2 =____4____	Total Students =___4____ Total x1 =___4_____	87%	25.25

Assignment title/Name: _Evaluate Resource materials_						
<u>Diverse perspectives</u> *Identify an argument about a social phenomenon and understand alternative explanations.* Assignment title/Name: ____Final Paper___	Total Students =____15___ Total x4 =_____60___	Total Students =___6____ Total x3 =____18____	Total Students =___2____ Total x2 =____4____	Total Students =____7___ Total x1 =____7____	77%	22.25

Student Learning Outcomes
General Education Courses Social Sciences
WGS 1500

Enrollment:___26_____ Year: 2018___ Semester: ___Fall___Spring_X__Summer

Student will be able to:	**Has Mastery (x4)**	**Shows Strength (x3)**	**Met Expectations (x2)**	**Needs Work (x1)**	**Percent Total/104*100**	**Average**
<u>Interactions between individuals and society</u> *Describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.*	Total Students =___14____ Total x4 =___56_____	Total Students =____8___ Total x3 =____24____	Total Students =____2___ Total x2 =____4____	Total Students =__2_____ Total x1 =___2_____	82%	21.5

Assignment title/Name: ____Codes of Gender____						
<u>Application of concepts, theories, and methods</u> *Apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.* Assignment title/Name: _Evaluate Resource materials_	Total Students =___17____ Total x4 =____68____	Total Students =____1___ Total x3 =____3____	Total Students =____1___ Total x2 =____2____	Total Students =___7____ Total x1 =___1_____	71%	18.5
<u>Diverse perspectives</u> *Identify an argument about a social phenomenon and understand alternative explanations.* Assignment title/Name: ____Final Paper___	Total Students =____13___ Total x4 =_____52___	Total Students =___4____ Total x3 =____12____	Total Students =___3____ Total x2 =____6____	Total Students =____6___ Total x1 =____6____	73%	19
Student Learning Outcomes **General Education Courses Social Sciences** **WGS 1500**						

Enrollment:___29_____	*Year: 2018___*	*Semester: ___Fall___Spring_X__Summer*				
Student will be able to:	**Has Mastery (x4)**	**Shows Strength (x3)**	**Met Expectations (x2)**	**Needs Work (x1)**	**Percent Total/116*100**	**Average**
<u>Interactions between individuals and society</u> *Describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.* Assignment title/Name: ____Codes of Gender____	Total Students =___23____ Total x4 =_____92___	Total Students =_____ Total x3 =_____	Total Students =____1___ Total x2 =____2____	Total Students =__5_____ Total x1 =___5_____	85%	24.75
<u>Application of concepts, theories, and methods</u> *Apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.* Assignment title/Name: _Evaluate Resource materials_	Total Students =___21____ Total x4 =____84____	Total Students =____3___ Total x3 =____9____	Total Students =____2___ Total x2 =____4____	Total Students =___4____ Total x1 =___4_____	87%	25.25

<u>Diverse perspectives</u> *Identify an argument about a social phenomenon and understand alternative explanations.* Assignment title/Name: ____Final Paper___	Total Students =____15___ Total x4 =_____60___	Total Students =___6____ Total x3 =____18____	Total Students =___2____ Total x2 =____4____	Total Students =____7___ Total x1 =____7____	77%	22.25

Student Learning Outcomes
General Education Courses Social Sciences
WGS 1500

Enrollment:___6_____ Year: 2018___ Semester: ___Fall___Spring_X__Summer

Student will be able to:	**Has Mastery (x4)**	**Shows Strength (x3)**	**Met Expectations (x2)**	**Needs Work (x1)**	**Percent Total/104*100**	**Average**
<u>Interactions between individuals and society</u> *Describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.* Assignment title/Name: _Service Journal__	Total Students =___6____ Total x4 =___24_____	Total Students =_______ Total x3 =_________	Total Students =_______ Total x2 =_________	Total Students =_______ Total x1 =_________	100%	6

<u>Application of concepts, theories, and methods</u> *Apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.* Assignment title/Name: _Midterm_	Total Students =___6____ Total x4 =____24____	Total Students =_____ Total x3 =_____	Total Students =_____ Total x2 =_____	Total Students =_____ Total x1 =_____	100%	6
<u>Diverse perspectives</u> *Identify an argument about a social phenomenon and understand alternative explanations.* Assignment title/Name: ____Final ___	Total Students =____3___ Total x4 =_____12___	Total Students =___2____ Total x3 =____6____	Total Students =___1____ Total x2 =____2____	Total Students =____1___ Total x1 =____1____	87%	5.25

