

# Annual Program Report 2022-2023

**The report(s) should be inclusive of all levels, degrees (i.e. certificates, bachelor's and master's), modalities and locations.**

Department: Economics, History, and Political Science

Department Chair: Paul Weizer

Department Assessment Committee Contact:

*This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research and Planning by June 1, 2023.*

## **Section I: Program Assessment** (please complete this section for each program in your department)

Program: History\_\_\_\_\_

### A. Program Learning Outcomes (PLOs) (Educational Objectives)

#### I. List of PLOs and the timeline for assessment

PLO #	PLO – Stated in assessable terms	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1.	Ability to think critically about the past and its social, political, and ethical significance	The learning outcomes draw on the American Historical Association's Tuning Project: History Discipline Core  <a href="https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/2016-history-discipline-core">https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/2016-history-discipline-core</a>	Annual	2022
2.	Ability to locate, examine, explain, and utilize information from and about the past	See above	Annual	2022

3.	Ability to propose and evaluate interpretations of events, artifacts, documents and images	See above	Annual	2022
4.	Perceptive reading	See above	Annual	2022
5.	Effective expression	See above	Annual	2022
6.	Citation, Grammar, Style and Formatting	See above	Annual	2022

II. **PLO Assessment** (Please report on the PLOs assessed and/or reviewed this year. Programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

<b>PLO # (from above)</b>	<b>Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)</b>	<b>When assessment was administered in student program (internship, 4<sup>th</sup> year, 1<sup>st</sup> year, etc.)</b>	<b>To which students were assessment s administered (all, only a sample, etc.)</b>	<b>What is the target set for the PLO? (criteria for success)</b>	<b>Reflection on the results: How was the “loop closed”?</b>
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1.	Assessment of student research papers with a standardized rubric that meets the recommendations of the American Historical Association's "Tuning Project."	4th year in HIST 4500	All	85 percent acceptable or exemplary	This loop was closed through analysis of the assessment based on the criteria established by the American Historical Association's "Tuning Project" with recommended outcomes.
2	Assessment of student research papers with a standardized rubric that meets the recommendations of the American Historical Association's "Tuning Project."	4th year in HIST 4500	All	85 percent acceptable or exemplary	This loop was closed through analysis of the assessment based on the criteria established by the American Historical Association's "Tuning Project" with recommended outcomes.
3.	Assessment of student research papers with a standardized rubric that meets the recommendations of the American Historical Association's "Tuning Project."	4th year in HIST 4500	All	85 percent acceptable or exemplary	This loop was closed through analysis of the assessment based on the criteria established by the American Historical Association's "Tuning Project" with recommended outcomes.

4.	Assessment of student research papers with a standardized rubric that meets the recommendations of the American Historical Association's "Tuning Project."	4th year in HIST 4500	All	85 percent acceptable or exemplary	This loop was closed through analysis of the assessment based on the criteria established by the American Historical Association's "Tuning Project" with recommended outcomes.
5.	Assessment of student research papers with a standardized rubric that meets the recommendations of the American Historical Association's "Tuning Project."	4th year in HIST 4500	All	85 percent acceptable or exemplary	This loop was closed through analysis of the assessment based on the criteria established by the American Historical Association's "Tuning Project" with recommended outcomes.
6.	Assessment of student research papers with a standardized rubric that meets the recommendations of the American Historical Association's "Tuning Project."	4th year in HIST 4500	All	85 percent acceptable or exemplary	This loop was closed through analysis of the assessment based on the criteria established by the American Historical Association's "Tuning Project" with recommended outcomes.

**History Department Annual Assessment Data**  
**HIST 4500 Research Paper Evaluation Rubric**  
**Professor Benjamin Lieberman**  
 Fall 2022 (N=9)

**Rating Scale: 1-Not Demonstrated 2-Unacceptable 3-Acceptable 4-Exemplary**

	1.Ability to think critically about the past and its social, political, and ethical significance	2.Ability to locate, examine, explain, and utilize information from and about the past	3. Ability to propose and evaluate interpretations of events, artifacts, documents, and images	4.Perceptive reading	5.Effective expression	6.Citation, Grammar, Style & Formatting
1 Not Demonstrated	0	0	0	0	0	0
2 Unacceptable	0	0	0	0	2	0
3 Acceptable	6	5	4	6	3	2
4 Exemplary	3	4	5	3	4	7

*Percentage of students performing at an acceptable or exemplary level (target: 85%)*  
 Sarefield & Jewell  
 2015 N=19

**79%**      **79%**      **63%**      **68%**      **42%**      **53%**

*Percentage of students performing at an acceptable or exemplary level (target: 85%)*  
 Lieberman  
 2016 N=11

**73%**      **82%**      **82%**      **82%**      **82%**      **73%**

*Percentage of students performing at an acceptable or exemplary level*  
 Lieberman  
 2017 N=14

**50%**      **79%**      **36%**      **50%**      **29%**      **29%**

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Percentage of students performing at an acceptable or exemplary level  
Dee 2018  
N=19

