



WILLIAM WOODS
UNIVERSITY

History Annual Assessment 2021-2022

Table of Contents

- History Annual Assessment 2021-2022 1
- Annual Assessment 2021-2022..... 3
 - History 3
 - Program Profile 3
 - Program Assessment 4
 - Curriculum Map 6
 - Assessment Findings 7
 - Program Activities 10
 - Appendix: Rubric 12
 - Appendix: Supplemental Documentation 14

Annual Assessment 2021-2022

History

Program Profile

Program Mission Statement

Please insert your program mission statement here

The William Woods University Minor in History program will introduce you to thinking critically about the cultural, political, economic and social sides of history. You will gain concrete skills in analytical reasoning, public speaking, making compelling arguments, summarizing information, solving complex problems, and so much more. Let your love for exploring the richness of the past act as the tool that shapes your future.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

| | Student Majors | Student Minors |
|-----------|----------------|----------------|
| 2020-2021 | 3 | 4 |
| 2021-2022 | - | 5 |

Concentrations 2020-2021

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

N/A

Concentrations 2021-2022

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

N/A

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

The goals for the history minor are simply to draw more students into the program. The department has been working to provide new course offerings that will hopefully draw more students into the minor through interesting topics anchored to popular issues and events. History will work with admissions and marketing to produce a new history minor flyer that will provide incoming students information about the benefits of earning a minor in history. History has been represented at new student orientations and other opportunities for interactions with students to help grow the program.

LEAD events sponsored by the history department help students see that the study of history goes far beyond the memorization of dates and names, which seems to be a common understanding of students who make the transition from high school to college.

To recognize the achievements of those who have declared as history minors and maintained good grade point averages, the local chapter of Phi Alpha Theta has been reinstated and inducted two history minors this spring. This organization recognizes the hard work of students interested in history and provides opportunities for undergraduate students to present their original research in a friendly, open setting.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

15

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

History departments do not seek accreditation.

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

As of now there is a flyer for the defunct History BA program. The department intends to produce a new flyer that stresses the value of a history minor and discusses the skills and strengths that can come from historical study.

Marketing Material

Program Assessment

Standard/Outcome

| Identifier | Description |
|------------|--|
| WWU2021.1 | Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery. |

Additional Standards/Outcomes

| Identifier | Description |
|------------|--|
| HIS.1 | Possess an in-depth knowledge of diverse periods and regions in US and World history. |
| HIS.2 | Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation. |
| HIS.3 | Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources. |
| HIS.4 | Clearly communicate their conclusions, opinions, or findings in written and verbal form. |

Alignment to the University Objectives

Please discuss the Program alignment to the University Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

Courses offered by the history department align nicely with the University Objectives. As students work their way from introductory courses to those that are more advanced, they will earn Major Field Competence through the scaffolding of assignments that ultimately lead, in the upper-level courses, to communicating their original, independently produced research, which is the fundamental goal of historical study.

Historical inquiry necessarily deals with issues regarding ethics as students grapple with the decisions made by historical leaders and societies and the implications of those decisions.

There are few things that are more satisfying to a sense of self-liberation within an academic setting than identifying a topic of personal interest within the parameters of a course and pursuing research that allows students to develop their own ideas and understandings about those issues.

Along similar lines, engaging in research and reading about diverse historical topics that use various lenses of analysis to understand the world can inculcate a sort of curiosity that leads to a lifetime of curiosity.

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)? The General Education clusters are attached to the document below.

Every history course conforms to the general education requirements, and stresses key skills in speaking, writing, research, analysis, and independent thinking. These skills can all be adapted to virtually any major/minor or career.

1. Critical Analysis

- Critical Thinking – Every class involves students reading evidence and making their own interpretations based on the sources.
- Ethical Reasoning – Students are asked to question the morality of choices, such as President Truman’s decision to drop the atomic bomb in WWII.
- Meaning – History is necessary to understand the roots of a variety of cultures, and primary sources can vary thus illustrating different aspects of life.

