

Women Studies Program
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: College of Arts and Sciences/University of New Mexico/Main Campus
2. Department: Women Studies
3. Date: January 15, 2009

B. Academic Program of Study

B.A. Women Studies

C. Contact Person(s) for the Assessment Plan

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D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program
 - A. Students engage with interdisciplinary study of the relationships among identity, power, and knowledge.
 - B. Students understand how gender as a social category and identity intersects with and is articulated through race, sexuality, class, and nation.
 - C. Students have knowledge of and familiarity with feminist studies, queer theory and sexuality studies, transgender studies, critical race theory, and postcolonial/transnational feminist studies.
 - D. Students recognize and can take responsibility for one's position within social systems and have respect for divergent positions and perspectives.
 - E. Students experience or can understand mechanisms for creation of community, social change, and empowerment with local, national, and/or transnational organizations and communities.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program
 - a. Students can conduct research that is informed by one or more of the following approaches: feminist studies, queer theory and sexuality studies, transgender studies, critical race theory, postcolonial/transnational feminist studies.
 - b. Students can write a critical or argumentative essay in which they describe and apply an intersectional analysis.
 - c. Students can read theoretical texts and write an essay identifying the main ideas, arguments, and assumptions in these texts.
 - d. Students can reflect on their position within social systems and describe why respect for divergent perspectives and positions is valuable.
 - e. Students can apply knowledge of feminist theories in a field study experience and can describe techniques for social change in these settings.

E. Assessment of Student Learning Three-Year Plan (AY 08-09, 09-10, 10-11)

1. Student Learning Outcomes

- a. Students can conduct research that is informed by one or more of the following approaches: feminist studies, queer theory and sexuality studies, transgender studies, critical race theory, postcolonial/transnational feminist studies.
- b. Students can write a critical or argumentative essay in which they describe and apply an intersectional analysis

2. Assessment of Learning Outcomes

There will be two types of assessment:

- a. Completion of a portfolio in WMST 492 (Senior Seminar), consisting of a research paper and at least one critical essay (DIRECT MEASURE)
- b. Exit Interview with graduating seniors in which the student answers the following questions: 1) Describe a graduate with a major in Women Studies – what information will the graduate have acquired, what skills will the graduate have, what values and behaviors will be typical of the graduate, and what activism will the graduate be prepared to engage in? 2) How do you fit your description of a Women Studies graduate and what helped you to become this person? 3) Are there any recommendations you might offer to have improved your own education or to improve the education of future graduates? (INDIRECT MEASURE)

All Women Studies majors are required to complete WMST 492 (Senior Seminar). Data from these students will be collected annually but only a stratified sample (by grade received in the course) of students' work will be evaluated by an outside team consisting of one faculty member and two members of the Executive Board (rotating assignment). This outside evaluation will occur every three years (beginning Spring 2009). This outside team will use a rubric and rating scale (1-4) to evaluate how well the students' work reflects specific learning outcomes (1: Not at all 2: Somewhat 3: For the most part 4: Completely N/A: Not applicable or unable to rank).

3. Timeline for Assessment/How Assessment will be Used to Improve the Program

- a. Spring 2009—Portfolios will be collected from all students completing WMST 492. A stratified sample (by grade received in the course) will be selected for evaluation by a team of one faculty member not teaching 492 and two members of the Women Studies Executive Board. This team will meet to discuss and analyze the material from the portfolios to assess learning outcomes and broad program goals.
- b. Spring 2009—Exit interviews will be conducted by the undergraduate advisor and reviewed by the program director and Women Studies Executive Board.
- c. Fall 2009—Women Studies faculty will meet to discuss the analysis of assessment material and to apply the results of analysis toward improved student learning and to

assess various aspects of our curriculum: scheduling, emphasis in required core and elective courses, pedagogical strategies, and the program's overall goals and outcomes.

- d. Spring 2010—Portfolios will be collected from all students completing WMST 492. A stratified sample (by grade received in the course) will be selected for evaluation by a team of one faculty member not teaching 492 and two members of the Women Studies Executive Board. This team will meet to discuss and analyze the material from the portfolios to assess learning outcomes and broad program goals.
- e. Spring 2010—Exit interviews will be conducted by the undergraduate advisor and reviewed by the program director and Women Studies Executive Board.
- f. Fall 2010—Women Studies faculty will meet to discuss the analysis of assessment material and to apply the results of analysis toward improved student learning and to assess various aspects of our curriculum: scheduling, emphasis in required core and elective courses, pedagogical strategies, and the program's overall goals and outcomes.
- g. Spring 2011—Portfolios will be collected from all students completing WMST 492. A stratified sample (by grade received in the course) will be selected for evaluation by a team of one faculty member not teaching 492 and two members of the Women Studies Executive Board. This team will meet to discuss and analyze the material from the portfolios to assess learning outcomes and broad program goals.
- h. Spring 2011—Exit interviews will be conducted by the undergraduate advisor and reviewed by the program director and Women Studies Executive Board.
- i. Fall 2011—Women Studies faculty will meet to discuss the analysis of assessment material and to apply the results of analysis toward improved student learning and to assess various aspects of our curriculum: scheduling, emphasis in required core and elective courses, pedagogical strategies, and the program's overall goals and outcomes. In addition, after collecting three years of data, the director and faculty of the program will reassess the overall program learning goals and outcomes to ensure that they match with current priorities and student learning goals.

4. Analysis and Application of Assessment Data

Faculty who do not teach WMST 492 will collect data depending on the above schedule. A team of faculty and two members of the Executive Board will analyze the submitted data using the scale described above. Indirect data will be collected by the director of the program and the undergraduate advisor.

Data will be analyzed according to the above schedule in order to assess various aspects of our curriculum: scheduling, emphasis in required core and elective courses, and the program's overall goals and outcomes. In addition, pedagogical strategies of the selected courses will be analyzed with respect to the intended outcomes of each course. The director of the program will make initial assessments and on a three-year schedule (beginning Fall 09) will discuss data and apparent conclusions with faculty and Executive Board members in order to determine appropriate action. After 3-5 years, the director and faculty of the program will reassess the overall program learning goals and outcomes to ensure that they match with current priorities and student learning goals.