

**Student Outcomes Assessment and Success Report AY2018-19** *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

Unit/Program Name: History Contact Name(s) and Email(s) Anne L. Foster, anne.foster@indstate.edu

**Part 1a: Summary of Student Learning Outcomes Assessment**

<p><b>a. What learning outcomes did you assess this past year?</b></p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p><b>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</b></p>	<p><b>c. What were your expectations for student performance?</b></p>	<p><b>d. What were the actual data/results?</b></p>	<p><b>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.</b></p>
<p>1. Strong analytical, communication, quantitative and information skills</p>	<p>We assessed the standards for writing in all of our 113 classes in preparation for transforming 113 into a writing intensive 213 course. This course is a Foundational Studies course, but it (or 313) is also required of all history majors and is usually taken by them early in their program. The chair of our Curriculum Committee convened several meetings, permitting the participation of almost all faculty (including lectures and some adjuncts), and we compared the varieties of assignments, our rubrics, and the amount of writing assigned. We did not use a formal tool because this particular assessment was a one-time process.</p>	<p>--total pages written of 20+ in the semester                      --at least one assignment of 3+ pages                      --analysis of primary sources                      --crafting and supporting an argument with evidence and logic                      --recalling and using information from the class in writing assignments</p>	<p>--all students were writing in their classes, but the amount of writing varied                      --students recall and use information reasonably effectively in their writing                      --students struggle with analysis of primary sources unless there is explicit training                      --students understand the importance of supporting their argument with evidence and logic, but often do not successfully do so</p>	<p>--department has adopted explicit expectations that History 213 (and 313) will contain significant writing assignments and that faculty will directly teach the skills needed for success                      --faculty have adopted a developmental approach in writing assignments, as appropriate to their course subject and design</p>
<p>2.</p>				
<p>3.</p>				

Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
- c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

### **Part 1b: Review of Student Success Data & Activities**

Use Blue Reports to generate the following information (as well as any other information helpful to you):

- 1) Cohort Sizes      2) Year-to-Year Retention      3) 5-Year Graduation Rate

1. Cohort Sizes: The total number of majors in the last few years has ranged from a low of 37 (after a large graduating class was not immediately replaced) to this year's 46. History is a found major; it is rare that students enter as first year students into the major. And of those who do, some find that history in college is different from history in high school, and they transfer to other degree programs.
2. The year-to-year retention rate varies dramatically and it appears randomly. The low is alarmingly low (below 50%) but more than half of the years (counting all year-to-year rates from fall 2015 for all class statuses) have a year-to-year retention rate above 75%. Now that we have completed our curricular changes, it may be wise for the department to have a discussion about how we not only recruit, but also retain, majors.
3. The five-year graduation rate varies dramatically from a low of just over 14% to a high of more than 57%; it is difficult to understand what these wild swings can really tell us, beyond the need to improve this situation. Our curricular changes are part of our effort to do that.

What worked well in supporting student success this year?

We have been working to re-structure the curriculum to provide better opportunities to introduce disciplinary practices earlier in the program, and in two stages so that students will be better able to master them. We continue to focus on encouraging students to have experiences doing what historians do (through internships and significant research projects) while also highlighting connections between the major and the many other career options they have after obtaining their degree. We find that these more concrete experiences often are motivating to students when they return to the classroom.

What are the most significant opportunities for improvement upon which to focus in the coming year?

We are implementing the shift from having one required methodology course (History 300) to having two (History 200 and then a true capstone, History 400). We are teaching History 200 for the first time this year, and are excited to see how it helps students connect to the major more firmly and begin mastery of key skills in research and writing earlier, so that they have more success in their upper level courses. We only assessed one Learning Outcome last year, and that a bit informally, because the changes in our major will now allow us to have a more robust and streamlined assessment process in the future.

### **Part 1c: Summary of Career Readiness Activities (OPTIONAL FOR GRADUATE PROGRAMS)**

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. The template was sent to you with this form via email.

