

# Assessment: Reporting Unit Four Column

## History - B.A.

<i>Objectives</i>	<i>Assessment Methods</i>	<i>Results/Observations</i>	<i>Meaningful Changes</i>
<p><b>16-20 PLLO 2: Effective Writing -</b> History majors successfully completing the beginner and intermediate research paper classes HIS 290 and HIS 302 will have mastered the basic skills required to write an effective historical argument.</p> <p><b>Objective Status:</b> Active</p> <p><b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, Communication, Critical Reading (QEP), Program-Level Learning Objectives (PLLO)</p>	<p>Term Papers (from HIS 302 classes)</p> <p><b>Criterion:</b> At least 70% of HIS 302 term papers, which will be collected each semester, will meet the following standards: inclusion of a clearly written and viable thesis, provision of a narrative supporting the thesis with evidence, critical reading of texts, use of full sentences within well-structured paragraphs, and inclusion of footnote or end citations and a bibliography in general conformity with The Chicago Manual of Style.</p> <p><b>Schedule:</b> Every other year, early in the fall semester, HIS 302 A, B, and C term papers from the previous two years will be assessed by the Assessment Committee as to their achievement of the above standards. The Assessment Committee will report their findings to the Chair and program faculty by late September.</p> <p><b>Who will use the data (How and When)?:</b> At AOL Day, department faculty will review the data as reported by the Assessment Committee and either as a group or through-ad-hoc committees develop means to address identified writing deficiencies. The recommended</p>	<p><b>Result Status:</b> Result Open-Further action needed</p> <p><b>Result/Observation Type:</b> Limitation</p> <p>As per the stated department schedule, this objective was not assessed in 2019/2020. It will be assessed in the 2020/2021 assessment cycle and results will be provided in the 2021 report. (01/12/2021)</p> <hr/> <p><b>Result Status:</b> Result Open-Further action needed</p> <p><b>Result/Observation Type:</b> Limitation</p> <p>Papers from the 2018-2019 assessment cycle were assessed by members of the History Assessment Committee in September 2019. The full report (see attached) was sent to History faculty before Assurance of Learning Day and the data and recommendations discussed on AOL Day itself. Students met the established benchmark in all areas, with HIS 290 students being generally rated “satisfactory” or “developing” 80-90% of the time and HIS 302 students rated “satisfactory” or “developing” 90-100% of the time. These numbers represent a significant improvement over the previous assessment cycle, when HIS 290 students were generally rated “satisfactory” or “developing” 70-80% of the time and HIS 302 80-90%. At the lower end of the spectrum this cycle were the criteria “evidence of critical reading of texts” and “footnote conformity” in HIS 290, and even these categories experienced an improvement from the last cycle. The HIS 302 papers were extremely strong across the board, although the committee did note that HIS 302 papers had a relatively high number of “developing” versus “satisfactory” thesis statements.</p> <p>Action plans: Given that footnote citations remain an area of concern, HIS 290 and HIS 302 instructors in spring 2020</p>	<p><b>Meaningful Changes:</b> 1. After observing a drop in numbers in the category “clear statement of thesis” (93% to 87%) in the previous assessment cycle, faculty had determined to hold a workshop in spring 2019 to share hand-outs and other tools used to teach the writing of effective thesis statements. This workshop was held on March 28. See attached email.</p> <p>2. As a result of faculty discussions held on AOL day 2019, several changes were made to the assessment process for HIS 290 and HIS 302 papers. The new category “evidence of critical reading of texts” was found to be too vague for assessors and so specific criteria for U, D, and S ratings were determined:            U = NO EVIDENCE OF CRITICAL EXAMINATION OF PRIMARY OR</p>

