Assessment Activity Report Due April 22, 2019
Submit a pdf version at https://sfsu.knack.com/ap#annual-assessment/

Closing the Loop Annual Assessment Report

Department ___________ HISTORY ___________ College ___________ LCA ___________

Degree Program ___________ BA History ______

Use of Assessment for Program Improvement and Planning, or, Closing the Loop Rubric – developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their use of assessment findings to improve their programs.

The quality of a program’s assessment is determined by its usefulness and application. While assessment should reveal a program’s strengths, it is equally (and perhaps even more) valuable if it can help programs identify, reflect on, and address areas where continued development and improvement are needed.

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment clearly drives program planning and curriculum development</td>
<td>Assessment results directed toward program planning</td>
<td>Assessment describes the existing program</td>
<td>No use of assessment evident</td>
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<tr>
<td>Program improvements result from assessment</td>
<td>Program’s curriculum has changed (and changes) as a result of assessment</td>
<td>Assessment used to defend status quo</td>
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<tr>
<td>Evidence of program-level reflection on assessment results</td>
<td>Assessment report includes reflection on larger lessons learned from assessment</td>
<td>Assessment is primarily procedural and needs reflection</td>
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1. Please list the program learning goal that was assessed in your assessment findings report or other assessment activity.

1) 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)

2) 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)

3) 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)

4) 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)

5) 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)
2. What was the finding of that assessment?

Through self-assessment and a Teagle-funded curricular redesign project, we found that we were not adequately supporting SLOs 4 and 5.

3. What was the process through which faculty considered a response to the findings of the assessment (department meeting, department retreat, through a department assessment or curriculum committee)?

We spent several years overhauling the BA degree, including two departmental retreats, multiple departmental meetings, and curricular work. In the end, the department passed a new curriculum for the BA (attached), but also decided to create a set of course expectations aligned with SLOs 4 and 5. The process for developing those assessments is also attached.

4. What changes have you made or are you planning to make in order to address the findings?

We will complete those expectations this semester, and courses will be expected to fulfill them through a phased implementation beginning next Fall.

5. What assessment activities do you plan to undertake next academic year?
   - Will you assess a different program learning goal (assessment finding report)?
   - Will you address another finding from the assessment of the same program learning goal (closing the loop report)?
   - Is it time to revisit program learning goals (program learning goals report) or your curriculum map (curriculum map report)

We will begin to assess the efficacy of our new BA, beginning with lower division courses. Ultimately, we hope to complete a full round of assessment in four years.