

**San Francisco State University**  
**Inventory of Program Assessment Activities, Fall 2011-Spring 2012**

**Program: Women and Gender Studies Dept.**

**College: Arts and Humanities**

**Date: March 1, 2013**

**Program Mission:** Women and Gender Studies provides a framework for examining women and gender in relations to race, class, sexuality, colonialism, multiculturalism, and globalization. Our students engage in challenging academics, work closely with professors, and lead community initiatives.

**Student Learning Outcomes (SLOs) for the WGS BA Degree:**

1. Students will be able to define and describe contesting theories, methods, histories, and representations of women, gender, and feminism.
2. Students will be able to compare and distinguish historical understandings of gender in relation to structural inequality, social movements, and labor struggles.
3. 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.
4. Students will be able to examine women and gender in relation of race, class, sexuality, colonialism, multiculturalism, and/or globalization.
5. 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.
6. 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.

**Student Learning Outcomes (SLOs) for the WGS MA Degree:**

1. Students will be able to 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.
2. Students will be able to demonstrate breadth and depth of knowledge of the field of Women and Gender Studies.
3. Students will be able to confront the politics of knowledge formation by identifying and distinguishing multiple disciplinary approaches and methodologies.
4. Students will be able to 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.
5. Students will be able to chart the disciplinary formation of Women and Gender Studies in relation to intellectual, political and social movements.
6. Students will be able to demonstrate knowledge of the role of sexuality in history and culture from a transnational feminist perspective.
7. Students will be able to explain the mutually constitutive formation of categories of difference, including gender, sexuality, race, nation and class.

The **following table** shows assessment of these SLOs in core BA and MA classes, and through exit surveys administered when students file their graduation forms.

**BA Student Learning Outcomes and Assessment**

<b>Measurable learning outcome</b>	<b>Place in curriculum where objective is addressed</b>	<b>Academic year objective was assessed</b>	<b>Assessment/procedures Methods/strategies</b>	<b>Summary of findings about student learning</b>	<b>Use of findings for program improvement</b>
<p><b>SLO #1:</b> Students will be able to define and describe contesting theories, methods, histories, and representations of women, gender, and feminism.</p>	<p>WGS 200 (Introduction to Women and Gender Studies)</p>	<p>Spring 2012</p>	<p>A survey given on the last day of class asked 3 questions:</p> <p>(1) what is one difference between gender and biological sex?</p> <p>(2) what is one focus of transnational feminism?</p> <p>(3) what factors does an intersectional analysis of women’s issues look at?</p>	<p>80 (out of 98 enrolled) students responded to the survey. All students were able to distinguish between gender and biological sex (a central formulation of transnational feminism) and identify the different social logics (such as race and class) considered by an intersectional approach to gender. Some students were able to characterize transnational feminism as an inquiry into differences as well as similarities among women, but more often, students answered this question quite literally by listing class themes.</p>	<p>This learning objective is being well met. Students demonstrated a nuanced understanding of the categories of women and gender and appreciated the value of a relational and intersectional approach to current feminist concerns. However, the second survey question could be better worded in order to more clearly ask students to characterize transnational feminism (rather than its objects of inquiry).</p>
<p><b>SLO #1</b> Students will be able to define and describe contesting theories, methods, histories, and representations of women, gender, and feminism.</p> <p><b>and</b></p> <p><b>SLO #4</b> Students will be able to examine women and gender in relation of race, class, sexuality,</p>	<p>WGS 200 (Introduction to Women and Gender Studies)</p>	<p>Fall 2011</p>	<p>A survey given on the last day of class asked 3 questions:</p> <p>(1) what is one difference between gender and biological sex?</p> <p>(2) what is one focus of transnational feminism?</p> <p>(3) what factors does an intersectional analysis of women’s issues look at?</p>	<p>80 (of 90 students present that day) returned the survey.</p> <p>The results to Q.1 are illuminating. Across the student body, almost all the students showed a mastery of a founding assumption of the field (i.e., the difference between gender and biological sex).</p> <p>Q.2 sometimes elicited confusion, with some students conflating “global feminism” with “transnational feminism”; others answered in terms of goals and ambitions, rather than methods; others left it blank or crossed it out. However, 74 (of 80) students</p>	<p>One or two students showed some confusion in their responses to Q.1, which merits a clearer presentation of this core idea in the future. But the responses demonstrate that one major theoretical focus of WGS 200 was grasped by an overwhelming majority of students.</p> <p>A handful of students appeared confused by the wording of Q.2, but again the majority were able to grasp this concept.</p>

colonialism, multiculturalism, and/or globalization				correctly answered that a key focus of transnational feminism is a study of differences among women.  All students answered Q.3 correctly, with many naming the intersections of gender, race, and sexuality.	Though all students were able to correctly identify an intersectional analysis, more attention could be brought in class to the ways that other historical formations, such as militarism and colonialism, also shape gender.
<b>SLO #2:</b> Students will be able to compare and distinguish historical understandings of gender in relation to structural inequality, social movements, and labor struggles.	WGS 200 (Introduction to Women and Gender Studies)	Spring 2012	Students prepared weekly worksheets detailing different gender norms. Midterm and final exams asked students to compare these gender norms across history and in relationship to social struggles	Students registered the relationality of gender norms in concerns such as reproductive rights, labor migration, and colonialism. Students who did well on the worksheets (producing local understandings of gender) also did well on the midterms and finals (which asked for comparative analysis).	This learning objective is being met but can be improved to further student excellence in this area: more class exercises that ask students to compare gender strategies may help them better prepare for similar questions on exams.
<b>SLO #5:</b> 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 690 (Senior Seminar)	Spring 2012	A survey conducted on last day of class asked students:  (1) Which of the above [listed] course activities were most helpful in bringing together your academic studies with your professional goals?  (2) Which course activities were most helpful in bringing together theory and practice?  (3) Additional comments?	17 (out of 20 enrolled) students completed the survey with 15 students singling out the cv/resume workshop in response to question (1), and all the students remarking on the effectiveness of the collaborative student journal in response to question (2). In their additional comments, some students asked for more diversity on the alumni panel.	Learning objectives are being met but can be improved in one area: arranging for students to meet alumni from more varied workplaces would allow for increased diversity in their networking opportunities.
<b>SLO #5:</b> Students will be able to conceptualize and analyze gender and feminism in a transnational	WGS 300 (fulfills both GVAR and Part Two of the Introductory Sequence)	Fall 2011	In the final week of semester, students were asked the following questions on a survey:  (1) Based on taking WGS 200	Based on 6 surveys (of 13 enrolled) students responded:  (1) Students described WGS as an approach that looks at a “detailed spectrum of perspectives” and a	The small size of GVAR classes serves our students well and creates the conditions necessary to meet this SLO.

<p>framework and from an interdisciplinary perspective, using a range of methodological tools while also demonstrating writing proficiency.</p>			<p>and WGS 300 how would you describe the field of WGS?</p> <p>(2) Based on taking WGS 300 what have you learned about writing a research paper in WGS? and</p> <p>(3) How has this course helped you improve your writing skills? Please be as specific as possible about any improvements you can identify.</p>	<p>“variety of perspectives,” that is intersectional and transnational, and that is both “theoretical” and applies to “real life.”</p> <p>(2) Students mentioned the importance of research, drafting, and revision to interpreting materials and writing a persuasive paper.</p> <p>(3) Students appreciated the small class size, which allowed for focused class discussions, time for peer-editing, more opportunities to be more precise in their analyses and writing, and that made students more accountable to each other and to the claims they advanced in their research papers.</p>	
<p><b>SLO #5:</b> 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.</p>	<p>WGS 300 (fulfills both GVAR and Part Two of the Introductory Sequence)</p>	<p>Spring 2012</p>	<p>In the final week of semester, students were asked the following questions on a survey:</p> <p>(1) Based on taking WGS 200 and WGS 300 how would you describe the field of WGS?</p> <p>(2) Based on taking WGS 300 what have you learned about writing a research paper in WGS? and</p> <p>(3) How has this course helped you improve your writing skills? Please be as specific as possible about any improvements you can identify.</p>	<p>Based on 13 surveys (of 14 enrolled) students responded:</p> <p>(1) Students report that the field is interesting, that it engages in many other fields of study, that it considers race, class, sexuality, and that it is complex. Several students described the field as interested in understanding systems of oppression.</p> <p>(2) Students note that they learned that research papers take time and early planning, that organization is important, that evidence is required to support claims, and that revision is a vital part of the writing process. One student noted learning how to write a specific and clear thesis statement. Another student</p>	<p>The small size of GVAR classes serves our students well and creates the conditions necessary to meet this SLO.</p>

				<p>noted learning how to use the library databases as well as how to engage in a directed peer revision.</p> <p>(3) Students noted that the course was helpful in reminding them about basic writing skills like writing clearly, connecting claims, using various evidentiary sources (including those that do not seem at first glance to be useful), and organization and outlining. One student noted learning that no paper is perfect. Another student noted learning how to think of writing as a process (staggered deadlines).</p>	
<p><b>SLO #6:</b> 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.</p>	<p>WGS 698 (Internship class)</p>	<p>Fall 2011</p>	<p>Students write final papers that reflect on their internship experience in relation to their WGS coursework (in this class and their entire major).</p>	<p>Among the 7 enrolled students, several themes emerged:</p> <p>(1) students noted that their internship experience allowed them to have a more complicated understanding of community, activism, coalition work, fundraising, volunteerism, and nonprofits;</p> <p>(2) the importance of looking at diversity and issues of equity and social justice not just in terms of how it is represented in their organization but also how it is enacted in their organizations' practices and structures;</p> <p>(3) that they had gained a better understanding of feminist praxis through various opportunities to engage in theory/practice at their organization and through at-home and classroom assignments that</p>	<p>The final papers in the internship class suggest that this SLO is being met very successfully.</p>