Student Learning Outcomes **General Education Courses Social Sciences** **WGS 1500**						
Enrollment:___13_____ Year: 2018___ Semester: ___Fall___Spring___Summer X						
Student will be able to:	**Has Mastery (x4)**	**Shows Strength (x3)**	**Met Expectations (x2)**	**Needs Work (x1)**	**Percent Total/104*100**	**Average**
<u>Interactions between</u>	Total Students	Total Students	Total Students	Total Students		

<u>individuals and society</u> *Describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.* Assignment title/Name: Danger of a single story	=___8____ Total x4 =___32_____	=_____ Total x3 =_____	=___2____ Total x2 =____4____	=__3_____ Total x1 =___3_____	75%	9.75
<u>Application of concepts, theories, and methods</u> *Apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.* Assignment title/Name: Danger of a single story	Total Students =___8____ Total x4 =___32____	Total Students =_____ Total x3 =_____	Total Students =____2___ Total x2 =___4_____	Total Students =___3____ Total x1 =___3_____	75%	9.75
<u>Diverse perspectives</u> *Identify an argument about a social phenomenon and understand alternative explanations.* Assignment title/Name: Danger of a single story	Total Students =____8___ Total x4 =_____32___	Total Students =_____ Total x3 =_____	Total Students =____2___ Total x2 =____4____	Total Students =____3___ Total x1 =____3____	75%	9.75

Student Learning Outcomes
General Education Courses Social Sciences
WGS 1500

Enrollment:___6_____ Year: 2018___ Semester: ___Fall___Spring___Summer X

Student will be able to:	**Has Mastery (x4)**	**Shows Strength (x3)**	**Met Expectations (x2)**	**Needs Work (x1)**	**Percent Total/104*100**	**Average**
<u>Interactions between individuals and society</u> *Describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.* Assignment title/Name: ____Final Project__	Total Students =___6____ Total x4 =___24_____	Total Students =_____ Total x3 =_____	Total Students =_____ Total x2 =_____	Total Students =_____ Total x1 =_____	100%	6
<u>Application of concepts, theories, and methods</u> *Apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.* Assignment title/Name: _Current Events_	Total Students =___6____ Total x4 =___24____	Total Students =_____ Total x3 =_____	Total Students =_____ Total x2 =_____	Total Students =_____ Total x1 =_____	100%	6

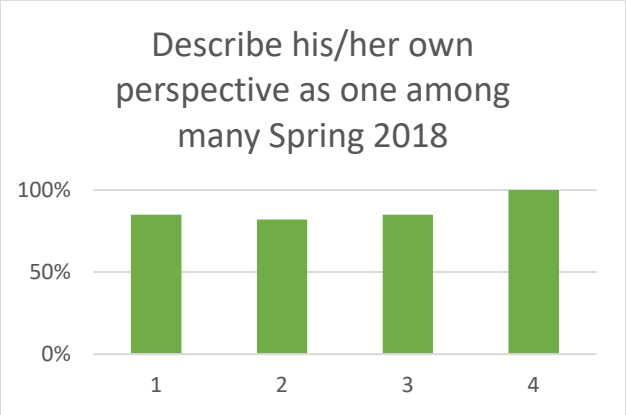
<u>Diverse perspectives</u> *Identify an argument about a social phenomenon and understand alternative explanations.* Assignment title/Name: ____Final Project___	Total Students =____6___ Total x4 =_____24___	Total Students =_____ Total x3 =_____	Total Students =_____ Total x2 =_____	Total Students =_____ Total x1 =_____	100%	6

