



Academic Program Assessment Report for AY 2017-2018

(Due: June 1, 2018)

Program: History BA/BS

Date report completed: 31 May 18

Completed by: Prof Grant Weller

Assessment contributors (other faculty involved): N/A

Please describe the 2017-2018 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) 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 Assistant Provost as an email attachment before June 1, 2018. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

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 2018-2019 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> assessed? (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? 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?
#1) Demonstrate literacy— analytical reading and effective writing skills— in general, and	Spring 2016	- Review of the final projects and papers completed for Hist 493 – Seminar – by Profs Gaughan (Fall 2017) and	19 Hist 493 final projects and papers, created by students majoring in History (BA), History (BS), and History-	80% of students should be proficient or better when the assessment is based on work in the	95% of students demonstrate literacy at the proficient or higher level	We are pleased that students are performing so well, but wish to take more time to see if the trend continues; we believe that in part the improvement is	Complete revision of the program SLOs is ongoing

for historical content		Harris (Spring 2018) - Review of student feedback for Hist 493 by the Department Chair/History Coordinator	Secondary Education (BS). History 493 is required of all History majors. 1 student failed to complete the required project or paper and received an incomplete grade.	capstone seminar		a result of the faculty rotation plan adopted this year (see II below)	
(#4) Apply the concepts of historical thinking, for example in evaluating change over time	Spring 2016	- Review of the final projects and papers completed for Hist 493 – Seminar – by Profs Gaughan (Fall 2017) and Harris (Spring 2018) - Review of student feedback for Hist 493 by the Department Chair/History Coordinator	19 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	80% of students should be proficient or better when the assessment is based on work in the capstone seminar	95% of students demonstrated historical thinking at the proficient or higher level	We are pleased that students are performing so well, but wish to take more time to see if the trend continues; we believe that in part the improvement is a result of the faculty rotation plan adopted this year (see II below)	Complete revision of the program SLOs is ongoing

			project or paper and received an incomplete grade.				
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Comments on part I:

- During AY 17-18, the history faculty began the process of redesigning the program SLOs. The existing SLOs are academically sound, but are not fully aligned with the mission of the University and the College. Further, the related assessment plan is based on assessing the improvement of students between Hist 300 and Hist 493, but Hist 300 has been eliminated from the program.

- The process proved to be slower than hoped and planned, mostly due to the shortage of faculty (including the loss of one full-time faculty member to direct the Honors Program). The significant teaching, research, and service commitments of the program faculty prevented us from devoting the required time and energy to this major project.

- We will recommence the SLO revision process at the start of the Fall 2018 semester, with the goal of having the revision process complete by the conclusion of the semester. Next year’s report will be based on the new SLOs.

- Program SLO revision may need to be reaccomplished to bring the program into alignment with the University revisioning process, but we do not believe we can wait for that process to be completed before moving forward with our own SLO revision

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2017-2018 cycle. These are those 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 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?	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?

<p>(#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</p>	<p>Spring 2017</p>	<p>There were no formal recommendations for change</p>	<p>Further faculty discussion indicated we could provide greater opportunities for students to develop knowledge of specific times and locations by changing the faculty assignments for Hist 493; we now have three, rather than two, professors teaching the course on a semester rotation, ensuring that seniors have at least two options for their capstone</p>	<p>Moving Profs Gaughan, Harris, and Rees into a three semester rotation has provided the students with choice as to the topics for their capstone; subjective feedback thus far indicates that students appreciate having greater flexibility and our assessment of SLOs #1 and #4 are significantly improved from past years; we will need to go through a full cycle to begin to analyse if there has been objective improvement in learning and skill development</p>
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Comments on part II: