

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: August 15, 2015

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 or identity formation 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 and 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.1. Students can write a critical essay or 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, and postcolonial/transnational feminist studies.
 - B.1. Students can write a critical essay or conduct research in which they apply an intersectional analysis.

- C.1. Students can read theoretical texts and write an essay identifying the main ideas, arguments, and assumptions in these texts.
- D.1. Students can reflect on their position within social systems and describe why respect for divergent perspectives and positions is valuable.
- E.1. 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

The following plan will be implemented over three years:

1. Student Learning Outcomes and their Relationship to UNM Student Learning Goals

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A.1. Students can write a critical essay or 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, and postcolonial/transnational feminist studies.	X	X		
B.1. Students can write a critical essay or conduct research in which they apply an intersectional analysis.	X	X		
C.1. Students can read theoretical texts and write an essay identifying the main ideas, arguments, and assumptions in these texts.	X	X		
D.1. Students can reflect on their position within social systems and describe why respect for divergent perspectives and positions is valuable.	X	X	X	
E.1. Students can apply knowledge of feminist theories in a field study experience and can describe techniques for social change in these settings.	X	X	X	

2. How will learning outcomes be assessed?

DIRECT MEASURES:

Instructors will use a rating scale to evaluate learning outcomes.

YEAR 1:

Courses: WMST 200 and WMST 492
Program Goals: A, B, C, D
SLO's: A.1, B.1, C.1, D.1
Assignments: An essay, research paper, or student presentation

YEAR 2:

Courses: WMST 304 and WMST 325 or WMST 331
Program Goals: A, B, C, D
SLO's: A.1, B.1, C.1, D.1
Assignments: An essay, research paper, or student presentation

YEAR 3:

Courses: WMST 379 or WMST 492 and WMST 498
Program Goals: D, E
SLO's: D.1 and E.1.
Assignments: Course assignments such as an essay, research paper, or student presentation. For WMST 498, a combination of a course assignment and field experience evaluation may be used. Field experience will include employer/agency evaluations of specific student knowledge or skills from field experience.

Program Expectations of Performance on Direct Measures

We expect 75% of students to meet an acceptable standard of performance using the scoring sheets attached as addenda (an average score of 3 or better). In keeping with the rotation established above, all students taught by the primary instructor of record (a faculty member, a lecturer, a term teacher, or in exceptional circumstances, an experienced part-time instructor) in the courses that form part of the core curriculum for the major will be assessed. These are: WMST 200, WMST 304, (WMST 325 or WMST 331), WMST 492, and WMST 498. At this time, sections taught by TA's will not be assessed. The number and type of assignments to be scored for assessment will be determined by the instructor, but a minimum of two key course assignments will be scored. Assessment data will be gathered and reported for all students registered in the courses that form part of the core curriculum for the major, because with the exception of WMST 492, a capstone seminar, it is not unusual for each of these courses to function as points of entry into the major. During the pilot years, we may adjust our recording and reporting structure to only capture majors and second majors.

SUMMARY OVERVIEW OF DIRECT MEASURES

Course	Program Goals	SLO's	Assignments	Rating Scale
WMST 200	A, B, D	A.1, B.1, D.1	Essay, presentation	See addenda
WMST 304	A, B, C, D	A.1, B.1, C.1, D.1	Essay, research paper, presentation	See addenda
WMST 325 and/or WMST 331	A, B, C, D	A.1, B.1, C.1, D.1	Essay, research paper, presentation	See addenda
WMST 379	A, B, C, D	A.1, B.1, C.1, D.1	Essay, research paper, presentation	See addenda
WMST 492	A, B, C, D	A.1, B.1, C.1, D.1	Essay, research paper, presentation	See addenda
WMST 498	D, E	D.1 and E.1	Any combination of a course assignment (essay, research paper, presentation) and employer/agency evaluations of specific student knowledge or skills from field experience.	Rating scale attached in Addenda or employer/agency evaluations of specific student knowledge or skills from field experience

INDIRECT MEASURES:

YEARS 1, 2, and 3

A questionnaire to be filled out by graduating seniors in the capstone seminar, WMST 492. Please see Addenda for the questionnaire.

Program Expectations of Performance on Indirect Measures

We expect 75% of graduating seniors to rate their learning as satisfactory on the survey sheet (an average score of 3 or better on all SLO's).

Evaluation Instruments and Rating Scales:

Instructors will use the attached rating scales (see Addenda) to measure the following SLO's: A.1, B.1, C1, and D.1.

For E.1, a combination of a rating scale and an employer/agency evaluation may be used (see table on previous page).

Instructors will use an additional template to measure SLO C.1.

Graduating seniors will fill out a self-assessment survey sheet.

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

See pages 3 and 4 of this document for detailed timeline and rotation of courses to be assessed.

Analysis and application of Assessment Data

Various faculty for selected courses will collect data according to the schedule detailed on pages 3 and 4. For direct measures, the instructor of record will present data to the Director for discussion. The report will be shared with program faculty and members of the Executive Board. Indirect data will be collected by the instructor of record and/or the undergraduate advisor. They will be shared with the Director of the program and then presented to program faculty and the Executive Board.

4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

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 submit yearly reports over a three-year schedule (beginning Fall 2016). S/he will discuss data and apparent conclusions with faculty and Executive Board members in order to determine appropriate action. After a period of three years, the Director and faculty of the program will reassess the overall program learning goals and outcomes to ensure that they match current priorities and student learning goals.

Addendum 1 -- Outcomes Assessment Scoring Sheet of Women Studies B.A. Oral Presentation and Q&A

Name of Student/B.A. candidate _____

Date of assessment _____

Semester/Year _____

Circle an evaluation of student's performance of designated skill, where 1 is poor and 5 is excellent.

(A.1.) Student's presentation is informed by one or more of the following approaches: feminist studies, queer theory and sexuality studies, transgender studies, critical race theory, and postcolonial/transnational feminist studies.

1 2 3 4 5

(B.1.) Student applies an intersectional analysis

1 2 3 4 5

(C.1.) Student reads (a) theoretical text(s) and identifies the main ideas, arguments, and assumptions of the text(s).

1 2 3 4 5

(Or - Indicate whether C.1 or D.1 is being assessed)

(D.1.) Student reflects on his/her position within social systems and describes why respect for divergent perspectives and positions is valuable.

1 2 3 4 5

Comments (please address quality of answers to questions):

Addendum 2 -- Outcomes Assessment Scoring Sheet of Women Studies B.A. Written Essay and/or Research Paper

Name of B.A. candidate _____

Date of assessment _____

Semester/Year _____

Circle an evaluation of student's performance of designated skill, where 1 is poor and 5 is excellent.

(A.1.) Student's essay or research paper is informed by one or more of the following approaches: feminist studies, queer theory and sexuality studies, transgender studies, critical race theory, and postcolonial/transnational feminist studies.

1 2 3 4 5

(B.1.) Student applies an intersectional analysis.

1 2 3 4 5

(C.1.) Student can read (a) theoretical text(s) and write an essay identifying the main ideas, arguments, and assumptions of the text(s).

1 2 3 4 5

(D.1.) Student reflects on his/her position within social systems and describes why respect for divergent perspectives and positions is valuable.

1 2 3 4 5

(Or -- indicate whether D.1 or E.1 is being assessed)

(E.1.) Student applies knowledge of feminist theories in a field study experience and describes techniques for social change in these settings.

1 2 3 4 5

Comments:

Addendum 3 -- Rubric for Women Studies SLO C.1.

Circle an evaluation of student's performance of designated skill, where 1 is poor and 5 is excellent.

I. Comprehension of main idea of subject position:

The student articulates the main idea (thesis) of the subject position in his/her own words, and in clear, precise, and comprehensible fashion for the reader.

1 2 3 4 5

II. Comprehension of the main arguments in support of the subject position:

The student identifies the main reasons the author uses in supporting her/his own position in a way that enables the reader to see their plausibility.

1 2 3 4 5

III. Points of power and oppression in the article:

The student articulates all the points of power that the author references in her/his own language and in a manner that is that is clearly comprehensible to the reader.

1 2 3 4 5

Average Score on C.1. _____

Comments:

Addendum 4 – Survey of Graduating Seniors for Women Studies B.A.

Name of B.A. candidate _____

Semester/Year _____

Date _____

The Women Studies Program would like your personal assessment of the learning and skills you have acquired through a major in Women Studies. Circle an evaluation of your learning and competence in a designated skill, where 1 is poor and 5 is excellent.

(A.1.) I know or am familiar with the concepts of one or more of the following areas of study: feminist studies, queer theory and sexuality studies, transgender studies, critical race theory, and postcolonial/transnational feminist studies.

1 2 3 4 5

(B.1.) I understand how gender as a social category or identity formation intersects with race, sexuality, class, or nation.

1 2 3 4 5

(C.1.) I can read (a) theoretical text(s) and identify the main ideas, arguments, and assumptions of the text(s).

1 2 3 4 5

(D.1.) I can reflect on my position within social systems and describe why respect for divergent perspectives and positions is valuable.

1 2 3 4 5

(E.1.) I can apply knowledge of feminist theories in a field study experience and describe techniques for social change in these settings.

1 2 3 4 5

Comments:

THANK YOU FOR TAKING THE TIME TO COMPLETE THE SURVEY!