**Annual Departmental Report**

***Amended for 2020-2021 Academic Year to Accommodate and Reflect Adjustments due to Pandemic***

*There are amended instructions throughout this document to reflect the special circumstances of this academic year (AY20-21) that you will find red. As an institution and as departments we have learned that we can use our creativity to deliver learning even in the most difficult of circumstances.*

**Program Information**

Program/Department:Political Science/Economics, History and Political Science

Department Chair: Ben Lieberman

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 & Planning by June 1, 2021.*

1. **Departmental Special Section for AY2021**

Department Lessons Learned and Accomplishments

In thinking through the academic year, report on how the department adapted to changes brought on by the pandemic. Reflect on actions that surprised you, on lessons learned that will help in the future, and major accomplishments.

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| The speed of response: faculty made changes to multiple courses and continued to make changes as the pandemic persisted.  The department continued to make progress on important initiatives and continued to advance innovative methods of teaching and learning.  The responses to the pandemic demonstrated both the many ways in which we can make use of technology for high quality teaching and learning and for advising and meetings and the importance of in-person teaching and learning. A modality in which a faculty member met with some students in person while others attended remotely proved to be the most problematic. |

1. **Program Learning Outcomes (PLOs) (Educational Objectives)**
2. **List of PLOs and the timeline for assessment.**

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| **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** | Outcomes draw on the American Historical Association’s Tuning Project: History Discipline Core <https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/2016-history-discipline-core> | Annual | 2021 |
| **2.** | **Ability to locate, examine, explain, and utilize information from and about the past** | See above | Annual | 2021 |
| **3.** | **Ability to propose and evaluate interpretations of events, artifacts, documents, and images** | See above | Annual | 2021 |
| **4.** | Perceptive Reading | See above | Annual | 2021 |
| **5.** | Effective Expression | See above | Annual | 2021 |
| **6.** | **Citation, Grammar, Style & Formatting** | See above | Annual | 2021 |

1. **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.

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| --- | --- | --- | --- | --- | --- |
| **Dept. PLO #** | **Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)** | **When assessment was administered in student program (internship, 4th year, 1st year, etc.)** | **To which students were assessments administered (all, only a sample, etc.)** | **What is the target set for the PLO? (criteria for success)** | **Reflection on the results: How was the “loop closed”?** |
| **Thinks critically about the past and its social, political, and ethical significance** | Assessment of student research papers with a standardized rubric that meets the recommendations of the *American Historical Associations* “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. |
| **Locates, examines, explains, and utilizes information from and about the past** | Assessment of student research papers with a standardized rubric that meets the recommendations of the *American Historical Associations* “Tuning Project” | 4th year HIST 4500 | All | 85 percent | 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. |
| **Proposes and evaluates interpretations of events, artifacts, documents, and images** | Assessment of student research papers with a standardized rubric that meets the recommendations of the *American Historical Associations* “Tuning Project” | 4th year HIST 4500 | All | 85 percent | 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. |
| **Reads primary and secondary sources perceptively with analysis** | Assessment of student research papers with a standardized rubric that meets the recommendations of the *American Historical Associations* “Tuning Project” | 4th year HIST 4500 | All | 85 percent | 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. |
| **Expression is effective as demonstrated by a thesis statement and argumentative structure** | Assessment of student research papers with a standardized rubric that meets the recommendations of the *American Historical Associations* “Tuning Project” | 4th year HIST 4500 | All | 85 percent | This outcome maps with the AHA’s Outcome #5 Create historical arguments and narratives. |
| **Citation, Grammar, Style & Formatting is appropriate and writing is free of errors.** | Assessment of student research papers with a standardized rubric that meets the recommendations of the *American Historical Associations* “Tuning Project” | 4th year HIST 4500 | All | 85 percent | 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. |