## **Part 2: Continuous Quality Improvement**

**Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:**

- 1) the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)**
- 2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
- 3) what your assessment plan will focus on in the coming year**
- 4) how this information will be shared with other stakeholders**

This year was more of a building year, to enable future assessment to take place more effectively, using more consistent measures, and retaining the value to the department while not being overly burdensome. We have in place History 213/313, a Foundational Studies course in Historical Perspectives. It has a significant commitment to developmental writing, and we used an assessment exercise in the last year to help us establish meaningful and common expectations for that class. History majors are required to take History 213 or 313, and usually do so early in the program. The new design of this course will complement our other curricular changes to emphasize analytical thinking and effective writing, two key expected outcomes for our majors.

We also saw the first set of students in History 302, which replaces the previously-required sequence for majors of History 201-202. This course was implemented in response to a need for Social Studies Education majors (who share many of our courses, naturally to demonstrate content mastery at a higher level. We will assess the success of this course, to see if learning outcome #4 improves for students who have taken that course.

We are just now implementing our new sequence, History 200 (offered this year for the first time) and History 400 (to be offered in 2020-21). We will begin this year to assess the effects of providing an introduction to methodology one year earlier than in the previous program, and in the future will be able to use History 200 and 400 to assess more effectively what the student has learned over the course of the major.

With these four courses (213/200/302/400), we now have a course set of courses students are likely to take in the first, second/third and fourth years at ISU, meaning we will have a more consistent set of papers (the main product of all history courses) to assess for all our students than we have had in the past. We will also be better able to see what they are learning over time.

We will continue to collect papers from other courses, of course, to see how they are using what they learned in these classes to inform their work in the major more generally. That information will be critical to providing a more robust assessment of learning outcome #5 than we have been able to provide in the past.

Finally, although it is not a required course, History 404 (Public History), in which all students do an internship, is increasingly popular with our students. Once we have a settled plan for who will teach that course in the future, we will be figuring out how to include it as a regular part of our assessment activities.

Our department cares deeply about the success of our students in the major and after they have graduated. We will continue to share the assessment results in the regular Department meeting, and to have follow up conversations as needed in the Curriculum Committee and with departmental advisors.

***Please prepare this report as a Word document.*** Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific--assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.

Dear Anne,

Thank you so much for sharing your assessment process and findings for AY 2018-19 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

<b>Program: B.A. History</b>	<b>Overall Rating: Developing (1.88/3.00)</b>
<b>Strengths</b>	<b>Recommendations</b>
<ul style="list-style-type: none"><li>• Good explanation of the use of this assessment cycle to support curricular transitions and assessment plan transitions.</li><li>• Clear expectations for student performance on a variety of indicators.</li><li>• Student performance is described relative to the indicators.</li><li>• Excellent information is provided regarding use of findings to improve student writing in the context of a variety of course subjects/designs. Great context on use of previous data and curriculum review to make changes to add consistency to students' paths through the curriculum, introduce methodology earlier, and undertake more robust assessment with the introduction of the new curriculum.</li><li>• Clear information about how faculty are involved in the process of assessment and using findings for continuous improvement.</li></ul>	<ul style="list-style-type: none"><li>• The learning outcome is not written to indicate student performance. Adding the verb for the student performance targeted (apply, demonstrate, utilize, etc.) will make it more student-centered, specific, and measurable.</li><li>• Was there a specific level of performance expected, such as 75% will meet or exceed expectations, etc.?</li><li>• It's mentioned that rubrics were used to evaluate student performance. Consider including data from the rubric scoring in results to complement the summarized insights provided.</li></ul>

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p><b>Student Learning Outcomes</b></p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p><b>Performance Goals &amp; Measures</b></p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome. (somewhat)</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

<b>Analysis &amp; Results</b>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
<b>Sharing &amp; Use of Results for Continuous Improvement</b>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
<b>Overall Rating</b>	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Mature	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped