

Overview

Department: History
 Report Preparer: Mark Jones
 Program Name and Level: BA/BS History

Program Assessment Question	Response
URL: Provide the URL where the learning outcomes (LO) can be viewed.	Not yet listed at departmental website— http://www.ccsu.edu/history/ Should appear as soon as new assessment procedures are approved at October 2017 department meeting
LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., make LO more discrete, align LO with findings). If no changes were made, please report not applicable.	Proposal under consideration at October 2017 department meeting: 1) To reduce learning outcomes to a single outcome—To write a paper with historical acumen and writerly care 2) To assess that learning outcome by evaluating four core expectations—1) Skillfully interprets primary source(s) 2) Displays awareness of extant scholarly work 3) Crafts convincing thesis and supporting arguments 4) Writes with care 3) To assess this learning outcome in all 300 and 400 level classes, where a paper is required of all students 4) To assess 300-level classes in the fall and 400 level classes in the spring
Strengths: What about your assessment process is working well?	Over the past few years, we have had numerous productive departmental conversations about the goals of our pedagogy. We are now turning our attention to creating an assessment plan that reflects those agreed-upon goals.
Improvements: What about your assessment process needs to improve? (a brief summary of changes to assessment plan can be reported here)	1) We need to give faculty much more lead time in order to integrate assessment exercises into their courses. 2) We need to simplify the assessment process in order to get faculty to perform assessment. Faculty regularly complain of the burden of assessment.
For Each Learning Outcome (LO) complete questions 1, 2 and 3: Many programs have a large number of LOs; please limit the report to no more than five.	
LO.1_ To write a paper with historical acumen and writerly care	
1.1) Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	All faculty in 300 and 400 level courses assign a paper, whether that be primary source analysis, research paper, or book review. Those papers will be the source of the data. <u>The rubric found in Appendix A will be the instrument to assess those papers.</u> The goal is to test whether or not our students are able to consistently produce papers that meet the standards of historical scholarship.
1.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Faculty
1.3) Results: Since the most recent full report, list: a. The conclusion(s) drawn	Conclusion: None Yet
	Changes: None Yet

b. The changes that were or will be made as a result of those conclusion(s)	
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General Education Summary:

1. Summary only required for departments contributing to the General Education Curriculum.
2. If department contributes to more than one LO, complete one table for each LO.
3. If department has not conducted any assessment on GE but your faculty have contributed artifacts to the Multi-State Collaborative, please indicate which faculty have provided artifacts (item 7).
4. URL for the list of approved general education courses and LO/objectives:
<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program>

Department:

History

General Education LO Assessed:

To develop global awareness, historical perspective, and appreciation of social and cultural diversity in the world. Relevant outcomes include the ability to: analyze an issue from the perspective of another cultural tradition or historical period; understand and respect cultural differences; read, write, speak, and understand a foreign language at an enhanced level.

Report Preparer:

Mark Jones

General Education Question	Response
1) Courses: General Education course(s) taught and the LO(s) the course aligns with	See the attached link for a list of history courses that are part of the general education curriculum: http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program/Study-Area-II-Social-Sciences
2) Assessment Instruments: What data/evidence, other than GPA, is used to assess the stated CCSU General Education outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	Chronological Awareness Quiz
3) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO	Faculty
4) Results: Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	<p>Conclusion: We instituted a new chronological awareness quiz in Spring 2017 for all general education courses. See the attached assessment instructions in Appendix B for a detailed explanation of the quiz. The quiz does not test memorization. Instead, it assesses whether students understand historical cause and effect, in other words, that certain events caused other events or that certain events were the effect of other events. By employing the skill of discerning historical cause and effect, students complete the quiz by putting 10 events in proper chronological order. In the process, they fulfill the general education goal of cultivating historical perspective.</p> <p>Changes: Pending departmental approval, we will be assessing all 100 level general education courses in the fall and all 200 level general education courses in the spring.</p>

<p>5) Strengths: List ways in which your assessment process is working well.</p>	<p>We have much greater cooperation from faculty, now that the assessment of general education courses has been systemized and simplified.</p>
<p>6) Improvements: List ways in which your assessment process needs to improve (a brief summary of changes to assessment plan can be reported here).</p>	<p>We need to interpret Appendix C to see how we can more successfully cultivate historical perspective (i.e. historical cause and effect). In Spring 2017, 67% of the students surveyed performed acceptably, while 33% did not. We would like to raise the number of acceptable results to 80%. How to accomplish that goal will be the focus of departmental discussion.</p>
<p>7) Our department has not assessed its contribution to the General Education curriculum but our faculty are contributing to the Multi-State Collaborative. Please list faculty names.</p>	

Interim reports: append clearly labeled supporting data tables, organized by LO

Assessment, History Department, Spring 2017

Purpose: To assess chronological awareness (the ability to order events in proper chronological order)

EACH FACULTY MEMBER NEEDS TO ASSESS ONLY ONE OF HIS OR HER CLASSES AT THE 100 OR 200 LEVEL.

