

Annual Assessment Report Template AY22-23

Report due date: Friday, November 3, 2023

[Please refer to the Annual Assessment webpage for additional information, resources, and options for annual assessment.](#)

At the program level, the process of assessment provides evidence of student learning that is used to identify opportunities to improve our programs and better support our students. [The Provost's office requires](#) “each program at the University of San Francisco [to participate] in ongoing assessment and evaluation activities by assessing Program Learning Outcomes (PLOs) – easily identifiable actions that students are expected to demonstrate in terms of knowledge, skills, and attitudes upon completion of a program. All programs should have an assessment plan that designates when each PLO will be assessed within a regular cycle. Programs then conduct an annual assessment of student learning focusing on that year's PLO(s).”

Please note that all annual assessment reports are public documents. A digital repository of reports for the College of Arts & Sciences can be found [here](#).

Requirements of Assessment

- Our accreditors require each major, minor (including interdisciplinary minors), graduate program, certificate, and non-degree granting program to have an active, continuous, and current assessment plan.
- Each Program Learning Outcome (PLO) must be assessed at least one time between each Academic Program Review (APR).
- **Direct assessment** of student learning is also required when evaluating PLOs. Direct methods include the examination of student work products such as tests, papers, performances, presentations, etc.
- **Indirect assessments** such as surveys, exit interviews, and focus groups are not required, but can be an excellent way to supplement direct assessment. Indirect assessments can also be developed or used if all PLO statements have been evaluated between APRs.
- A good assessment program strives to continually review and improve student learning as indicated by the data. Remember, your program doesn't have to be bad to get better.

A thorough assessment plan should answer the following questions:

- What do you want your students to learn?
- Are they learning it?
- How do you know they are learning it?

Programs should also feel empowered to pursue questions that they want to answer regarding student learning, other than those listed above.

Faculty Directors of Curriculum Development (FDCD)

For guidance in carrying out assessment requirements and answers to specific questions that may arise at any stage in the assessment process, please contact the Faculty Director of Curriculum Development (FDCD) in your program area.

- **Arts:** *vacant, please reach out to Ella (efrazer@usfca.edu) for support*
- **Humanities:** Mark Meritt (meritt@usfca.edu), Rhetoric and Language
- **Sciences:** John Lendvay (lendvay@usfca.edu), Environmental Sciences
- **Social Sciences:** Michael Jonas (mrjonas@usfca.edu), Economics

How to Submit the Annual Report

Please email a PDF copy of your annual assessment report to: assessment_cas@usfca.edu.

We also ask that you title your report according to the following naming convention: report year_program name_degree type. For example:

- AY21-22_Data Science_MS
- AY21-22_FineArts_Major (if you decide to submit a separate report for major and minor)
OR AY21-22_FineArts_Aggregate (when submitting a combined major/minor aggregate report)

Report Structure

All reports should include the following information:

- **Name(s) of all program(s) and degree type(s) assessed** (Major, Minor, Graduate, or Non-Degree)
 - *Note:* aggregate reports should list all programs discussed in the report
- Names and contact information of the faculty coordinating the assessment of each program and report
- Your Mission Statement; note any changes since last report
- Your PLOs; note any changes since last report
- Your current Curricular Map; note any changes since last report
- Your assessment schedule between APRs: a year by year list of PLOs assessed since your last APR and those to be assessed before your next APR (Contact your FDCD for clarification if needed)
- Description of the assessment methodology
- Rubrics (and other instruments, if applicable)
- Description of your results, noting any significant findings from the data or assessment process

- Description of how the results were shared with faculty and how your department/program responded to the results, **including any plans for future improvement or assessment of your program indicated by the results**
- Discussion of any significant feedback from your previous year's report and how your program responded to that feedback

The Politics department went through the external review during the 22-23 academic year, and we are still working through many of the aspects of this review process.

However, I can highlight a number of efforts that are currently underway:

1. Assessment of the Introductory Sequence. Professors Friedman and McBride have been teaching the Introductory sequence (a two semester course) together for about five years. This year we are handing off the second half of the course to Professors Durazo and Coll. In order to do this, we have already had one of two meetings where we sit down and look at the course design, content, pedagogical structures, systems of group projects and individual feedback. We will have another meeting in December, and then a final meeting in May to share observations about student learning, advising structures and cohort building. We will continue to monitor our departmental retention in relation to developments in this course.
2. Assessment of the CEL/internship courses. As part of the effort to achieve compliance with CEL guidelines, the department has also looked at all four of the syllabi for internship courses in our department to standardize internship hours and placement policies, class meeting times and practices. There is also a wide range of credits offered for these classes from 4 to 8 units of credit. We are making sure the credit hour policies are being followed. This will be complemented by a one hour discussion at a retreat in January discussing how the CEL internship courses fit into our department curriculum, as well as what it means for the launch of the Public Policy Minor.
3. Assessment of the 200 level Sophomore seminar courses. These courses are taught by 7 different faculty, but constitute an essential step in the development of our students skills and training. Last year we met for an hour to identify the different kinds of assignments that we used and to try and achieve some similarities. This year we will continue this effort. I will print up the learning outcomes for the 200 level courses and we can discuss if these are appropriate and identify the best way of achieving them. At our Fall retreat we will have an hour exclusively devoted to the 400 level research courses. In many ways, that will help us move backwards to figure out what students in the 200 levels should be achieving. I expect we will have another 200-level meeting following that Fall retreat.

Assessment plan for AY 24-25:

Research courses

200 level courses.

Continued attention to the Intro sequence as the new team settles in.