

Women, Gender & Sexuality 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, Gender & Sexuality Studies
3. Date: August 15, 2015

B. Academic Program of Study

B.A. Women, Gender & Sexuality 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.