Year 2

History, B.A. (Non-Accredited Program)

Student Learning Outcomes (SLOs) for Academic Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. History majors will be able to demonstrate knowledge of historical themes of diversity,

comparison, and interrelatedness in the global context. This understanding is central to

participation in informed discussion in civic life, and responsible global citizenship.

2. History majors will be able to analyze a source document using the historical method. This includes sourcing (questioning author credentials, motivation/bias, and audience), contextualizing, close reading, and comparison in order to analyze what the document tells us about the past and how it may be read alongside other evidence.

3. History majors will be able to produce, analyze, interpret, and evaluate quantitative material as it relates to the study of history.

4. History majors will be able to carry out independent research projects from inception to completion. In doing so they will frame appropriate and useful questions about the past. They will undertake primary research, compiling evidence and integrating sources into a reasoned and well-organized argument based on documented primary and secondary sources.

5. History majors will present research projects to fellow students, highlighting important themes and findings.

6. History majors will develop a sense of historical perspective, intellectual curiosity, and knowledge and transferable skills that will be useful to them after graduation, whether in graduate school or directly in the workplace.

Overview of Measures/Instruments

SLO(s) *Note: Measures might be used for more than 1 SLO*	ULG*	*Measures/ Instruments* *Please include a clear description of the instrument including when and where it is administered*	**How is the information Used?** *(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)*

1. History majors will be able to demonstrate knowledge of historical themes of diversity, comparison, and interrelatedness in the global context. This understanding is central to participation in informed discussion in civic life, and responsible global citizenship.	CT 1,3,5 RC 1,4	Professors teaching HIS 3555 will submit rubric data from student book reviews using the four-point Goal 1 rubric. See appendix for rubric.	The goal is that 80% of students will be assessed as highly competent or competent, with at least 30% highly competent. Data was collected from 17 students from HIS 3555 in Spring 2019. In general, all but one student met expectations in all areas measured. **Thesis**: 100% minimally competent-highly competent (47 highly competent, 35% competent, 17% minimally competent.) **Organization**: 100% minimally competent-highly competent (41% highly competent, 41% competent, 17% minimally competent). **Historiographical Content**: 94% minimally competent to highly competent with one student scoring no competency. (47% highly competent, 35% competent, 11% minimally competent). **Development**: 94% minimally competent to highly competent with one student scoring no competency (29% highly competent, 47% competent, 17% minimally competent. **Style**: 94% minimally competent to highly competent with one student scoring no competency. 35% highly competent, 71% competent, 23% minimally competent). **Mechanics**: 94% minimally competent to highly competent with one student scoring no competency (29% highly competent, 41% competent, 23% minimally competent).
2 History majors will be able to analyze a source document using the historical method. This includes sourcing (questioning author credentials, motivation/bias, and audience), contextualizing, close reading, and comparison in order to analyze what the document tells us about the past and how it may be read alongside other evidence.	WCR 1-4 RC 1	Professors of HIS 2010/2020 submit rubric data to the assessment committee using a department-created rubric. HIS 3600G papers may also be included. The papers will be scored using a four-point Goal 2 rubric. See appendix for rubric.	The goal is that 80% of students will achieve competency, with at least 35% highly competent or competent. Data was collected from 4 sections total of HIS 2010 (Fall 2018) and HIS 2020 (Spring 2019, 2 sections Fall 2019) with a total of 88 students. **Close reading**: 38% highly competent, 36% competent, 19% minimally competent, 6% no competency. **Sourcing**: 34% highly competent, 36% competent, 26% minimally competent, 8% no competency. **Contextualizing & Historical Knowledge**: 20% highly competent, 54% competent, 18% minimally competent, 5% no competency. **Analysis**: 36% highly competent, 45% competent, 13% minimally competent, 6% no competency. **Organization/Development**: 24% highly competent, 53% competent, 18% minimally competent, 5% no competency. **Style/Mechanics**: 30% highly competent, 49% competent, 17% minimally competent, 5% no competency.
3. History majors will be able to produce, analyze, interpret, and evaluate quantitative material as it relates to the study of history.	QR 1-6	Students in HIS 2560 perform basic calculations and measurements and apply quantitative methods to problem solving. Students also write brief essays (Word Problems) employing the vocabulary and interpretation of calculation skills gained	The goal is that 80% of students will achieve competency in writing Word Problems, with 30% highly competent or competent. Data was collected from 16 students in HIS 2560 in Spring 2020. **Descriptive Statistics/types of data**: 50% highly competent, 43.5% competent, 6% minimally competent). **Descriptive Statistics/measures, curves & skew;** 62% highly competent, 37.5% competent). **Measuring Variation/Standard Deviation:** 31% highly competent, 37.5% competent, 19% minimally competent, 12.5% not competent).

