

Year 2

History, B.A. (Non-Accredited Program)

Student Learning Outcomes (SLOs) for Academic Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. History majors will be able to demonstrate knowledge of historical themes of diversity, comparison, and interrelatedness in the global context. This understanding is central to participation in informed discussion in civic life, and responsible global citizenship.
2. History majors will be able to analyze a source document using the historical method. This includes sourcing (questioning author credentials, motivation/bias, and audience), contextualizing, close reading, and comparison in order to analyze what the document tells us about the past and how it may be read alongside other evidence.
3. History majors will be able to produce, analyze, interpret, and evaluate quantitative material as it relates to the study of history.
4. History majors will be able to carry out independent research projects from inception to completion. In doing so they will frame appropriate and useful questions about the past. They will undertake primary research, compiling evidence and integrating sources into a reasoned and well-organized argument based on documented primary and secondary sources.
5. History majors will present research projects to fellow students, highlighting important themes and findings.
6. History majors will develop a sense of historical perspective, intellectual curiosity, and knowledge and transferable skills that will be useful to them after graduation, whether in graduate school or directly in the workplace.

Overview of Measures/Instruments

SLO(s)	ULG*	Measures/ Instruments	How is the information Used?
<i>Note: Measures might be used for more than 1 SLO</i>		<i>Please include a clear description of the instrument including when and where it is administered</i>	<i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>

1. History majors will be able to demonstrate knowledge of historical themes of diversity, comparison, and interrelatedness in the global context. This understanding is central to participation in informed discussion in civic life, and responsible global citizenship.	CT 1,3,5 RC 1,4	Professors teaching HIS 3555 will submit rubric data from student book reviews using the four-point Goal 1 rubric. See appendix for rubric.	<p>The goal is that 80% of students will be assessed as highly competent or competent, with at least 30% highly competent. Data was collected from 17 students from HIS 3555 in Spring 2019. In general, all but one student met expectations in all areas measured.</p> <p>Thesis: 100% minimally competent-highly competent (47 highly competent, 35% competent, 17% minimally competent.)</p> <p>Organization: 100% minimally competent-highly competent (41% highly competent, 41% competent, 17% minimally competent).</p> <p>Historiographical Content: 94% minimally competent to highly competent with one student scoring no competency. (47% highly competent, 35% competent, 11% minimally competent).</p> <p>Development: 94% minimally competent to highly competent with one student scoring no competency (29% highly competent, 47% competent, 17% minimally competent).</p> <p>Style: 94% minimally competent to highly competent with one student scoring no competency. 35% highly competent, 71% competent, 23% minimally competent).</p> <p>Mechanics: 94% minimally competent to highly competent with one student scoring no competency (29% highly competent, 41% competent, 23% minimally competent).</p>
2 History majors will be able to analyze a source document using the historical method. This includes <u>sourcing</u> (questioning author credentials, motivation/bias, and audience), <u>contextualizing</u> , <u>close reading</u> , and <u>comparison</u> in order to analyze what the document tells us about the past and how it may be read alongside other evidence.	WCR 1-4 RC 1	Professors of HIS 2010/2020 submit rubric data to the assessment committee using a department-created rubric. HIS 3600G papers may also be included. The papers will be scored using a four-point Goal 2 rubric. See appendix for rubric.	<p>The goal is that 80% of students will achieve competency, with at least 35% highly competent or competent. Data was collected from 4 sections total of HIS 2010 (Fall 2018) and HIS 2020 (Spring 2019, 2 sections Fall 2019) with a total of 88 students.</p> <p>Close reading: 38% highly competent, 36% competent, 19% minimally competent, 6% no competency.</p> <p>Sourcing: 34% highly competent, 36% competent, 26% minimally competent, 8% no competency.</p> <p>Contextualizing & Historical Knowledge: 20% highly competent, 54% competent, 18% minimally competent, 5% no competency.</p> <p>Analysis: 36% highly competent, 45% competent, 13% minimally competent, 6% no competency.</p> <p>Organization/Development: 24% highly competent, 53% competent, 18% minimally competent, 5% no competency.</p> <p>Style/Mechanics: 30% highly competent, 49% competent, 17% minimally competent, 5% no competency.</p>
3. History majors will be able to produce, analyze, interpret, and evaluate quantitative material as it relates to the study of history.	QR 1-6	Students in HIS 2560 perform basic calculations and measurements and apply quantitative methods to problem solving. Students also write brief essays (Word Problems) employing the vocabulary and interpretation of calculation skills gained	<p>The goal is that 80% of students will achieve competency in writing Word Problems, with 30% highly competent or competent. Data was collected from 16 students in HIS 2560 in Spring 2020.</p> <p>Descriptive Statistics/types of data: 50% highly competent, 43.5% competent, 6% minimally competent).</p> <p>Descriptive Statistics/measures, curves & skew: 62% highly competent, 37.5% competent).</p> <p>Measuring Variation/Standard Deviation: 31% highly competent, 37.5% competent, 19% minimally competent, 12.5% not competent).</p>

