Department: Fictional History Department

Program name: BA History

Program Student Learning Outcome 1 (PSLO 1)	Institutional Student Learning Outcome (ISLO)	Class, semester, year, & assessment tool of reported data.[1]	Goals (Target percentages from Assessment Plan)				Results				
			do not meet		meet		Number of students assessed[2]	do not meet		meet	
			do not meet	approach	meet	exceed		do not meet	approach	meet	exceed
PSLO 1 History BA students will be able to *interpret* historical events by using multiple primary source documents/ artifacts.	ISLO 4	HIST 301, Fall 2022 Data gathered from Assignment 4	0%	20%	70%	10%	20	0%	25%	65%	10%
		HIST 450, Spring 2023 Final Paper No data for Fall 2022	0%	20%	70%	10%					

[1] If multiple assessment tools were used for PSLO 1, then list each in a separate row. Each row must correspond in full to the PSLO 1 row in the Assessment Plan.

[2] Only include students that completed the assessment.

Department Assessment Coordinator or faculty member completing PSLO 1 section: Carrie Bates

Date submitted: January 15, 2023

Deviations from PSLO 1 Assessment Plan

- Were there any significant deviations from the Assessment Plan that was approved by the Academic Assessment Committee? If so, please explain what the changes were, why they were necessary, and how they may have affected the reported results. Also, attach any new rubrics.

  No deviations

Effectiveness of assessment methods [Middle States S5.5]

- Did faculty find the assessment(s) effectively captured how students were performing in PSLO 1?

  Yes. The faculty member who teaches HIST 301 provides multiple primary sources about an historical event and asks students to use those sources to create a written interpretation of the event.

- What changes to the assessment(s) will be made, if any?

  No changes

- If applicable, how and when will these changes be implemented?

  N/A

Sharing assessment results and decision-making [Middle States S5.2c]

- When and how were the assessment results shared with faculty?

  The Department Chair shared results with faculty at the ad-hoc assessment retreat held on December 12, 2022. The following faculty were in attendance: ....

- How were faculty actively engaged in the analysis and decision-making process to improve student learning (as described below)?

  At the end of Fall 2022, a team of faculty met to use the rubrics to score the assignments we used as artifacts. This team then analyzed the results and met with the Department Chair to share the data. Then, we had an ad hoc retreat to share the data more broadly. Faculty discussed several possibilities to improve student learning with respect to interpreting historical events using multiple primary sources, and we settled on the change described below.

Recommendations for improving student learning [Middle States S5.3]

- Based on the assessment results, what interventions or changes to teaching and/or the curriculum will be made to improve student learning?

  We will drop Assignment 2 and turn Assignment 4 into Assignment 3 which allows us to assign it earlier and to provide room in the schedule for a second revision, rather than a single revision as we now have.

  OR

  We will add an assignment like this to HIST 245, which is a prerequisite for HIST 301. This will reinforce the skill of interpretation which is introduced in HIST 101 and measured in HIST 301. When we created a curriculum map, we noticed that we reinforce this skill in our electives but not in our core course. By adding another interpretive assignment in a required mid-level course, we will provide more opportunities for our students to practice it before we measure it for mastery in HIST 301.

  OR

  In every 100 and 200 level class, we will add a weekly demonstration of how professional historians interpret historical events by using multiple primary sources, and we will guide a practice session during class for the students to work on this skill. Currently, we do this three times throughout the semester.

- When will these changes be implemented?

  Fall 2023

Program Student Learning Outcome 2 (PSLO 2)	Institutional Student Learning Outcome (ISLO)	Class, semester, year, & assessment tool of reported data.[1]	Goals (Target percentages from Assessment Plan)				Results				
			do not meet		meet		Number of students assessed[2]	do not meet		meet	
			do not meet	approach	meet	exceed		do not meet	approach	meet	exceed
PSLO 2 (copy text here)	Place ISLO # here (if applicable)										

[1] If multiple assessment tools were used for PSLO 2, then list each in a separate row. Each row must correspond in full to the PSLO 2 row in the Assessment Plan.

[2] Only include students that completed the assessment.

Department Assessment Coordinator or faculty member completing PSLO 2 section:

Date submitted:

Looking back to PSLO 1

- Did the program implement the recommended changes to improve student learning that are described above? If not, when do they plan to implement them?

- What is the program's initial perception of how effective these changes are in improving student learning?

- Does the program envision changing PSLO 1 for the next assessment cycle? If so, how?