<b>95%</b>	<b>95%</b>	<b>84%</b>	<b>84%</b>	<b>89%</b>	<b>68%</b>
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Percentage of students performing at an acceptable or exemplary level  
Dee 2019  
N=12

<b>83.3%</b>	<b>92%</b>	<b>83.3%</b>	<b>67%</b>	<b>67%</b>	<b>67%</b>
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Percentage of students performing at an acceptable or exemplary level  
Goodlett 2020  
N=12 (3 IN)

<b>75.0%</b>	<b>66.6%</b>	<b>83.3%</b>	<b>75.0%</b>	<b>83.3%</b>	<b>50%</b>
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Percentage of students performing at an acceptable or exemplary level  
Jewell 2021  
N=10

<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>70%</b>	<b>80%</b>	<b>80%</b>
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Percentage of students performing at an acceptable or exemplary level  
Lieberman 2022  
N=9

<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>78%</b>	<b>100%</b>
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You may use this comment box to provide any additional information, if applicable:

The results for the 2023 annual assessment continue to indicate improvement from the previous years. In particular, greater percentages of the students assessed demonstrated a level 3 (Acceptable) or level 4 (Exemplary) in PLO # 1 (Ability to think critically about the past and its social, political, and ethical significance), PLO # 2 (Ability to locate, examine, explain, and utilize information from and about the past), and PLO # 3 (Ability to propose and evaluate interpretations of events, artifacts, documents, and images) and PLO #4 (Perceptive reading). While the sample size remains small and difficult to extrapolate trends from, results indicate that continued emphasis on critical reading and analysis produces good results. We will continue to monitor trends in effective communication and refine and improve our methods in these areas.

**Summary of Findings:** Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

Reflection Prompt	Narrative Response
<p><b>Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</b></p>	<p>The assessment focuses on the capstone course (HIST 4500 Senior Seminar).</p>

<p><b>Who interprets the evidence?</b></p> <p><b>What is the process?</b> (e.g. annually by the curriculum committee)</p>	<p>The historians interpret the evidence annually</p>
<p><b>What changes have been made as a result of using the data/evidence? (close the loop)</b></p>	<p>The historians previously revised the 2nd-year methods course into a two-course sequence of Reading Historical Landscapes and Constructing History. We continue to monitor trends and explore models for the 4th-year methods course from similar institutions.</p>

**B. Assessment Plan for Program/Department**

I. Insert the program or department Assessment Plan (This is an independent plan from what is reported in this document).

PROGRAM OBJECTIVES & OUTCOMES

The program objectives for the B.A. and B.S. in History are to encourage the development of historical knowledge, reasoning, and research skills, as well as communication skills. Specific program outcomes are identified below.

ASSESSMENTS

HIST 2020 Exit Survey Fall semester  
HIST 2021 Exit Survey Spring semester

Graduating seniors  
HIST 4500 Research Paper Rubric (corresponds to program objectives)  
HIST 4500 Exit Survey.doc

INTENDED STUDENT OUTCOMES

1. At least 85% of students will have a major GPA of 3.0 or higher.
2. At least 85% of students completing the HIST 4500 Senior Seminar research paper will perform at an acceptable (3) or exemplary (4) level on each of the six elements of the Research Paper Rubric. These six elements align with program outcomes 2a, 2b, 2c, 3a, and 3b.
3. At least 85% of respondents on the HIST 4500 Exit Survey will respond with “Strongly Agree” (4) or “Agree” (3) to General Impression About the History Major and The Goals of the History Major.

## PROGRAM REVIEW CYCLE

Fall Collect and tabulate HIST 4500 data and HIST 2020 data

Spring Collect and tabulate HIST 2021 data  
At the May Historians' Retreat complete the "Data Review and Analysis" form, which identifies what may be learned from the data and what actions will be taken.

### **Program Outcomes**

#### **1. Historical Knowledge**

Graduates of the history program should understand the diversity of human experience in the past, as well as the nature of the historical enterprise. Specifically, graduates should demonstrate that they can:

- a. explain the historical development and significance of important events, institutions, and ideas in United States and world history;
- b. apply different approaches to and methods of historical study.

#### **2. Historical Reasoning and Research**

Graduates of the history program should understand the nature of historical interpretation, the variety of historical sources, and the structure of historical arguments. Specifically, graduates should demonstrate that they can:

- a. pose a significant research question about history
- b. locate, explain, evaluate, and utilize information from and about the past to answer a research question;
- c. interpret a variety of primary sources, evaluate secondary sources, and utilize both types of sources to support a historical argument.

#### **3. Communication**

Graduates of the history program should be able to demonstrate that they are critical readers and writers of history. Specifically, graduates should demonstrate that they have:

- a. mastered the written and oral forms of communication appropriate to history, such as the critical review, analytical summaries of historical events and arguments, and the research paper
- b. enhanced their computer literacy through use and creation of web-based materials

II. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.

No revisions to the current plan are being made. We will continue to discuss ways to improve the identified outcomes through our current curriculum.

