



Program Assessment Report (PAR)

History (HST) Baccalaureate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: [AcademicYear]

I. PROGRAM LEARNING OUTCOMES

Graduates will be able to generate significant, open-ended questions about the past and devise research strategies to answer them.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

History [was to have] reviewed all HST 4900 final capstone papers for the academic year against a five-category rubric for answers to these three questions 1. Does the author seek a variety of sources that provide evidence to support an argument about the past? 2. Does the author develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence? 3. Does the author identify and summarize other scholars' historical arguments?

B. Scoring of Student Work

The Undergraduate Curriculum Committee for the Department of History evaluated each paper according to a five-point scale against each of the three questions. A score of 1 represented the worst evaluation, and a score of 5 represented the best evaluation.

C. Indirect Assessment

No indirect assessment was undertaken.

III. ASSESSMENT RESULTS/INFORMATION:

In academic year 2019-2020, the Undergraduate Curriculum Committee elected not to engage the assessment process prior to the February/March 2020 disruption of the academic year. No formal plan was submitted, and the metrics identified in the previous portion of this report were not formally identified. They were the metrics utilized two academic years ago, and were to have been the appropriate metrics for the calendar year 2019. History has traditionally evaluated the HST 4900 papers by calendar year, not by academic year.

No assessment of the calendar year 2019 papers (Spring 2019 and Fall 2019) was concluded by the Undergraduate Curriculum Committee in Spring 2020 as in years past due to the COVID-19 disruption.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

The need for curricular review and utilization of feedback from the annual assessment exercise is discussed by the Undergraduate Curriculum Committee in History with a view to revising the major accordingly.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.