

# ANNUAL PROGRAM ASSESSMENT REPORT

(For AY 2013-2014 through 2018-2019)

**CURRENT YEAR - AY 2015-2016 (Year 3)**

UNIT	COLLEGE OF ARTS AND SCIENCES
Department (if applicable)	HISTORY
Degree/Program	Bachelor of Arts/Secondary Education
Prepared By:	
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Use size 10 font.

Annually, complete a separate report for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Reports are to be sent electronically to [assessment@washburn.edu](mailto:assessment@washburn.edu) by **June 30** each year.

## SECTION I

<b>2015-2016 Academic Year</b>
Describe your program's assessment accomplishments since your last report. <i>Cell will expand to accommodate your text.</i>
The Department SLO's in the University Catalog have been updated to match the PSLO's used for assessment. HI111 and HI112 (United States History I and II) successfully completed the five-year General Education review process using updated USLOs and data.
Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. <i>Cell will expand to accommodate your text.</i>
The PSLOs used for assessment are now consistent with the PSLOs listed in the University Catalog. Last year's report identified students and alumni as stakeholders. The report was posted on the Department's web site so to share results with those stakeholders. The report will be shared with Tara Porter in the Education Department this year so as to include Education in results. Reviewers also commented on Bloom's taxonomy and the wording of PSLOs. Reviewers have made similar comments over consecutive years. The Department has revised the language of PSLOs, but decided that the language as reported in the University Catalog is sufficient and does not require further revision.
Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? Cell will expand to accommodate your text
<u>      </u> Yes (describe what and why below) <u>  <b>x</b>  </u> No

<b>2014-2015 Academic Year</b>
Describe your program's assessment accomplishments since your last report. <i>Cell will expand to accommodate your text.</i>

<p>We participated in assessment meetings in September based on the 2013-2014 assessment process. We also completed the first General Education assessment process in March, with limited data. More faculty completed the online general education assessment each semester, though some confusion remains about the numbering system. With time, there will be more data to work with in order to construct more functional general education assessments. We implemented changes discussed in summer 2014 for HI395 and completed course success processes for HI100, 101, 102, 111, 112. Dr. Erby worked with CEP instructors on assessing CEP courses using USLO rubrics (critical and creative thinking for HI111 and HI112) and worked to address grade inflation concerns in those courses.</p>
<p>Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. <i>Cell will expand to accommodate your text.</i></p>
<p>I am working on making sure the PSLO language in the Assessment Plan is consistent with the PSLOs in the University Catalog. There were minor changes to PSLO language. The places where we (the department) can make those changes we have (department website), but there are other places in the system that are beyond our purview (University Catalog). There is now a description of "Other" in the Assessment Plan. The "other" assessment is pertinent to PSLO 1 and 3. We have written a survey (indirect assessment measure) to be administered at the completion of the senior capstone course (HI399). The survey is consistent with the PSLOs and is designed to assess students' cumulative experiences as history majors. The survey will be administered for the first time in December 2015. The survey is included in the materials submitted with this report.</p>
<p>Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? Cell will expand to accommodate your test</p>
<p><input checked="" type="checkbox"/> Yes (describe what and why below) <input type="checkbox"/> No</p>
<p>Incorporated minor changes to the language in PSLO 2. The PSLO read "Demonstrate ability to master critical skills of the historical discipline." It now reads "Demonstrate ability to master critical skills of the historical discipline (research, critical evaluation of sources, writing)." Also included explanation of "Other" in "Assessment Measures." Added "Other" as an Assessment Measure for PSLO 3.</p>

<p><b>2013-2014 Academic Year</b></p>
<p>Describe your program's assessment accomplishments since your last report. <i>Cell will expand to accommodate your text.</i></p>
<p>In April, we completed the revised Program Assessment Plan for the department. All of the general education courses now use department based general education critical thinking or global diversity rubrics and targets as appropriate per course. All general education also have rubrics and targets consistent with PSLO2. In December and in May most faculty completed online university general education assessment for general education courses.</p>
<p>Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. <i>Cell will expand to accommodate your text.</i></p>
<p>I met with Margaret Wood to review the language in the 2012-2013 report to better understand and prepare for this year's report. We met subsequently to talk specifically about language that would be useful in the glossary. I attended a Program Assessment Plan work session in order to learn how to write the plan. Based on all communication, we have revised the language of some PSLO and deleted a PSLO.</p>
<p>Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report?</p>
<p><input checked="" type="checkbox"/> Yes (describe what and why below) <input type="checkbox"/> No</p>
<p>The review process after last year's assessment report and preparation for the new Program Assessment Plan prompted revisions of the calendar so that evaluate the same number of PSLOs each year, but in no year do we report on all of them. Likewise, we dropped a PSLO to streamline the process. There is also one new course in the plan. HI105/MU106 World Music is a team taught course. Students enrolled in HI105 received social science general education credit. Students enrolled in MU106 received humanities general education credit. The course does not count towards the major in the History Department.</p>

