


History (BA)

 Program-189

Annual Assessment Plan

1

2 **4.5 - Faith**

Evaluate the historical complexity of human identities, cultures, and societies from the viewpoints of Christian faith traditions.

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
HIST 099: Final Essay	75% of students earn 4 or higher on five-point assessment rubric	Year 3: 2020-2021, 2023-2024
HIST 258: Research Paper	75% of students earn 4 or higher on five-point assessment rubric	Year 2: 2019-2020; 2022-2023
HIST 401: Vocational, Faith & History Essay	75% of students earn 4 or higher on five-point assessment rubric	Year 3: 2020-2021, 2023-2024

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Not assessed this cycle.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

(Note from Kate: this action plan entered last year is not an action plan--it looks like it should have existed in the results section only). Students grasp a good basic understanding of how Christian faith and learning connect. The department has found this a useful measure to evaluate this PLO 5.

Readings for the class engage this question and this is attested to in the Senior exit interviews.

3 **4.4 A - Historical study creates opportunity**

Articulate how historical study creates opportunity for employment, graduate studies, service, and public outreach

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 Please Enter The Following Information Below:

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
HIST 099: Ten Point Career Assignment in Canvas (Events 1-5)	75% of students earn 4 or higher on five-point assessment rubric	Year 3: 2020-2021, 2023-2024
HIST 401: Vocational, Faith & History Essay	75% of students earn 4 or higher on five-point assessment rubric	Year 3: 2020-2021, 2023-2024

4 Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

5 Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Follow up from 20-21 action plan - identify courses from which artifacts may be selected for inclusion within a portfolio. Need to identify and collect in 22-23.

6 Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Action plan was: In HIST 099's 10 point career assignment students displayed an initial concern attending events they thought were not central to their vocational plans, but quickly developed a curiosity for learning from such events. Suggestion might be to develop prompts for the reflection paragraph's students write.

Students wrote 7 papers in all, that became two. Norm used a 4 point scale. Students experienced an integrated sense of their vocation and the department recommends this exercise. The department recommends continued to craft summative assessments of a dossier of student work by using an assignment in CANVAS.

Closing the loop:

Tasks associated with merger and transition, as well as larger assessment process, specifically curriculum mapping and related course updates, took precedence this year. Now that the mapping has been complete, the program is better positioned to identify the courses from which artifacts may be selected for inclusion within a portfolio over time. The setup for that process can take place in the coming academic year.

4 4.1 B - Philosophical assumptions

Explain the philosophical assumptions and ethical issues of the discipline of history

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.



Measures	Targets	Timeline
HIST 099: Final Essay	75% of students earn 83 percent or higher on the assignment	Year 3: 2020-2021, 2023-2024
HIST 401: Historiography Paper	75% of students earn 83 percent or higher on the assignment	Year 3: 2020-2021, 2023-2024

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.
- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Student's displayed good grasp of these concepts, issues, & assumptions in the HIST 099 Final Exam Essay

In HIST 401, students touch on epistemological issues and degrees of historicism and presentism and how they might assess these trends in terms of their value. The department recommends such an exercise going forward, as Joseph steps in to deliver HIST 401 in Fall 2021.

5 **4.1 A - Practices and structures**

Explain past political, social, cultural, economic, and religious practices and structures



Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
HIST 205, 274: Final Exam Essays	75% of students earn 4 or higher on five-point assessment rubric	Year 1: 2018-2019, 2021-2022
HIST 301-304, 310, 312, 320-324, 341-344, 346-347, 371, 373-374: Final Exam Essays	75% of students earn 4 or higher on five-point assessment rubric	Year 1: 2018-2019, 2021-2022

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

HIST 210 0%; goal not met. Two students assessed,
HIST 240 40%; goal not met.



HIST 303 100%; goal met.
HIST 305; 25%; goal not met.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

In the case of the goals not met, a grading conversion from Canvas to AEFIS affected the results, producing a lower finding than the actual data showed. This was discovered during assessment discussion when targets did not match instructor grading in Canvas. DP will/has contacted Kate about this, and has a solution that will be implemented into AEFIS/Canvas prior to next assessment cycle.

In addition, the program will refine language of PLOs, adjust targets, and submit a revised grid to AEFIS before next assessment cycle. Adjunct-taught courses will be removed from assessment consideration; faculty will compose canvas assignment that reflects assessment of cumulative progress based on actual assignments.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

6 **4.2 - Primary and secondary sources**

Conduct effective analysis of primary and secondary sources

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
HIST 205, 274: Source Analysis Essays	75% of students earn 4 or higher on five-point assessment rubric	Year 1: 2018-2019, 2021-2022
HIST 301-304, 310, 312, 320-324, 341-344, 346-347, 371, 373-374: Source Analysis Essays	75% of students earn 4 or higher on five-point assessment rubric	Year 1: 2018-2019, 2021-2022

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

HIST 210 0%; goal not met.
HIST 240 100%; goal met.

