

Program Assessment Report 2017-2018

Program Name: History

Program Learning Outcome: 1). Demonstrate an understanding of the development of human society and culture through the study of the past, specifically the history of Europe (from the Renaissance through the 20th Century) and the US (from its beginnings through the 20th Century).

1. Identify the artifact(s) (i.e. student work or outputs) that you used to assess the PLO. [Projects, papers, presentations, portfolios, exam questions, specific assignments, capstone work]

Artifacts: Choose an item.

Other artifact(s)

Click or tap here to enter text.

2. Identify the instruments (e.g. rubrics, surveys, spreadsheets, statistical software) used to assess the artifact(s) (i.e. the way in which student output are analyzed).

Instruments: Choose an item.

Other instruments Used

Click or tap here to enter text.

3. Describe program collaboration to plan, implement and use the results of assessment.

Click or tap here to enter text.

Explain the results of the assessment activities.

Click or tap here to enter text.

4. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.

We are revising our PLOs in the coming academic year—this PLO has not been assessed this year as it is out of date and needs to take into account our changing course offerings.

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Program Name: History

Program Learning Outcome: 1a).Identify and describe the major individuals, groups, institutions, ideas and events that have helped to shape political, social, and economic developments over time.

1. Identify the artifact(s) (i.e. student work or outputs) that you used to assess the PLO. [Projects, papers, presentations, portfolios, exam questions, specific assignments, capstone work]

Artifacts: 100 level (survey) essay tests

Other artifact(s)

[Click or tap here to enter text.](#)

2. Identify the instruments (e.g. rubrics, surveys, spreadsheets, statistical software) used to assess the artifact(s) (i.e. the way in which student output are analyzed).

Instruments: faculty review across sections

Other instruments Used

[Click or tap here to enter text.](#)

3. Describe program collaboration to plan, implement and use the results of assessment.

Instructors reviewed a sampling of survey-level essay tests

Explain the results of the assessment activities.

Across the survey courses (HIST 110, 111, 120, 121, 130, 131, 125, 126) well over 75% of all of our students (regardless of major) can identify and describe the major individuals, groups, institutions, ideas and events that have helped to shape political, social, and economic developments over time

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4. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.

[Click or tap here to enter text.](#)

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Program Name: History

Program Learning Outcome: 1b).Identify and describe major historical eras or periods that have led to the present.

1. Identify the artifact(s) (i.e. student work or outputs) that you used to assess the PLO. [Projects, papers, presentations, portfolios, exam questions, specific assignments, capstone work]

Artifacts: 100 level (survey) essay tests

Other artifact(s)

[Click or tap here to enter text.](#)

2. Identify the instruments (e.g. rubrics, surveys, spreadsheets, statistical software) used to assess the artifact(s) (i.e. the way in which student output are analyzed).

Instruments: faculty review across sections

Other instruments Used

[Click or tap here to enter text.](#)

3. Describe program collaboration to plan, implement and use the results of assessment.

Instructors reviewed a sampling of survey-level essay tests

Explain the results of the assessment activities.

Across the survey courses (HIST 110, 111, 120, 121, 130, 131, 125, 126) well over 75% of all of our students (regardless of major) can Identify and describe major historical eras or periods that have led to the present .

4. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.

[Click or tap here to enter text.](#)

Program Assessment Report 2017-2018

Program Name: History

Program Learning Outcome: 1c).Identify and describe the principle of cause and effect and relate historical examples.

1. Identify the artifact(s) (i.e. student work or outputs) that you used to assess the PLO. [Projects, papers, presentations, portfolios, exam questions, specific assignments, capstone work]

Artifacts: 100 level (survey) essay tests

Other artifact(s)

[Click or tap here to enter text.](#)

2. Identify the instruments (e.g. rubrics, surveys, spreadsheets, statistical software) used to assess the artifact(s) (i.e. the way in which student output are analyzed).

Instruments: faculty review across sections

Other instruments Used

[Click or tap here to enter text.](#)

3. Describe program collaboration to plan, implement and use the results of assessment.

Instructors reviewed a sampling of survey-level essay tests

Explain the results of the assessment activities.

Across the survey courses (HIST 110, 111, 120, 121, 130, 131, 125, 126) well over 75% of all of our students (regardless of major) can meet the minimum standards for identifying and describing cause and effect in historical examples.

4. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.

Given the number of non-majors who take History survey courses we are happy with the current results. That being said we will continue to work with all of our students to develop their historical writing and thinking skills and hope to push our overall success rate above 85%.

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Program Name: History

Program Learning Outcome: 2).Apply the procedures used by historians to find and document sources, collect evidence and draw conclusions in completing original research.

1. Identify the artifact(s) (i.e. student work or outputs) that you used to assess the PLO. [Projects, papers, presentations, portfolios, exam questions, specific assignments, capstone work]

Artifacts: HIST 290 and HIST 490 research papers

Other artifact(s)

[Click or tap here to enter text.](#)

2. Identify the instruments (e.g. rubrics, surveys, spreadsheets, statistical software) used to assess the artifact(s) (i.e. the way in which student output are analyzed).

Instruments: Chicago Style formatting rubric

Other instruments Used

Collective Instructor review

3. Describe program collaboration to plan, implement and use the results of assessment.

All HIST 290 and 490 instructors discuss the results and assess our overall success rate in helping students develop their research skills

Explain the results of the assessment activities.

While we have not yet completed the first cycle of our portfolio system (allowing us to track individual students over their four years) we are generally happy with the general progress between HIST 290 and HIST 490. Beginning in academic year 2018-2019 we will be better able to track individual students to assess their growth and development.

4. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.

Especially in HIST 290 there are students who struggle with the Chicago style formatting. We are considering redesigning our department style sheet and have also discussed the value of citation software such as Zotero.

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Program Name: History

Program Learning Outcome: 3).Write and speak effectively about historical issues.

1. Identify the artifact(s) (i.e. student work or outputs) that you used to assess the PLO. [Projects, papers, presentations, portfolios, exam questions, specific assignments, capstone work]

Artifacts: HIST 290 and HIST 490 presentations

Other artifact(s)

[Click or tap here to enter text.](#)

2. Identify the instruments (e.g. rubrics, surveys, spreadsheets, statistical software) used to assess the artifact(s) (i.e. the way in which student output are analyzed).

Instruments: Department of History Public Speaking Rubric

Other instruments Used

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3. Describe program collaboration to plan, implement and use the results of assessment.

Instructors from both HIST 290 and HIST 490 met to review student work.

Explain the results of the assessment activities.

Our students seem to have met our basic requirements—we plan to review and revise our PLOs in the coming year as well.

4. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.

Broadly speaking our general goal is to provide our students as many opportunities as possible to present across our course offerings. The key to improving student presentations is multiple low stakes presentation opportunities in a friendly environment.