



Academic Program Assessment Report for AY 2023-2024

Program: History

(Due: June 1, 2024)

Date report completed:

May 20, 2024

Completed by: Jonathan Rees

Assessment contributors (other faculty involved): Matt Harris, Judy Gaughan

Please describe the 2023-2024 assessment activities and follow-up from prior years for your program below. Please complete this form for each undergraduate major, , and graduate program (e.g., B.A., B.S., B.A.S, M.S., DNP, etc.) as well as stand-alone minors, or certificates in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Associate Provost as an email attachment by June 1, 2024. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

Brief statement of Program mission and goals: The goal of the program is to introduce majors to the discipline of history. Rather than just concentrate on specific factual knowledge, we believe the ways of thinking that we teach in this program will prepare students for any future they choose. Throughout the program, we emphasize writing and research, with an emerging emphasis in the digital humanities.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2023-2024 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO <u>last</u> reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment ? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
<i>Demonstrate effective writing skills.</i>	<i>We haven't done any</i>	<i>Our primary measure of success was</i>	<i>In Spring '24 we had 10 students in seminar, all juniors</i>	<i>We have set the goal of 90% of students being</i>	<i>In Spring 2024, we met our</i>	<i>In the course of the writing discussion, we noticed that students in both sections</i>	<i>Increased emphasis on source</i>

	<i>kind of assessment in the last six years or so.</i>	<i>students getting a “C” or better in their seminar classes, plus qualitative evidence from their seminar instructor.</i>	<i>and seniors. Nine passed. One earned an incomplete. In Fall ’23, there were eight students, all juniors and seniors. Seven passed. One failed. In seminar, the overwhelming majority of the grade is devoted to a major research paper. Those papers were the artifacts in both classes.</i>	<i>able to pass seminar the first go around. We are a little shy of that. The program coordinator plans to discuss other measures of proficiency with the department for future assessments.</i>	<i>90% passing goal. In Fall 2023, the pass rate was only 87.5%.</i>	<i>had trouble finding primary sources and knowing when and how to use them. This difficulty sometimes expressed itself as citation problems. Most students improved with further instruction, so we decided that they should have learned this stuff earlier and will try to emphasize these things in our earlier classes.</i>	<i>accumulation and documentation in upper-level classes preceding seminar.</i>
<i>Demonstrate knowledge of specific historical content, including times and locations studied, and knowledge of the complexities of the past and the diversity of human cultures in those times and places.</i>	<i>“</i>	<i>This one kind of broke down because every instructor emphasizes different historical content.</i>	<i>“</i>	<i>Without good measurement, it was impossible to set a goal here other than passing again.</i>	<i>n/a</i>	<i>We noticed in both sections that students in both sections who had some familiarity with the subject matter earned better grades</i>	<i>This one is going to be a subject of discussion amongst program faculty.</i>

Comments on part I reporting:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2023-2024 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
<i>Demonstrate effective writing skills.</i>	<i>We haven't done any kind of assessment in the last six years or so.</i>	<i>Without reports to fall back upon, we were basically starting from scratch.</i>	<i>n/a</i>	<i>Changes are forthcoming.</i>
<i>Demonstrate knowledge of specific historical content, including times and locations studied, and knowledge of the complexities of the past and the diversity of human cultures in those times and places.</i>	<i>"</i>	<i>"</i>	<i>n/a</i>	<i>Discussing changes is now scheduled.</i>

Comments on part II follow through:

Probably the most important result of the assessment process this time around will be structural changes in order to make it more effective. Most notably, the new assessment plan depended upon the department acquiring Slack to facilitate discussion. That didn't happen. Program faculty refused to use Teams as a substitute. That forced us to rely on email. The Program Coordinator has figured out a way to use OneNote to archive relevant emails and share them with interested faculty. There was also some resistance from faculty to even considering assessment until after the semester ended. The fact that we will only be offering Seminar in the Fall going forward will make changing that attitude easier in the future.

Degree Program Action Plan Update (from last Program Review)

Program/ Department/Person completing:

Date of last program review:

Date of next program-specific accreditation review (if applicable):

Date of this update:

Dean's approval:

- Briefly summarize annual updates to the program status including major accomplishments and challenges.
- Be sure to include any program accreditation updates, where appropriate.

	Program Impact	Proposed actions (if applicable)
Accomplishments Description <i>We have begun the process of redesigning the curriculum in order to take on the department's enrollment problem.</i>	<i>Professor Gaughan has done great work in expanding her teaching area into U.S. History. We've rebalanced our survey class schedule to put more freshmen in front of tenure-track faculty.</i>	<i>More curriculum changes are in the offing, but we haven't had the time to discuss them all as a group.</i>
Challenges Description <i>Enrollment.</i>	<i>It is just hard to innovate when you're worried about filling classes in the first place and diagnosing the cause of the enrollment problem is so difficult in the first place.</i>	<i>It is worth noting that the first assessment discussion has led to the first group discussion about teaching methods inside the department in six years (when there has been no assessment at all). Greater unity in vision across classes</i>

		<i>should contribute to greater retention, and, therefore, greater enrollment.</i>
<p>Program Accreditation updates or challenges</p> <p><i>Our last program reviewer stressed our difficulties with enrollment, salary compression and faculty morale.</i></p>	<p><i>These are long term problems that will require long term solutions. Just implementing curriculum changes alone takes years to trickle down to every student since we can't force any major to change the catalog requirements that were in place at the time they entered the university.</i></p>	<p><i>More coming soon.</i></p>

Indicate progress within the last year(s) on items from the current program action plan.

Specific Item from Action Plan	Progress made on Action Plan item (indicate when completed)	Recommendations and projected timeline for further action	Resources Needs update (current, reallocation, new)	Person Responsible for further action
<i>New intro course for History Majors</i>	<i>On the books now, it will be taught for the first time in Spring 25.</i>	<i>Review the first version of the class as a department and change as needed.</i>	<i>n/a</i>	<i>Rees</i>
<i>Change curriculum to emphasize practical skills.</i>	<i>New</i>	<i>This one is coming in the next catalog cycle.</i>	<i>n/a</i>	<i>All ranked faculty.</i>
<i>Continue to improve the previously-dormant assessment process.</i>	<i>n/a</i>	<i>We'll begin in the Fall when we get our first feedback.</i>	<i>n/a</i>	<i>Rees</i>