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>
</tr>
</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 ______ Women and Gender Studies______________________________

College ______ Liberal and Creative Arts______________________________

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

See attached

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?

Department meeting of all tenured and tenure-track faculty not on leave (Nan Alamilla Boyd, Deborah Cohler, Martha Kenney, Julietta Hua, Evren Savci and Kasturi Ray). Discussion of the whole in terms of whether and what we would like to change or revise about existing learning goals.

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

New faculty members and their contributions to curricular development

4. What are your new program learning goals?

See attached—tracked changes are revisions

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!

**BA** (classes in parentheses are recommended place in curriculum where the learning goal is met, but all BA classes can indicate one or more of these goals in their syllabus, as relevant)

- Students will be able to define and describe contesting theories, methods, histories, and representations of women, gender, and feminism (department-wide)
- Students will identify the politics of knowledge production across multiple disciplines in relation to Women and Gender Studies (department wide)
- Students will be able to compare and distinguish historical understandings of gender in relation to structural inequality, social movements, and labor struggles (WGS 150)
- Students will be able to explain and situate the ways citizenship is shaped through both the institutional foundations of governance and ideological mechanisms of politics (WGS 160)
- Students will be able to examine women and gender in relation of race, class, sexuality, colonialism, multiculturalism, and/or globalization (WGS 200)
- Students will be able to conceptualize and analyze gender and feminism in a transnational framework and from an interdisciplinary perspective, using a range of methodological tools while also demonstrating writing proficiency (WGS 300)
- Students will be able to integrate their academic studies in Women and Gender Studies into their professional goals and be able to formulate and implement theoretically informed political, cultural, and community action (WGS 690 and WGS 698)

**MA** (classes in parentheses are recommended place in curriculum where the learning goal is met, but all MA classes can indicate one or more of these goals in their syllabus, as relevant)

- Students will complete a major research, creative, or field project, which synthesizes multiple bodies of literature and constructs a sustained and original argument relevant to the field of Women and Gender Studies. Students will demonstrate fluency in their chosen research, creative or field areas and demonstrate precision and clarity of writing (WGS 894, 895, 898)
- Students will demonstrate breadth and depth of knowledge of the field of Women and Gender Studies (WGS 700)
- Students will confront and analyze the politics of knowledge formation production by identifying and distinguishing multiple disciplinary approaches and methodologies (WGS 820)
- Students will compare and contrast concepts central to transnational feminism by understanding how contemporary feminist thinkers in different parts of the world and/or across history have sought to explain why and how gender matters (WGS 713)
- Students will be able to chart the disciplinary formation of Women and Gender Studies in relation to intellectual, political and social movements (WGS 710)
- Students will demonstrate knowledge of the role of sexuality in history and culture from a transnational feminist perspective (WGS 712)
- Students will explain the mutually constitutive formation of categories of difference, including gender, sexuality, race, nation and class (department-wide)