

# Assessment Report for the History Department AY 2014-15

## Action Items from AY 2013-14 Assessment & Status

1. Rewrite SLOs 2 & 4 since faculty decided they were unclear.#
  - a. This action item was completed.
2. The scope of the senior capstone doesn't cover all regions of the world, and thus there is a need to consider changing the capstone, or evaluating this SLO in other courses.
  - a. The changes to the SLOs made it easier to assess this with the capstone. The department is planning to assess other courses against this SLO.
3. Create operational definitions of *find*, *analyze*, and *interpret* for better assessment of student learning.
  - a. This action item was completed and for the AY 2014-15 each of these concepts was assessed independently.

## Assessment Plan: AY 2014-15

Student Learning Outcomes Assessed: Upon completion of the history major, students will have demonstrated the ability to

1. Demonstrate a knowledge and understanding of contemporary society—its people, ideas, and institutions.
2. Analyze the cause(s) and result(s) of historical events across a broad spectrum#
3. Demonstrate knowledge of human experiences as represented through history.
4. Demonstrate an understanding of major historical factors as embodied in historical cultures.#
5. Find historical evidence.\*
6. Analyze historical evidence.\*
7. Interpret historical evidence.\*
8. Develop an accurate sense of historical perspective.\*

\*These 4 items are combined in the catalog as a single SLO, but were evaluated as individual components for our assessment.

Assessment Activities:

- Rubric Scoring, Random Sample of Student Work
  - 6 of 8 papers from Introduction to Historical Methods (sophomore level)
    - We included more samples from this course since it was our first assessment of it against the departmental SLOs.
  - 4 of 12 papers from the History Capstone (senior level)
- Discussion of Results
- Development of Action Plans

Rubrics:

- Departmental Rubric
- 4 = Excellent; 3 = Satisfactory; 2 = Minimally Satisfactory; 1 = Unsatisfactory

Assessors:

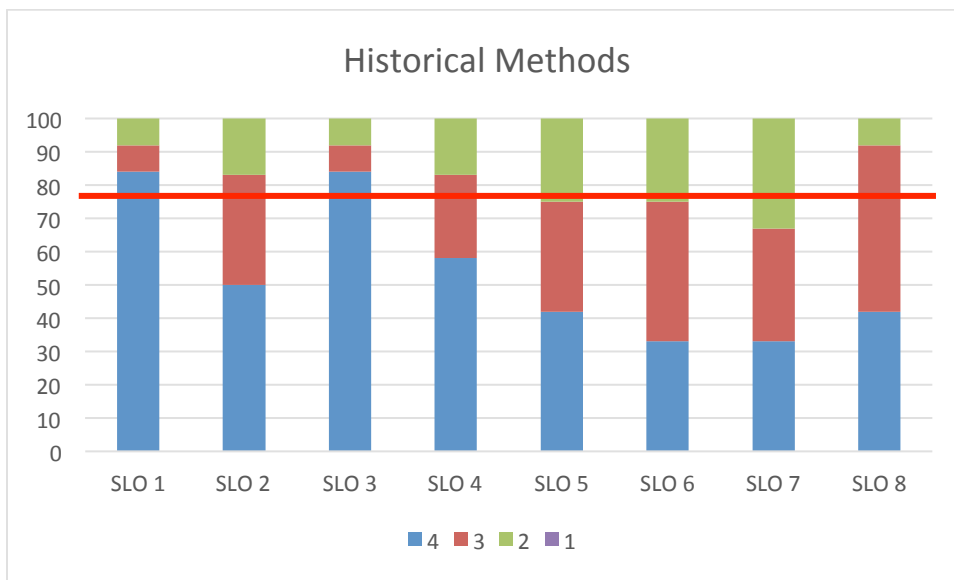
- Buck, History
- Koshan, History

### Assessment Results

Assessment of Historical Methods:

Assessment Baseline:

