**2019-2020 Annual Program Assessment Report Guide**

Please submit your report to your department chair or program coordinator, the Associate Dean and Dean of your College, and to [james.solomon@csun.edu](mailto:james.solomon@csun.edu), Director of the Office of Academic Assessment and Program Review, by **September 30, 2020**. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please include this form with your report in the same file and identify your department/program in the file name. Please do not change the date on the form, and be sure to check that your report is ADA accessible.**

**College: Social and Behavioral Sciences**

**Department: History**

**Program:**

**Assessment liaison:**

1. **Please check off whichever is applicable:**

**A. \_\_\_\_\_\_\_\_ Measured student work within program major/options.**

**B. \_\_\_\_\_\_\_\_ Analyzed results of measurement within program major/options.**

**C. \_\_\_\_\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision major/options.**

**D. \_\_\_\_X\_\_\_\_ Participated in the 2019-20 assessment of General Education Section D: Social Sciences and U.S. History and Government student learning outcomes**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:

* an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
* if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
* if your program implemented **option D**, exclusively or simultaneously with **options** **A, B, and/or C**, identify the GE learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
* any other assessment-related information you wish to include: e.g. SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes) and the creation or modification of new assessment instruments

**3. Preview of planned assessment activities for 2020-21.** Include a brief description as reflective of a continuous program of ongoing assessment.

# Department of History Assessment Report

## Overview of Department’s Assessment Project, 2019-2020

In 2019-2020 the History Department was required to undertake assessment of General Education of Section D of General Education. Because the department has substantial offerings in this area, the plan was to do assessment in two sections of History 271 (a high enrollment Title V course) and History 342, and History 350 (Upper division GE classes) in Spring 2020.

Unfortunately in March of 2020, due to the onset of Covid-19 all classes moved online with short notice. Faculty scrambled to redesign classes, and many faculty found themselves dealing with an absence of school, childcare, etc. Because many faculty were overwhelmed, assessment activity for most classes was postponed.

We did undertake assessment of one of the Upper Division GE classes, History 342 in Section D1 (formerly Subject Explorations: Social Sciences). The Assessment committee decided to focus on Section D1 GE SLO #4:

[Students should] Demonstrate an understanding of how social problems impact individuals, communities and societies.

Using a rubric a committee scored all 34 essays turned in from one assignment. The assignment in question was a short essay (2-3 pages double spaced) based on the Marjane Satrapi’s *Persepolis*, a graphic memoir about a girl’s experiences growing up during the Iranian Revolution and the subsequent Iran-Iraq War. Students were given two options for the topic. The paper was due in mid-April, about a month after the shift to online instruction. All of the instruction on the content related to the assignment occurred online.

A rubric was created for assessing the student work. As we have done in recent years, we used a scale of four points.

4= Student has demonstrated a high level of proficiency in meeting the SLO

3= Student has demonstrated a satisfactory level of proficiency in meeting the SLO,

2=The student has shown some ability to meet the SLO but not at the level we would like them to achieve.

1= the student has shown little or no ability to meet the SLO.

The History Department’s goal is to see 70% of students get a score of 3 or 4.

##### Data Collected

Of the 40 students enrolled in the class 34 turned in the assignment. The results were overwhelmingly positive.

|  |  |  |
| --- | --- | --- |
| Score | # of Students | % of Students |
| 4 | 13 | 38% |
| 3 | 17 | 50% |
| 2 | 4 | 21% |
| 1 | 0 | 0 |

Overall 88% of the students met or exceeded the Department’s goal for this Student Learning Outcome. This is a very good result. It is consistent with our previous assessment of History 303 in which over 80% of the students met the goal.

The only concern that this assessment raises is the relatively large number of students who didn’t turn in the assignment (15%). The extraordinary conditions of Spring 2020 appear to be the cause. Two of the six students contacted the instructor to indicate that they were having trouble for work/family related reasons following the move to quarantine. But these students never withdrew from the course, or responded to the instructor’s offer to make adjustments to due dates of assignments or figure out alternatives.

###### Analysis

There is a perception among History Department faculty that CSUN students in upper division GE classes are generally able to successfully complete assignments and meet student learning outcomes. This assessment, like the assessment from 2018-19 of History 303 confirms that current approaches are satisfactory, and no major changes are indicated. This assessment also suggests these kinds of courses are reasonably adaptable to online/distance modes of teaching, using existing technologies (Canvas, Zoom, etc).

## Assessment Plan for 2020-2021

The Department plans to proceed with assessment of lower division Title V courses this year. These courses remain a major concern with relatively high DFW rates. These courses serve both as General Education courses and required survey courses in the History major. Planning for the assessment process is already underway.