2. Creative Expression

- Communication – All courses involve daily verbal discussions and various written assignments.
- Fine & Performing Arts – Students are required to be able to articulate their points to a diverse audience, such as in public events.

3. Quantitative Inquiry

- Natural Sciences – History is shaped by and in turn influences scientific developments.
- Mathematics – Statistical analysis is essential to understanding broad historical trends.

4. Society and the Individual

- Social Science – Historical inquiry can be translated to virtually all of the social sciences.
- Diversity – History is the study of different cultures, and the programs expansion into world history will further expand the analysis of a variety of ethnicities, races, and cultures.
- Historical Perspective – This is the basis of all historical study.

General Education Objectives

- Objective 1. Possess an in-depth knowledge of well-defined periods in U.S. and non-U.S. history.
- Objective 2. Be able to provide an analysis that addresses the key historical questions of causation, comparison, and interpretation.
- Objective 3. Demonstrate a familiarity with the methodology of the historian, namely the ability to gather and interpret primary documents, statistical data, and secondary sources.
- Objective 4. Clearly communicate their conclusions or findings in written form.

A history minor can prepare students for careers as a/an:

- Lawyer or paralegal
- Researcher at a museum or think tank.
- Museum curator
- Archivist
- Historic interpreter

- Educator
- Preservationist
- Writer/editor
- Documentary editor/producer
- Librarian
- Journalist
- Records Manager
- Historian in a corporation
- Or attend law school or graduate school for a Master of Business Administration or advanced study in history, English, public history, and more.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did the program integrate the three NSSE objectives determined by the faculty in the fall of 2019? The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

The history department designed a new honors history class called The History of Race in America, HIS 212, which addressed these objectives quite nicely, despite not being aware of this charge. HIS 212 analyzed the history of the concept of race from the 16th century through the present day through the use of monographs, journal articles, and book chapters that addressed various aspects of the creation and recreation of race over that vast period of time. These works were written by scholars from many disciplines including law, history, political science, and sociology. As the course was a discussion-based seminar, students had to grapple with difficult topics and were exposed to multiple viewpoints.

There were two major assignments in the class, one asked student to synthesis the readings into a coherent narrative that they believed constituted the story of race in America. This assignment forced students to make choices on what they thought was necessary for inclusion, which helped them understand how historical narratives products of people are and are based on conscious decisions. The other assignment was an open-ended research paper where students were free to explore any aspect of race relations in the United States from the colonial period to present.

Both of these projects were assessed according to rubrics designed to draw students to form strong theses and to support their arguments with well-chosen evidence.

The department offered HIS 215 Native America during the fall semester. This class is a survey of the history of Indigenous people throughout American history which included several discussions that connected to societal issues from the past that persist today. Some of these discussions involved the resuscitation and reclamation of traditional Indigenous culture and language, the politics and arguments for the Land Back Movement, and issues regarding cultural appropriation.

I have students read some books that connect to other disciplines and work to make those connection explicit. In HIS 104 students read *The Conquest of Cool* by Thomas Frank. This book discusses changes in business and advertising culture during the middle of the 20th century and relates those changes to the emergence of the counterculture. I encourage students in business and graphic design to select the book for their response paper as they learn much about the history of their respective fields.

Other classes taught by the history department also touch on the second objective, connecting learning to societal problems or issues, generally. All classes include time each week where students are asked to analyze and discuss primary documents from periods in the past. As these documents relate to the history of the United States in most cases and global history in one case, students are often able to make connections between decisions from the past and the implications of those in the present.