Deviations from PSLO 2 Assessment Plan

- Were there any significant deviations from the Assessment Plan that was approved by the Academic Assessment Committee? If so, please explain what the changes were, why they were necessary, and how they may have affected the reported results. Also, attach any new rubrics.

Effectiveness of assessment methods [Middle States S5.5]

- Did faculty find the assessment(s) effectively captured how students were performing in PSLO 2?

- What changes to the assessment(s) will be made, if any?

- If applicable, how and when will these changes be implemented?

Sharing assessment results and decision-making [Middle States S5.2c]

- When and how were the assessment results shared with faculty?

- How were faculty actively engaged in the analysis and decision-making process to improve student learning (as described below)?

Recommendations for improving student learning [Middle States S5.3]

- Based on the assessment results, what interventions or changes to teaching and/or the curriculum will be made to improve student learning?

- When will these changes be implemented?

Program Student Learning Outcome 3 (PSLO 3)	Institutional Student Learning Outcome (ISLO)	Class, semester, year, & assessment tool of reported data.[1]	Goals (Target percentages from Assessment Plan)					Results				
			do not meet		meet		Number of students assessed[2]	do not meet		meet	
			do not meet	approach	meet	exceed		do not meet	approach	meet	exceed
PSLO 3 (copy text here)	Place ISLO # here (if applicable)											

[1] If multiple assessment tools were used for PSLO 3, then list each in a separate row. Each row must correspond in full to the PSLO 3 row in the Assessment Plan.

[2] Only include students that completed the assessment.

Department Assessment Coordinator or faculty member completing PSLO 3 section:

Date submitted:

Looking back to PSLO 2

- Did the program implement the recommended changes to improve student learning that are described above? If not, when do they plan to implement them?

- What is the program's initial perception of how effective these changes are in improving student learning?

- Does the program envision changing PSLO 2 for the next assessment cycle? If so, how?

Deviations from PSLO 3 Assessment Plan

- Were there any significant deviations from the Assessment Plan that was approved by the Academic Assessment Committee? If so, please explain what the changes were, why they were necessary, and how they may have affected the reported results. Also, attach any new rubrics.

Effectiveness of assessment methods [Middle States S5.5]

- Did faculty find the assessment(s) effectively captured how students were performing in PSLO 3?

- What changes to the assessment(s) will be made, if any?

- If applicable, how and when will these changes be implemented?

Sharing assessment results and decision-making [Middle States S5.2c]

- When and how were the assessment results shared with faculty?

- How were faculty actively engaged in the analysis and decision-making process to improve student learning (as described below)?

Recommendations for improving student learning [Middle States S5.3]

- Based on the assessment results, what interventions or changes to teaching and/or the curriculum will be made to improve student learning?

- When will these changes be implemented?

Program Student Learning Outcome 4 (PSLO 4)	Institutional Student Learning Outcome (ISLO)	Class, semester, year, & assessment tool of reported data.[1]	Goals (Target percentages from Assessment Plan)				Results				
			do not meet		meet		Number of students assessed[2]	do not meet		meet	
			do not meet	approach	meet	exceed		do not meet	approach	meet	exceed
PSLO 4 (copy text here)	Place ISLO # here (if applicable)										

[1] If multiple assessment tools were used for PSLO 4, then list each in a separate row. Each row must correspond in full to the PSLO 4 row in the Assessment Plan.

[2] Only include students that completed the assessment.

Department Assessment Coordinator or faculty member completing PSLO 4 section:

Date submitted:

Looking back to PSLO 3

- Did the program implement the recommended changes to improve student learning that are described above? If not, when do they plan to implement them?

- What is the program's initial perception of how effective these changes are in improving student learning?

- Does the program envision changing PSLO 3 for the next assessment cycle? If so, how?

Deviations from PSLO 4 Assessment Plan

- Were there any significant deviations from the Assessment Plan that was approved by the Academic Assessment Committee? If so, please explain what the changes were, why they were necessary, and how they may have affected the reported results. Also, attach any new rubrics.

Effectiveness of assessment methods [Middle States S5.5]

- Did faculty find the assessment(s) effectively captured how students were performing in PSLO 4?

- What changes to the assessment(s) will be made, if any?

- If applicable, how and when will these changes be implemented?

Sharing assessment results and decision-making [Middle States S5.2c]

- When and how were the assessment results shared with faculty?

- How were faculty actively engaged in the analysis and decision-making process to improve student learning (as described below)?

Recommendations for improving student learning [Middle States S5.3]

- Based on the assessment results, what interventions or changes to teaching and/or the curriculum will be made to improve student learning?

- When will these changes be implemented?