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	<p>improvements will be reviewed and voted upon by the department as a whole and those supported by the majority of the department will be implemented.</p>	<p>are asked to place a special emphasis in this area. (10/04/2019)</p> <p><b>Related Documents:</b>  <a href="#">Assessment Report 2019.docx</a>  <a href="#">Thesis Workshop, March 28.pdf</a></p>	<p>SECONDARY TEXTS  D = CRITICALLY ENGAGES A PRIMARY OR SECONDARY TEXT  S = CRITICALLY ENGAGES PRIMARY AND SECONDARY SOURCES.  Similarly, it was determined that only in exceptional cases could a paper be rated “unsatisfactory” in thesis statement but “satisfactory” in “narrative supports the thesis with evidence. See the attached assessment report for a detailed description of these changes in policy. (10/04/2019)</p>
<p><b>16-20 PLLO 3: Research Project -</b> History majors successfully completing the advanced research paper course HIS 450W will be able to execute a research paper project utilizing both primary and secondary sources at a level acceptable to a jury of faculty.</p> <p><b>Objective Status:</b> Active  <b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, Communication, Critical Reading (QEP), Critical Thinking, Program-Level Learning Objectives (PLLO)</p>	<p>Capstone Research Project (HIS 450W capstone research paper)  <b>Criterion:</b> All history majors complete a formal capstone research project (HIS 450W) which includes both primary and secondary sources, as part of their major requirements. At least 75% of those papers, which will be collected from the HIS 450W class each semester, will meet the following standards: inclusion of a clearly written and viable thesis, the provision of a narrative supporting the thesis with evidence, critical reading of texts, the use of primary sources, the integration of primary and secondary material, the use of full sentences within well-structured paragraphs, and the inclusion of footnote or end citations and a bibliography in general conformity with The Chicago Manual of Style.  <b>Schedule:</b> Every other year, early in the fall semester, HIS 450W papers</p>	<p><b>Result Status:</b> Result Open-Further action needed  <b>Result/Observation Type:</b> Limitation  HIS 450W papers from the 2018-2020 assessment cycle were assessed by members of the History Assessment Committee in fall 2020 (43 History majors and 9 History Teaching majors). The full report (see attached) was sent to History faculty in January 2021. The assessment committee chair conducted electronic discussions of the data and recommendations with faculty in January 2021. Across the History and Teaching sides, department goals were met in all categories except Notes and Bibliography. The areas needing attention in the previous report on HIS 450 (created in Fall 2018 for the academic year 2017-2018), which were “Thesis statements” and “Integration of primary and secondary sources,” not only met but far exceeded our expectation, so effort placed in those areas was successful (thesis statements, for example, jumped from 69.5% to 88% satisfactory among History majors). A group of faculty met in the 2019-2020 academic year to discuss methods for teaching thesis statements, and determined more clearly how we articulate “clear and viable” with respect to a good thesis statement. That meeting has born fruit. Action plans: The real clear area of concern is footnote formatting, down to 63% from 78% for History majors. Dr. John Bowes will be teaching this class in spring 2021. He</p>	<p><b>Meaningful Changes:</b> Dr. Rob Weise taught HIS 450 in both fall 2019 and spring 2020. Going into fall 2019, he made a number of adjustments to the course to enable students to better conduct their research and develop stronger thesis statements and historical arguments. His summary of these changes is as follows: “I scheduled Library talk with A. Cole, as the library databases are much more in-depth and sophisticated than they were last time I taught. And I added the oral presentation and website assignments. I also extended the HIS 103 Refresher that I’ve done in the past to remind students of historical context.”  Given that Dr. Weise taught this class in spring 2020, he also had to make a number of changes mid-semester to make it possible for</p>

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	<p>from the previous two years will be assessed by the Assessment Committee as to their achievement of the above standards. The Assessment Committee will report their findings to the chair and program faculty by late September.</p> <p><b>Who will use the data (How and When)?:</b> At AOL Day, department faculty will review the data as reported by the Assessment Committee, and either as a group or through-ad-hoc committees develop means to address research project deficiencies. The recommended improvements will be reviewed and voted upon by the department as a whole and those supported by the majority of the department will be implemented.</p>	<p>plans to give students a full designated class session to work through their papers and fix the footnotes. He is going to place it toward the latter part of the semester as students are dealing with the rough drafts.</p> <p>The assessors also recommend that the department discuss expectations for “full sentences in complete paragraphs” (deemed 86% satisfactory for History majors in this cycle). As far as sentences in structured paragraphs goes, the assessors focused on sentence structure and did not necessarily include grammatical errors or typos in their decisions. This accounts for the high percentage of success. Many papers had a number of grammatical errors or typos even if sentence structure and paragraph structure was generally fine. The department may wish to discuss whether it wishes to change this writing category’s emphasis or not. The good news was that most students understand basic sentence structure. The assessors felt that many still struggled with everything from spelling to word choice and punctuation (especially apostrophes and commas). (01/12/2021)</p> <p><b>Related Documents:</b>  <a href="#">Assessment Report 2020.docx</a>  <a href="#">Dr. Rob Weise - 450 Meaningful Changes.pdf</a></p>	<p>students to achieve SLOs under pandemic circumstances:</p> <ol style="list-style-type: none"> <li>1) I didn’t use Zoom spring semester, so almost everything happened via email. I spent a lot of time composing emails and making phone calls. Were I doing 450 last or this semester, I would use more BB video and audio tools.</li> <li>2) Students no longer had access to physical books from library. They spent more time with databases, and I also helped them find, say, excerpts of books from Google Books. I adjusted my expectations for secondary sources. Fortunately, since the semester was half over and students had already submitted annotated source lists, most of them already had what they needed.</li> <li>3) I dispensed with assignments other than the final paper – no oral presentation assignment or online exhibit assignment, as originally planned. With Dr. Weise’s support, all but one student completed the course in the midst of major obstacles, and the overall assessment numbers for the 2018-2020 cycle show that they did so with a high degree of success.</li> </ol> <p>See the attached email correspondence uploaded as evidence of these changes. (01/12/2021)</p>

**Result Status:** Result Open-Further action needed

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		<p><b>Result/Observation Type:</b> Limitation  This objective was not assessed in 2018/2019. It will be assessed in the 2019/2020 assessment cycle and results will be provided in the 2019 report. (10/04/2019)</p> <p><b>Related Documents:</b>  <a href="#">Thesis Workshop, March 28.pdf</a></p>	<p><b>Meaningful Changes:</b> After observing a drop in numbers in the category “clear statement of thesis” in the previous assessment cycle, faculty had determined to hold a workshop in spring 2019 to share hand-outs and other tools used to teach the writing of effective thesis statements. This workshop was held on March 28. See attached email. (10/04/2019)</p>