		through the calculation quizzes. Assignments are assessed using the four-point Goal 3 rubric. See appendix for rubric.	**Sampling and Hypothesis**: 31% highly competent, 44% competent, 12.5% minimally competent, 12.5% not competent.
4. History majors will be able to carry out independent research projects from inception to completion. In doing so they will frame appropriate and useful questions about the past. They will undertake primary research, compiling evidence and integrating sources into a reasoned and well-organized argument based on documented primary and secondary sources.	CT 1-6 WCR 2-5	Students in HIS 2500 and HIS 4375 complete research papers which are assessed using a department-created rubric. Faculty members will submit assessment data using the four-point Goal 4 rubric. See appendix for rubric.	The goal is that 70% of students will be assessed as highly competent or competent, with at least 20% highly competent. 1 Data was collected from 12 students from HIS 2500 in Fall 2019. All students (100%) met expectations in all areas measured. **Thesis/argument**: 100% minimally competent to highly competent (66% highly competent, 33% competent to minimally competent.) **Evidence/Analysis**: 100% minimally competent to highly competent (83% highly competent, 17% competent to minimally competent). **Historiography**: 100% minimally competent to highly competent (66% highly competent, 33% competent to minimally competent). **Structure**: 100% minimally competent to highly competent (66% highly competent, 33% competent to minimally competent). **Style/Grammar/Citations:** 100% minimally competent to highly competent (58% highly competent, 42% competent to minimally competent.) 2. Data was collected from 13 students from HIS 4375 from Spring 2019. **Thesis/argument**: 15% highly competent, 69% competent, 15% minimally competent. **Evidence**: 46% highly competent, 38% competent, 15% minimally competent. **Analysis**: 31% highly competent, 38% competent, 31% minimally competent. **Historiography**: 38% highly competent, 23% competent, 38% not competent. **Citations**: 23% highly competent, 31% competent, 13% minimally competent. **Structure**: 23% highly competent, 61% competent **Style/Grammar**: 38% highly competent, 54% competent, 8% minimally competent. 3. Data was collected from 8 students in HIS 4375 in Spring 2020. All students met expectations in all areas measured. **Thesis/Argument**: (50% highly competent, 37.5% competent, 12.5% minimally competent). **Evidence**: (50% highly competent, 37.5% competent, 12.5% minimally competent). **Analysis**: (50% highly competent, 37.5% competent, 12.5% minimally competent). **Historiography**: (50% highly competent, 50% competent) **Citations**: (50% highly competent, 50% competent) **Structure**: (50% highly competent, 37.5% competent, 12.5% minimally competent). **Style/Grammar**: (50% highly competent, 50% competent).

5. History majors will present research projects to fellow students, highlighting important themes and findings.	SL 3-4	Students in HIS 2500 and/or a 3000-level course will present their findings to fellow students. They will be assessed using the Senior Seminar rubric on organization, content, knowledge, and delivery. See appendix for rubric.	The goal is that 75% of students will be assessed as highly competent or competent, with at least 25% highly competent. Data was collected from 19 students in HIS 2500 Fall 2018. All students met or surpassed minimal competency. **Organization**: 52% highly competent or competent. 48% minimally competent. **Language**: 52% highly competent or competent. 48% minimally competent. **Material**: 84% highly competent or competent, 16% minimally competent. **Analysis**: 84% highly competent or competent, 16% minimally competent. **Nonverbal Delivery**: 100% highly competent or competent. **Verbal Delivery**: 100% highly competent or competent.
6. History majors will develop a sense of historical perspective, intellectual curiosity, and knowledge and transferable skills that will be useful to them after graduation, whether in graduate school or directly in the workplace.	RC 1,4	Students in HIS 4375 History Capstone course will be surveyed for their impressions about what Learning Goal skills they have learned in the major. See appendix for survey.	Data collected in class, anonymously, from 9 students in HIS 4375 (Spring 2019). Survey asks student opinion regarding skills attained in the major the reflect the 6 Learning Goals. 100% of the 9 students agreed that the history major helped them to acquire or improve skills in all areas queried.

*Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable

Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

- Since our last report, the History Department has introduced HIS 3000: Introduction to Public History. This addition was in response to several years of consistent student feedback, as well as attention to developments in the discipline and the job market. The course emphasizes the applied skills of the historian (SLO 6), the ability to design and produce research projects (SLO 4),and present their research to the public (SLO 5). The course is required for our new minor, which launches this year, though it is also an elective for students in the minor. The minor includes a practicum and an internship experience, both of which allow students to apply their transferable skills (G6). We also requested and were approved a tenure-track hire in US history, public history preferred. The search was successful and the new hire now coordinates the public history minor.

- This Fall we have initiated pedagogy and curriculum discussion around issues of equity, inclusion, and diversity in the classroom (SLO 1). The department is holding two colloquia this semester: At the first we'll discuss readings and strategies for developing anti-racist pedagogies and curriculum. At the second, we will present a new strategy of innovation we've each developed to implement in the coming semesters. Along similar lines, we also requested and were approved a tenure-track position in African American or African Diaspora history, which is currently underway.

- Finally, in reviewing our assessment, we have determined that we need to collect data from our HIS 1101: Introduction to Historical Studies (SLO 5). We will collect the same rubric used in HIS 2500: Introduction to Historical Research and Writing and/or a 3000-level course. We also will determine one further measure of assessment, perhaps a modified version of the survey that we administer in HIS 4375: History Capstone Seminar, to assess SLO 6. We also added the collection of assessment data for SLO 4 in HIS 4375.

2. Please provide a brief description or bulleted list of any improvements (or declines) observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

- The data indicates uneven student outcomes in HIS 4375: History Capstone Seminar from one semester to the next. We will monitor the inconsistencies in future semesters to determine what, if any, changes need to be made in the method of assessment, the learning objective, or curriculum.

- The data suggests that students are not meeting expectations in the Word Problems assigned in HIS 2560: Early Modern World History. Consultation and review with those instructors and the curriculum committee is necessary to determine if changes in the learning objective, or curriculum.

3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

History of Annual Review

Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc...)
Fall 2018	Joy Kammerling (dept. assessment coordinator) and Sace Elder (chair)	Determined to evalute research projects in HIS 4375 with the same instrument used in HIS 2500 to measure progress over time. No changes in curriculum yet.
Fall 2018	Dept. assessment coordinator and chair	Further updated rubric for #3 for consistency across rubrics and consistency in reporting.
Spring 2019	Faculty	Based on faculty review of student feedback, faculty voted to request a US historian with preferred ability to teach public history. Search was approved and successful. Public history minor designed and approved AY 2019-20.
Future plan	Assessment coordinator, chair, faculty, curriculum committee	Moving forward, the assessment coordinator (a faculty member in the department) and the chair will review the data after each Fall and Spring term. The data will be presented to the faculty at the first faculty meeting of the semester. Chair and assessment coordinator will present to the curriculum committee for feedback and to discuss any potential changes in curriculum or learning goal.

Dean Review & Feedback

_____   _____

Dean or designee   Date

Goal 1. Revised Book Review Rubric

Goal 1. History majors will be able to demonstrate knowledge of historical themes of diversity, comparison, and interrelatedness in the global context. This understanding is central to participation in informed discussion in civic life and responsible global citizenship. (CT 1, 3, 5) (RC 1, 4)	All professors teaching HIS 3555 will submit rubric data from student book reviews scored using the four-point Goal 1 rubric.

Book Review	4-Highly Competent	3-Competent	2-Minimally Competent	1-No Competency
Thesis	Clearly identifies and critically evaluates the author's central argument, purpose, and approach to the subject	Identifies but not does not critically evaluate the author's central argument, purpose, and approach to the subject	Identified a few main ideas but not the thesis	No thesis present and no main ideas presented.
Organization	The review is exceptionally well organized with an introduction, body, and conclusion and follows the thesis throughout	The review is reasonably well organized	The review has a semblance of structure but its coherence is minimized by poor organization	No recognizable organization model is present
Historiographical Context	Review clearly states the historiographical context of the book; other appropriate works are mentioned; review attempts to address historiographical debate	Does not clearly state historiographical context for the topic or contains errors in contextualization; other appropriate works are not mentioned	Review is missing historiographical context or errors in contextualization overwhelm discussion	No attempt at historiographic contextualization
Development	A general analysis of the salient features of the book, as opposed to a general summary, and identifies the development of the author's thesis throughout the book	Demonstrates knowledge of the topic and provides supporting evidence and adequate detail	Minimal analysis, is repetitious, or and lacks development of salient features of the book being reviewed	Lacks any idea development and includes irrelevant information
Style	Sophisticated sentence structure and paragraph development	Effective Use of Language	Simplistic sentence structure and imprecise use of language	Imprecise use of language renders the review unreadable
Mechanics	The mechanics of the paper are correct. It is well written with no grammar or punctuation errors, and little or no use of the passive voice	Few errors	Errors are present that interfere with the presentation of ideas and arguments	Excessive errors in grammar and punctuation

