

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

Transcripted Graduate Certificate Women Studies

C. Contact Person(s) for the Assessment Plan

Rajeshwari S. Vallury, Director, Women Studies, E-mail: rvallury@unm.edu, Phone: 505-277-9119

D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program
 - A. Students are knowledgeable about the major theoretical paradigms that inform the interdisciplinary field of Women Studies: feminist theory, theories of gender and sexuality, queer theory, critical race theory, and theories of colonialism, postcolonialism, and transnationalism.
 - B. Students can conduct independent research informed by the critical and theoretical frameworks of the following fields of study: feminist studies, gender and sexuality studies, queer studies, critical race studies, colonial, postcolonial, and transnational studies.
 - C. Students can apply the theories, concepts, and methods of the discipline to research conducted in a field of the arts, the humanities, the natural sciences, the applied sciences, and the health and social sciences.
 - D. Students can use the theories and methods of the discipline to develop civic engagement and the appreciation of global equity and/or cultural diversity.
2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program
 - A.1. Students read, understand, and critically analyze texts and cultural artifacts that engage with at least two of the following theoretical paradigms: feminist theory, theories of gender and sexuality, queer theory, critical race theory, and theories of colonialism, postcolonialism, and transnationalism.
 - A.2. Students can incorporate theoretical frameworks into their written and oral discussions of literary, cultural, social or scientific texts.
 - B.1. Students can develop and delimit a research question and conduct a systematic investigation of the question using an approach informed by one or more of the

following fields of study: feminist studies, gender and sexuality studies, queer studies, critical race studies, colonial, postcolonial, and transnational studies.

- B2. Students can evaluate their findings.
- C.1. Students can articulate the assumptions and implications of research informed by one or more of the following analytical categories and their intersection(s): gender, sexuality, race, nation, and class.
- D.1. Students can identify the significant literary, cultural, artistic, and scientific productions of intersectionally positioned subjects in the past and present.

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 read, understand, and critically analyze texts and cultural artifacts that engage with at least two of the following theoretical paradigms: feminist theory, theories of gender and sexuality, queer theory, critical race theory, and theories of colonialism, postcolonialism, and transnationalism.	X	X		
A.2. Students can incorporate theoretical frameworks into their written and oral discussions of literary, cultural, social or scientific texts.	X	X		
B.1. Students can develop and delimit a research question and conduct a systematic investigation of the question using an approach informed by one or more of the following fields of study: feminist studies, gender and sexuality studies, queer studies, critical race studies, colonial, postcolonial, and transnational studies.	X	X		
B2. Students can evaluate their findings.	X	X		
C.1. Students can articulate the assumptions and implications of research informed by one or more of the following analytical categories and their intersection(s): gender, sexuality, race, nation, and class.	X	X	X	
D.1. Students can identify the significant literary, cultural, artistic, and scientific productions of intersectionally positioned subjects in the past and present.	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 510
Program Goals: A, C, D
SLO's: A.1, A.2, C.1, D.1
Assignments: An essay, research paper, or student presentation

YEAR 2:

Courses: WMST 512
Program Goals: B, C
SLO's: B.1, B.2, C.1
Assignments: An essay, research paper, or student presentation

YEAR 3:

Courses: WMST 579 or appropriate elective
Program Goals: A, B, D
SLO's: A.1, A.2, B.1, B.2, D.1
Assignments: Course assignments such as an essay, research paper, or student presentation.

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 requirements for the certificate will be assessed. These are: WMST 510, WMST 512, and WMST 579. 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 requirements for the certificate, because it is not uncommon for each of these courses to function as points of entry into the certificate program. During the pilot years, we may adjust our recording and reporting structure to only capture graduate students who have formally applied for the graduate certificate, but only if we agree that the size of the sample will be statistically reliable. To the extent that a formal application may not be submitted until after they have taken at least one or two core requirements for the certificate, we wish to ensure statistical reliability and validity by capturing all students registered in the core courses to be assessed during a given rotation.

SUMMARY OVERVIEW OF DIRECT MEASURES

Course	Program Goals	SLO's	Assignments	Rating Scale
WMST 510	A, C, D	A.1, A.2, C.1, D.1	Essay, research paper, presentation	See addenda
WMST 512	B, C	B.1, B.2, C.1	Essay, research paper, presentation	See addenda
WMST 579 or appropriate elective	A, B, D	A.1, A.2, B.1, D.1	Essay, research paper, presentation	See addenda

Evaluation Instruments and Rating Scales:

Instructors will use the attached rating scales (see Addenda) to measure the following SLO's: A.1, A.2, B.1, B.2, C1, and D.1.

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. 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.

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 the program: curriculum, course content, 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 Transcribed Graduate Certificate Oral Presentation and Q&A

Name of Student/Transcribed Certificate 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.) Students read, understand, and critically analyze texts and cultural artifacts that engage with at least two of the following theoretical paradigms: feminist theory, theories of gender and sexuality, queer theory, critical race theory, and theories of colonialism, postcolonialism, and transnationalism.

1 2 3 4 5

(A.2.) Students can incorporate theoretical frameworks into their oral discussions of literary, cultural, social or scientific texts.

1 2 3 4 5

(C.1.) Students can articulate the assumptions and implications of research informed by one or more of the following analytical categories and their intersection(s): gender, sexuality, race, nation, and class.

1 2 3 4 5

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

(D.1.) Students can identify the significant literary, cultural, artistic, and scientific productions of intersectionally positioned subjects in the past and present.

1 2 3 4 5

Comments (please address quality of answers to questions):

Addendum 2 -- Outcomes Assessment Scoring Sheet of Women Studies Transcribed Graduate Certificate Written Essay and/or Research Paper

Name of Student/Transcribed Certificate 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 reads, understands, and critically analyzes texts and cultural artifacts that engage with at least two of the following theoretical paradigms: feminist theory, theories of gender and sexuality, queer theory, critical race theory, and theories of colonialism, postcolonialism, and transnationalism.

1 2 3 4 5

(A.2.) Student incorporates theoretical frameworks into his/her written discussions of literary, cultural, social or scientific texts.

1 2 3 4 5

(B.1.) Student develops and delimits a research question and conducts a systematic investigation of the question using an approach informed by one or more of the following fields of study: feminist studies, gender and sexuality studies, queer studies, critical race studies, colonial, postcolonial, and transnational studies.

1 2 3 4 5

(B.2.) Student can evaluate his/her findings.

1 2 3 4 5

(C.1.) Student articulates the assumptions and implications of research informed by one or more of the following analytical categories and their intersection(s): gender, sexuality, race, nation, and class.

1 2 3 4 5

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

D.1. Students can identify the significant literary, cultural, artistic, and scientific productions of intersectionally positioned subjects in the past and present.

1 2 3 4 5

Comments:

Source: Kansas State University Office of Assessment