

## Academic Assessment Report - AY 2013-14

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

**Program SLOs:**

SLO #1 Demonstrate basic standards of historical literacy and perspective (KU1.3.4) (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>
SLO #1 Demonstrate basic standards of historical literacy and perspective	<u>Direct:</u>			
	<u>Indirect:</u>			
SLO #2 Articulate an interpretive framework of the complex and interrelated causes, courses, and consequences of historical events	<u>Direct:</u>			
	<u>Indirect:</u>			
SLO #3 Perform sophisticated skills in examining, exploring, comparing, and critiquing a variety of sources and viewpoints: written, non-verbal, artistic, symbolic	<u>Direct:</u> Collective Portfolio Common	Four courses, 1 each at 1000, 2000, 3000, and 4000-level, each semester  Will implement dept writing guidelines and rubric that encourage progressively lengthier and more analytically complex writing		

		<p>assignments as students progress from 1000- to 4000-level.</p> <p>Sample writing assignments will be collected and reviewed by faculty via the department rubric to measure students' ability to analyze sources.</p>		
	<p><b>Indirect:</b> Qualtrics Survey</p> <p>Pre and post course student survey</p>	<p>In courses piloting dept writing guidelines and rubric, administer pre- and post-course student survey to measure student familiarity source analysis.</p>		
<p><b>SLO #4</b>Critically and comparatively analyze individual cultures within national, regional, and global contexts</p>				
<p><b>SLO #5</b>Demonstrate well-developed written and verbal skills in dissecting and creating nuanced analyses of historical events and historiographical interpretations of those events</p>	<p><b>Direct:</b> Collective Portfolio</p>	<p>Four courses, 1 each at 1000, 2000, 3000, and 4000-level, each semester</p> <p>Will implement dept writing guidelines and rubric encourage progressively lengthier and more analytically complex writing assignments as students progress from 1000- to 4000-level.</p>		

		Sample writing assignments will be collected and reviewed by faculty via the department rubric to analyze sources and incorporate them into the construction of historical and historiographical arguments.		
	<b>Indirect:</b> Qualtrics Survey Pre and post class student survey	In courses piloting dept writing guidelines and rubric, administer pre- and post-course student survey to measure student familiarity with critical analysis of and proper citation of sources.		