		through the calculation quizzes. Assignments are assessed using the four-point Goal 3 rubric. See appendix for rubric.	Sampling and Hypothesis: 31% highly competent, 44% competent, 12.5% minimally competent, 12.5% not competent.
4. History majors will be able to carry out independent research projects from inception to completion. In doing so they will frame appropriate and useful questions about the past. They will undertake primary research, compiling evidence and integrating sources into a reasoned and well-organized argument based on documented primary and secondary sources.	CT 1-6 WCR 2-5	Students in HIS 2500 and HIS 4375 complete research papers which are assessed using a department-created rubric. Faculty members will submit assessment data using the four-point Goal 4 rubric. See appendix for rubric.	<p>The goal is that 70% of students will be assessed as highly competent or competent, with at least 20% highly competent.</p> <p>1 Data was collected from 12 students from HIS 2500 in Fall 2019. All students (100%) met expectations in all areas measured.</p> <p>Thesis/argument: 100% minimally competent to highly competent (66% highly competent, 33% competent to minimally competent.)</p> <p>Evidence/Analysis: 100% minimally competent to highly competent (83% highly competent, 17% competent to minimally competent).</p> <p>Historiography: 100% minimally competent to highly competent (66% highly competent, 33% competent to minimally competent).</p> <p>Structure: 100% minimally competent to highly competent (66% highly competent, 33% competent to minimally competent).</p> <p>Style/Grammar/Citations: 100% minimally competent to highly competent (58% highly competent, 42% competent to minimally competent.)</p> <p>2. Data was collected from 13 students from HIS 4375 from Spring 2019.</p> <p>Thesis/argument: 15% highly competent, 69% competent, 15% minimally competent.</p> <p>Evidence: 46% highly competent, 38% competent, 15% minimally competent.</p> <p>Analysis: 31% highly competent, 38% competent, 31% minimally competent.</p> <p>Historiography: 38% highly competent, 23% competent, 38% not competent.</p> <p>Citations: 23% highly competent, 31% competent, 13% minimally competent.</p> <p>Structure: 23% highly competent, 61% competent</p> <p>Style/Grammar: 38% highly competent, 54% competent, 8% minimally competent.</p> <p>3. Data was collected from 8 students in HIS 4375 in Spring 2020. All students met expectations in all areas measured.</p> <p>Thesis/Argument: (50% highly competent, 37.5% competent, 12.5% minimally competent).</p> <p>Evidence: (50% highly competent, 37.5% competent, 12.5% minimally competent).</p> <p>Analysis: (50% highly competent, 37.5% competent, 12.5% minimally competent).</p> <p>Historiography: (50% highly competent, 50% competent)</p> <p>Citations: (50% highly competent, 50% competent)</p> <p>Structure: (50% highly competent, 37.5% competent, 12.5% minimally competent).</p> <p>Style/Grammar: (50% highly competent, 50% competent).</p>