## SECTION II

*Delete rows that are not needed. Copy and paste to add rows. Cells will expand to accommodate your text.*

2015-2016 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) <b>this</b> year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are <b>shared</b> with <b>faculty, students, university-wide entities, and stakeholders</b> (advisory boards, employers, community, alumni, etc.)
<b>PSLO #2</b> Demonstrate ability to master critical skills of the historical discipline.	<b>Direct: Portfolio, Grades, Course Embedded Assignment (as assessed by other rubric) for HI100, 101, 102, 111, and 112.</b>	See attached	See attached.
<b>PSLO #4</b> Demonstrate mastery of the discipline's scholarship by: putting specific research focus in the context of larger historical patterns; identifying an appropriate research project, and with it both the primary and secondary sources needed to carry it through; reading and assessing both of these kinds of sources in terms of the focused research project; and, conceptualizing, organizing, and writing a scholarly paper presenting the result of this scholarship.	<b>Direct: Grades, HI399</b>	See attached	
	<b>Indirect: Survey</b>	See attached	
<b>Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.</b>			
For portfolios: <ul style="list-style-type: none"> <li>Consistent data collection. This point includes guarding against rubric shifts in the next five years in order to have a consistent data pool. It also includes</li> </ul>			

working with faculty to include one item from each History major with its appropriate rubric in the portfolio at the culmination of every semester.

- Better identification of History majors. Faculty need to work with our administrative assistant to provide us with an updated list of majors at the conclusion of every semester. This will help us create portfolios for new majors as needed but also will help us remove the portfolios of students who change majors away from History.
- Use data and communication methods to identify students whose progress is more or less static to address their individual needs. The limited evidence we have suggests that we do not have a significant curriculum problem as most students either remain strong or improve dramatically. We need to work with those students who have plateaued.

As for the CEP issues, Kelly Erby will continue her efforts to work with high school teachers who teach CEP courses to help them create courses that are more equivalent with campus courses. The department regularly (at every faculty meeting) talks about CEP and its consequences for the department. We strongly encourage CEP teachers to bring their students to campus for History Department events to more regularly engage CEP students with college-level history. Only one area teacher does that with any regularity, and he does not teach CEP. We, as faculty, would like to go directly into CEP classrooms and engage students there. There are other ideas, but all require committed support for the Department in these efforts from CAS and from the University. Without concerted and coordinated action CEP students, the Department, and the University will continue to suffer.

**Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.**

PSLOs are included on the Department’s web site and syllabi. The results of this report and associated data will be posted on the History Department website making them available students and community stakeholders, including alumni and auditors. Alumni and interested community members who receive the department newsletter will be informed through the newsletter that the report is available through the Department website. The results and all evidence will be reported directly to the University Assessment Committee. The report and associated data will also be emailed directly to faculty members for their review, as well as Tara Porter in Education. The results will also be discussed at the first department faculty meeting in fall 2016.

**2014-2015 Academic Year**

<b>Program Student Learning Outcomes Analyzed and Reported for Current Year</b>	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) <b>this</b> year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are <b>shared</b> with <b>faculty, students, university-wide entities, and stakeholders</b> (advisory boards, employers, community, alumni, etc.)
<b>PSLO #1</b> Recognize the broadest patterns of United States and World History.	<b>Direct:</b> Portfolios (An example of student work from all courses is placed in a portfolio. Portfolios will be evaluated in the summer of 2016)  Course grades  Other faculty applied rubric	See attached	See attached
<b>PSLO #3</b> Apply the understanding	<b>Direct:</b> Portfolios (An example of student work	See attached	See attached

of the broad patterns of history to an in-depth examination of significant historical issues for three cultural areas identified by the department (United States, Europe, Non-Western).	from all courses is placed in a portfolio. Portfolios will be evaluated in the summer of 2016.)  Course grades  Other faculty applied rubric		
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**Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.**

