Annual Program Assessment Report

Academic Year Assessed: 2018-19

College: CLS

Department: History & Philosophy

Submitted by: assessment committee member, history program

Program(s) Assessed:

Indicate all majors, minors, certificates and/or options that are included in this assessment:

Majors/Minors/Certificate	Options
Major	**History/SETS**

Annual Assessment Process (CHECK OFF LIST)

1. Data are collected as defined by Assessment Plan
   YES
2. Population or unbiased samples of collected assignments are scored by at least two faculty members using scoring rubrics to ensure inter-rater reliability.

   NO. reviewed by one member.
3. Areas where the acceptable performance threshold has not been met are highlighted.
   NA
4. Assessment scores were presented at a program/unit faculty meeting.
   Scheduled for a fall meeting
5. The faculty reviewed the assessment results, and responded accordingly (Check all appropriate lines)

   Gather additional data to verify or refute the result. _____

   Identify potential curriculum changes to try to address the problem _____

   Change the acceptable performance threshold, reassess _____

   Choose a different assignment to assess the outcome _____

   Faculty may reconsider thresholds_____

   Evaluate the rubric to assure outcomes meet student skill level _____

   Use Bloom's Taxonomy to consider stronger learning outcomes _____

   Choose a different assignment to assess the outcome_____

   OTHER: Will address options at upcoming meeting.
6. **Does your report demonstrate changes made because of previous assessment results (closing the loop)?**   YES

1. Assessment Plan, Schedule and Data Source.

a. Please provide a multi-year assessment schedule that will show when all program learning outcomes will be assessed, and by what criteria (data). (You may use the table provided, or you may delete and use a different format).

Report Schedule	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
History Major L.O.s		1,6	2,3,4,5	1,6	2,3	1,6	4,5	2,3
History Minor L.O.s			1,2,3	1	2	1	3	

*Data sources: randomly selected essays from senior capstone courses (major) and randomly selected essays from 100-level courses essays (minor)

b. What are your threshold values for which you demonstrate student achievement? (Example provided in the table should be deleted before submission)

See attached

2. What Was Done

a) Was the completed assessment consistent with the plan provided? YES.
If no, please explain why the plan was altered.

b) Please provide a rubric that demonstrates how your data was evaluated.
See attached rubrics for major LOs 2 and 3.

3. How Data Were Collected

a) How were data collected? (Please include method of collection and sample size).
    Random selection of 10 essays from capstone courses (from total available of approx. 30)

b) Explain the assessment process, and who participated in the analysis of the data.

Chair of history assessment committee reviewed materials, collected data. The chair did not teach either of the capstone courses under review.

NOTE: Student names must not be included in data collection. Totals of successful completions, manner of assessment (publications, thesis/dissertation, or qualifying exam) may be presented in table format if they apply to learning outcomes.

4. What Was Learned

Based on the analysis of the data, and compared to the threshold values provided, what was learned from the assessment?

a) Areas of strength

100% of student essays met the threshold (acceptable or above) on both objectives. We are meeting the goals established by the first assessment committee in 2010-11.

> **Major:**
> Learning Outcome 2:
>
> | | |
> |---|---|
> | Excellent | 50% |
> | Good | 33% |
> | Acceptable | 17% |
> | Unacceptable | 0% |

Total "Acceptable" and better: 100%. This result surpasses the goal of 75%.

Learning Outcome 3:

Excellent	50%
Good	33%
Acceptable	17%
Unacceptable	0%

Total "Acceptable" and better: 100%. This result surpasses the goal of 75%.

b) Areas that need improvement

Although we are meeting the objectives as written, it is time for the department to review the objectives, rubrics, and assessment process and make necessary adjustments to better address the current reality of our major/minor programs (which have evolved over the past decade), and the goals of current faculty.

5. How We Responded

a) Describe how "What Was Learned" was communicated to the department, or program faculty. Was there a forum for faculty to provide feedback and recommendations?

The result will be presented at an upcoming department meeting. History faculty will establish a plan to review and revise as appropriate the major and minor learning objectives, appropriate assessment points, and rubrics. By the end of this academic year, we will have a revised plan in place for next year's committee to adopt.

b) Based on the faculty responses, will there any curricular or assessment changes (such as plans for measurable improvements, or realignment of learning outcomes)?
YES

 If yes, when will these changes be implemented? See a) above

Please include which outcome is targeted, and how changes will be measured for improvement. If other criteria is used to recommend program changes (such as exit surveys, or employer satisfaction surveys) please explain how the responses are driving department, or program decisions.

c) When will the changes be next assessed? See a) above.

6. Closing the Loop
a) Based on assessment from previous years, can you demonstrate program level changes that have led to outcome improvements? As our assessment plan stands, we are consistently

meeting our threshold. Our review process this year will help us to identify with more specificity where and how we can improve our program.

Submit report to programassessment@montana.edu

** Threshold value: At least 75% of students will be rated "Acceptable" or higher on every category of the scoring rubrics for both major and minor.

LEARNING OUTCOMES ASSESSMENT RUBRICS

MAJOR LEARNING OUTCOMES (History/SETS)

2. be able to present a clear thesis statement
3. be able to distinguish between primary and secondary sources
4. be able to marshal evidence from both primary and secondary sources to support an argument
5. be able to communicate effectively
6. be able to recognize that historical events are subject to multiple interpretations
7. be able to cite sources according to the conventions of the discipline.

MAJOR LEARNING OUTCOME 1 - Our graduates will be able to present a clear thesis statement.