Assessment: The course instructor will administer at semester's end either a chronological awareness quiz or include a chronological awareness section on the final examination. The quiz/final examination section should include 10 entries. Each instructor creates his or her own quiz, based on what is covered in the class. Results should be tabulated and sent to the chair of the assessment committee.

Sample Quiz for History 122

European settlement of Hispaniola
Mongol takeover of China
Opium War
Dropping of atomic bomb on Hiroshima
European Enlightenment
Beginning of Atlantic Slave Trade
Fall of Berlin Wall
Haitian Revolution
Independence of Algeria
Voyages of Zheng He

Sample Quiz for History 161

Civil War
Missouri Compromise
The Age of Jackson
American Revolutionary War
Louisiana Purchase
Bill of Rights
Pequot War
Dred Scott Decision
Mexican American War
Establishment of Jamestown

Sample Quiz for History 162

Great Depression
Reconstruction Era
Pure Food and Drug Act
Harlem Renaissance
The New Deal
World War I
Civil Rights Movement
Reagan Revolution
Watergate
Korean War

GRADING:

To grade the assessment, we need to adopt a consistent grading methodology. The assessment committee has arrived at the following method:

1) Think of the 10 events/names/processes as divided into pairs—1-2, 2-3, 3-4, 4-5, 5-6, 6-7, 7-8, 8-9, 9-10

2) Grade each pair. If the pair are not in chronological order, then mark ONE of the pair wrong. It doesn't matter which one you mark wrong.

3) When finished with all 10, count the number of incorrect answers.

Sample Student Response:

1. Mongol takeover of China
2. European settlement of Hispaniola
3. Opium War
4. Dropping of atomic bomb on Hiroshima
5. European Enlightenment
6. Beginning of Atlantic Slave Trade
7. Haitian Revolution
8. Independence of Algeria
9. Fall of Berlin Wall
10. Voyages of Zheng He

Pair 1-2 Correct

Pair 2-3 Correct

Pair 3-4 Correct

Pair 4-5 Incorrect

Pair 5-6 Incorrect

Pair 6-7 Correct

Pair 7-8 Correct

Pair 8-9 Correct

Pair 9-10 Incorrect

4) Once you have graded all the assignments, sort your grades into the following categories:

Excellent – Zero out of order

Good – 1 to 2 out of order

Satisfactory – 3 out of order

Poor – 4 to 5 out of order

Unacceptable – More than 5 out of order

5) Enter the results under your section name in the following Google Spreadsheet

<https://goo.gl/vfwjGm>

DATA REDACTED DUE TO PRIVACY

Class	Professor	Day/Time
History 100	Warshauer	MW / 9:25
History 100	Warshauer	TR / 9:25
History 100	Biskupski	F / 10:50
History 100	Bergman	MW / 1:40
History 100	Sunshine	TR / 12:15
History 121	Byczkiewicz	MW / 8:00
History 121	Glassman	WF / 10:50
History 121	Emeagwali	WF / 1:40
History 121	Mitchell	TR / 10:50
History 121	Ratiff	MW / 3:05
History 121	Emeagwali	TR / 3:05
History 122	Byczkiewicz	MW / 10:50
History 122	Kadercan	MW / 10:50
History 122	Emeagwali	TR / 4:30
History 122	Emeagwali	W / 4:30
History 122	Jones	T / 1:40
History 161	Mueller	TR / 6:00
History 161	Richards	MW / 8:00
History 161	Ryder	MW / 12:15
History 161	McGrath	TR / 3:05
History 161	Rogers	MW / 4:30
History 162	Mueller	TR / 9:25
History 162	Richards	MW / 10:50
History 162	Broyd	TR / 10:50
History 162	Maravel	TR / 1:40
History 162	Ratiff	MW / 5:55
History 162	Rogers	MW / 5:55
History 231	Russo	MW / 12:15
History 231	Eby	TR / 12:15
History 252	Russo	MW / 3:05

NOTE: I gave two such quizzes, and students improved considerably

History 233	Mitchell	TR / 12:15
History 233	Sunshine	TR / 1:40
History 234	Bergman	MW / 9:25
History 234	Bergman	TR / 10:50
History 278	Sunshine	TR / 9:25
History 282	Mahony	TR / 10:50
History 291	Kadercan	MW / 3:05
History 291	Kadercan	MW / 1:40
History 295	Williams	MW / 3:05
History 295	Jones	TR / 4:30
History 326	Hermes	MW / 3:05
History 331	Prescott	MW / 1:40
History 354	Jones	W / 4:30
History 369	Broyd	TR / 1:40
History 395	Mann	TR / 12:15
History 395	McGrath	TR / 1:40
History 395	Tully	W / 4:30

Totals for
 General
 Education
 Courses (only
 100 and 200
 level courses)

DATA REDACTED DUE TO PRIVACY

Appendix D

Expectations	Exceeds Expectations	Meets Expectations	Below Expectations but Still Passing	Failing	Not Applicable
Students will identify an historical problem to explore in their paper or project that reflects a solid understanding of the relevant historiography.	The final paper or project defines a clear problem in relation to current scholarship. It analyzes existing work in the field, while demonstrating an awareness of historiographic trends.	The final paper or project defines a clear problem in relation to current scholarship. It identifies existing work in the field but does not analyze it thoroughly.	The final paper or project defines a clear problem but not in relation to current scholarship. It identifies secondary sources that are either general or tangential.	The final paper or project does not define a clear problem. It includes few references to current scholarship. It may rely on outdated or inappropriate scholarship.	
Students will develop a final bibliography that demonstrates knowledge of all relevant secondary sources.	The selection of secondary sources reflects thorough research in applicable databases (e.g. Historical Abstracts, WorldCat), as well as the careful review necessary to identify the best choices.	The selection of secondary sources reflects thorough research in applicable databases (e.g. Historical Abstracts, WorldCat). All sources included in the bibliography are appropriate but some significant sources have been omitted.	The selection of secondary sources reflects thorough research in applicable databases (e.g. Historical Abstracts, WorldCat). Some sources included in the bibliography are inappropriate.	The selection of secondary sources does not reflect careful research in applicable databases (e.g. Historical Abstracts, WorldCat).	
Student explains interpretive differences in historiographical literature.	Demonstrates careful reading from all relevant sources; offers thorough assessment of historiography and summarizes main ideas clearly; places his/her own work within the historiography.	Has read widely in several historiographical schools of thought; assesses and summarizes those read; places his/her own work within the historiography.	Has read relevant historiographical schools of thought in a sporadic, scattered manner; makes an effort to place his/her own work in reference to these schools of thought.	Unorganized and incomplete discussion of different historiographical schools of thought; no effort to place his/her own work within historiography.	
Students will identify an appropriate body of primary sources to serve as the foundation of their paper or project.	The final paper or project is based upon a substantial body of primary source material that is especially appropriate for the paper or project. The choice of primary sources reflects a thorough exploration of the topic.	The final paper or project is based upon a substantial body of primary source material that is appropriate for the paper or project. The choice of primary sources reflects an adequate exploration of the topic.	The final paper or project is based upon a body of primary source material that is marginally appropriate for the paper or project. The choice of primary sources does not reflect an adequate exploration of the topic.	The final paper or project is based upon an inadequate body of primary sources.	
Student writes clearly.	Thesis is easily identifiable; there are strong topic sentences; all ideas in paper flow logically; sentence structure, spelling, grammar, and punctuation are excellent.	Thesis promising but slightly unclear; some paragraphs lack strong topic sentences; argument usually flows logically; sentence structure, spelling, grammar, and punctuation are good.	Thesis is vague and poorly stated; many paragraphs are without topic sentences; argument is not logically organized; problems with sentence structure, spelling, grammar, and punctuation.	Has no identifiable thesis; very difficult to understand owing to problems with logic and writing.	
Students will develop an original interpretation that represents a solid contribution to the field of history.	The final paper or project presents an original interpretation that with revision could be submitted to a professional audience (e.g. in the form of a conference presentation, journal submission, public history exhibit).	The final paper or project presents an original interpretation that demonstrates mastery of historical research and writing.	The final paper or project presents an interpretation that demonstrates a rudimentary command of historical research and writing.	The final paper or project lacks a coherent interpretation, demonstrating little understanding of historical research and writing.	

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aaac.org

Definition

critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmarks for performance

Milestones

3

in our

RUBRICS

Benchmark

4

1

	Capstone	Milestones	in our RUBRICS	Benchmark
1 of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions	Issue/problem to be considered critically is stated but descriptive-leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered stated without clarification or de
using information to investigate a or conclusion	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are questioned	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning	Information is taken from source any interpretation/evaluation. Viewpoints of experts are taken without question.
f context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and (carefully) evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of assumptions (sometimes labels a assumptions). Begins to identify some contexts presenting a position.
osition (perspective, thesis)	Specific position (perspective, thesis/hypothesis) is imaginative, takes into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but and obvious.
s and related outcomes is and consequences)	Consequences and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied the information discussed; relate (consequences and implications) oversimplified.

Include this rubric from the Middle State Collaborative to show how this rubric uses a vocabulary of judgment by distinguish among levels of achievement. We do the same thing

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