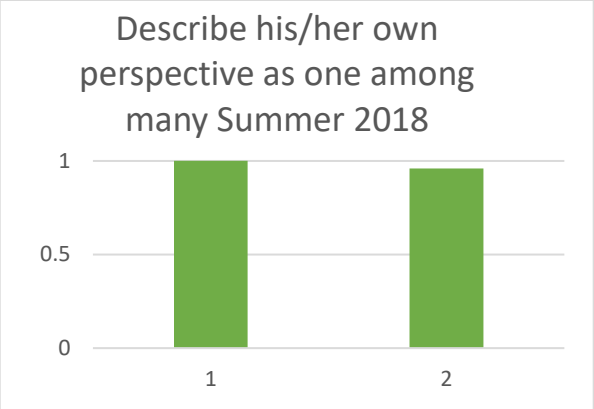
Diversity Outcomes Report

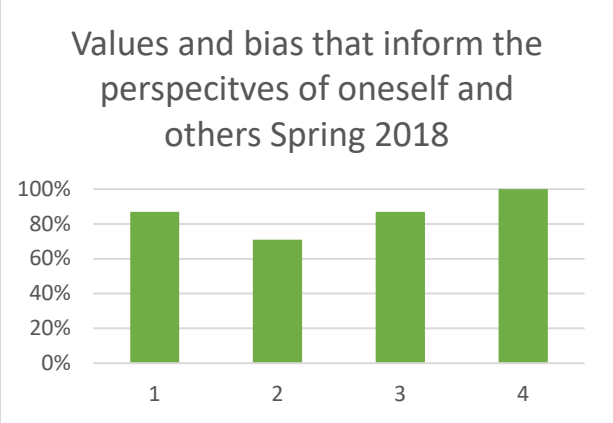
Evidence of Learning: General Education, Diversity Courses (3 outcomes)
Course____WGS 1500_____

Gen Ed Learning Goal Students will:	**Measurable Learning Outcome** Students will demonstrate their mastery of the skill by:	**Method of Measurement** Direct and Indirect Measures*	**Threshold**
Each student will describe his/her own perspective as one among many.	Participation in class or online and Completion of assignments	Assignment Grading	80%
Students will identify values and biases that inform the perspectives of oneself and others.	Participation in class or online and Completion of assignments	Assignment Grading	80%
Students will recognize and articulate the rights, perspectives, and experiences of others.	Participation in class or online and Completion of assignments	Assignment Grading	80%

Gen Ed Learning Goal Students will:	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Each student will describe his/her own perspective as one among many.	See Graphs Pg 3 And eval by course pgs	Based on the information provided in eval by course student % scored ranged from 88% to 100% across all classes. The 88% was earned from our on-campus summer course	All courses have reached threshold. While WGS will continue to improve and revise content related to this area we feel that no action is needed at this time.
Students will identify values and biases that inform the perspectives of oneself and others.	See Graphs Pg 3 And eval by course pgs	Based on the information provided in eval by course student % scored ranged from 71% to 100% across all classes. The 71% was earned from our online spring course	The low score was obtained by an online version of WGS. This score was encountered primarily due to students' non-completion of assignments. Use of starfish is now mandated in all 1500 courses to address this issue
Students will recognize and articulate the rights, perspectives, and experiences of others.	See Graphs Pg 3 And eval by course pgs	Based on the information provided in eval by course student % scored ranged from 73% to 100% across all classes. The 71% was earned from our online spring course	This standard had the most low (below 80%) scores. An analysis of assignments related to this outcome show students struggle not with identification of an argument but with relating reliable materials in support of both sides of this issue. WGS faculty have discussed ways to help students identify reliable sources and will be implementing curriculum that directly address this issue in future classes.


Describe his/her own perspective as one among many Spring 2018
100%
50%
0%
1
2
3
4


Describe his/her own perspective as one among many Summer 2018
1
0.5
0
1
2


Values and bias that inform the perspecitves of oneself and others Spring 2018
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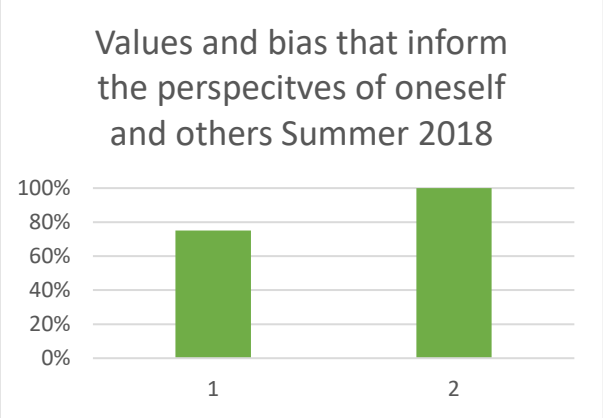
Values and bias that inform the perspecitves of oneself and others Summer 2018
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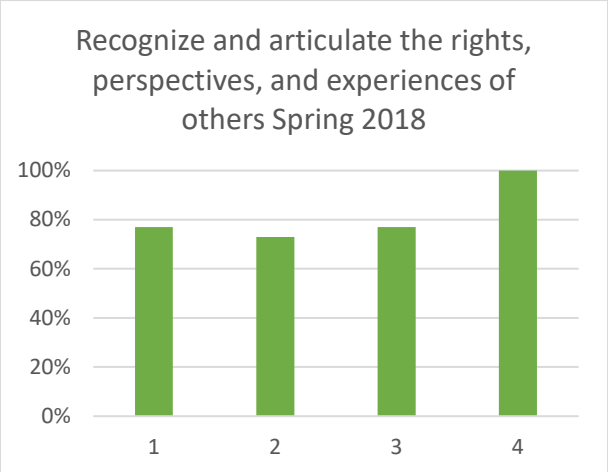
Recognize and articulate the rights, perspectives, and experiences of others Spring 2018
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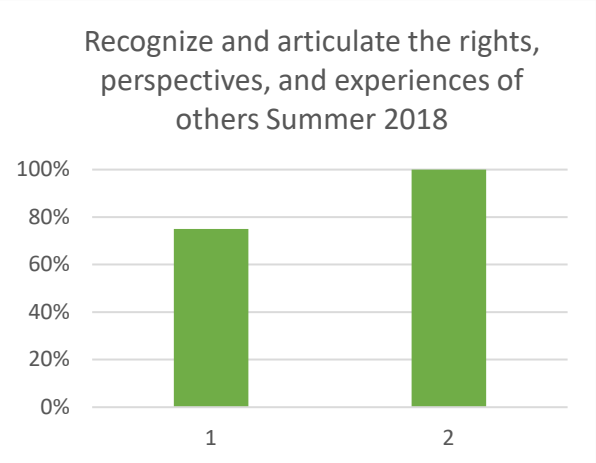
Recognize and articulate the rights, perspectives, and experiences of others Summer 2018
100%
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2

