

## Academic Assessment Report - AY 2012-13

**College, School/Department, Name of Program: College of Humanities, History**

**Program SLOs:**

SLO #1 Demonstrate basic standards of historical literacy and perspective (KU 1.3.4) (GE K2, S1, S3, S4, S5)

SLO #2 Articulate an interpretive framework of the complex and interrelated causes, courses, and consequences of historical events (KU 1.2.3.4) (GE K2, S1, S2, S3, S4, S5) (GEV5)

SLO #3 Perform sophisticated skills in examining, exploring, comparing, and critiquing a variety of sources and viewpoints: written, non-verbal, artistic, symbolic (KU 1.2.3) (GE K2, S1, S3, S4, S5) (GEV4)

SLO #4 Critically and comparatively analyze individual cultures within national, regional, and global contexts (KU 1.2.3) (GEK2, S1, S2, S4, S5) (GEV5)

SLO #5 Demonstrate well-developed written and verbal skills in dissecting and creating nuanced analyses of historical events and historiographical interpretations of those events (KU 1,4) (GE K2, S1, S2, S4, S5) (GEV5)

Program Level Student Learning Outcomes <i>(Add rows for additional SLOs)</i>	Assessment Measure(s) <i>(Add rows if necessary)</i>	Assessment Criteria <i>(Describe how data is collected--rubric, survey, etc.)</i>	Results of Assessment <i>(Specific to Data Collected)</i>	Action Taken <i>(Closing the Loop: New action or follow up from last Assessment Report)</i>
<b>SLO #1 Demonstrate basic standards of historical literacy and perspective</b>	<p><b>Direct:</b> Collective Portfolio Common</p> <p>Collection of Sample Final Research Papers</p>	<p>Courses: HIST 1000, (350 students) HIST 1062, (1,500 students) HIST 4990 (165 students)</p> <p>Sample of writings from each section will be collected and reviewed by faculty teaching the courses using GE Writing Rubric.</p>	<p>Review of writing selection showed need for clearer thesis in writing research papers</p> <p>Variables in page length requirements was noted and clarification needed</p>	<p>Graded thesis statement standard (Implemented: Spring 2013)</p> <p>5,000 word historiography standard agreed to by all teaching HIST 4990 (Implemented: Spring 2013)</p>
	<p><b>Indirect:</b> Qualtrics Survey</p> <p>Pre and post classes Student Survey</p>	<p>Courses: HIST 1000, (350 students) HIST 1062, (1,500 students) HIST 4990 (165 students)</p>	<p>Students needed to understand the Department's technical writing standards.</p>	<p>All professors do common PowerPoint workshop on plagiarism and writing standards (Implemented: Fall 2013)</p>

	<p><b>Indirect:</b> Graduating Students Survey</p> <p>Survey posted by Assessment Office</p>	<p>Questions composed by those teaching each section – 5 common historical knowledge questions and 5 specific to each course. Views students’ own comfort with historical process and knowledge.</p> <p>Course: HIST 4990 (165 students) Survey given to all students taking this class. Questions composed by Assessment Office</p>	<p>Standards needed to be made available to students when they were writing assignments</p>	<p>PowerPoint made available on Dept. website (Implemented: Spring 2013)</p>
<p><b>SLO #2</b> Articulate an interpretive framework of the complex and interrelated causes, courses, and consequences of historical events</p>	<p><b>Direct:</b> Collective Portfolio Common</p> <p>Collection of Sample Final Research Papers</p> <p><b>Direct:</b> Writing Assignment</p> <p>Use of GE Writing Rubric to assess common question on globalization</p>	<p>Courses: HIST 1000, (350 students) HIST 1062, (1,500 students) HIST 4990 (165 students)</p> <p>Sample of writings from each section will be collected and reviewed by faculty teaching the courses.</p> <p>Course: HIST 1062 (1,500 students)</p> <p>Common question for each section will be graded according to rubric</p>	<p>Students lacked confidence understanding and dealing with historical debate</p>	<p>Historiography to be introduced to the class earlier – at 2000 levels. (Implemented: Fall 2013)</p>

	<p><b>Indirect:</b> Qualtrics Survey, Pre and post classes Student Survey</p> <p><b>Indirect:</b> Graduating Students Survey Survey posted by Assessment Office</p>	<p>Courses: HIST 1000, (350 students) HIST 1062, (1,500 students) HIST 4990 (165 students)</p> <p>Questions composed by those teaching each section – 5 common historical knowledge questions and 5 specific to each course. Views students’ own comfort with historical process and knowledge.</p> <p>Course: HIST 4990 (165 students) Survey given to all students taking this class. Questions composed by Assessment Office</p>	<p>Survey indicated lack of synthesis in historical interpretation</p>	<p>Increased numbers of public lectures/ forums – giving historical context to contemporary events. (Implemented: Fall 2013)</p>