Goal 2. Revised Source Analysis Rubric (for use in HIS 2010G, 2020G, 2090G, 2091G)

Goal 2. History majors will be able to analyze a source document using the historical method. This includes <u>sourcing</u> (questioning author credentials, motivation/bias, and audience), <u>contextualizing, close reading, and comparison</u> in order to analyze what the document tells us about the past and how it may be read alongside other evidence. (WCR 1-4) (RC 1)	Each year, professors of HIS 2010/2020G and 2090/2091G will submit a set of source analysis papers to the department Wiki. 3600G papers may also be included. The papers will be scored using a four-point Goal 2 rubric.

	4-Highly Competent	3-Competent	2-Minimally Competent	1-No Competency
Close Reading (ability to accurately summarize)	Very-well written summary, covering all key points of document(s) and demonstrating excellent understanding	Competent summary of document(s) contents; acknowledgment of most themes and details	Constructs some meaning from text	Demonstrates no understanding of document's contents
Sourcing: Characteristics of the Document & Author's Point of View	Excellent understanding of the source (author, purpose, audience, type of document) and limitations of the source	Shows a basic understanding of the characteristics of the source	Illustrates an inconsistent understanding of the source	Demonstrates no understanding of the source
Contextualizing & Historical Knowledge	Analysis and summary is informed by strong content knowledge; specific dates and facts astutely used as vehicles for analysis and as evidence	Some attempt to include specific historical content; some facts/dates may be wrong and does not substantially affect analysis	Demonstrates some historical knowledge; text contains factual errors that undermine analysis	Little or no attempt to use specifics historical knowledge to assist in analysis; major errors in content knowledge
Analysis	Sophisticated, informed, and thorough analysis of what a historian learns from this document; evidence serves to support analysis	Demonstrates basic understanding of document without errors that undermine analysis	Demonstrates a minimal understanding of the document	No real claims and/or use of evidence.
Organization/ Development	Paper is very well structured and persuasive in the statement of its thesis, with a compelling introduction and conclusion. Depth of understanding of the topic, presents supporting arguments clearly and analytically, and excellent documentation	Demonstrates knowledge of the topic and provides supporting evidence and adequate detail	Presents undeveloped ideas	Lacks idea development and includes irrelevant information
Style/ Mechanics	Paper is well written and flows nicely; proper and professional format; free from errors; precise and sentence structure varied.	Paper is written in an appropriate and formal, objective tone with few errors	Errors interfere with the presentation of ideas and arguments; simplistic sentence structure	Excessive errors in grammar and punctuation; slang or inappropriate language

Goal 3. Statistics/Quantitative Reasoning Word Problem (WP) Analyses Rubric (for use in HIS 2560)

Goal 3. History majors will be able to produce, analyze, interpret, and evaluate quantitative material as it relates to the study of history. (QR 1-6)	Students in HIS 2560 were given quizzes in which they were asked to perform basic calculations and measurements and apply quantitative methods to problem solving. Students were also assigned word problems which were assessed using a rubric.

	4-Highly Competent	3-Competent	2-Minimally Competent	1-No Competency
Descriptive Statistics Terminology – types of data (WP 1)	Student can fully recognize, differentiate, and apply appropriate descriptive statistics terminology (about types of data, atod)	Student can recognize, often differentiate, and apply appropriate descriptive statistics terminology (atod)	Student occasionally can recognize, differentiate, and apply appropriate descriptive statistics terminology (atod)	Student is not able to differentiate or apply appropriate descriptive statistics terminology (atod)
Descriptive Statistics Terminology – measures of central tendency, normal curves, and skew (WP 2)	Student can recognize, differentiate, and interpret mode, median, and mean, as well as recognize and differentiate between a normal curve and positive and negative skew	Student usually can recognize, differentiate, and interpret measures of central tendency, and distinguish types of curve generated by data	Student occasionally can recognize, differentiate, and interpret measures of central tendency, and sometimes distinguish types of curve generated by data	Student is not able to recognize or differentiate measures of central tendency, nor distinguish types of curve generated by data
Measuring Variation: Standard Deviation and related statistical measures (WP 3)	Student can fully recognize and interpret Standard Deviation statistics as well as related statistical measures such as Z-Score	Student can recognize and usually interpret Standard Deviation statistics as well as related statistical measures	Student occasionally can recognize and interpret Standard Deviation statistics as well as related statistical measures	Student can neither recognize nor interpret Standard Deviation statistics nor basically any measure of variation
Sampling and Hypothesis Testing (WP 4)	Student can recognize and interpret sampling statistics using sample size, confidence intervals, and t-ratios (between two samples), and can construct and interpret null hypotheses	Student can recognize and interpret many sampling statistics such as sample size, confidence intervals, and t-ratios, and usually can construct and occasionally interpret null hypotheses	Student occasionally can recognize and interpret sampling statistics, and occasionally can construct and interpret null hypotheses	Student cannot distinguish sampling from descriptive statistics, can neither describe nor interpret the various tests between samples nor interpret the meaning of null hypotheses

Goal 4 Research Paper Rubric (for use in HIS 2500 and HIS 4375 capstone)

Goal 4. History majors will be able to carry out independent research projects from inception to completion. In doing so they will frame appropriate and useful questions about the past. They will undertake primary research, compiling evidence and integrating sources into a reasoned and well-organized argument based on documented primary and secondary sources. (CT 1-6) (WCR 2-5)		Students in HIS 2500 and HIS 4375 complete research papers which are assessed using a department-created rubric. Faculty members teaching HIS 2500 and HIS 4375 will submit rubric data from student papers scored using the Goal 4 rubric.		
	4-Highly Competent	3-Competent	2-Minimally Competent	1-No Competency
Thesis/ Argument	a strong and well developed thesis provides a clear direction for the paper	a discernible and generally well-developed thesis provides generally clear direction for the paper	thesis is present but may be weak or vague; does not offer a clear direction	there is no discernible thesis or its meaning is indecipherable
Evidence	well-chosen and well-integrated use of secondary and primary evidence supports thesis; evidence is well explained and used to demonstrate argument	some primary source evidence is well chosen and integrated; some evidence may not be clearly explained or related or may be illogically placed in paper; evidence may be presented but not always fully explained	primary source evidence is not well chosen or may contradict thesis on occasion; necessary evidence may be missing; some evidence is not tied to argument	there is not sufficient evidence to satisfactorily defend thesis; much needed evidence is missing; evidence is rarely if ever tied to argument
Analysis	paper is a clear analysis and not a "re-telling" of secondary material; paper has some original insight	some analysis is attempted and some original insight provided	some analysis may be attempted but not enough is offered	paper is almost entirely summary with little if any analysis
Historiography	paper clearly states the historiographical context for the topic; appropriate secondary works are cited; paper attempts to address historiographical debate	paper clearly states the historiographical context for the topic; appropriate secondary works are cited	paper does not clearly state historiographical context for the topic or contains errors in interpretation; not all appropriate secondary works are cited	Paper is missing historiographical context or errors in interpretation overwhelm discussion
Citations	citations for both secondary and primary sources are always present; citations are in proper Chicago format	citations for both secondary and primary sources are almost always present; citations are generally in proper Chicago format	citations are usually present; citations are not always in proper Chicago format; paper may need more cited evidence	citations are done haphazardly/ missing; little if any attempt to format correctly note: Plagiarism earns an F.
Structure	consists of at least several key points all of which support thesis; clear sense of culmination; topic sentences are used well to anchor paragraphs to argument	several key points lend support; may lack a sense of overall culmination or build-up; topic sentences are generally used to the right effect	paper is not fully/evenly developed; lacks sense of build-up to conclusion; may jump around chronologically; topic sentences are not used to the right effect	paper is generally disorganized and overall argument/structure is not clear
Style/ Grammar	paper is well written and flows; few if any errors; proper essay format; clear attention to good writing and to multiple drafts	generally well written; some grammatical errors or lack of flow; it is obvious that multiple drafts were completed	errors are distracting and/or paper is choppy; not enough attention to good writing	errors overwhelm the reader; errors stand uncorrected from the rough draft

Goal 5. Oral Presentation Rubric (for use in HIS 2500 and other courses as decided by Assessment Committee)

Goal 5. History majors will present research projects to an audience, highlighting important themes and findings. (SL 3-4)	Students in HIS 2500 and a 3000-level course will present their findings to fellow students, and they are assessed using variations of the Senior Seminar rubric on organization, content knowledge, and delivery.

