

Program-Level Assessment: Annual Report

Program Name (no acronyms): Bachelor of Arts in History	Department: Department of History
Degree or Certificate Level: Bachelor of Arts	College/School: College of Arts and Science
Date (Month/Year): October 1, 2021	Assessment Contact: Thomas Finan, Chair
In what year was the data upon which this report is based collected? 2020-21	
In what year was the program's assessment plan most recently reviewed/updated? 2021	

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

1. Students will call to mind and explain significant historical facts in appropriate contexts
2. Students will critically evaluate and analyze primary sources to produce reasoned historical interpretations

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

HIST 2800: Historians Craft Final Essay

HIST 4901-02: Senior Seminar Final Essay

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (do not just refer to the assessment plan).

Departmental Evaluation Rubric used by the department Undergraduate Studies Committee and the Chair of the department is attached to this report.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

The departmental analysis concluded that all the final essays written by students successfully demonstrated the ability to explain historical facts in context; students also showed that their ability to discern the nature of primary and secondary sources met a very high standard.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

These results confirm that students are meeting the first two learning outcomes, and that the students progress from 2800 to their Senior Thesis showing appropriate levels of increased sophistication and skills.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

The results were discussed at the first Undergraduate Studies Committee meeting, with the results presented to the Department as a whole at the October Department meeting.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

- | | | |
|---|---------------------------------|--|
| Changes to the Curriculum or Pedagogies | • Course content | • Course sequence |
| | • Teaching techniques | • New courses |
| | • Improvements in technology | • Deletion of courses |
| | • Prerequisites | • Changes in frequency or scheduling of course offerings |
| Changes to the Assessment Plan | • Student learning outcomes | • Evaluation tools (e.g., rubrics) |
| | • Artifacts of student learning | • Data collection methods |
| | • Evaluation process | • Frequency of data collection |

Please describe the actions you are taking as a result of these findings.

The Bachelor of Arts degree in History will undergo further modifications in the next two years as a result of compensating for the changes in the University Core structure and analysis completed by the Associate Dean of the College in reference to the way in which students proceed through the major (attached sheet). Those results show that while our curriculum displays a fairly basic progression through the major over four years, several entries to the major may be envisioned in addition to our 1110-1120 sequence. These courses (part of the previous Core) served as the only entry to the major, and hence it may be more inviting to students to have multiple entries to the major.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

The Department of History has experienced some significant challenges over the last two years when it comes to assessment. The present chair, Thomas Finan, assumed that role in the Summer of 2019 and was immediately faced with the death of a senior colleague in the department. As with other departments the global pandemic posed meeting challenges and basic questions about the delivery of our courses in an online setting over the next two years. The most significant impact on the assessment process, though, was the death of one of our senior colleagues, Dr. Phil Gavitt, who had been serving as our Assessment Coordinator from 2018. Dr. Gavitt was diagnosed with brain cancer in 2019 and died in 2020, and while he was able to

continue working into 2020, we did not realize the extent to which the assessment work was not completed because of the onset of the pandemic. Moving forward the department will perform the annual assessment process as noted in our materials, with the responsibility of the process falling on our Undergraduate and Graduate Studies Committees as opposed to a single "Assessment Coordinator."

B. How has this change/have these changes been assessed?

C. What were the findings of the assessment?

D. How do you plan to (continue to) use this information moving forward?

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

Saint Louis University
 History Department
 B.A. Assessment Worksheet-Rubric

Please follow these steps to complete the assessment process for your course.

1. Please fill out the following information:

Question	Answer
HIST 2800 OR 4900/01/02?	
Number of HIST Major/Minor students?	
Which of the outcomes listed on the Assessment Rubric (p. 3) are being assessed this semester? Please simply provide the corresponding numbers (e.g., 3 & 4). This information should be provided by the Assessment Coordinator or Chair.	

2. Please fill out the following table for all Major/Minor students, using the **B.A. Assessment Rubric below**. **IMPORTANT NOTE:** Delete any unfilled rows. If there are more than ten Major/Minor students, add the needed rows.