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| **History Department Annual Assessment Data** | | | | | |  |  |  |
| **HIST 4500 Research Paper Evaluation Rubric** | | | | | |  |  |  |
| **Professor Sean C. Goodlett** | | | | | |  |  |  |
| **Fa20 (n=12; 3 IN)** |  | | |  |  |  |  |  |
|  |  | | |  |  |  |  |  |
| **Rating Scale: 1-Not Demonstrated 2-Unacceptable 3-Acceptable 4-Exemplary** | | | | | | | | |
|  | **4.Ability to think critically about the past and its social, political, and ethical significance** | | | **5.Ability to locate, examine, explain, and utilize information from and about the past** | **6.Ability to propose and evaluate interpretations of events, artifacts, documents, and images** | **7.Perceptive reading** | **8.Effective expression** | **9.Citation, Grammar, Style & Formatting** |
| 1 Not Demonstrated | 0 | | | 0 | 1 | 0 | 0 | 1 |
| 2 Unacceptable | 3 | | | 4 | 1 | 3 | 2 | 5 |
| 3 Acceptable | 5 | | | 4 | 4 | 7 | 7 | 3 |
| 4 Exemplary | 4 | | | 4 | 6 | 2 | 3 | 3 |
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| *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%** |
| *Percentage of students performing at an acceptable of exemplary level*  *Dee 2018*  *N=19* | | | **95%** | **95%** | **84%** | **84%** | **89%** | **68%** |
| *Percentage of students performing at an acceptable of exemplary level*  *Dee 2019*  *N=12* | | | **83.3%%** | **92%** | **83.3%** | **67%** | **67%** | **67%** |
| *Percentage of students performing at an acceptable of exemplary level*  *Goodlett 2020*  *N=12 (3 IN)* | | | **75.0%%** | **66.6%** | **83.3%** | **75.0%** | **83.3%** | **50%** |

If applicable, use the space below to report on PLO assessment impacted by the move to remote learning.

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| The Senior Seminar itself did not take place remotely, but as in other classes, the overall stress of the pandemic may have slowed completion of student work. |

**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”?

Please reflect on changes that the department has had to engage in given changes to teaching modality and especially capstone experiences.

The assessment results broadly track with those from other years. Overall, the data show a modest shortfall from the PLOs, but a significant gap in two areas: effective expression and citation, grammar, style, and formatting. The historians have identified possible reason for these gaps. These include small sample size and a curriculum that ends with one capstone option. As an initial step, we are going to seek to close the loop by examining capstone requirements in History majors in Departments of similar size.

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| **Reflection Prompt** | **Narrative Response** |
| **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)** | Assessment focuses on the capstone course (senior seminar). |
| **Who interprets the evidence?**  **What is the process?**  **(e.g. annually by the curriculum committee)** | The Historians interpret the evidence annually. |
| **What changes have been made as a result of using the data/evidence? (close the loop)** | We previously revised the 2nd-year methods course. We will now be looking at models for the 4th-year methods class from similar institutions. |

1. **Assessment Plan for Program/Department**
2. Insert the program or department Assessment Plan

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

History 2020 Exit Survey Fall semester

History 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 History 2020 data

Spring Collect and tabulate History 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:

1. explain the historical development and significance of important events, institutions, and ideas in United States and world history;
2. 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:

1. pose a significant research question about history;
2. locate, explain, evaluate, and utilize information from and about the past to answer a research question;
3. 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:

1. 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
2. enhanced their computer literacy through use and creation of web-based materials
3. 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.
4. If you do not have a plan, would you like help in developing one?

[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

Yes

1. **Program Review Action Plan or External Accreditation 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)*

* 1. **Programs that fall under Program Review:**
     1. Date of most recent Review: Spring 2018
     2. 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.

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| --- | --- | --- | --- | --- | --- | --- |
| Specific area where improvement is needed | Evidence to support the recommended change | Person(s) responsible for implementing the change | Timeline | Resources  needed | Assessment | Progress made this year |
| New methods for publicizing courses | Enrollment trends | Kate Jewell 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 |
| Incorporate materials from Hist2021 and Hist2022 in Assessment plan​​ |  | Historians as a group | Completed |  |  | We determined that the current plan serves to assess progress in meeting outcomes |
| Monitor geographic distribution of electives | Change in major | René Reeves | Ongoing | Seats available list | Annual update | Created updated list |
| Reinforce expectations about reading and writing | Assessment | Historians as a group | Decided on approach | LAS/ General Education outcomes | Annual update | Decided to use learning outcomes in new LAS |
| Discuss the use of a common writing guidelines in electives | Assessment | Historians as a group | Decided on approach | LAS/ General Education outcomes | Annual update | Decided to learning outcomes in new LAS |
| Explore alternative pedagogies | Faculty | Individual faculty | Ongoing | Depends on pedagogy: includes simulations, training | Annual update | 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 from 3000 level courses | FSU Catalog | Historians as a group | Ongoing | FSU Catalog | Annual Update | Will resume as we depart from pandemic |
| Emphasize recruitment of minors | Seats list | Historians as a group | Ongoing |  | Annual update | This goal |
| Provide programming to cultivate a sense of community to better retain majors and to attract current non-majors to the Major and Minor |  | Dan Sarefield organized Phi Alpha Theta induction ceremony | Ongoing initiatives for Phi Alpha Theta—explore making Phi Alpha Theta more of a club |  | Annual update | Will resume as we depart from pandemic |
| Discuss the possibility of an integrated BA/MA program | Questions from parents | Ben Lieberman and  Dan  Dan Sarefield | Ongoing | University decision | Annual Update | Will discuss with GOCCE |

