

Undergraduate Program-Specific Student Learning Outcome and Success Annual Report

I. Program Information

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

Department Chair: Dr. Eric Budd

Department Assessment Committee Contact: Dr. Christine Dee

II. Program-Specific Student Learning Outcomes (Educational Objectives) Assessed During This Last Academic Year

List ALL Program-Specific SLOs first, and the assessment timeline (annual or bi-annual) for assessing each program SLO.

| Program SLO | Expected Timing of assessment (annual, semester, bi-annual, etc.) |
|--|---|
| Ability to think critically about the past and its social, political, and ethical significance | Annual |
| Ability to locate, examine, explain, and utilize information from and about the past | Annual |
| Ability to propose and evaluate interpretations of events, artifacts, documents, and images | Annual |
| Perceptive reading | Annual |
| Effective expression | Annual |
| Citation, Grammar, Style & Formatting | Annual |

III. SLO Assessment

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

| Dept. SLO # | 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.) |
|---|--|---|---|
| Ability to think critically about the past and its social, political, and ethical significance | Assessment of student research papers with a standardized rubric | 4 th year | All |
| Ability to locate, examine, explain, and utilize information from and about the past | Assessment of student research papers with a standardized rubric | 4 th year | All |
| Ability to propose and evaluate interpretations of events, artifacts, documents, and images | Assessment of student research papers with a standardized rubric | 4 th year | All |
| Perceptive reading | Assessment of student research papers with a standardized rubric | 4 th year | All |
| Effective expression | Assessment of student research papers with a standardized rubric | 4 th year | All |
| Citation, Grammar, Style & Formatting | Assessment of student research papers with a standardized rubric | 4 th year | All |

IV. Summary of Findings: Briefly summarize the results of the assessments and how do these compare to the goals you have set?

| <p>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)</p> | <p>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</p> | <p>What changes have been made as a result of using the data/evidence?</p> |
|---|---|---|
| <p>Ability to think critically about the past and its social, political, and ethical significance through Capstone Course</p> | <p>Faculty member teaching the course, program assessment officer, and program members</p> | <p>The single-semester HIST 2000 Historical Methods is replaced by two courses, HIST 2021 Reading Historical Landscapes and HIST 2022 Constructing History. HIST 2021 Emphasizes critical thinking, evaluating interpretations, perceptive reading and effective expression. HIST 2022 emphasizes critical thinking, locating and utilizing information, evaluating interpretations, effective expression and citation and formatting. The additional course provides students with greater preparation for their upper-level courses and their capstone course.</p> |

| | | |
|---|---|---|
| <p>Ability to locate, examine, explain, and utilize information from and about the past through Capstone Course</p> | <p>Faculty member teaching the course, program assessment officer, and program members</p> | <p>The single-semester HIST 2000 Historical Methods is replaced by two courses, HIST 2021 Reading Historical Landscapes and HIST 2022 Constructing History. HIST 2021 Emphasizes critical thinking, evaluating interpretations, perceptive reading and effective expression. HIST 2022 emphasizes critical thinking, locating and utilizing information, evaluating interpretations, effective expression and citation and formatting. The additional course provides students with greater preparation for their upper-level courses and their capstone course.</p> |
| <p>Ability to propose and evaluate interpretations of events, artifacts, documents, and images through Capstone Course</p> | <p>Faculty member teaching the course, program assessment officer, and program members</p> | <p>The single-semester HIST 2000 Historical Methods is replaced by two courses, HIST 2021 Reading Historical Landscapes and HIST 2022 Constructing History. HIST 2021 Emphasizes critical thinking, evaluating interpretations, perceptive reading and effective expression. HIST 2022 emphasizes critical thinking,</p> |

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|--|---|---|
| | | <p>locating and utilizing information, evaluating interpretations, effective expression and citation and formatting. The additional course provides students with greater preparation for their upper-level courses and their capstone course.</p> |
| <p>Perceptive reading through Capstone Course</p> | <p>Faculty member teaching the course, program assessment officer, and program members</p> | <p>The single-semester HIST 2000 Historical Methods is replaced by two courses, HIST 2021 Reading Historical Landscapes and HIST 2022 Constructing History. HIST 2021 Emphasizes critical thinking, evaluating interpretations, perceptive reading and effective expression. HIST 2022 emphasizes critical thinking, locating and utilizing information, evaluating interpretations, effective expression and citation and formatting. The additional course provides students with greater preparation for their upper-level courses and their capstone course.</p> |