III. If you do not have a plan, would you like help in developing one? \_\_\_Yes

## **C. Program Review Action Plan or External action Letter/Report**

*Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)*

### **I. Programs that fall under Program Review:**

- i. Date of most recent Review: 2022
- ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

2022 Action Plan - for updates, see below

<b>Specific area where improvement is needed</b>	<b>Evidence to support the recommended change</b>	<b>Person(s) responsible for implementing the change</b>	<b>Timeline for implementation</b>	<b>Resources needed</b>	<b>Assessment Plan</b>	<b>Progress Made this Year</b>
New methods for publicizing courses	Enrollment trends	Kate Jewell has led this effort and created the slides	Annual	Web and design expertise	Annual update	Employed Facebook and Instagram to post slides publicizing electives before registration
Incorporated materials from HIST 2021 and HIST 2022 into assessment plan		The historians as a group	Completed			We determined that the current plan serves to assess progress in meeting outcomes
Monitor geographic distribution of electives	Change of major	Rene Reeves	Ongoing	Seats available list	Annual update	Created updated list
Reinforce expectations about reading and writing	Assessment	The historians as a group	We decided on this approach	LAS/General Education outcomes	Annual update	We decided to use learning outcomes in the new General Education Curriculum
Discussed the use of common writing guidelines in our elective courses	Assessment	The historians as a group.	We decided on this approach	LAS/General Education outcomes	Annual update	We decided to use learning outcomes in the new General Education Curriculum

Explore alternative pedagogies	Faculty	The faculty, individually	Ongoing	It depends upon pedagogy, including simulations, training	Annual update	The use of Reacting to the Past, Real Talk, and digital and critical pedagogies that offer flexible methods of learning
Develop a course numbering system to differentiate 2000-level courses from 3000-level courses	FSU catalog	The historians as a group	Ongoing	FSU catalog	Annual update	We will be resuming discussion of this initiative this academic year.
Provide programming to cultivate a sense of community to better retain majors and to attract current non-majors to the History Major and Minor		<p>We returned to holding a face-to-face induction ceremony, followed by a reception, for inductees into our local chapter of Phi Alpha Theta, the National History Honor Society.</p> <p>We also returned to holding a reception for our graduating seniors prior to the spring Commencement.</p>	The Phi Alpha Theta members and their advisor, Dan Sarefield, continue to explore ways of making the society into more of a club for the history students.		Annual update	We resumed activity on these initiatives in the “new normal” of the return from the pandemic.
Discussed the possibility of developing an integrated BA/MA program for History	Questions from parents	Ben Lieberman and Dan Sarefield	Ongoing	University decision	Annual update	We plan to discuss this with SGOCE

<b>Specific area where improvement is needed</b>	<b>Evidence to support the recommended change</b>	<b>Person(s) responsible for implementing the change</b>	<b>Timeline for implementation</b>	<b>Resources needed</b>	<b>Assessment Plan</b>	<b>Progress Made this Year</b>
New methods for publicizing courses	Enrollment trends	Kate Jewell continued producing material for each semester's elective offerings	Annual	Web and design expertise	Annual update	Used Instagram to distribute images before registration
Reinforce expectations about reading and writing	Assessment	The historians as a group	Ongoing	General Education outcomes	Annual update	Incorporated Reading as a General Education area; met with Laura Garofoli about reading apprenticeships at a department meeting March 2023.
Explore alternative pedagogies	Faculty	Individual Faculty	Ongoing	Dependent upon individual pedagogical decisions and training	Annual update	Added a new publication to Constructing History; new topics course in historical podcasting;
Develop a course numbering system to differentiate 2000-level courses from 3000-level courses	AUC proposal	Faculty	Annual	Meeting time and to produce proposal	Annual update	Met in October 2023 to discuss renumbering plan and decided on moving all electives to 3000 level, retain current 1000-level structure of courses.


iii. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program? \_\_\_\_\_ Yes

**II. Programs with external Accreditation:**

- i. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
- ii. Date of most recent accreditation action by each listed agency.
- iii. Date and nature of next review and type of review.

List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.) (If required.)	Update on fulfilling the action letter/report or on meeting the key performance indicators.

**Section II - Departmental Outcomes**

**A. Departmental Strategic Initiatives**

<b>Accomplished Initiatives AY22-23</b>  <b>Add more rows as needed</b>	<b>Corresponding Strategic Plan Goal &amp; Strategy</b>  <b>Goal # followed by Strategy #</b> <b>ex: 1.3</b>	<b>Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal</b>
Davis Foundation Career Action Plan completed	2.19	
Continued participation in the use of Open Educational Resources, including seeking grants for creation of new sources	2.25	
Continued methods to recruit students and to publicize courses. We used social media to publicize our courses	5	

<b>Planned Initiatives for AY 23-24</b>  <b>Add more rows as needed</b>	<b>Associated Strategic Plan Goal &amp; Strategy</b>  <b>Goal # followed by Strategy # ex:</b> <b>1.3</b>	<b>Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal</b>

**B. Departmental Accomplishments and Reflection:**

22-23 accomplishments not captured above include the program's ongoing commitment to offer a range of topics and pedagogies and innovative assignments. We will also expanding use of new media to publicize courses in the new university podcast network in the forthcoming year. We will continue to explore best practices and curricular conversations to achieve our learning outcomes.