Student Learning Outcomes
Diversity
WGS 1500

Enrollment:___29_____ Year: 2018___ Semester: ___Fall___Spring_X__Summer

Student will be able to:	**Has Mastery (x4)**	**Shows Strength (x3)**	**Met Expectations (x2)**	**Needs Work (x1)**	**Percent Total/116*100**	**Average**
Each student will describe his/her own perspective as one among many. Assignment title/Name: _Who am I _	Total Students =___23____ Total x4 =_____92___	Total Students =_____ Total x3 =_____	Total Students =____1___ Total x2 =____2____	Total Students =__5_____ Total x1 =___5_____	85%	24.75
Students will identify values and biases that inform the perspectives of oneself and others. Assignment title/Name: _Evaluate Resource materials_	Total Students =___21____ Total x4 =____84____	Total Students =____3___ Total x3 =____9____	Total Students =____2___ Total x2 =____4____	Total Students =___4____ Total x1 =___4_____	87%	25.25
Students will recognize and articulate the rights, perspectives, and experiences of others. Assignment title/Name: _Final Paper_	Total Students =____15___ Total x4 =_____60___	Total Students =___6____ Total x3 =____18____	Total Students =___2____ Total x2 =____4____	Total Students =____7___ Total x1 =____7____	77%	22.25

Student Learning Outcomes
Diversity
WGS 1500

Enrollment:___26_____ Year: 2018___ Semester: ___Fall___Spring_X__Summer

Student will be able to:	Has Mastery (x4)	Shows Strength (x3)	Met Expectations (x2)	Needs Work (x1)	Percent Total/104*100	Average
Each student will describe his/her own perspective as one among many. Assignment title/Name: You and Your Privilege	Total Students =___14____ Total x4 =___56_____	Total Students =____8___ Total x3 =____24____	Total Students =____2___ Total x2 =____4____	Total Students =__2_____ Total x1 =___2_____	82%	21.5
Students will identify values and biases that inform the perspectives of oneself and others. Assignment title/Name: _Evaluate Resource materials_	Total Students =___17____ Total x4 =____68____	Total Students =____1___ Total x3 =____3____	Total Students =____1___ Total x2 =____2____	Total Students =___7____ Total x1 =___1_____	71%	18.5
Students will recognize and articulate the rights, perspectives, and experiences of others.Assignment title/Name: _Final Paper___	Total Students =____13___ Total x4 =_____52___	Total Students =___4____ Total x3 =____12____	Total Students =___3____ Total x2 =____6____	Total Students =____6___ Total x1 =____6____	73%	19

