

Annual Departmental Report
2021-2022

Program Information

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

Department Chair: Ben Lieberman/Daniel Sarefield (acting chair, spring 2022)

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, 2022.

A. Departmental Special Section for AY21-22

Department Lessons Learned and Accomplishments

The department continued to make progress on important initiatives and to advance innovative methods of teaching and learning.

B. 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 https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/2016-history-discipline-core	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.

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st 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 Association’s “Tuning Project.”	4 th 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	4 th year in 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."				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 Association's "Tuning Project."	4 th year in 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 Association's "Tuning Project."	4 th year in 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	Assessment of student research papers with a standardized rubric that meets the recommendations of	4 th year in HIST 4500	All	85 percent	This outcome maps with the American Historical Association's Outcome #5 Create

argumentative structure	the American Historical Association's "Tuning Project."				historical arguments and narratives.
Citation, grammar, style, and 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 Association's "Tuning Project."	4 th year in 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.

**History Department Annual Assessment Data
 HIST 4500 Research Paper Evaluation Rubric
 Professor Katherine Jewell
 Fa20 (n=10)**

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	0	0	0	1
2 Unacceptable	1	1	3	3	2	1
3 Acceptable	4	4	4	2	6	6
4 Exemplary	5	5	5	5	2	2

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%
Percentage of students performing at an acceptable of exemplary level Jewell 2021 N=10	90%	90%	90%	70%	80%	80%

You may use this comment box to provide any additional information, if applicable:

The results for the 2022 annual assessment appears to indicate modest 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 # 6 (Citation, Grammar, Style and Formatting). This is good news. Although it is difficult to determine the degree to which this is the case based on the small sample size. We plan to continue to monitor these trends and work to further refine and improve our approach.

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>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>The assessment focuses on the capstone course (HIST 4500 Senior Seminar)</p>
<p>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</p>	<p>The historians interpret the evidence annually</p>

<p>What changes have been made as a result of using the data/evidence? (close the loop)</p>	<p>The historians previously revised the 2nd-year methods course. We will now be looking at models for the 4th-year methods course from similar institutions.</p>
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C. Assessment Plan for Program/Department

- I. 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

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.

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

Yes

D. 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)

I. Programs that fall under Program Review:

- i. Date of most recent Review:
- 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.

Specific area where improvement is needed	Evidence to support the recommended change	Person(s) responsible for implementing the change	Timeline for implementation	Resources needed	Assessment Plan	Progress Made this Year
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
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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.

E. Departmental Strategic Initiatives

<p>Accomplished Initiatives AY 21-22 <small>Add more rows as needed</small></p>	<p>Corresponding Strategic Plan Goal & Strategy <small>Goal # followed by Strategy # ex: 1.3</small></p>	<p>Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal</p>
<p>Placed courses into the new General Education Curriculum</p>	<p>2.12</p>	
<p>Davis Educational Foundation Grant. The DEF Grant work completed to date includes the development of career competencies for all three disciplines and the drafting of advising action plans for all three disciplines. Please note that the EHPS department will need to have discussions Re: potential curricular revisions (or classroom practice) to teach more directly to the career competencies.</p>	<p>2.19</p>	<p>X</p>
<p>Explored alternative pedagogies through “Reacting to the Past” simulations and through faculty experimentation with digital and critical pedagogies</p>	<p>2.17</p>	

Created and offered courses aimed at ensuring diversity in the curriculum	2.18 1	X
Participated in the use of Open Educational Resources	2.25	X
Explored new methods to recruit students and to publicize courses. We used social media to publicize our 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 student internships such as internships with the Washington Center, and with forms of experiential learning, such as Moot Court,	1: 13,14, 17	

Model U.N., and through study abroad courses and interdisciplinary team-taught courses		
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Planned Initiatives for AY 22-23 <small>Add more rows as needed</small>	Associated Strategic Plan Goal & Strategy <small>Goal # followed by Strategy # ex: 1.3</small>	Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal
Advance the 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 student internships with the Washington Center, and provide experiential learning opportunities via Moot Court, Model U.N., etc.	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.*

The 2021-2022 academic year was another active one, in spite of the continued impact of the COVID-19 pandemic. The department worked to achieve a number of goals in addition to the teaching and learning and advising responsibilities of the faculty.

Following the retirement of Professor Rod Christy, we submitted a request for a new/replacement faculty line in Political Science. We have now received approval for a one-year replacement position and we will be carrying out this search during the coming 2022-2023 academic year.

Members of the department spearheaded the development of several innovation grant proposals during the 2021-2022 academic year, including Paul Weizer and Kate Jewell. Dr. Jewell's proposal, developed in collaboration with Professor Kevin McCarthy from the Communications Media Department, seeks to develop and pilot *Perseverantia: A Fitchburg State University Podcast*, a podcast dedicated to the Fitchburg State University community. This University Innovation Fund proposal received approval and will be moving forward during AY2022-2023. By the end of AY23, the goal will be to have established the organization, infrastructure, student labor, applied learning opportunities, and media presence and marketing for the podcast.

2) *Any other thoughts or information that you would like to share.*

The graduate program will be developing an assessment plan in the future.