Student #	Degree of outcome A (# ___) achievement, 5-1 (5=complete)	Degree of outcome B (# ___) achievement, 5-1 (5=complete)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
Average :		

3. When you have finished entering the data for every Major/Minor student in the table above, please complete the following two steps in order to generate the average:
 - a. Highlight all (Ctrl+A on a PC; Command+A on a Mac)
 - b. Update all fields (F9 on a PC; Command+Option+Shift+U on a Mac)

4. In the space below, please compose a brief narrative evaluation of the results. Consider answering such questions as the following: What do the results reveal about the effectiveness of our courses in helping students to achieve the assessed learning outcomes? What might we do differently? What seems to be working well? What relevant information do the data fail to capture, in your view? How workable/user-friendly did you find the assessment process?

Answer:

History Department B.A. Assessment Rubric, Saint Louis University

Outcome	Degree of outcome-achievement demonstrated* (i.e., in student's oral and written historical communication, e.g., essays, class discussion)				
	5: Complete	4	3: Partial	2	1: Minimal
<p>1. Historical Knowledge: Students will call to mind and explain significant historical facts in appropriate contexts.</p>	Reliably recalls and explains highly relevant historical facts in appropriate contexts.	Regularly recalls and explains relevant historical facts in appropriate contexts.	Regularly recalls and explains somewhat relevant historical facts in appropriate contexts.	Sometimes recalls and explains relevant marginally historical facts in appropriate contexts.	Occasionally recognizes or recalls marginally relevant historical facts in appropriate contexts.
<p>2. Primary-Source Interpretation: Students will critically evaluate and analyze primary sources to produce reasoned historical interpretations.</p>	Cogently evaluates most primary sources; analyzes them to produce creative and persuasive interpretations.	Cogently evaluates some primary sources; analyzes them to produce persuasive if unsurprising interpretations.	Plausibly evaluates most primary sources; analyzes them to produce mostly reasonable interpretations.	Plausibly evaluates some primary sources; analyzes them to produce some reasonable interpretations.	Little ability to evaluate primary sources; draws from them some relevant conclusions.
<p>3. Secondary-Source Interpretation: Students will critically evaluate strengths and weaknesses of historical narratives and interpretations.</p>	Critically and convincingly evaluates strengths and weaknesses of most secondary sources.	Critically evaluates strengths and weaknesses of some secondary sources.	Plausibly evaluates strengths and weaknesses of most secondary sources.	Plausibly evaluates strengths and weaknesses of some secondary sources.	Little ability to evaluate strengths and weaknesses of secondary sources.
<p>4. Historical Communication: Students will produce correct, cogent, and effectively structured statements on historical topics.</p>	Produces formally correct, eloquent, and well-structured statements.	Produces formally correct, cogent, and structured statements.	Produces statements that have only minor formal errors, are largely cogent, and show some structure.	Produces statements that have numerous formal errors, are only partly cogent, and show little structure.	Produces statements that have pervasive formal errors and show only glimmers of cogency/structure.

<p>5. Historical Research: Students will produce research in which they interpret primary sources in order to propose informed, original solutions to historical problems.</p>	<p>Identifies insightful research problems, locates many relevant documents, interprets them to propose compelling, original solutions.</p>	<p>Identifies important research problems, locates some relevant documents, interprets them to propose persuasive if unsurprising solutions.</p>	<p>Identifies meaningful research problems, locates a few relevant documents, interprets them to propose plausible solutions.</p>	<p>Understands given or derivative research problems, interprets sources provided to propose coherent solutions.</p>	<p>Shows some grasp of given research problems, interprets sources provided to formulate some elements of relevant solutions.</p>
<p>6. Application and Extension of Historical Thinking: Students will articulate meaningful relationships between contemporary issues and historical facts, interpretations, and skills.</p>	<p>Spontaneously applies general-knowledge, source-interpretation, research, and communication skills in concert to contemporary issues to articulate insightful relationships.</p>	<p>Spontaneously applies general-knowledge, source-interpretation, research, and communication skills in concert to contemporary issues to articulate meaningful relationships.</p>	<p>When guided, applies some general-knowledge, source-interpretation, research, and/or communication skills to contemporary issues to articulate some parallels.</p>	<p>When guided, applies limited general-knowledge, source-interpretation, research, or communication skills to contemporary issues to make distant connections.</p>	<p>When guided, is able coherently to restate, in own words, the relevance of certain elements of historical knowledge and skills to some contemporary issues.</p>