

## CLAS Deans' comments on HIS B.A. (accredited) report

**Reviewer: Christopher Mitchell**

***Please note:*** This is a **STARTING POINT** for conversation, with no rubric per se.

1. SLOs are generally clear and measurable, using a good mix of high-level, mid-level, and low-level Bloom's Taxonomy verbs.
2. The precision of the learning goals (as per CAA's document) is appreciated; however, it is not necessary — only need "C," "W," "S," and/or "R" (or "NA") as per the footnote on the template; that what your peer departments are doing. But if the precision makes it easier for you to analyze your data, by all means keep it.
3. The rubrics are great— sophisticated but straightforward in application. For external readers not versed in statistics you might give quick definitions in brackets for statistical terms like "Z-Score" and "atod." (Those examples appear in the "Goal 3" sheet.). Maybe also make the "Goal 5" rubric similar to Goals 1-4 if that's possible? The others spell out what each level mean in words.
4. More just a formatting thing — in the third column (measures/instruments), you give a sense of how/where but not **WHEN** assessed; however, the time of administration is mentioned (by semester) in the fourth column (how used) In next iteration, please include the "when" in that third column for each entry.
5. Since this is in effect "starting over," the verbiage about what was done since is of course useful but not relevant until the next report (i.e. after data is collected as this iteration prescribes).

On the whole, the plan seems comprehensive and ready for data collection.