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.

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<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 _______________HISTORY____________________________

College _______________LCA____________________________

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

1. Students must demonstrate knowledge of cultural and expressive traditions, institutions, economies, and societies across diverse historical contexts, including the history of the United States and at least two other world regions (Asia, Africa, Europe, the Middle East or Latin America);
2. Students must demonstrate the ability to analyze and interpret primary and secondary sources about historical issues;
3. Students must demonstrate the ability to do historical research and to communicate the results within the context of major historiographical debates, using the conventions of historical writing;
4. Students must be able to identify ethical issues in academic historical research and the uses of history outside the discipline, including the implications for social justice and the well-being of local and/or global communities;
5. Students must demonstrate the ability to situate historical evidence and problems in both local and global contexts; and
6. Students should be able to articulate the relevance of historical research and the knowledge it produces to their lives.

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 began the revision of our PLOs in Fall 2016. Prior to the first meeting of the year, the chair collected learning outcomes from five similar History departments plus our own, and these were discussed in that initial meeting. Subsequently, the departmental Curriculum Committee (five elected members plus the chair) surveyed a variety of schemes and ideas for classifying and organizing our discussion. We identified four major domains within which we could begin our departmental work: knowing, understanding, ethics, and skills. This last domain was later split into research skills and communication skills. Prior to the second meeting of the year, faculty were invited to develop statements as to what they valued most in our program and our discipline. Student input was invited as well. At the second meeting of Fall 2016, these comments were all shared and work groups began to draw up draft PLOs for each domain. Subsequent to the meeting, the Curriculum Committee met again and drafted further versions, which were accepted by the department as “working PLOs”.

At our departmental retreat and meetings this semester, we have utilized these working PLOs to discuss the undergraduate curriculum and the changes we are proposing to work. This has also led to a feedback cycle, as we are revising the PLOs as we go along. We are also aligning various parts of our curriculum to levels of introduction, reinforcement, and mastery of these PLOs.

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

- Alumni survey
- Survey of first-year students not intending to become History majors (but in our GE courses)
- Survey of history majors
- American Historical Association tuning statement
- New emphasis on skills development in curriculum within the discipline
- Changing career prospects for our students

4. What are you new program learning goals?

-Students will be able to express knowledge about a geographic and chronological diversity of human experiences, identities, and relationships, both between people and between humans and the natural world, in order to understand the world beyond themselves. (Knowing)

-Students will be able to approach complex issues in the past from multiple perspectives, understanding causal relationships in a way that allows them to recognize alternate and resonant ways of being in the world across time and space. (Understanding)

-Students will be able to critically assess how power has operated in the past, developing the keen sense of empathy and appreciation for the humanity of others afforded by a perspective informed by social justice and an attention to diversity and inclusivity. (Ethics)

-Students will be able to conduct their own research using primary sources in order to make compelling arguments about the past, situating their conclusions within the debates among historians. (Research Skills)

-Students will be able to organize evidence, communicate complex information, tell engaging stories, and persuade their audience using both written and oral forms of communication. (Communication 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!