

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 program SLOs were assessed during this cycle? 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 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.	E. What is the expected achievement level and how many or what proportion of students should be at that level?	F. What were the results of the assessment?	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?
(#2) Demonstrate understanding of the history of historical writing, and demonstrate the ability to apply the principles and theories that support historical writing.	Spring 2014	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	80% of students should be proficient or better when the assessment is based on work in the capstone seminar	94% of students demonstrated proficiency, shown through references to past historians and historical writings	- 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

			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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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