* + 1. 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

[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

* 1. **Programs with external Accreditation:**
     1. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
     2. Date of most recent accreditation action by each listed agency.
     3. 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.** |
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1. **Departmental Strategic Initiatives**

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| --- | --- | --- |
| **Accomplished Initiatives AY 20-21 Add more rows as needed** | **Corresponding Strategic Plan Goal & Strategy**  **Goal # followed by Strategy # ex: 1.3** | **Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal** |
| Placed classes into the new LAS | 2.12 |  |
| Davis Education Foundation Grant. The DEF work completed to date includes the development of career competencies for all three disciplines and the drafting of advising action plans for all three. Please note that the department will need to have discussions re: potential curricular revision (or classroom practice) to teach more directly to the career competencies. | 2.19 | **x** |
| Explored alternative pedagogies through Reacting to the Past, simulations and through faculty experimentation with digital and critical pedagogies. | **2.17** |  |
| Offered and creating courses to ensure diversity in the curriculum | **2.18**  **1** | X |
| Participated in use of Open Educational Resources | **2.25** | X |
| Explored new methods to recruit students and to publicize courses  Used social media to publicize courses | **5** |  |
| Continued to build FLIP (Fitchburg Local Innovation Project) | **3** | **X** |
| Carried out community-engaged coursework and scholarship with students (Economics and Political Science) and pre-practica in History teaching methods courses | **1: 5,15** |  |
| Carried out collaborative research and exhibitions with students (Economics, History and Political Science) | **1:15** |  |
| Carried out High Impact Practices: through Internships, the Washington Center  Experiential learning—Moot Court, Model UN, and Study abroad (remote work this past year), and interdisciplinary team-taught class | **1: 13,14, 17** |  |

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| **Planned Initiatives for AY 2021-22 Add more rows as needed** | **Associated Strategic Plan Goal & Strategy**  **Goal # followed by Strategy # ex: 1.3** | **Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal** |
| Advance Davis Education Foundation Grant by creating new advising materials | 2.19 | **X** |
| Carry out alternative pedagogies through Reacting to the Past, simulations and through faculty experimentation with digital and critical pedagogies. | **2.17** |  |
| Offer courses to ensure diversity in the curriculum | **2.18**  **1** | X |
| Participate in use of Open Educational Resources | 2.25 | X |
| Use new methods to recruit students and to publicize courses | **5** |  |
| Continued to build FLIP (Fitchburg Local Innovation Project) | **3** | **X** |
| Carry out community-engaged coursework and scholarship with students and pre-practica in History teaching methods courses | **1:5,15** |  |
| Carry out collaborative research with students | **1:15** |  |
| Carry out High Impact Practices: through Internships, the Washington Center  Provide Experiential learning—Moot Court, Model UN | **1: 13,14** |  |

**F. Departmental Reflection:**

*Take this section to reflect on--*

1. *Initiatives that you may be considering for 22-23 academic year that you did not already capture above.*

*Economics will be carrying out a program review.*

After the retirement of Dr. Christy, we hope to be able to carry out a Political Science search, but that will depend on approval.

Economics, History, and Political Science are all course disciplines in the liberal arts and sciences. We hope to strengthen the Arts and Sciences.

1. *Reflect on how the department adapted to the pandemic. Reflect on actions that surprised you and on lessons learned that will help in the future.*

Again, we showed even great flexibility and speed and found many ways to make use of technology. At the same time, the pandemic also underscored the value of in-person teaching and learning for significant numbers of students even as significant numbers of students adapted to remote teaching and learning.