The results indicate on-campus students meet or exceed expectations outlined in PSLO1 and 3 using either the “other” history rubric or course grades as measures. Even so, faculty who teach HI100, 101, 102, 111, and 112 participated in course success processes to develop strategies to improve student learning in those courses. In **Spring 2015** faculty who teach U.S. history surveys and world history surveys participated in course. None of these courses have been identified as courses that have problems with student success. World history faculty identified problems with critical thinking skills, textbooks, and managing the balance between content and remediation. After consultation with colleagues in other universities and additional research on best practices, we agreed to attempt to better identify core themes in courses and emphasize those themes regularly in class activities and assignments. Dr. Silvestri will attempt to teach HI102 backwards, from the present to the past. Dr. Prasch is going to experiment with an in-class collective writing assignment. Dr. Morse is going to experiment with more past-present connections. U.S. history faculty expressed similar concerns about critical thinking skills. They will experiment with multiple techniques, include simulations, Socratic circles, history labs, and big question analysis. All faculty will report outcomes.

Greater concerns exist regarding concurrent enrollment courses as outlined in the PSLO1 narrative. We have ongoing concerns about grade inflation and equivalency – are concurrent enrollment courses truly equivalent to those taught on campus? As outlined in the narrative, Dr. Erby has taken steps to work with the instructors of concurrent enrollment courses to address concerns. She will continue those efforts in 2015-2016. It is possible, however, that the Higher Learning Commission could make changes to concurrent enrollment policies and practices that may resolve some of our concerns.

Last year we identified concerns with HI395 and HI399, courses assessed with PSLOs 2 and 4. In **2014-2015**, Drs. Erby, Morse, and Wynn implemented significant changes to HI395, the penultimate course required for majors that had caused significant concerns. The quality of the work produced consistently was not what it needed to be, students had difficulty making deadlines and incorporating the appropriate number of sources into their drafts and frequently requested incompletes. We instituted a syllabus that incorporated common deadline and source requirement standards, an identical rubric, and similar pre-draft assignments. The readings varied between the three faculty members. Though it is too soon to draw significant conclusions (one semester each of the new regimen) about the overall quality of the work, we find positive the harsh deadlines and source requirement rules. We will continue to monitor the course and revise as necessary. As a department, more faculty members have instituted historiography like assignments in other upper division courses to better prepare students for HI395. Between fall 2014 and spring 2015 six courses taught by four different faculty in the three different culture regions (European, U.S., Non-Western) incorporated short historiography assignments. Those courses were HI300 John Brown, HI300 Early National, HI300 Traditional Japan, HI300 Medieval Experience, HI361 Colonial Latin America, and HI338 Victorian Britain.

**Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.**

The results of this report, narratives, and spreadsheets will be posted on the History Department website making them available students and community stakeholders including alumni and auditors. The results and all evidence will be reported directly to the University Assessment Committee. The report, narratives, and spreadsheets will also be emailed directly to faculty members for their review. As the results of part of the report are also pertinent to the University’s Concurrent Enrollment Program the results will also be shared with Dr. Tim Peterson and the committee that oversees concurrent enrollment.

As the “other” history specific rubric is frequently combined with a writing rubric and administered with multiple writing assignments in survey courses. As such,

it is shared regularly with students during the semester, returned with graded work. It is accessible to students when used on final writing assignments, should students choose to retrieve their final essays.

Starting in December 2015 majors will complete an exit survey based on the PSLOs. The General Education SLO rubrics also include department SLOs consistent with PSLOs 1 and 3. Some faculty (Morse, Silvestri, Erby) include those rubrics in writing rules and writing rules rubrics that are part of writing assignments. Students in those courses, world and U.S. history surveys, are evaluated using those rubrics at least twice a semester and receive those evaluations with graded work. Examples of those rubrics are in the History Assessment folder.

The History Department is beginning the process of following up more regularly with graduates. We are in contact with some as they ask for letters of recommendation. Others send us word of progress in graduate work and employment. Many are in contact with us through the department's Facebook page. We publish a newsletter every semester that reports on faculty and student activities. We always include an article on at least one alumni doing positive work with their degree. The newsletter goes to alumni, frequent auditors, and other friends of the History Department. In order to succeed in employment or in graduate careers, students demonstrate mastery of the PSLOs – research, writing, and evaluation skills. Those students who pursue careers in history succeed through direct application of the history specific PSLOs.