5. History majors will present research projects to fellow students, highlighting important themes and findings.	SL 3-4	Students in HIS 2500 and/or a 3000-level course will present their findings to fellow students. They will be assessed using the Senior Seminar rubric on organization, content, knowledge, and delivery. See appendix for rubric.	<p>The goal is that 75% of students will be assessed as highly competent or competent, with at least 25% highly competent. Data was collected from 19 students in HIS 2500 Fall 2018. All students met or surpassed minimal competency.</p> <p>Organization: 52% highly competent or competent. 48% minimally competent.</p> <p>Language: 52% highly competent or competent. 48% minimally competent.</p> <p>Material: 84% highly competent or competent, 16% minimally competent.</p> <p>Analysis: 84% highly competent or competent, 16% minimally competent.</p> <p>Nonverbal Delivery: 100% highly competent or competent.</p> <p>Verbal Delivery: 100% highly competent or competent.</p>
6. History majors will develop a sense of historical perspective, intellectual curiosity, and knowledge and transferable skills that will be useful to them after graduation, whether in graduate school or directly in the workplace.	RC 1,4	Students in HIS 4375 History Capstone course will be surveyed for their impressions about what Learning Goal skills they have learned in the major. See appendix for survey.	Data collected in class, anonymously, from 9 students in HIS 4375 (Spring 2019). Survey asks student opinion regarding skills attained in the major the reflect the 6 Learning Goals. 100% of the 9 students agreed that the history major helped them to acquire or improve skills in all areas queried.

**Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

- Since our last report, the History Department has introduced HIS 3000: Introduction to Public History. This addition was in response to several years of consistent student feedback, as well as attention to developments in the discipline and the job market. The course emphasizes the applied skills of the historian (SLO 6), the ability to design and produce research projects (SLO 4), and present their research to the public (SLO 5). The course is required for our new minor, which launches this year, though it is also an elective for students in the minor. The minor includes a practicum and an internship experience, both of which allow students to apply their transferable skills (G6). We also requested and were approved a tenure-track hire in US history, public history preferred. The search was successful and the new hire now coordinates the public history minor.
- This Fall we have initiated pedagogy and curriculum discussion around issues of equity, inclusion, and diversity in the classroom (SLO 1). The department is holding two colloquia this semester: At the first we'll discuss readings and strategies for developing anti-racist pedagogies and curriculum. At the second, we will present a new strategy of innovation we've each developed to implement in the coming semesters. Along similar lines, we also requested and were approved a tenure-track position in African American or African Diaspora history, which is currently underway.
- Finally, in reviewing our assessment, we have determined that we need to collect data from our HIS 1101: Introduction to Historical Studies (SLO 5). We will collect the same rubric used in HIS 2500: Introduction to Historical Research and Writing and/or a 3000-level course. We also will determine one further measure of assessment, perhaps a modified version of the survey that we administer in HIS 4375: History Capstone Seminar, to assess SLO 6. We also added the collection of assessment data for SLO 4 in HIS 4375.

2. Please provide a brief description or bulleted list of any improvements (or declines) observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

- The data indicates uneven student outcomes in HIS 4375: History Capstone Seminar from one semester to the next. We will monitor the inconsistencies in future semesters to determine what, if any, changes need to be made in the method of assessment, the learning objective, or curriculum.
- The data suggests that students are not meeting expectations in the Word Problems assigned in HIS 2560: Early Modern World History. Consultation and review with those instructors and the curriculum committee is necessary to determine if changes in the learning objective, or curriculum.

3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc...)
Fall 2018	Joy Kammerling (dept. assessment coordinator) and Sace Elder (chair)	Determined to evaluate research projects in HIS 4375 with the same instrument used in HIS 2500 to measure progress over time. No changes in curriculum yet.
Fall 2018	Dept. assessment coordinator and chair	Further updated rubric for #3 for consistency across rubrics and consistency in reporting.
Spring 2019	Faculty	Based on faculty review of student feedback, faculty voted to request a US historian with preferred ability to teach public history. Search was approved and successful. Public history minor designed and approved AY 2019-20.
Future plan	Assessment coordinator, chair, faculty, curriculum committee	Moving forward, the assessment coordinator (a faculty member in the department) and the chair will review the data after each Fall and Spring term. The data will be presented to the faculty at the first faculty meeting of the semester. Chair and assessment coordinator will present to the curriculum committee for feedback and to discuss any potential changes in curriculum or learning goal.

Dean Review & Feedback

Dean or designee

Date