The following scale is used to evaluate all areas below based on the established rubric:

4 highly competent 3 competent 2 minimally competent 1 not competent

Traits	Comments	Score
Organization: Clear arrangement of ideas? Introduction, body, conclusion, transitions? Was there an identifiable structure?		4 3 2 1 n/a
Language: Clear, accurate, varied, vivid? Appropriate standards of usage? Was language appropriate to situation and audience? Were unfamiliar terms defined?		4 3 2 1 n/a
Material: Are supporting materials specific, credible, relevant, sufficient, interesting? Appropriate to the situation? Is relationship between main points and supporting materials clear?		4 3 2 1 n/a
Analysis: Was the presentation adapted to the audience and situation? Was critical thinking employed in examining the issue(s)? Was the approach and structure consistent with the overall purpose?		4 3 2 1 n/a
Nonverbal Delivery: Eye contact? Awareness to audience reaction? Do gestures seem natural? Did presenter use notes and/or audio/visual aids effectively?		4 3 2 1 n/a
Verbal Delivery: Varied in pitch, volume, rate, emphasis? Enthusiastic? Free of fillers (ahs, uhms, ers)? Effective articulation and pronunciation?		4 3 2 1 n/a

Overall holistic score: 4   3   2   1

History Department Survey

	4= high		l=low	

1. My history degree helps me better understand the complex issues facing the world today.
@   ®   @   CD

2. My history degree helps me be an informed citizen and provides context for cultivating a broader global awareness.
@   ®   @   CD

3. The skills I learned while studying history help me to analyze a document (e.g. a news article) and ask appropriate questions about the author's expertise or bias.
@   ®   @   CD

4. In HIS 2560 I learned to interpret and evaluate historical data and apply quantitative methods to problem solving.
@   ®   @   CD **(N/A)**

5. Upon completing the History major I am able to effectively complete a research project, including framing research questions, conducting research in primary and secondary sources, and developing a thesis.
@   ®   @   CD

6. My history degree helps me clearly communicate pertinent information to an audience or at a meeting at work.
@   ®   @   CD

7. A history degree gives me the skills and confidence to independently research a subject and determine a reasoned and well-organized point-of-view (argument).
@   ®   @   CD

8. Being a history major has helped me develop a sense of historical perspective of present-day events.
@   ®   @   CD

9. The skills that I honed as a history major have prepared me to be a more knowledgeable and engaged citizen.
@   ®   @   CD

CLAS Deans' comments on HIS B.A. (accredited) report

<u>**Reviewer**</u>**: Christopher Mitchell**

Please note: **This is a STARTING POINT for conversation, with no rubric per se. We will be developing a rubric collaboratively (amongst chairs, Associate Deans, and our new EIU Assessment Coordinator, Yvette Smith) in the spring of 2021 based on peer/aspirant institution models, then we'll evaluate it by that. Meanwhile, if you'd like to modify your document based on these comments, feel free. We appreciate your patience with this process as it evolves!**

1. SLOs are generally clear and measurable, using a good mix of high-level, mid-level, and low-level Bloom's Taxonomy verbs.
2. The precision of the learning goals (as per CAA's document) is appreciated; however, it is not necessary — only need "C," "W," "S," and/or "R" (or "NA") as per the footnote on the template; that what your peer departments are doing. But if the precision makes it easier for you to analyze your data, by all means keep it.
3. The rubrics are great— sophisticated but straightforward in application. For external readers not versed in statistics you might give quick definitions in brackets for statistical terms like "Z-Score" and "atod." (Those examples appear in the "Goal 3" sheet.). Maybe also make the "Goal 5" rubric similar to Goals 1-4 if that's possible? The others spell out what each level mean in words.
4. More just a formatting thing — in the third column (measures/instruments), you give a sense of how/where but not WHEN assessed; however, the time of administration is mentioned (by semester) in the fourth column (how used)   In next iteration, please include the "when" in that third column for each entry.
5. Since this is in effect "starting over," the verbiage about what was done since is of course useful but not relevant until the next report (i.e. after data is collected as this iteration prescribes).

On the whole, the plan seems comprehensive and ready for data collection.