

**Assessment Data History Outcome #1
Aligns with Core Competency Written Communication**

Learning Outcome:

Complete a substantial historical project autonomously.

Outcome Measure:

Research Papers in HIS 370, HIS 414, HIS 487, and HIS 320 (Fall 2013 and Spring 2014)

Criteria for Success (if applicable):

Minimum average of 2.75 (out of 4) for each criteria of rubric

Longitudinal Data:

The Longitudinal Data begins in 2013-2014, because we wrote new Program Learning Outcomes in 2013 to align with the Core Competencies. There is a different set of data to match different learning outcomes for 2011-2012 and 2012-2013.

	Average Score
	2013-2014 12 students
Context and Purpose for Writing	3.13
Content Development	2.83
Genre and Disciplinary Conventions	3.04
Sources and Evidence	2.79
Control of Syntax and Mechanics	3.08

Conclusions Drawn from Data:

Although these scores all exceed our minimum standard, they are not as high as we would like to see, especially related to the content and evidence criteria.

Changes to be Made Based on Data:

Beginning with the fall of 2014, we are instituting a new Senior Seminar in History, which will have a heavy emphasis on writing a research paper (includes the writing, critical thinking, and information literacy components of our outcomes and core competencies). We hope to see an improvement in all of our students' writing as a result of that new class.

Rubric Used

AACU Written Communication VALUE Rubric

**Assessment Data History Outcome #2
Aligns with Core Competency Critical Thinking**

Learning Outcome:

Demonstrate the relationship between primary and secondary materials by assessing a historian's work and recognizing the evidence used to construct that historical argument.

Outcome Measure:

Research Papers in HIS 370, HIS 414, HIS 487, and HIS 320 (Fall 2013 and Spring 2014)

Criteria for Success (if applicable):

Minimum average of 2.75 (out of 4) for each criteria of rubric

Longitudinal Data:

The Longitudinal Data begins in 2013-2014, because we wrote new Program Learning Outcomes in 2013 to align with the Core Competencies. There is a different set of data to match different learning outcomes for 2011-2012 and 2012-2013.

	Average Score
	2013-2014 12 students
Explanation of Issues	3.26
Evidence	2.83
Influence of Context and Assumptions	3
Student's position	2.83
Conclusions and related outcomes	3.08

Conclusions Drawn from Data:

Although our students are exceeding the minimum average, that is only barely the case with some of the criteria for this outcome (especially evidence and student's position).

Changes to be Made Based on Data:

Some of that may be the result of a bit of misalignment between the AACU VALUE rubric and what we are teaching our students about how to write strong historical papers. Nevertheless, we do need to continue to work on helping the students make the strongest and most well-supported arguments possible in their papers.

Rubric Used

AACU Critical Thinking VALUE Rubric

**Assessment Data History Outcome #3
Aligns with Core Competency Oral Communication**

Learning Outcome:

Present and analyze, in an oral presentation, different perspectives on an event from the past.

Outcome Measure:

Oral Presentations in HIS 475 (Fall 2013), HIS 320 (Spring 2014) and the Colt Conference (Spring 2014)

Criteria for Success (if applicable):

Minimum average of 2.75 (out of 4) for each criteria of rubric

Longitudinal Data:

The Longitudinal Data begins in 2013-2014, because we wrote new Program Learning Outcomes in 2013 to align with the Core Competencies. There is a different set of data to match different learning outcomes for 2011-2012 and 2012-2013.

	Average Score
	2013-2014
	10 students
Organization	3.7
Language	3.2
Delivery	3.3
Supporting Material	3.4
Central Message	3.3

Conclusions Drawn from Data:

Our students are exceeding the minimum average for this outcome.

Changes to be Made Based on Data:

Our students generally do very well with formal oral presentations, and that is probably because they do them in almost every class, as well as at professional conferences. This is one of our strengths, and we will continue to emphasize it.

Rubric Used

AACU Oral Communication VALUE Rubric

**Assessment Data History Outcome #4
Aligns with Core Competency Quantitative Reasoning**

Learning Outcome:

Have an academic transcript that shows courses with content that ranges over time, space, culture, and qualitative and quantitative historical methods.

Outcome Measure:

Quantitative analysis exam question in HIS 475 (Fall 2013) and HIS 320 (Spring 2014)

Criteria for Success (if applicable):

Minimum average of 2.75 (out of 4) for each criteria of rubric

Longitudinal Data:

The Longitudinal Data begins in 2013-2014, because we wrote new Program Learning Outcomes in 2013 to align with the Core Competencies. There is a different set of data to match different learning outcomes for 2011-2012 and 2012-2013.

	Average Score
	2013-2014 9 students
Interpretation	2.89
Representation	NA
Calculation	NA
Application	2.67
Assumptions	2.4
Communication	2.78

Conclusions Drawn from Data:

Quantitative reasoning was never something we saw as a central part of our history program, until being asked to start assessing it as part of the core competencies. This quantitative reasoning question came as a surprise to the students, and was not something they had been trained to do in our program. It's no surprise that their averages on that were a bit lower than on the other outcomes.

Changes to be Made Based on Data:

We need to find a place in our curriculum to specifically train the students in this area, and also find the right tools for assessing them on this.

Rubric Used

AACU Quantitative Reasoning VALUE Rubric

**Assessment Data History Outcome #5
Aligns with Core Competency Information Literacy**

Learning Outcome:

Find appropriate materials online, in a library, or in the community and know how to cite them.

Outcome Measure:

Research Papers in HIS 370, HIS 414, HIS 487, and HIS 320 (Fall 2013 and Spring 2014)

Criteria for Success (if applicable):

Minimum average of 2.75 (out of 4) for each criteria of rubric

Longitudinal Data:

The Longitudinal Data begins in 2013-2014, because we wrote new Program Learning Outcomes in 2013 to align with the Core Competencies. There is a different set of data to match different learning outcomes for 2011-2012 and 2012-2013.

	Average Score
	2013-2014
	12 students
Determine the Extent of Information Needed	2.96
Access the Needed Information	2.91
Evaluate the Information and its Sources Critically	2.77
Use Information Effectively to Accomplish a Specific Purpose	3.08
Access and Use Information Ethically and Legally	2.87

Conclusions Drawn from Data:

Although these scores all exceed our minimum standard, we are concerned about how low some of them are, especially in terms of using sources well and appropriately.

Changes to be Made Based on Data:

Beginning with the fall of 2014, we are instituting a new Senior Seminar in History, which will have a heavy emphasis on writing a research paper (includes the writing, critical thinking, and information literacy components of our outcomes and core competencies). We hope to see an improvement in all of our students' information literacy as a result of that new class.

Rubric Used

AACU Information Literacy VALUE Rubric