	Unacceptable	Acceptable	Good	Excellent
	There is no recognizable thesis or it is unintelligible due to grammatical errors.	There is a thesis statement that takes a position on an arguable point, but it may not be fully developed. It is largely free of grammatical errors.	There is a thesis statement that takes a clear position on an arguable point. It is written in grammatically correct language. It demonstrates an effort to interpret a historical phenomenon.	There is a thesis statement that is original and/or creative in its presentation of an argument about a historical phenomenon. It is forcefully or persuasively presented in well-written language. It previews the argumentative line of the essay and the evidence that will be used.
	Unacceptable	**Acceptable**	**Good**	**Excellent**

MAJOR LEARNING OUTCOME 2 - Our graduates will be able to distinguish between primary and secondary sources

	Unacceptable	Acceptable	Good	Excellent
	the paper used only secondary sources with no sense that original research requires primary materials	the paper demonstrated the use of primary and secondary sources but without notable distinction	there is an embedded understanding of the difference between types of sources	there is an explicit discussion of the nature of sources used in the paper
	Unacceptable	**Acceptable**	**Good**	**Excellent**

MAJOR LEARNING OUTCOME 3 - Our graduates will be able to marshal evidence from both primary and secondary sources to support an argument

Unacceptable	Acceptable	Good	Excellent
makes a claim but doesn't have convincing evidence **Unacceptable**	makes a connection between a claim and a source, but uses limited sources, is overly dependent on a single source without explanation **Acceptable**	makes a connection between a claim and source materials, but does not contextualize the source **Good**	makes a clear connection between a claim and source material and uses more than one kind of material to support that claim, sometimes with a comment on the nature of the evidence **Excellent**

MAJOR LEARNING OUTCOME 4 – Our graduates will be able to communicate effectively

Unacceptable	Acceptable	Good	Excellent
has no argument; is poorly organized; is riddled with grammatical errors **Unacceptable**	organizes essay with introduction, explanatory body and conclusion; paragraph are not always clear; and argument wanders about **Acceptable**	organizes essay with introduction, explanatory body and conclusion; has paragraphs with clear topic sentences, is grammatically correct and virtually error free **Good**	organizes essay with introduction, explanatory body and conclusion; has paragraphs with clear topic sentences, is grammatically correct and virtually error free, and shows evidence of a "voice" of their own and some stylistic flair **Excellent**

MAJOR LEARNING OUTCOME 5 – Our graduates will be able to recognize that historical events are subject to multiple interpretations

Unacceptable	Acceptable	Good	Excellent
does not show any understanding that the past may be subject to interpretation **Unacceptable**	acknowledges that the event under study is subject to multiple interpretations but adheres to only one interpretation without serious consideration of other points of view **Acceptable**	acknowledges that the event under study is subject to multiple interpretations and attempts to use evidence from sources to demonstrate those interpretations **Good**	recognizes that the event/theory/phenomenon under study is subject to multiple interpretations and suggest the lines of competing interpretations, referring to a variety of texts or contradictory sources **Excellent**

MAJOR LEARNING OUTCOME 6 - Our graduates will be able to cite sources according to the conventions of the discipline.

Unacceptable	Acceptable	Good	Excellent
Incomplete bibliographic information that does not permit traceability; so many errors in style and punctuation as to make information unusable. **Unacceptable**	Citations have full bibliographic information that permits traceability; there may be inconsistency in style and errors of punctuation. **Acceptable**	Citations are consistent, with full bibliographic information that permits traceability; there may be errors of punctuation. **Good**	Citations meet journal standards of accuracy, consistency and punctuation. **Excellent**

MINOR LEARNING OUTCOMES (History/ History Teaching)

1. have acquired an introductory knowledge of Western Civilization, U.S. History, and one area of World History
2. be able to marshal historical evidence from assigned texts, which may include primary and secondary sources, to support an argument
3. be able to communicate historical ideas effectively

MINOR LEARNING OUTCOME 1 – Our minors will have acquired an introductory knowledge of Western Civilization, U.S. History, and one area of World History

Unacceptable	Acceptable	Good	Excellent
Demonstrates no or very limited knowledge and understanding of the subject matter (Western Civilization, U.S. History, or World History, per selected class) **Unacceptable**	Demonstrates a basic, rudimentary knowledge and understanding of the subject matter (Western Civilization, U.S. History, or World History, per selected class) **Acceptable**	Demonstrates more than a basic knowledge and understanding of the subject matter (Western Civilization, U.S. History, or World History, per selected class) **Good**	Demonstrates a comprehensive knowledge and understanding of the subject matter (Western Civilization, U.S. History, or World History, per selected class) **Excellent**

MINOR LEARNING OUTCOME 2 – Our minors will be able to marshal historical evidence from assigned texts, which may include primary and secondary sources, to support an argument

Unacceptable	Acceptable	Good	Excellent
makes a claim but doesn't have convincing evidence **Unacceptable**	makes a connection between a claim and a source, but uses limited sources, is overly dependent on a single source without explanation **Acceptable**	makes a connection between a claim and source materials, but does not contextualize the source **Good**	makes a clear connection between a claim and source material and uses more than one kind of material to support that claim, sometimes with a

				comment on the nature of the evidence **Excellent**

MINOR LEARNING OUTCOME 3 - Our minors will be able to communicate historical ideas effectively

	Unacceptable	Acceptable	Good	Excellent
	Demonstrates no or very limited ability to communicate historical ideas **Unacceptable**	Demonstrates a basic, rudimentary ability to communicate historical ideas **Acceptable**	Demonstrates more than a basic ability to communicate historical ideas **Good**	Clearly and effectively communicates historical ideas **Excellent**