<p><b>SLO #3 Perform sophisticated skills in examining, exploring, comparing, and critiquing a variety of sources and viewpoints: written, non-verbal, artistic, symbolic</b></p>	<p><b>Direct:</b> Collective Portfolio Common</p> <p>Collection of Sample Final Research Papers</p> <p><b>Direct:</b> Writing Assignment</p> <p>Use of GE Writing Rubric to assess common question on globalization</p>	<p>Courses: HIST 1000, (350 students) HIST 1062, (1,500 students) HIST 4990 (165 students)</p> <p>Sample of writings from each section will be collected and reviewed by faculty teaching the courses, using GE writing and oral presentation rubrics.</p> <p>Course: HIST 1062 (1,500 students) Common question for each section will be graded according to rubric</p>	<p>Need for students to understand how history impacts current global events.</p>	<p>Increased numbers of public lectures/ forums – giving historical context to contemporary events (Implemented: Spring 2013)</p>
	<p><b>Indirect:</b> Qualtrics Survey, Pre and post classes Student Survey</p>	<p>Courses: HIST 1000, (350 students) HIST 1062, (1,500 students) HIST 4990 (165 students)</p> <p>Questions composed by those teaching each section – 5 common historical knowledge questions and 5 specific to each course. Views students’ own comfort with historical process and knowledge.</p>	<p>Indicated need to explain practically to students where ideas (the intellectual) and the practical (inventions and people) co-exist even within their own community</p>	<p>Increased community outreach lecturers at libraries and museums throughout New Jersey (Implemented: Spring 2013)</p>

	<p><b>Indirect:</b> Graduating Students Survey Survey posted by Assessment Office</p>	<p>Course: HIST 4990 (165 students) Survey given to all students taking this class. Questions composed by Assessment Office</p>		
<p><b>SLO #4</b>Critically and comparatively analyze individual cultures within national, regional, and global contexts</p>	<p><b>Direct:</b> Collective Portfolio Common  Collection of Sample Final Research Papers</p>	<p>Courses: HIST 1000, (350 students) HIST 1062, (1,500 students) HIST 4990 (165 students)</p> <p>Sample of writings from each section will be collected and reviewed by faculty teaching the courses.</p>	<p>Revealed lack of perspective in understanding global perspective of events</p>	<p>1062 final common assignment – theme of globalization – reflective essay on the history of globalization and its application today  (Implemented: Spring 2013)</p>
	<p><b>Direct:</b> Writing Assignment  Use of AACU Global Value Rubric to assess common question on globalization</p>	<p>Course: HIST 1062 (1,500 students) Common question for each section will be graded according to rubric</p>		
	<p><b>Indirect:</b> Qualtrics Survey, Pre and post classes Student Survey</p>	<p>Courses: HIST 1000, (350 students) HIST 1062, (1,500 students) HIST 4990 (165 students)</p> <p>Questions composed by those teaching each section – 5 common historical knowledge questions and 5</p>		

	<p><b>Indirect:</b> Graduating Students Survey Survey posted by Assessment Office</p> <p><b>Indirect:</b> Praxis Exam Results</p> <p><b>Indirect:</b> Review of Text book presently used for HIST 1062</p>	<p>specific to each course. Views students' own comfort with historical process and knowledge.</p> <p>Course: HIST 4990 (165 students) Survey given to all students taking this class. Questions composed by Assessment Office</p> <p>Course: HIST 3000 (80 students)</p> <p>Data of those who take the exam viewed in terms of knowledge of historical areas and eras</p> <p>Course: HIST 1062 (35 faculty)</p> <p>Survey of value of present text and its success or otherwise in achieving History GE values and goals</p>		

<p><b>SLO #5 Demonstrate well-developed written and verbal skills in dissecting and creating nuanced analyses of historical events and historiographical interpretations of those events</b></p>	<p><b>Direct:</b> Collective Portfolio Common</p> <p>Collection of Sample Final Research Papers</p> <p><b>Direct:</b> Writing Assignment</p> <p>Use of AACU Value Rubric to assess common question on globalization)</p>	<p>Courses: HIST 1000, (350 students)  HIST 1062, (1,500 students)  HIST 4990 (165 students)</p> <p>Sample of writings from each section will be collected and reviewed by faculty teaching the courses.</p> <p>Course: HIST 1062 (1,500 students)  Common question for each section will be graded according to rubric</p>	<p>Deeper analysis of historical events and arguments</p>	<p>1062 final common assignment – theme of globalization – reflective essay on the history of globalization and its application today</p> <p>(Implemented: Fall 2013)</p> <p>Graded thesis statement standard (Implemented: Spring 2013)</p> <p>5,000 word historiography standard agreed to by all teaching HIST 4990 (Implemented: Spring 2013)</p>
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	<p><b>Indirect:</b> Qualtrics Survey, Pre and post classes Student Survey</p> <p><b>Indirect:</b> Graduating Students Survey Survey posted by Assessment Office</p>	<p>Courses: HIST 1000, (350 students) HIST 1062, (1,500 students) HIST 4990 (165 students)</p> <p>Questions composed by those teaching each section – 5 common historical knowledge questions and 5 specific to each course. Views students’ own comfort with historical process and knowledge.</p> <p>Course: HIST 4990 Survey given to all students taking this class. Questions composed by Assessment Office</p>	<p>Survey indicated student desire for additional instruction in history writing fundamentals</p>	<p>All professors do common PowerPoint workshop on plagiarism and writing standards (Implemented: Fall 2013)</p> <p>PowerPoint made available on Dept. website (Implemented: Fall 2013)</p>
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