				<p>facilitated critical self-reflections;</p> <p>(4) the papers demonstrated an understanding of the reciprocity of ideas and practices among scholars and activists, with students often deconstructing the academic/community split through their participation in civic engagement.</p>	
<p><b>SLO #6:</b> 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.</p>	WGS 698 (Internship class)	Spring 2012	Students write final papers that reflect on their internship experience in relation to their WGS coursework (in this class and their entire major).	<p>Of 16 students enrolled (3 graduate students and 13 undergraduates), 12 made explicit mention in their final papers of some specific ways that the class had helped them reflect on their WGS studies and make connections between theory and practice. they noted, in particular, that they were better able to understand the internal and external tensions between community organizations and structures of funding and their feelings about engaging in critically informed community work.</p>	The final papers in the internship class suggest that this SLO is being met very successfully.
<p><b>SLO #6:</b> 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.</p>	Exit Surveys	Spring 2012	Students are asked more than twenty questions on various aspects of the department and curriculum, asking them to evaluate their overall experience of the major and minor.	<p>Based on 23 surveys, students noted (among other things) that:</p> <p>WGS courses teach critical thinking and push them to engage with (not just learn) the materials.</p> <p>WGS classes are “practical” and “applied” and “praxis” oriented and help them understand their lives and the world around them.</p> <p>WGS classes are challenging (both intellectually and personally), but that you also “get a lot in return.”</p>	Our exit surveys suggest that we are successfully able to integrate our rigorous academic curriculum with students’ personal and professional goals. Based on exit surveys, the students’ overall assessment of our undergraduate program is very positive.

				<p>In a series of 13 questions about their overall experience, using a numerical rating from 1 (lowest) to 7 (highest), where total questions N=299 (13 Qs in 23 surveys), 73% of answers (N=219) were "7" and 85% (N=256) were "6 or 7."</p> <p>Of the 23 surveys, 11 survey respondents (48%) answered "6 or 7" in all categories; 17 survey respondents (74%) answered "5, 6, or 7" in all categories.</p>	
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**MA Student Learning Outcomes and Assessment**

<p><b>SLO #1:</b> Students will be able to 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</p>	<p>WGS 898 (Culminating Experience class)</p>	<p>Spring 2012</p>	<p>Students complete their Culminating Experience Projects.</p>	<p>The culminating project workshop enrolled 11 students (1 creative project and 10 theses). Projects covered a wide range of methodological and topical terrain: one student did a legal study of segregated prison cells for trans prisoners; another student performed surveys and an ethnography of a butch, lesbian conference; several students undertook cultural studies analyses of topics including: queer indigeneity, musical performance and masculinities, disability and sports culture. One student conducted oral histories of her parents in order to connect the micro-practices of daily life to macro-policies/histories of border policing and deportation.</p>	<p>The range of completed projects and the diversity of their topics, methods, and analyses reflect the varied and complex ways that our students undertake their research and advance the field of WGS. The small size of this class permits peer-editing and frequent feedback, which enhances each student's ability to develop and refine their arguments and interventions. The success of this class, together with our very high rate of completion within two years, shows that students are able to meet this SLO.</p>
<p><b>SLO #2:</b> Students will be able to demonstrate breadth and depth of knowledge of the field of Women and Gender Studies.</p>	<p>WGS 700 (Introduction to Graduate Studies)</p>	<p>Fall 2011</p>	<p>Assignments include research into a professional journal as a method to trace the historical and institutional development of an academic field of study (its history of disciplinarity and professionalization). Assessment also includes student facilitation of a class discussion, and a short and long research paper.</p>	<p>All students were successful in articulating the disciplining of field of WGS through a short paper asking students to write a historiography of the question of women and gender as an academic endeavor.</p> <p>All students were successful in researching a professional journal, summarizing the major trends traceable through the history of the journal, and articulating an analysis of the ways professionalization, disciplinarity, and accreditation take place</p>	<p>These assignments illuminate that all students are able to meet the key SLO of the course.</p>



				<p>through multiple sites, including professional journals.</p> <p>All students were successful in writing a long research paper exploring one of several key debates and theoretical developments that have defined the field of WGS.</p>	
<p><b>SLO #6:</b> Students will be able to demonstrate knowledge of the role of sexuality in history and culture from a transnational feminist perspective.</p>	<p>WGS 712 (Queer Theories)</p>	<p>Spring 2012</p>	<p>An embedded assessment activity that asks students to write a one-page paper comparatively analyzing three articles that discuss the meaning of gender and sexuality in a transnational context.</p>	<p>Students display an active engagement with transnational perspectives of sexuality by noting the emergence of sexual identities in global contexts that reflect both indigenous meanings and transnational influences. Students understand that sexual meanings in transnational contexts often challenge, in complex ways, the centrality of Western European and U.S.-produced ideologies. One student noted that “Gender and sexuality, as well as the relationship between them, are most importantly contingent upon cultural context.” Another finds that “tomboy [a Pilipino term for masculine-gendered female] has many different meanings depending on the context in which the identity is being used.” Students on the whole grasp the contextual nature of sexual meanings, and refuse the idea that sexual meanings emerge from Western contexts.</p>	<p>By studying the historical contexts of a range of sexual identities and meanings, students grasp the complex formation of sexual identities in transnational spaces. This SLO is being successfully met by this class.</p>