Program Learning Goals Assessment Activity Report Due April 21, 2017 to the Office of Academic Planning

Program Learning Goals template Resources about writing measurable program learning objectives/goal/outcomes can be found on: http://air.sfsu.edu/assessment/resources

Program Learning Goals Rubric - developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their program learning goals.

Learning objectives should reflect the program’s distinct mission in connection with the university’s broader educational goals, as well as aligning with the individual courses in which they are addressed. They should allow faculty to communicate their expectations, students to reflect on their own growth, and programs to measure and improve their educational results.

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
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</thead>
<tbody>
<tr>
<td>Learning goals are clear and can be accurately assessed</td>
<td>Learning goals are mostly clear; some can be assessed</td>
<td>Learning goals are present but vague; unclear how an evaluator could determine whether goals met</td>
<td>Program learning goals are absent or incomplete</td>
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Department ___PACE_____________________________________________

College ____CHSS_________________________________________________

1. List your most recent program learning goals prior to any revisions.

PACE did not have any school-wide learning goals prior to the creation of our most recent large learning outcome. Individual programs in PACE do have learning goals, listed below. Two programs revised program learning goals this year (CJS and USP).

Criminal Justice Studies (CJS):

- Identify major social issues that shape and are shaped by crime, criminals, terrorism, prevention and control, incarceration, and victimization.
- Acquire an ability to apply the rudiments of the legal brief, be competent consumers of case law and social science research specific to criminal justice policy and administration.
- Develop critical thinking skills that enable assessment of alternative solutions to problems associated with the identification, control and prevention of crime and delinquency.
- Gain perspectives of scale about issues of crime, law and justice from the local to the international, the individual to the community, the urban center to the border.
- Learn about the salience of wealth, class, race, culture, age and gender to criminal justice systems, processes and employment.
- Understand the importance of rights, law and fairness to the formulation and implementation of criminal justice policy.
- Apply criminal justice knowledge to field experiences.

Environmental Studies (ENVS):

- Demonstrate understanding of the broad themes within the field of Environmental Studies.
- Demonstrate understanding of chemical and biological processes related to environmental problems.
• Demonstrate ability to integrate natural science and social, political, ethical values in analyzing environmental issues.
• Demonstrate understanding of the relationships between social justice and environmental issues.
• Demonstrate ability to persuasively argue orally and in writing multiple sides of an environmental issue.
• Demonstrate basic computer competence with word processing, spreadsheets, and online research.
• Demonstrate ability to critically evaluate descriptive statistics commonly used in environmental literature.
• Demonstrate research skills relevant to their area of emphasis in Environmental Studies.

Gerontology (GERO):

• emphasize the broad, interdisciplinary nature of issues which relate to and influence older adults;
• provide students with the academic expertise, professional experience, and research capabilities necessary to pursue advanced study at the doctoral level;
• prepare students for professional practice and leadership positions in the public and private sectors where gerontological knowledge is required;
• empower students with a vision of social justice, diversity, consumer-driven services and global issues to promote intergenerational understanding; and
• invest in students a working knowledge of theoretical foundations and prepare students with tools to use quantitative and qualitative methods in applied research for solving a variety of practical problems in the community and link the micro and macro aspects of aging.

Public Administration (MPA):

• Meet challenges of rapidly changing world
• Lead and manage in public governance
  o Apply a wide range of knowledge about the public service
  o Apply a wide range of knowledge about an elective area within public service
  o Evidence professional skills necessary for the public service
• Participate in and contribute to the public policy process
• Analyze, synthesize, think critically, solve problems and make decisions
• Articulate and apply a public service perspective
• Communicate and interact productively with a diverse and changing workforce and citizenry
  o Write effectively and concisely for an audience of professionals
  o Present effectively to small and large groups
  o Word effectively in groups and teams
• Communicate and work to ensure social justice, equity and other public service values highlighted by
  the Program

Urban Studies and Planning (USP):

• To prepare students for professional and civic involvement to improve the quality of urban life.
• To offer a curriculum which is responsive to changing urban problems and policies.
• To contribute to the body of knowledge regarding the dynamics of urban life.
• To help Bay Area communities through applied research and other faculty and student activities.
2. Please describe the process of revising your program learning goals this semester. How were department faculty members involved? Were the revised learning goals developed in department meetings or other gatherings?

We had an outside consultant facilitate a retreat to develop learning goal for the school. All faculty members were involved.

3. What informed your decision to revise your learning goals (e.g. changes in the profession, new focus of the department, outcome of assessment)?

Changes in administrative structure of departments. We were stripped of department status in the reorganization, pushed into a school, and had to think of ways to use scarce resources more efficiently. Developing a school-wide curriculum is one of those ways. It also addresses the need for interdisciplinary education in solving the pressing public affairs issues of our time.

4. What are your new program learning goals?

The School wide learning goal is:

- Students use critical thinking, communication, collaboration, ethical reasoning, and outward engagement to study/research, challenge structures and assumptions, change/create/innovate for advocacy and advancement of social justice and sustainability with passion, dedication, commitment, and leadership.

The revised CJS goals are:

- Identify major social issues that shape crime, law and justice systems.
- Develop critical thinking skills that enable analysis of crime, law and justice issues.
- Learn about the role of class, race, age, sexuality, and gender in shaping criminal justice systems.
- Develop methodological reasoning skills that enable the challenging of assumptions and structures, including assessment of alternative solutions to problems associated with the identification, control, and prevention of crime and delinquency.
- Apply critical analysis, methodological reasoning and ethical reasoning to field experiences.

The revised USP goals are:

1. Subject area student learning objectives

- Understanding the basic evolution and development of cities, the fields of urban studies, and planning and the tools and approaches practitioners in these fields uses to address urban issues;
- Be familiar with a range of perspectives and methods used to understand and analyze the dynamics of urban life;
- Demonstrate the knowledge and skills necessary to analyze and critically evaluate urban issues;
- Understand the interactions between cities, metropolitan regions, and global forces;
- Be sensitive to and knowledgeable about the importance of equity and ethics in the fields of urban studies and planning.
2. Research methods/Basic skills student learning objectives

- Demonstrate competence in writing about the dynamics of cities informed by urban theory and practice; skills - critical thinking, oral presentation, GWAR
- Demonstrate research and analytic skills used in urban studies and planning fields, including the ability to think critically, design and execute research, collect, analyze and interpret relevant evidence, and formulate reasoned conclusions;
- Be familiar with basic spatial and statistical analyses of urban data

3. Applied professional learning objectives

- Apply subject area knowledge and skills in a wide range of professional settings;
- Have an ethical and proactive stance towards addressing solving urban challenges;
  c. Demonstrate critical thinking, research, writing, presentation, and teamwork skills.

Give that this year you have revised your program learning goals, the next step would be to assess one of them in the 2017-18 academic year and complete the Assessment Findings Report. Please let the Associate Dean of Academic Planning know if that is not the case. Thank you!

In consultation with the associate dean, given our large size and the lack of administrative resources for programs at the university, the next year we will be working on creating a school-wide plan for assessment. This will entail constituting a school assessment committee, and then creating a plan for both assessing the school learning objective and the programs. We plan to submit this plan for assessment in our next assessment findings report (2017-2018), and embark on assessing one of our school outcomes across the programs the following year (2018-2019). Please let us know if this is not an acceptable plan moving forward.