**75% of students assessed will score a 3 or higher on each assessed SLO.**



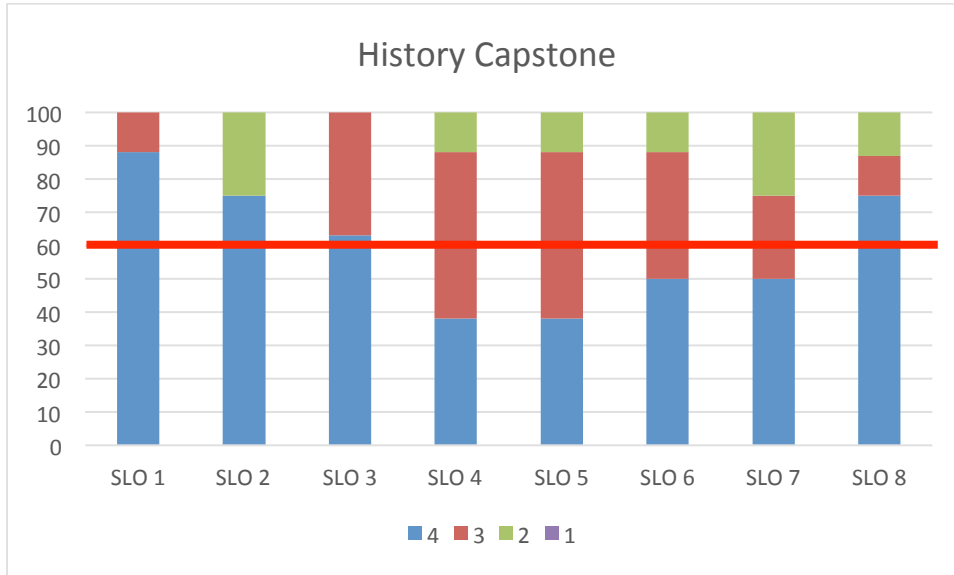
Departmental Learning Outcomes

- *SLO 1*: With 92% of the student samples scoring a 3 or higher, we **met** our assessment goal.
- *SLO 2*: With 83% of the student samples scoring a 3 or higher, we **met** our assessment goal.
- *SLO 3*: With 92% of the student samples scoring a 3 or higher, we **met** our assessment goal.
- *SLO 4*: With 83% of the student samples scoring a 3 or higher, we **met** our assessment goal.
- *SLO 5*: With 75% of the student samples scoring a 3 or higher, we **met** our assessment goal.
- *SLO 6*: With 75% of the student samples scoring a 3 or higher, we **met** our assessment goal.
- *SLO 7*: With 67% of the student samples scoring a 3 or higher, we **did not meet** our assessment goal.
- *SLO 8*: With 92% of the student samples scoring a 3 or higher, we **met** our assessment goal.

## Assessment of History Capstone

Assessment Baseline:

**60% of students assessed will score a 4 on each assessed SLO.**



### Departmental Learning Outcomes

- *SLO 1*: With 88% of the student samples scoring a 4, we **met** our assessment goal.
- *SLO 2*: With 75% of the student samples scoring a 4, we **met** our assessment goal.
- *SLO 3*: With 63% of the student samples scoring a 4, we **met** our assessment goal.
- *SLO 4*: With 38% of the student samples scoring a 4, we **did not meet** our assessment goal.
- *SLO 5*: With 38% of the student samples scoring a 4, we **did not meet** our assessment goal.
- *SLO 6*: With 50% of the student samples scoring a 4, we **did not meet** our assessment goal.
- *SLO 7*: With 50% of the student samples scoring a 4, we **did not meet** our assessment goal.
- *SLO 8*: With 75% of the student samples scoring a 4, we **met** our assessment goal.

## **Reflection**

### **Historical Methods**

- *SLO 7*: The student learning was close to where we wanted students to be in this introduction to research course.
- The small size of the sample means that a single poorly written paper can skew the results. Overall, we believe that the Historical Methods course is better preparing our majors for their future courses.

### **History Capstone**

- *SLO 4, 5, 6 & 7*: The department needs to review these SLOs and make sure that the capstone assignment adequately addresses them.
- The small size of the sample means that a single poorly written paper can skew the results. Overall, we believe that the Historical Capstone course a good evaluation of majors.
- We should have selected the same portion of papers as in the Historical Methods course.

## **Action Items**

1. The department will reinforce the concepts of SLOs 4 & 5 in our 200, 300, and 400 level courses.
2. The department will incorporate more assignments that provide students with experience with analyzing and interpreting historical evidence in our 300 and 400 level courses.
3. The department will assess both Historical Methods and History Capstone for the AY 2015-16. The department will consider adding the AAC&U VALUE Rubrics: Critical Thinking and/or Written Communication to our assessment.
4. The department will establish a rotation for assessing SLOs 1-4 in our 300 and 400 level courses.