

Year Year 2

1. Identify the PLO your program assessed this academic year

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

2. Identify the artifact(s) (i.e. student work) that you used to assess the PLO.

[Papers, presentations, portfolios, test items, specific assignments, capstone

Rubrics-Faculty committee review--beginning with the class of 2019 individual students will be required to include their papers from History 140 (soon to be renamed History 290 as part of EP II) and History 490 in their individual portfolios.-Capstone research papers (HIST 490), Sophomore level research papers (HIST 140)

3. Identify the tools (e.g. rubrics, surveys, performance on standardized test questions) used to assess the artifact(s) (i.e. student work

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4. Explain the results of the assessment activities

84% of History 140 students (16/19) scored at least a "B" on their final papers in 2015-2016. All of the students earned at least a "C" or better.88% of History 490 students (15/17) scored at least a "B" on their final papers in 2015-2016. 94% (16/17) students earned a "C" or better.

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

Beginning with this year's (2015-2016) first year students we plan to begin tracking History majors' progress through the use of student portfolios. This will offer us the opportunity to compare student performance in HIST 140 and HIST 490. We hope to i

6. Are there any new resources needed to make program improvements? If so, please include the resources and provide justification for each in the Budget section of the Annual Report.

These seminar classes are a key part of our program and student learning. Unfortunately they are often taught in traditional style class rooms. Seminar rooms with space for the professor to both write on the board and see all the students while seated w