<b>2013-2014 Academic Year</b>			
<b>Program Student Learning Outcomes Analyzed and Reported for Current Year</b>	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department's assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) <b>this</b> year – a copy of summary data should be in your department's assessment subfolder on the shared drive	Describe how results are <b>shared</b> with <b>faculty, students, university-wide entities, and stakeholders</b> (advisory boards, employers, community, alumni, etc.)
<b>PSLO #2</b> Demonstrate ability to master critical skills of the historical discipline.	<b>Direct:</b> Portfolio, Course Embedded Assignment, Course Grades, Other	See attached	See attached
<b>PSLO #4</b> Demonstrate mastery of the discipline's scholarship by: putting specific research focus in the context of larger historical patterns; identifying an appropriate research project, and with it both the primary and secondary sources needed to carry it through; reading and assessing both of these kinds of sources in terms of the focused research project; and, conceptualizing, organizing, and writing a scholarly paper presenting	<b>Direct:</b> Portfolio, Course Grades	See attached	See attached
	<b>Indirect:</b> Surveys		

the result of this scholarship.			
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**Describe how faculty members were involved in using assessment data to improve student learning.**

Faculty who teach similar courses (all world histories, all U.S. histories, HI395 and HI399, for example) communicate regularly on issues experienced in our courses. World history and U.S. history faculty use similar (but not identical) syllabi so that courses meet PSLO and general education requirements. HI395 faculty will write a common syllabus this summer based on assessment results. The HI399 syllabus will also change based on assessment results. Also, based on HI395 assessment results additional faculty are using historiography-like assignments in other upper division courses (i.g. HI300 Rome).

In **2014-2015**, Drs. Erby, Morse, and Wynn implemented significant changes to HI395, the penultimate course required for majors that had caused significant concerns. The quality of the work produced consistently was not what it needed to be, students had difficulty making deadlines and incorporating the appropriate number of sources into their drafts, and frequently requested incompletes. We instituted a syllabus that incorporated common deadline and source requirement standards, an identical rubric, and similar pre-draft assignments. The readings varied between the three faculty. Though it is too soon to draw significant conclusions (one semester each of the new regimen) about the overall quality of the work, we find positive results from the strict deadlines and source requirement rules. We will continue to monitor the course and revise as necessary. As a department, more faculty have instituted historiography like assignments in other upper division courses to better prepare students for HI395. Between fall 2014 and spring 2015 six courses taught by four different faculty in the three different culture regions (European, U.S., Non-Western) incorporated short historiography assignments. Those courses were HI300 John Brown, HI300 Early National, HI300 Traditional Japan, HI300 Medieval Experience, HI361 Colonial Latin America, and HI338 Victorian Britain.

In **Spring 2015** faculty who teach U.S. history surveys and world history surveys participated in course. None of these courses have been identified as courses that have problems with student success. World history faculty identified problems with critical thinking skills, textbooks, and managing the balance between content and remediation. After consultation with colleagues in other universities and additional research on best practices, we agreed to attempt to better identify core themes in courses and emphasize those themes regularly in class activities and assignments. Dr. Silvestri will attempt to teach HI102 backwards, from the present to the past. Dr. Prasch is going to experiment with an in-class collective writing assignment. Dr. Morse is going to experiment with more past-present connections. U.S. history faculty expressed similar concerns about critical thinking skills. They will experiment with multiple techniques, include simulations, Socratic circles, history labs, and big question analysis. All faculty will report outcomes.

**Describe how stakeholders are engaged in your assessment plan and process.**

The Department Chair, Tom Prasch, and I collaborate on all revisions to the Program Assessment Plan and PSLOs. Faculty communicate and collaborate on course related issues and PSLOs through the academic year. Faculty contribute evidence that forms part of the annual assessment report. This year, the results of the course success groups were incorporated into the assessment report. Faculty also complete assessment surveys twice a semester for each student enrolled in 100-level courses based on PSLOs. That data is included in the assessment report as required in the Program Assessment Plan. Students' comments in course evaluations inform how faculty interpret student learning and can lead to tweaks and revisions in courses. The department assessment liaison collaborates with the University Assessment Committee to plan for and prepare the annual assessment report.



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## SECTION III

### 2015-2016 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

### 2014-2015 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

NA

### 2013-2014 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

NA



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## SECTION IV

<b>2015-2016 Academic Year</b>
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In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

<b>2014-2015 Academic Year</b>
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In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

<b>2013-2014 Academic Year</b>
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In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?
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As described in the report, additional efforts will be undertaken to address assessment issues in concurrent enrollment courses. Changes will be made to HI395 and HI399 based on assessment information. Efforts will continue to revise upper division courses to include historiography-like assignments to support HI395. The department's assessment liaison will continue to collaborate with the University Assessment Committee to address assessment issues throughout the academic year.
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*Supporting documents (rubrics, summary data tables/charts, etc.) should be in your department's assessment subfolder on the shared drive in the correct academic year subfolder.*