HIST 303 73%; goal not met.
HIST 304 63%; goal not met.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

In the case of the goals not met, a grading conversion from Canvas to AEFIS affected the results, producing a lower finding than the actual data showed. This was discovered during assessment discussion when targets did not match instructor grading in Canvas. DP will/has contacted Kate about this, and has a solution that will be implemented into AEFIS/Canvas prior to next assessment cycle.

In addition, the program will refine language of PLOs, adjust targets, and submit a revised grid to AEFIS before next assessment cycle. Adjunct-taught courses will be removed from assessment consideration; faculty will compose canvas assignment that reflects assessment of cumulative progress based on actual assignments.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

7 **4.3 - Produce synthetic interpretations**

Identify, select, and interpret texts and other cultural resources to produce synthetic interpretations

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline

Measures	Targets	Timeline
HIST 258: Research Paper	75% of students earn 4 or higher on four-point assessment rubric	Year 2: 2019-2020, 2022-2023
HIST 401: Historiography Paper	75% of students earn 4 or higher on four-point	Year 2: 2019-2020, 2022-2023

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.
- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

8 **4.4 B - Skills that prepare**

Develop skills that prepare for work, service, and citizenship beyond graduation

Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
HIST 397: Final Projects	75% of students earn 83% or higher	Year 3: 2020-2021, 2023-2024
HIST 401: Historiography Paper as demonstration of critical thinking and writing	75% of students earn 83% or higher	Year 3: 2020-2021, 2023-2024
INTE 391 & 394: Final Reflection Papers/Video	75% of students earn 83% or higher	Year 3: 2020-2021, 2023-2024

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.
- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

(note from Kate: This information is not an action plan. Looks like it belongs in results section only). For HIST 397 students create a Digital Museum exhibit to gain experience in design and web creation. Students gained valuable experience in editing their projects in a step-by-step fashion aimed at gaining technical proficiency in creating exhibits that are ready for public consumption.

In HIST 401, students cultivate critical thinking and writing through creating 25-35 page papers to gain proficiency in this workplace skills.







Students, taking INTE 391 & 394 displayed keen sense of their development of career and vocational skills. The video reflection captured this outcome quite well.

- 2 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

Assessment Rubric

1 Process

	1	2	3	4
Is the plan being implemented faithfully and revised as needed?	 Assessment plan is not implemented.	 Most aspects of plan are being implemented or all aspects are implemented to some degree.	 Assessment plan is fully implemented.	 Plan is faithfully executed and modified/evaluated as needed.

2 Explanations:

3 Engagement

	1	2	3	4

	1	2	3	4
<p>Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?</p>	<p style="text-align: center;">○</p> <p>Limited involvement beyond chair/director</p>	<p style="text-align: center;">○</p> <p>All educators contributing to the curriculum are aware of process and results</p>	<p style="text-align: center;">○</p> <p>All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning</p>	<p style="text-align: center;">○</p> <p>All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.</p>

4 Explanations:

5 **Program Learning Objectives**

	1	2	3	4

	1	2	3	4
<p>Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?</p>	<p style="text-align: center;">○</p> <p>PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.</p>	<p style="text-align: center;">○</p> <p>PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.</p>	<p style="text-align: center;">○</p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations</p>	<p style="text-align: center;">○</p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.</p>

6 Explanations:

7 **Measures**

	1	2	3	4

	1	2	3	4
<p>Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?</p>	<p>○</p> <p>Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.</p>	<p>○</p> <p>All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).</p>	<p>○</p> <p>All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).</p>	<p>○</p> <p>Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).</p>

8 Explanations:

9 **Targets**

	1	2	3	4

	1	2	3	4
<p>Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?</p>	<p>Some targets are missing.</p>	<p>Targets are arbitrarily chosen or reflect minimal expectations.</p>	<p>Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.</p>	<p>Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.</p>

10 Explanations:

11 **Timeline**

	1	2	3	4
<p>Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?</p>	<p>Not identified clearly for all measures.</p>	<p>Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.</p>	<p>Clearly stated and manageable schedule. At least two data points for each objective per review cycle.</p>	<p>Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.</p>

12 Explanations:

Action Plan

	1	2	3	4
<p>Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?</p>	<p>○</p> <p>Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.</p>	<p>○</p> <p>Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).</p>	<p>○</p> <p>Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.</p>	<p>○</p> <p>Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.</p>

14 Explanations:

15 **Dissemination**

	1	2	3	4

	1	2	3	4
<p>Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?</p>	<p style="text-align: center;">○</p> <p>No record of assessment results and changes made as a result of assessment findings.</p>	<p style="text-align: center;">○</p> <p>The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.</p>	<p style="text-align: center;">○</p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.</p>	<p style="text-align: center;">○</p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.</p>

16 Explanations:

Additional Feedback

1 Please enter any additional feedback for changes that should be made:

overall the report is fine. I note that there were some data errors or problems that you seem to be correcting with Kate. I will note there is some ambiguity around the action plan/closing the loop sections of the report. As Kate note, you have some things in the action plan areas that are not actually action plans, and some thing in the cclosing the loop section that don't seem to be referencing action plans. Try to clear this up next year.

CLOSE AND EXIT