Department/program: History Department

Team members: Kimberly Nath, Adam Paddock, Karl Brown, Nengher Vang, and Sinae Hyun

Goals of the action plan:
1) Use HISTORY 475 Portfolio Course as our primary assessment tool by:
   a. building our department assessment Canvas page to upload information
   b. checking with the Canvas team about how can we input data, track data and so on
2) Create a standard rubric for HISTORY 455/465 and consider:
   a. what categories should go in the rubric
   b. how they align with SLO
3) Create a new survey for HISTORY 200 and determine how to use it moving forward
   a. Determined existing survey no longer needed
   b. Instead implanted an embedded the citation quiz

Actions completed:
1) HISTORY 475 Portfolio Course
   a. We created a Canvas course for HISTORY 475 to track information and collect samples of key signature assignments from our majors to assess students’ mastery of departmental SLOs. Although Canvas has limitations for collecting data, with our portfolio course, we now have a system in place to track materials and assignments from students. We can now match portfolio requirements to departmental SLOS and provide direct assessment of how assignments in the department match or achieve the outcomes.

2) Rubric and creation of SLO Categories
   a. We created a rubric to assess SLO’s for our senior research seminars (HISTORY 455 and HISTORY 465). The rubric is attached in this file and was also featured on our leap day poster.

3) Created a New Survey for HISTORY 200
   a. We recognized that our old survey was not adequately addressing our new SLOs following the restructuring of our major requirements and the reworking of our HISTORY 200 course. Moving forward, instead of a survey, we will use assignments in HISTORY 200, some of which contain elements of the old survey. For example, instead of asking our graduating seniors to complete a citation exercise in a survey at the conclusion of their program, we will assess students’ mastery of this skill through the use of a citation quiz in HISTORY 200.

Brief statement of main results:
We were able to complete the three actions listed above despite some challenges we encountered during the semester. For example, we recognized early on that HISTORY 475, our portfolio course, is arguably one of the most valuable ways to assess SLOs in our graduating seniors. However, despite the limitations we have for using Canvas for HISTORY 475, we were still able to put in place a system to collect information and assess student’s mastery of departmental SLOS. Secondly, we were successful in creating a rubric to track progress towards SLOs in our research seminars (HISTORY 455 and
HISTORY 465). We need to continue to implement, revise, and strengthen our rubric as it is still rudimentary and has not been deployed. Finally, although we are still revising our HISTORY 200 course and department surveys, we have determined that the best way to assess students’ mastery of SLOS is not through a survey administered at the end of the student’s program but embedded assignments in HISTRY 200 itself.

**How you have/will/can make use of the results:**
The biggest takeaways from this assessment institute are:

1) **Recognizing the Limitations of Canvas**: Gathering and tracking SLO’s across multiple courses and classes is not easily garnered in Canvas. We can effectively use HISTORY 475 each semester to track that date in our graduating seniors, but we cannot use Canvas to compile all of that information for multiple classes.

2) **Use of rubrics**: We will need to allow time to evaluate HISTORY 455/465 rubrics and determine the success of the rubrics. We would like to have the opportunity to use the rubrics and fund a workshop to blind grade HISTORY 455/465 papers using the new rubrics in the history department. We are waiting until all the history faculty members teach either HISTORY 455 and 465 to compare their experiences and draw the most accommodative, inclusive assessment rubric. This is still something we would like to do, However, given the current budget crisis, we recognize this likely will not be possible.

3) **Surveys and Evaluations moving forward**: We will continue to use and implement embedded assessments in our existing courses so that we can easily pull data. Rather than create and develop new surveys, it seems that it would make the most sense to use/require these tools in existing courses. We also have a senior exit survey that is given through Qualtrics, and this information is very valuable as well.

**Goals for 2020-2021 year**
Given the closure of campus, moving courses online, and conducting all work remotely due to Covid-19, we are going to discuss assessment strategies in the Fall 2020 semester. While we can and are conducting these conversations over WebEx meetings, the Spring 2020 semester is a true anomaly and should be treated as such. We believe that data from the Spring 2020 semester will be difficult to fully assess as students did not receive the same face-to-face instruction in HISTORY 200, HISTORY 455, and HISTRY 465. The use of rubrics need to collectively be reevaluated and discussed by the department as a whole in Fall 2020.

*See also: We have included examples of surveys and rubrics at the end of this document.*
I. **Personal Data Questions**

Q1 - I am completing this survey while enrolled in:

HISTORY ______________

Q2 - I am a:

1. Freshman
2. Sophomore
3. Junior
4. Senior

Q3 - My History track/emphasis is:

1. BA/BS
2. BA/BS Public History
3. BSE History
4. BSE Broadfield Social Studies

Q4 - My overall GPA is:

1. Over 3.3,
2. Between 3.0 and 3.3
3. Between 2.7 and 3.0
4. Under 2.7

Q5 - My GPA in the History major is:

1. Over 3.3,
2. Between 3.0 and 3.3
3. Between 2.7 and 3.0
4. Under 2.7

Q6 - I majored in another subject area before changing my major to history:

1. Yes
2. No

Q7 - I transferred to UWW from another institution:

1. Yes
2. No

Q8 - I expect to graduate:

1. at the end of this semester
2. at the end of next semester
3. three semesters from now
4. more than three semesters from now

II. Importance of the Department’s Student Learning Objectives
Questions (9-17) ask students to rate the importance of the Department’s Student Learning Objectives.

1. Very Important
2. Important
3. Neutral
4. Unimportant
5. Very Unimportant

Q9 - Acquire knowledge of ancient, medieval and modern history of western civilization:

1. Very Important
2. Important
3. Neutral
4. Unimportant
5. Very Unimportant

Q10 - Acquire knowledge of history of the United States since its pre-colonial origins, encompassing both its internal development and relationships with the rest of the world:

1. Very Important
2. Important
3. Neutral
4. Unimportant
5. Very Unimportant

Q11 - Acquire knowledge of the history of one or more of the following regions: Latin America, Asia, Africa, or the Middle East:

1. Very Important
2. Important
3. Neutral
4. Unimportant
5. Very Unimportant

Q12 - Develop an understanding of historical methods, the evolution and discipline of history, theories of historical inquiry and major historiographic debates:

1. Very Important
2. Important
3. Neutral
4. Unimportant
5. Very Unimportant

Q13 - Develop the ability to explain historical change and continuity in terms of periodization, causation, motivation, consequences and multiple agents of change:

1. Very Important
2. Important
3. Neutral
4. Unimportant
5. Very Unimportant

Q14 - Develop the ability to apply abstractions to historical particulars, analyze and evaluate historical sources, including inferences that can be drawn from those sources, and synthesize historical evidence into new patterns:

1. Very Important
2. Important
3. Neutral
4. Unimportant
5. Very Unimportant

Q15 - Develop the ability to locate, assess, order and communicate pertinent historical data using appropriate electronic and traditional research methods:

1. Very Important
2. Important
3. Neutral
4. Unimportant
5. Very Unimportant

Q16 - Develop the ability to pose a meaningful historical question, and then design and execute an analytical research project to investigate that question:
Q17 - Develop the ability to write persuasive and polished historical essays with proper citation of sources:

III. Effectiveness of the Department’s Teaching of its Learning Objectives

Questions 18-26 ask students to evaluate the effectiveness of the Department in teaching students its learning objectives.

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree

Q18 – The History Department is particularly effective in helping you to acquire knowledge of ancient, medieval and modern history of western civilization:

Q19 - The History Department is particularly effective in helping you to acquire knowledge of history of the United States since its pre-colonial origins, encompassing both its internal development and relationships with the rest of the world:

Q20 - The History Department is particularly effective in helping you to acquire knowledge of the history of one or more of the following regions: Latin America, Asia, Africa, or the Middle East:

Q21 - The History Department is particularly effective in helping you to develop an understanding of historical methods, the evolution and discipline of history, theories of historical inquiry and major historiographic debates:

Q22 - The History Department is particularly effective in helping you to acquire develop the ability to explain historical change and continuity in terms of periodization, causation, motivation, consequences and multiple agents of change:

Q23 - The History Department is particularly effective in helping you to acquire develop the ability to apply abstractions to historical particulars, analyze and evaluate historical sources, including
inferences that can be drawn from those sources, and synthesize historical evidence into new patterns:

1 2 3 4 5

Q24 - The History Department is particularly effective in helping you to acquire develop the ability to locate, assess, order and communicate pertinent historical data using appropriate electronic and traditional research methods:

1 2 3 4 5

Q25 - The History Department is particularly effective in helping you to acquire develop the ability to pose a meaningful historical question, and then design and execute an analytical research project to investigate that question:

1 2 3 4 5

Q26 - The History Department is particularly effective in helping you to acquire develop the ability to write persuasive and polished historical essays with proper citation of sources:

1 2 3 4 5

IV. History Program/Department
Questions 27-30 ask students to evaluate their satisfaction of the overall History Program/Department.

Q27- How satisfied are you with the following aspects of the History Program at UW-W?

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neither Satisfied nor Dissatisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overall curriculum/requirements</td>
<td></td>
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<td>2</td>
<td>Variety of course offerings</td>
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<td>3</td>
<td>How frequently specific courses are offered</td>
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<td>4</td>
<td>Scheduling of course (Days/times offered)</td>
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<td>5</td>
<td>Ability to graduate in a timely fashion</td>
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<td>6</td>
<td>Advising by History faculty?</td>
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<td>7</td>
<td>Services provided by History</td>
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</table>
Q28 - What do you think the history department is doing particularly well?

Q29 - If you could change anything about the History program at UW-W, what would it be?

Q30 - We are interested in your opinions on the strengths and weaknesses of the History program, as well as any suggestions for improvement. Feel free to make any additional comments about your experience studying history at UW-W.
# History 455/465 Rubric

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Exceeds Expectations</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to pose a meaningful historical question, and then design and execute an analytical research project to investigate that question.</td>
<td>Demonstrates a thorough understanding of the task and asks thoughtful questions. The project shows a clear focus.</td>
<td>Demonstrates adequate consideration of the task and asks questions. The project shows adequate focus.</td>
<td>Demonstrates awareness of context and purpose, and begins to ask questions. Project shows adequate focus.</td>
<td>Demonstrates minimal content and purpose. Shows attempts at asking questions and some focus.</td>
</tr>
<tr>
<td>The ability to write persuasive and polished historical essays (prose) with proper citation of sources.</td>
<td>Your writing is clear and grammatically correct, even compelling. There may be a few minor errors that do not detract from the argument. Citations are correct.</td>
<td>You consistently use good English grammar throughout your essay. Some minor or 1 major error may be present, including citations.</td>
<td>You express yourself effectively, but consistent or major errors detract from your argument. There are minor errors in citations.</td>
<td>Your essay suffers from numerous significant grammatical errors and does provide proper citations.</td>
</tr>
<tr>
<td>An understanding of historical methods, the evolution of the discipline of history, theories of historical inquiry, and major historiographic debates.</td>
<td>Demonstrates substantial knowledge of methods, theories, and debates.</td>
<td>Demonstrates adequate knowledge of methods, theories, and debates.</td>
<td>Demonstrates some knowledge of methods, theories, and debates.</td>
<td>Demonstrates little to no knowledge of methods, theories and debates.</td>
</tr>
<tr>
<td>The ability to locate, assess, order, and communicate pertinent historical data using appropriate electronic and traditional research methods.</td>
<td>Demonstrates skillful use of high quality, credible, and relevant sources to answer historical questions and conduct research.</td>
<td>Demonstrates consistent use of credible, relevant sources that are suited for historical research.</td>
<td>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for historical research.</td>
<td>Demonstrates an attempt to use sources to support ideas in historical research.</td>
</tr>
<tr>
<td>The ability to apply abstractions to historical particulars, analyze and evaluate historical sources, including inferences that can be drawn from those sources, and synthesize historical evidence.</td>
<td>Demonstrates skillful use of high quality, credible, relevant sources from a variety of mediums.</td>
<td>Demonstrates consistent and adequate use of high quality, credible, relevant sources from some mediums.</td>
<td>Demonstrates adequate use of quality, credible, and relevant mediums.</td>
<td>Demonstrates an attempt to use quality, credible, and relevant mediums.</td>
</tr>
</tbody>
</table>