Student Learning Outcomes
Diversity
WGS 1500

Enrollment:___29_____ Year: 2018___ Semester: ___Fall___Spring_X__Summer

Student will be able to:	**Has Mastery (x4)**	**Shows Strength (x3)**	**Met Expectations (x2)**	**Needs Work (x1)**	**Percent Total/116*100**	**Average**
Each student will describe his/her own perspective as one among many. Assignment title/Name: You and Your Privilege	Total Students =___23____ Total x4 =_____92___	Total Students =_____ Total x3 =_____	Total Students =____1___ Total x2 =____2____	Total Students =__5_____ Total x1 =___5_____	85%	24.75
Students will identify values and biases that inform the perspectives of oneself and others. Assignment title/Name: _Evaluate Resource materials_	Total Students =___21____ Total x4 =____84____	Total Students =____3___ Total x3 =____9____	Total Students =____2___ Total x2 =____4____	Total Students =___4____ Total x1 =___4_____	87%	25.25
Students will recognize and articulate the rights, perspectives, and experiences of others.Assignment title/Name: _Final Paper___	Total Students =____15___ Total x4 =_____60___	Total Students =___6____ Total x3 =____18____	Total Students =___2____ Total x2 =____4____	Total Students =____7___ Total x1 =____7____	77%	22.25

Student Learning Outcomes
Diversity
WGS 1500

Enrollment:___6_____ Year: 2018___ Semester: ___Fall___Spring_X__Summer

Student will be able to:	**Has Mastery (x4)**	**Shows Strength (x3)**	**Met Expectations (x2)**	**Needs Work (x1)**	**Percent Total/104*100**	**Average**
Each student will describe his/her own perspective as one among many. Assignment title/Name: _Service Journal__	Total Students =___6____ Total x4 =___24_____	Total Students =_____ Total x3 =_____	Total Students =_____ Total x2 =_____	Total Students =_____ Total x1 =_____	100%	6
Students will identify values and biases that inform the perspectives of oneself and others. Assignment title/Name: _Midterm_	Total Students =___6____ Total x4 =____24____	Total Students =_____ Total x3 =_____	Total Students =_____ Total x2 =_____	Total Students =_____ Total x1 =_____	100%	6
Students will recognize and articulate the rights, perspectives, and experiences of others. Assignment title/Name: ____Final ___	Total Students =____3___ Total x4 =_____12___	Total Students =___2____ Total x3 =____6____	Total Students =___1____ Total x2 =____2____	Total Students =____1___ Total x1 =____1____	87%	5.25

Student Learning Outcomes
Diversity
WGS 1500

Enrollment:___13_____ Year: 2018___ Semester: ___Fall___Spring___Summer X

Student will be able to:	**Has Mastery (x4)**	**Shows Strength (x3)**	**Met Expectations (x2)**	**Needs Work (x1)**	**Percent Total/104*100**	**Average**
Each student will describe his/her own perspective as one among many. Assignment title/Name: Discussion. Feminist perspectives	Total Students =___10____ Total x4 =___40_____	Total Students =__1____ Total x3 =___3____	Total Students =___1____ Total x2 =____2____	Total Students =__1_____ Total x1 =___1_____	88%	9.75
Students will identify values and biases that inform the perspectives of oneself and others. . Assignment title/Name: Danger of a single story	Total Students =___8____ Total x4 =___32____	Total Students =_____ Total x3 =_____	Total Students =____2___ Total x2 =___4_____	Total Students =___3____ Total x1 =___3_____	75%	9.75
Students will recognize and articulate the rights, perspectives, and experiences of others.. Assignment title/Name: Danger of a single story	Total Students =____8___ Total x4 =_____32___	Total Students =_____ Total x3 =_____	Total Students =____2___ Total x2 =____4____	Total Students =____3___ Total x1 =____3____	75%	9.75

Student Learning Outcomes
Diversity
WGS 1500

Enrollment:___6_____ Year: 2018___ Semester: ___Fall___Spring___Summer X

Student will be able to:	**Has Mastery (x4)**	**Shows Strength (x3)**	**Met Expectations (x2)**	**Needs Work (x1)**	**Percent Total/104*100**	**Average**
Each student will describe his/her own perspective as one among many. Assignment title/Name: ____Final Project__	Total Students =___6____ Total x4 =___24_____	Total Students =_____ Total x3 =_____	Total Students =_____ Total x2 =_____	Total Students =_____ Total x1 =_____	100%	6
Students will identify values and biases that inform the perspectives of oneself and others. . Assignment title/Name: _Current Events_	Total Students =___6____ Total x4 =___24____	Total Students =_____ Total x3 =_____	Total Students =_____ Total x2 =_____	Total Students =_____ Total x1 =_____	100%	6
Students will recognize and articulate the rights, perspectives, and experiences of others. Assignment title/Name: ____Final Project___	Total Students =____6___ Total x4 =_____24___	Total Students =_____ Total x3 =_____	Total Students =_____ Total x2 =_____	Total Students =_____ Total x1 =_____	100%	6

Appendix H: sample Signature Assignments

All information is included in Standard B Curriculum/signature assignment