

Program Assessment Plan

Program: B.A.

Department: History

College/School: College of Arts and Sciences

Date: November 2017

Primary Assessment Contact: Chair Charles Parker (charles.parker@slu.edu) AND Assessment Coordinator Luke Yarbrough (luke.yarbrough@slu.edu)

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Program Learning Outcomes	Assessment Mapping	Assessment Methods	Use of Assessment Data
	<p>What do the program faculty expect all students to know, or be able to do, as a result of completing this program?</p> <ul style="list-style-type: none"> <i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i> 	<p>From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.</p>	<p>What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed?</p> <ul style="list-style-type: none"> <i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i> <p>Please note if a rubric is used and, if so, include it as an appendix to this plan.</p>	<p>How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?</p> <p>How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i>?</p>
1	<p>Historical Knowledge: Students will call to mind and explain significant historical facts in appropriate contexts.</p>	<p>HIST 2800: The Historian's Craft</p> <p>AND</p> <p>HIST 4910/4920: Senior Seminar</p>	<p>For HIST 2800, the final essay/project will be analyzed, for HIST 4901/2 the senior research essay. Faculty teaching the respective courses will use the History B.A. Assessment Worksheet-Rubric (attached) to assess student achievement of learning outcome. They will also generate, on the worksheet, a succinct narrative report discussing patterns in the data, making both data and report available to Department.</p>	<p>Faculty will discuss analyzed data at first department meeting of <u>fall</u> semester. At that time faculty will discuss whether and how to revise courses, program requirements, and/or assessment procedures in light of latest data <i>while taking into account</i> data-based revisions made in previous years. At first <u>spring</u>-semester meeting, faculty will review progress of changes initiated in the fall.</p>
2	<p>Primary-Source Interpretation: Students will critically evaluate and analyze primary sources to produce</p>	<p>Same as 1 above.</p>	<p>Same as 1 above.</p>	<p>Same as 1 above.</p>

	reasoned historical interpretations.			
3	<u>Secondary-Source Interpretation:</u> Students will critically evaluate strengths and weaknesses of historical narratives and interpretations.	Same as 1 above.	Same as 1 above.	Same as 1 above.
4	<u>Historical Communication:</u> Students will produce correct, cogent, and effectively structured statements on historical topics.	Same as 1 above.	Same as 1 above.	Same as 1 above.
5	<u>Historical Research:</u> Students will produce research in which they interpret primary sources in order to propose informed, original solutions to historical problems.	Same as 1 above.	Same as 1 above.	Same as 1 above.
6	<u>Application and Extension of Historical Thinking:</u> Students will articulate meaningful relationships between contemporary issues and historical facts, interpretations, and skills.	Same as 1 above.	Same as 1 above.	Same as 1 above.

Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (*It is not recommended to try to assess every outcome every year.*)

Faculty will assess two learning outcomes per year, in the listed order (i.e., Y1: 1 & 2; Y2: 3 & 4), so that all outcomes are assessed every three years.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

The Department assessment plan has been many months in the making, and many faculty have contributed at various stages. The plan was initially drafted by Asst. Prof. Yarbrough in Summer 2016, revised by Profs. Gavitt and Parker in 2016, and reviewed by all department faculty in Fall 2016. The current learning outcomes were initially drafted by Assoc. Prof. Boin in Spring 2017, revised several times by Parker and Yarbrough, and submitted to all faculty for comments and discussion in Fall 2017. Kathleen Thatcher gave feedback on versions of the plan at several stages.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

Faculty will review the this assessment plan every three years, beginning from Fall 2018 (i.e., plan will be re-evaluated at the 2021 meeting). Modification, if needed, will then be led by the Department's Assessment Coordinator at that time.

IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.

Please follow these steps to complete the assessment process for your course.

1. Please fill out the following information:

Question	Answer
HIST 2900 OR 4910/20?	
Number of HIST Major/Minor students?	
Which of the outcomes listed on the Assessment Rubric (p. 3) are being assessed this semester? Please simply provide the corresponding numbers (e.g., 3 & 4). This information should be provided by the Assessment Coordinator or Chair.	

2. Please fill out the following table for all Major/Minor students, using the **B.A. Assessment Rubric below**. **IMPORTANT NOTE:** Delete any unfilled rows. If there are more than ten Major/Minor students, add the needed rows.

Student #	Degree of outcome A (# ___) achievement, 5–1 (5=complete)	Degree of outcome B (# ___) achievement, 5–1 (5=complete)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
Average :	0.00	0.00

3. When you have finished entering the data for every Major/Minor student in the table above, please complete the following two steps in order to generate the average:
 - a. Highlight all (Ctrl+A on a PC; Command+A on a Mac)
 - b. Update all fields (F9 on a PC; Command+Option+Shift+U on a Mac)

4. In the space below, please compose a brief narrative evaluation of the results. Consider answering such questions as the following: What do the results reveal about the effectiveness of our courses in helping students to attain the assessed learning outcomes? What might we do differently? What seems to be working well? What relevant information do the data fail to capture, in your view? How workable/user-friendly did you find the assessment process?

Answer: