Colorado State University – Pueblo Academic Program Assessment Report for AY 2016-2017

Program History Date: 29 May 2017

Completed by: Grant Weller, Department Chair

Assessment contributors (other faculty involved in this program's assessment): None

PART I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations for improved student learning.

A. Which of the	B. When	C. What	D. Who was	E. What is	F. What were	G. What were	II What shanges limprovements
	_	method was	assessed? Please				H. What changes/improvements
program SLOs were	was this			the	the results of	the	to the <u>program</u> are planned
assessed during	SLO last	used for	fully describe the	expected	the assessment?	department's	based on this assessment?
this cycle? Please	assessed	assessing	student group(s)	achievemen		conclusions	
include the	? Please	the SLO?	and the number	t level and		about student	
outcome(s)	indicate	Please	of students or	how many		performance?	
verbatim from the	the	include a	artifacts	or what			
assessment plan.	semester	copy of any	involved.	proportion			
	and year.	rubrics used		of students			
		in the		should be at			
		assessment		that level?			
		process.					
(#2) Demonstrate	Spring	A review of	15 Hist 493 final	80% of	94% of students	- The program,	- The program is effective in
understanding of	2014	the final	projects and	students	demonstrated	specifically the	meeting the current SLOs;
the history of		projects and	papers, created	should be	proficiency,	culminating	however, changes in the
historical writing,		papers	by students	proficient or	shown through	senior	composition of the department
and demonstrate		completed	majoring in	better when	references to	seminar, is	and a reorientation of the
the ability to apply		for Hist 493	History (BA),	the	past historians	effective in	history program toward
the principles and		– Seminar –	History (BS), and	assessment	and historical	meeting this	ensuring that graduates are
theories that		by the	History-	is based on	writings	SLO	prepared for graduate training,
support historical		Department	Secondary	work in the	· ·		professional training, or
writing.		Chair /	Education (BS).	capstone			immediate employment mean
J		History	History 493 is	seminar			that the SLOs and assessment
		Coordinator	required of all	-			program need to be
			History majors.				reconsidered during AY17-18 to
			1 student failed				include measures of
			to complete the				effectiveness beyond the review

Due: 1 June 2017

			required project or paper and failed the course.				of History 493 final papers and projects
(#3) Demonstrate knowledge of specific times and locations studied, and knowledge of the complexities of the past and the diversity of human cultures in those times and places.	Spring 2013	A review of the final projects and papers completed for Hist 493 – Seminar – by the Department Chair / History Coordinator	15 Hist 493 final projects and papers, created by students majoring in History (BA), History (BS), and History-Secondary Education (BS). History 493 is required of all History majors. 1 student failed to complete the required project or paper and failed the course.	80% of students should be proficient or better when the assessment is based on work in the capstone seminar	94% of students demonstrated proficiency, with virtually no errors in fact and significant references to historical complexity and diversity	- The program, specifically the culminating senior seminar, is effective in meeting this SLO	- The program is effective in meeting the current SLOs; however, changes in the composition of the department and a reorientation of the history program toward ensuring that graduates are prepared for graduate training, professional training, or immediate employment mean that the SLOs and assessment program need to be reconsidered during AY17-18 to include measures of effectiveness beyond the review of History 493 final papers and projects

Comments on part I:

PART II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this 2016-2017 cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
(#1) Demonstrate literacy— analytical reading and effective writing skills—in general, and for historical content.	Spring 2016	- Continued monitoring - Creation of a rubric for evaluating SLOs - Seeting a more consistent schedule for reviewing SLOs in the assessment plan	- Due to the change in department and program leadership, no changes were made	- Recommended changes will be considered as part of the AY17-18 reevaluation of SLOs and the assessment program as a whole
(#5) Demonstrate skills in historical research, including historical analysis and interpretation	Spring 2016	 Continued monitoring Creation of a rubric for evaluating SLOs Seeting a more consistent schedule for reviewing SLOs in the assessment plan 	- Due to the change in department and program leadership, no changes were made	- Recommended changes will be considered as part of the AY17-18 reevaluation of SLOs and the assessment program as a whole