

ASSESSMENT REPORT: Year 1

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 <i>interpret</i> 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%	15%	75%	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 the Fall semester, a team of faculty met to use the rubrics to score the assignments that 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? (Please note that we provide a variety of recommendations below, but this is not an exhaustive list. Also note that the “do nothing” option is not listed here, as that is not really an option. Assessment is about improving student learning. Maintaining the status quo is not the same thing as improvement.)

We exceeded our target goals for meeting the PSLO by 5%. We have decided to raise our “meeting” target from 70% to 80%, which means decreasing the “approaching” target from 20% to 10%. To help us reach these new standards, we will implement the following changes:

- 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.

AND

- 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.

OR

We exceeded our target goals for meeting the PSLO by 5%. We analyzed procedures and practices used in HIST 301 to see how they compare to the procedures and practices used in HIST 450, which is the class designated for spring 2023 assessment of this PSLO. We discovered that HIST 301 uses scaffolded writing assignments, which HIST 450 has not done in the past. We changed the process of writing the final paper (our assessment artefact) for HIST 450 so that students now write this paper in scaffolded stages.

OR

We exceeded our target goals for meeting PSLO 1 by 5%. By the time students write assignment 4 in HIST 301, they have had lots of practice interpreting historical events using multiple primary sources. We would expect students at this level to have mastered this skill, and we would be surprised to see different results. However, instructors in 301 and in lower division classes usually curate a list a of primary sources for students to choose from. To improve student learning within the program, we will add a new PSLO to our Assessment Plan in Year 5 (AY 2026-2027) of this current cycle: “Students **find** appropriate primary sources that relate to an historical event they will be researching.” This additional PSLO will become PSLO 3, and our current PSLO 3 will be renumbered as PSLO 4. We will assess this new PSLO in Year 3 (AY 2029-2030) of the next cycle, using the Annotated Bibliography project in HIST 330. Mastery of this skill should prepare students to succeed in senior seminar (HIST 450) where they create their own well-reasoned argument (currently PSLO 3 but will be PSLO 4 under the new scheme).

- When will these changes be implemented?

Fall 2023

ASSESSMENT REPORT: Year 2

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?

ASSESSMENT REPORT: Year 3

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?

ASSESSMENT REPORT: Year 4

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?