

Program Assessment Report 2016-2017

Program: History

Program Learning Description

3). Write and speak effectively about historical issues.

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]

Presentations

Other artifact(s)

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).

Comparison across sections of HIST 140 (HIST 290 as of fall 2017) and 490. Beginning with this year's sophomore class student papers from HIST 140/290 are being collected as part of a student portfolio. HIST 140/290 faculty meet at the end of each semester to review papers and student presentations and will review individual portfolios beginning in 2019.

Other instruments Used

Papers

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

Explain the results of the assessment activities.

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 were please with the overall quality of student papers and presentations, however, we noted a need to work with students on the formatting of their bibliography and the citation process.

Are there any new resources needed to create program improvements? If so, please include the resources that you will request in the Budget section of the Annual Report.

Beginning in Spring 2017 HIST 140 (soon to be HIST 290) instructors paid special attention to developing student bibliographies including an assignment earlier in the semester that required students to complete a bibliography.