| | | |
|---|---|---|
| <p>Effective expression through Capstone Course</p> | <p>Faculty member teaching the course, program assessment officer, and program members</p> | <p>The single-semester HIST 2000 Historical Methods is replaced by two courses, HIST 2021 Reading Historical Landscapes and HIST 2022 Constructing History. HIST 2021 Emphasizes critical thinking, evaluating interpretations, perceptive reading and effective expression. HIST 2022 emphasizes critical thinking, locating and utilizing information, evaluating interpretations, effective expression and citation and formatting. The additional course provides students with greater preparation for their upper-level courses and their capstone course.</p> |
| <p>Citation, Grammar, Style & Formatting through Capstone Course</p> | <p>Faculty member teaching the course, program assessment officer, and program members</p> | <p>The single-semester HIST 2000 Historical Methods is replaced by two courses, HIST 2021 Reading Historical Landscapes and HIST 2022 Constructing History. HIST 2021 Emphasizes critical thinking, evaluating interpretations, perceptive reading and effective expression. HIST 2022 emphasizes critical thinking,</p> |

| | | |
|--|--|--|
| | | locating and utilizing information, evaluating interpretations, effective expression and citation and formatting. The additional course provides students with greater preparation for their upper-level courses and their capstone course. |
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**History Department Annual Assessment Data
 HIST 4500 Research Paper Evaluation Rubric
 Profess or Ben Lieberman
 Fall 2016**

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 |
|------------|--|--|---|----------------------|------------------------|---|
| Student 1 | 4 | 4 | 3.5 | 4 | 4 | 4 |
| Student 2 | 3.5 | 3.5 | 3 | 3 | 3 | 2 |
| Student 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Student 4 | 2.5 | 2.5 | 3 | 2.5 | 3 | 3 |
| Student 5 | 3 | 3.5 | 3 | 3 | 3 | 3 |
| Student 6 | 3 | 3.5 | 3 | 3 | 3 | 3 |
| Student 7 | 2.5 | 3 | 2.5 | 3 | 2.5 | 2.5 |
| Student 8 | 3 | 3 | 3 | 3 | 3 | 3 |
| Student 9 | 2 | 2 | 2 | 2 | 2 | 2 |
| Student 10 | 3.5 | 4 | 3.5 | 3 | 3 | 3 |
| Student 11 | 3 | 3 | 3 | 3 | 3 | 2.5 |

N=11

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%**

V. SSC Data

Indicate a student success performance measure(s) that the department identified as a key measure that it wants to improve. Freshman retention, bottleneck courses, graduation rates, at risk student retention etc.

| Student Success Measure (data point from SSC) | Rationale for selection | Planned or Implemented Intervention | Current score/ Target Score |
|--|--------------------------------|---|--|
| | | Summer 2017: EHPS Retention and Recruitment Committee will determine if there are specific SSC measures to focus on in future. | |
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VI. Phase I Data

Indicate department success performance measure(s) that the department identified as a key measure that it wants to improve (from phase 1 data).

Number of graduates, number of majors, credit production, substitutions etc.

| Department Performance Measure (data point from Phase 1) | Rationale for selection | Planned or Implemented Intervention | Current score/ Target Score |
|---|--|--|--|
| Improve Freshmen Retention Rates | Don't want to lose potential majors | Monitor Freshmen/Outreach to Freshmen | 66.67/70 |
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VII. Activities and Adjustments to/Deviation from the Department Assessment Plan

Describe any changes in the assessment plan including new SLOs, new assessments.

The historians continue to utilize the assessment data, despite the limitations of a statistically small sample. Assessment data for the Senior Seminar course, as well as outcomes in elective courses, indicate that students continue to benefit from attention to perceptive reading, critical thinking, and emphasis on grammar and fundamentals of effective communication. Utilizing assessment data, the historians reformed the one-semester course Historical Methods and replaced it with two courses, Reading Historical Landscapes and Constructing History. This did not alter students' required credit hours for the major because the additional course replaced an elective course. This curricular decision allows students to focus on reading within the discipline- including historiographical scholarship and historical evidence and critical thinking about the past separate from the intellectual activity of engaging in research, practicing methods of historical inquiry and writing within the disciplinary conventions of evidence, citation, and formatting. The curricular change was data-driven and was passed by AUC in December 2016. The faculty look forward to assessing the effectiveness of this change in the assessment cycle of 2019-2020 when the first cohort of students under the revised curriculum reach the program assessment point. The historians will consider the feasibility of extending these courses to history minors, the number of which has increased 81 percent between AY 14 and AY 16 (From 48 to 87, see Phase I Data).