

Part One

a. Learning Outcomes Assessed	b. Methods Used	c. Expectation Established	d. Results	e. Responsible Parties
I. "Strong analytical, communication, quantitative, and information skills;"	Committee members scored student's papers on a 1-5 scale. Members' scores were averaged. Each student was then assigned one score for this criterion.	This criterion is an established "best practice" in the field of History as recommended by the American Historical Association. Our faculty members have discussed this all of the criteria listed here thoroughly. The expectation is that our graduates reach at least a "4" (much evidence) upon completion.	<b>4</b>	The members of the History Department's Assessment Committee scored students' papers.
II. A "deep understanding of and hands-on experience with the inquiry practices of" the discipline;	Committee members scored student's papers on a 1-5 scale. Members' scores were averaged. Each student was then assigned one score for this criterion.	This criterion is an established "best practice" in the field of History as recommended by the American Historical Association. Our faculty members have discussed this all of the criteria listed here thoroughly. The expectation is that our graduates reach at least a "4" (much evidence) upon completion.	<b>4.1</b>	The members of the History Department's Assessment Committee scored students' papers.
III. Acquisition of "intercultural knowledge and collaborative problem-solving skills;"	Committee members scored student's papers on a 1-5 scale. Members' scores were averaged. Each student was then assigned one score for this criterion.	This criterion is an established "best practice" in the field of History as recommended by the American Historical Association. Our faculty members have discussed this all of the criteria listed here thoroughly. The expectation is that our graduates reach at least a "4" (much evidence) upon completion. The ability of History graduate students to attain "intercultural knowledge" is largely dependent upon the subject matter they pursue.	<b>3.6</b>	The members of the History Department's Assessment Committee scored students' papers.
IV. "Demonstrate an understanding of the historical context that shapes individual, civic, and social choices;"	Committee members scored student's papers on a 1-5 scale. Members' scores were averaged. Each student was then assigned one score for this criterion.	This criterion departs somewhat from the American Historical Association's recommendations. It represents the History Department's alignment with Indiana State University's Mission and is largely dependent upon the subject matter pursued by the student.	<b>3.7</b>	The members of the History Department's Assessment Committee scored students' papers.
V. "Habits of mind that foster integrative thinking and the ability to transfer skills and knowledge from one setting to another," displayed through advanced research projects.	Committee members scored student's papers on a 1-5 scale. Members' scores were averaged. Each student was then assigned one score for this criterion.	This criterion is an established "best practice" in the field of History as recommended by the American Historical Association. Our faculty members have discussed this all of the criteria listed here thoroughly. The expectation is that our graduates reach at least a "4" (much evidence) upon completion.	<b>4.1</b>	The members of the History Department's Assessment Committee scored students' papers.

**Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University**

Degree Program: BS/BA in History    Date: 01.19.18

	<b>Level 0 – Undeveloped</b>	<b>Level 1 – Developing</b>	<b>Level 2 – Mature</b>	<b>Level 3 – Exemplary</b>
<b>1. Student Learning Outcomes</b>	<input type="checkbox"/> No outcomes were identified.  <input type="checkbox"/> No Curriculum Map was provided.	<input checked="" type="checkbox"/> Outcomes were identified.  <input checked="" type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes.  <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level outcomes.  <input checked="" type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals.  <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed.  <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input type="checkbox"/> Outcomes are important, specific, measurable, student-centered program-level outcomes that span multiple learning domains.  <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals.  <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization).  <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.)  <input checked="" type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty

				<p>and other stakeholders.</p> <p><input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.</p> <p><input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.</p>
<p><b>2. Measures &amp; Performance Goals</b></p>	<p><input type="checkbox"/> No measures are provided.</p> <p><input type="checkbox"/> No goals for student performance are identified.</p>	<p><input checked="" type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.</p> <p><input type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p>	<p><input type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified.</p> <p><input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated</p>	<p><input type="checkbox"/> Multiple measures were employed, and most are direct.</p> <p><input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input checked="" type="checkbox"/> Measures assess some <a href="#">high impact practices</a> (internships, capstone course projects, undergraduate research, etc.)</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice</p>

			<p>to the outcomes.</p> <p><input checked="" type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.</p>	<p>in the field, this was included as a measure.</p> <p><input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate that this is appropriate.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p> <p><input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific evidence of what students know/can do.</p> <p><input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades</p>
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				are calibrated to the outcomes.
<b>3. Results</b>	<input type="checkbox"/> No data are being collected.  <input type="checkbox"/> No information is provided about the data collection process.  <input type="checkbox"/> No results are provided.  <input type="checkbox"/> Students are meeting few of the performance standards set for them.	<input type="checkbox"/> Some data are being collected and analyzed.  <input type="checkbox"/> Some results are provided.  <input checked="" type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.  <input type="checkbox"/> Students are achieving some of the performance standards expected of them.	<input checked="" type="checkbox"/> Data are being collected and analyzed.  <input checked="" type="checkbox"/> Results are provided.  <input type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.  <input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.	<input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process.  <input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well.  <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
<b>4. Engagement &amp; Improvement</b>	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures.  <input type="checkbox"/> Assessment primarily is the responsibility of the program chair.	<input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.  <input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a	<input checked="" type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.  <input checked="" type="checkbox"/> Results regularly are shared with the faculty.  <input type="checkbox"/> The faculty regularly	<input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.  <input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of

	<input checked="" type="checkbox"/> No improvements (planned or actual) are identified.  <input type="checkbox"/> No reflection is offered about previous results or plans.	regular basis.  <input type="checkbox"/> Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results.  <input checked="" type="checkbox"/> Little reflection is offered about previous results or plans.	engages in meaningful discussions about the results of assessment.  <input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.  <input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to established timelines.  <input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.  <input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.  <input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.  <input type="checkbox"/> Assessment is integrated with teaching and learning.
<b>Overall Rating</b>	<input type="checkbox"/> <b>Level 0 – Undeveloped</b>	<input checked="" type="checkbox"/> <b>Level 1 - Developing</b>	<input type="checkbox"/> <b>Level 2 – Mature</b>	<input type="checkbox"/> <b>Level 3 – Exemplary</b>

The SLSR is not complete, but in conjunction with supplemental documents (“Assessment Committee Entry”) it offers a general summary of the department’s assessment program: The assessment committee collects papers, exams, and other assignments; conducts exit interviews with graduating students; and compiles this information and students’ grades in a portfolio that members assess each term using a general scale (“exhibits much evidence of achievement,” etc.). I commend the department for using portfolios, since they provide more comprehensive evidence of what students know and can do. But there is no specific detail here about what students know and can do well and less well (or of what they think about the program), and nor are there any related plans for improvement. Revising your rubric so that it assesses not just how well students achieved each outcome but what specific traits and abilities they exhibited at each level would provide you with this kind of detail. What must students do to earn a rating of “much evidence of achievement,” and so on?

Thank you!