Curriculum Map

- A - Assessed
- R - Reinforced
- I - Introduced

M - Master

History

| | HIS 102 | HIS 103 | HIS 104 | HIS 212 | HIS 215 | HIS 216 | HIS 353 | HIS 310 |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history. | I | I, A | I, A | I, R | I, R | R, I | R, M | R, M |
| HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation. | I | I, A | I, A | I, R | I, R | R, I | R, M | R, M |
| HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources. | I | I, A | I, A | I, R | I, R | R, I | R, M | R, M |
| HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form. | I | I, A | I, A | I, R | I, R | R, I | R, M | R, M |

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

Assessment Findings

Assessment Findings for the Assessment Measure level for History

| Standard/Outcome | | | | |
|---|--|--|--------------------------------|------------------------|
| HIS.1 Possess an in-depth knowledge of diverse periods and regions in US and World history. | | | | |
| Assessment Measures | | | | |
| HIS 103 | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Essay | Has the criterion 65% of students will achieve a 3 or better. been met yet? Met | 83.3% of students achieved 3 or better. | 2122_his103_report.pdf | |
| HIS 104 | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Essay | Has the criterion 65% of students will achieve a 3 or better. Been met yet? Met | 70.67% of students achieved a 3 or better. | 2122_HIS_104_report.pdf | |

| Standard/Outcome | | | | |
|---|--|--|--|--|
| HIS.2 Be able to conduct analysis that addresses the key historical questions of causation, comparison, and interpretation. | | | | |
| Assessment Measures | | | | |
| HIS 103 | | | | |

| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
|--------------------|--|--|--------------------------------|------------------------|
| Direct - Essay | Has the criterion 65% of students will achieve a 3 or better. been met yet? Met | 81.66% of students achieved a 3 or better. | 2122_his103_report.pdf | |

| HIS 104 | | | | |
|--------------------|--|---|--------------------------------|------------------------|
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Essay | Has the criterion 65% of students will achieve a 3 or better. Been met yet? Met | 72% of students achieved a 3 or better. | 2122_HIS_104_report.pdf | |

Standard/Outcome
 HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources.

Assessment Measures

| HIS 103 | | | | |
|--------------------|--|--|--------------------------------|------------------------|
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| Direct - Essay | Has the criterion 65% of students will achieve a 3 or better. been met yet? Met | 83.33% of students achieved a 3 or better. | 2122_his103_report.pdf | |

| HIS 104 | | | | |
|--------------------|--|---------------------------------------|--------------------------------|--|
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| | Has the criterion 65% of students will achieve a 3 or better. Been met yet? Not met | 60% of students achieved 3 or better. | 2122_HIS_104_report.pdf | - Curriculum Revision: More time needs to be spent in the classroom ensuring that students understand how to find secondary sources that qualify for the assignment. As it stands, students are required to submit a bibliography one week in advance so that the instructor can examine the source material that had been found. More time needs to be devoted to this. |

Standard/Outcome
 HIS.4 Clearly communicate their conclusions, opinions, or findings in written and verbal form.

Assessment Measures

| HIS 103 | | | | |
|--------------------|-----------|---------|--------------------|-------------|
| Assessment Measure | Criterion | Summary | Attachments of the | Improvement |
| | | | | |

| Measure | | | Assessments | Narratives |
|--------------------|--|---|--------------------------------|------------------------|
| Direct - Essay | Has the criterion 65% of students will achieve a 3 or better. been met yet? Met | 80% of students achieved a 3 or better. | 2122_his103_report.pdf | |
| | | | | |
| HIS 104 | | | | |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
| | Has the criterion 65% of students will achieve a 3 or better. Been met yet? Not met | 64% of students achieved a 3 or better. | | |

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Each of the two courses chosen had different assessment assignments and both courses were taught by multiple people as HIS 103 and HIS 104 had several sections that taught online with adjunct faculty. This narrative will only focus on the in-person courses that were taught by full time faculty. Going forward information on the online sections will be better integrated into the analysis.

The philosophy behind each of the assessments giving in these history classes is to have students delve into a particular topic within the temporal and/or thematic framework of the course. With a topic selected, students perform some form of outside research that helps acquaint them to the methodology of historical inquiry. Once they have chosen a topic and performed the necessary research, they write their findings in an essay that takes different forms for both classes.

For HIS 103 students write what a Newspaper Inquest Paper. This asks them to perform research into primary documents, using the Library of Congress’s digitized newspaper archive. Students select two newspapers from within their chosen era and analyze ten articles from those two papers using a set of four guiding questions. In the essay they are asked to compare and contrast the papers to each other and to contextualize the articles that they find using the course textbook and any relevant information from lectures and discussion.

For HIS 104 students write a Primary Source Analysis Paper. Students select a single primary source that relates to the material that is covered in the class to analyze using ten guiding questions. To assist their analysis, students must find a minimum of two scholarly secondary sources to contextualize the document. As such, this assignment calls on them to do research into secondary sources. A key component of this assignment is discerning appropriate academic sources from university presses and peer-reviewed journals using the library resources that are available to them.

The online sections of each of these two classes write a research paper that builds off of a shorter primary analysis from early in the term. These classes have been taught by adjuncts, but the full-time faculty will begin to teach some sections going forward.

It is clear that the HIS 104 class struggled a bit with two aspects of the rubric. Some of that is a result of the classroom dynamic from the spring semester section and some of it came from a change in the due date for the assignment. An appropriate amount of time was not devoted to distinguishing quality secondary sources and the methods for finding them using the WWU library resources. This can be easily resolved by intentionally building in more instruction time leading up to the paper.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

| | | |
|-----------------------|--|---|
| Standard/Outcome | HIS.3 Demonstrate a familiarity with the methodology of the historian, by engaging in writing and research based on primary and secondary sources. | |
| Legend | A | |
| Course/Event | HIS 104 | |
| Assessment Measure | | |
| Assessment Findings | Not met | |
| Improvement Narrative | | |
| | Improvement Type | Summary |
| | Curriculum Revision | More time needs to be spent in the classroom ensuring that students understand how to find secondary sources that qualify for the assignment. As it stands, students are required to submit a bibliography one week in advance so that the instructor can examine the source material that had been found. More time needs to be devoted to this. |

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

N/A

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

N/A

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service-Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service-Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

N/A

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

The history department offered three LEAD events this academic year, each offered an important historical and multicultural element with the hopes to enrich students' experiences with history. During Indigenous Peoples Month (November) the department screened a documentary called *Awake* that discussed the Water Protectors' struggles against the DAPL then facilitated a discussion after the film. In conjunction and at the invitation of the Panhellenic Council, the department offered a discussion of the Celia court case from 1855 in Fulton for Black History Month. In a follow up LEAD event, the department offered a "History Hike" where several students came out to tour the site where the events from Celia's self-defense took place. I was asked to participate in the WWU Haunted History in October 2021 where department faculty presented the history of WWU and some local horrors from Fulton four times for the spooky LEAD event.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

Two students were inducted into the History Honor Society, Phi Alpha Theta, this academic year.

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

In December 2021 I published a chapter, "A Geography of Free-soil: The Legacy of the 1820 Compromise, Political Conflict, and the Decline of Slavery in Missouri," in a book called *A Fire-Bell in the Past: The Missouri Crisis at 200 Volume 2: The Missouri Question and its Answers* (see Document 6). I presented my scholarship at the Missouri Conference on History in March 2022 in a talk called "Invisible Labor and Indirect Connections: Slavery and the Founding of the University of Missouri" and over the summer gave an invited lecture to the Kinder Institute on Constitutional Democracy's Society of Fellows Summer Institute called "Two Tales of Emancipation."

Appendix: Rubric

| Clear | 3.00 Exceeds | 2.00 Meets | 1.00 Falls Below Expectations | N/A |
|--|---|---|--|------------|
| Mission Statement Clearly Articulated weight: 1.000 | ✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program. | ✓ The mission statement for the program clearly articulated and aligned with the University mission. | ✓ The mission statement is minimal at best. | ✓ N/A |
| Comment: | | | | |
| Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000 | ✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program. | ✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided. | ✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way. | ✓ N/A |
| Comment: | | | | |
| Marketing Materials weight: 1.000 | ✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy. | ✓ The program discussed the general marketing strategy for the program. | ✓ The program provided little to no discussion on the marketing materials or approach to how to market the program. | ✓ N/A |
| Comment: | | | | |
| Alignment to University Objectives weight: 1.000 | ✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives. | ✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives. | ✓ The program provides little to no explanation of how program courses align to the Institutional Objectives. | ✓ N/A |
| Comment: | | | | |
| General Education alignment clearly explained weight: 1.000 | ✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas. | ✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses. | ✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses. | ✓ N/A |
| Comment: | | | | |
| NSSE Objectives weight: 1.000 | ✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups. | ✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives. | ✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives. | ✓ N/A |
| Comment: | | | | |
| Curriculum Map alignment and changes weight: 1.000 | ✓ The curriculum map is detailed and complete. All changes made to the curriculum map are detailed with supporting rationale for the decision.. | ✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented. | ✓ The curriculum map is not complete and little to no explanation on curricular changes was provided. | ✓ N/A |
| Comment: | there is no discussion on any curricular changes. | | | |
| Assessment Map weight: 1.000 | ✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year. | ✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class. | ✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment. | ✓ N/A |
| Comment: | there is no discussion on any assessment changes. | | | |

| | | | | |
|--|---|---|---|----------|
| Data Driven Decision-making is explained weight: 1.000 | ✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined. | ✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined. | ✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year. | ✓ N/A |
| Comment: | | | | |
| Documentation provided on assessment findings weight: 1.000 | ✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis. | ✓ The program uploads all rubric and support information to support the claims in assessment findings. | ✓ The program did not upload the data to support assessment claims in the assessment findings. | ✓ N/A |
| Comment: | | | | |
| Analysis of Assessment weight: 1.000 | ✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report. | ✓ The program completed the assessment findings for each component and provided a summary for each assessment measure. | ✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure. | ✓ N/A |
| Comment: | | | | |
| Improvement narratives are selected with intentionality weight: 1.000 | ✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options | ✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment. | ✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results. | ✓ N/A |
| Comment: | | | | |
| Student Performance Review weight: 1.000 | ✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed. | ✓ The program provided the schedule and a brief description of Student Performance Review with data of the results. | ✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results. | ✓ N/A |
| Comment: | this program is not expected to participate | | | |
| Senior Showcase weight: 1.000 | ✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented. | ✓ The program described the Senior showcase activities and provided some evidence of what was presented. | ✓ Little to no content of Senior showcase was provided. | ✓ N/A |
| Comment: | this program is not expected to participate | | | |
| Co Curricular and LEAD activities weight: 1.000 | ✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students. | ✓ The program provided a listing of LEAD events and activities provided. | ✓ The program provided little to no description of the Co-curricular activities provided throughout the year. | ✓ N/A |
| Comment: | | | | |
| Faculty, alumni, and Student accomplishments weight: 1.000 | ✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced. | ✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments. | ✓ The program provided little to no data on students, alumni, faculty accomplishments. | ✓ N/A |
| Comment: | | | | |

Appendix: Supplemental Documentation

General Education --History

Query Name: 2122 HIS 104

Parameters Applied: Term: Fall 2122 08/23/2021~12/10/2021, Spring 2122 01/10/2022~04/29/2022

Organization information:

Courses: History Of The US II -H

General Education --History

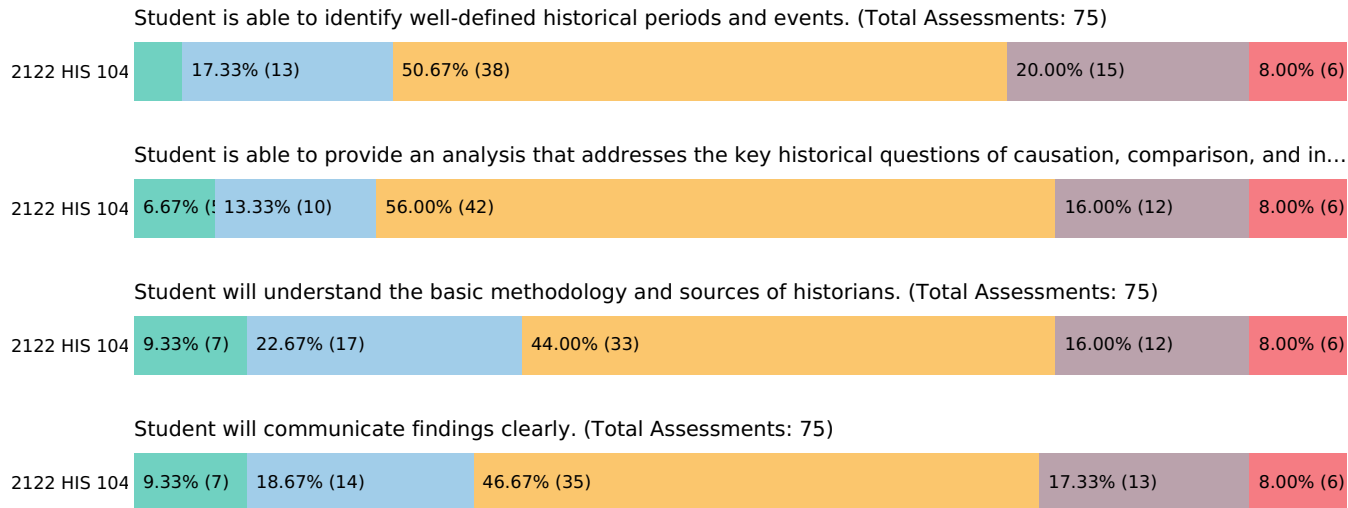
Group by: Element

Element: Student is able to identify well-defined historical periods and events. / Student is able to provide an analysis that addresses the key historical questions of causation, comparison, and interpretation. / Student will understand the basic methodology and sources of historians. / Student will communicate findings clearly.

Performance Level: Insufficient / Developing / Proficient / Exemplary / N/A

Standard: -

Rubric Results by Element



| Element | Query | Insufficient | Developing | Proficient | Exemplary | N/A | Mean | Stdev |
|---------|-------|--------------|------------|------------|-----------|-----|------|-------|
|---------|-------|--------------|------------|------------|-----------|-----|------|-------|

| | | | | | | | | |
|--|--------------|-----------|-------------|-------------|-------------|-----------|------|------|
| Student is able to identify well-defined historical periods and events. | 2122 HIS 104 | 4.00% (3) | 17.33% (13) | 50.67% (38) | 20.00% (15) | 8.00% (6) | 2.94 | 0.76 |
| Student is able to provide an analysis that addresses the key historical questions of causation, comparison, and interpretation. | 2122 HIS 104 | 6.67% (5) | 13.33% (10) | 56.00% (42) | 16.00% (12) | 8.00% (6) | 2.88 | 0.78 |
| Student will understand the basic methodology and sources of historians. | 2122 HIS 104 | 9.33% (7) | 22.67% (17) | 44.00% (33) | 16.00% (12) | 8.00% (6) | 2.72 | 0.87 |
| Student will communicate findings clearly. | 2122 HIS 104 | 9.33% (7) | 18.67% (14) | 46.67% (35) | 17.33% (13) | 8.00% (6) | 2.78 | 0.87 |

Total Rubric Score

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

| Query | Number of Assessments | Mean | Stdev |
|--------------|-----------------------|-------|-------|
| 2122 HIS 104 | 69 | 11.33 | 3.09 |

General Education --History

Query Name: 2122 his103

Parameters Applied: Term: Fall 2122 08/23/2021~12/10/2021, Spring 2122 01/10/2022~04/29/2022

Organization information:

Courses: History Of The US I -H

General Education --History

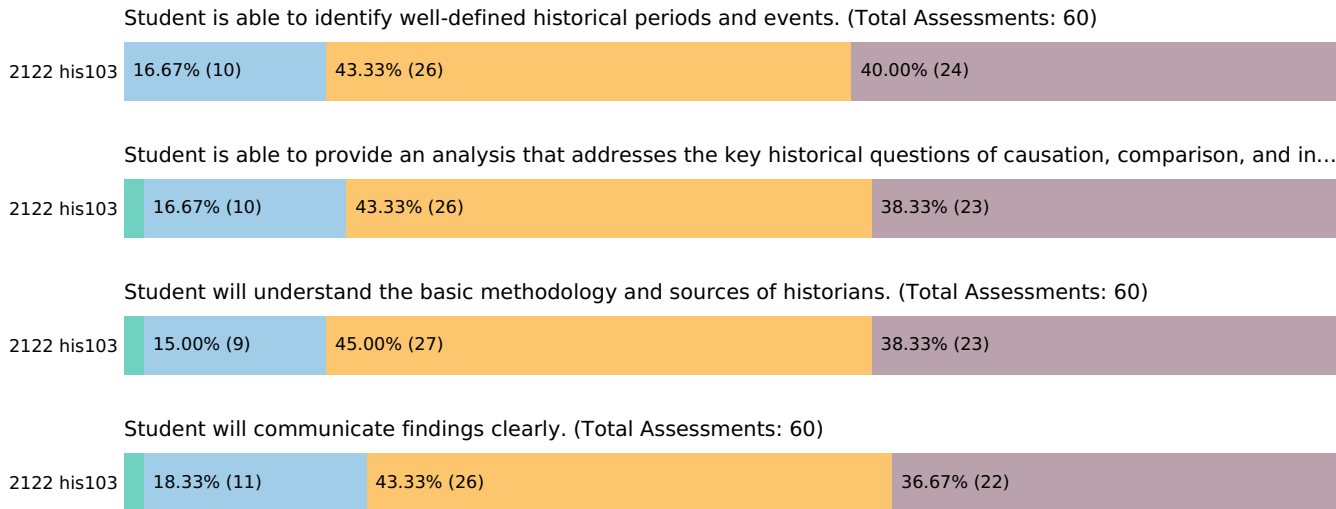
Group by: Element

Element: Student is able to identify well-defined historical periods and events. / Student is able to provide an analysis that addresses the key historical questions of causation, comparison, and interpretation. / Student will understand the basic methodology and sources of historians. / Student will communicate findings clearly.

Performance Level: Insufficient / Developing / Proficient / Exemplary / N/A

Standard: -

Rubric Results by Element



| Element | Query | Insufficient | Developing | Proficient | Exemplary | N/A | Mean | Stdev |
|---------|-------|--------------|------------|------------|-----------|-----|------|-------|
|---------|-------|--------------|------------|------------|-----------|-----|------|-------|

| | | | | | | | | |
|--|-------------|-----------|-------------|-------------|-------------|-----------|------|------|
| Student is able to identify well-defined historical periods and events. | 2122 his103 | 0.00% (0) | 16.67% (10) | 43.33% (26) | 40.00% (24) | 0.00% (0) | 3.23 | 0.72 |
| Student is able to provide an analysis that addresses the key historical questions of causation, comparison, and interpretation. | 2122 his103 | 1.67% (1) | 16.67% (10) | 43.33% (26) | 38.33% (23) | 0.00% (0) | 3.18 | 0.77 |
| Student will understand the basic methodology and sources of historians. | 2122 his103 | 1.67% (1) | 15.00% (9) | 45.00% (27) | 38.33% (23) | 0.00% (0) | 3.20 | 0.75 |
| Student will communicate findings clearly. | 2122 his103 | 1.67% (1) | 18.33% (11) | 43.33% (26) | 36.67% (22) | 0.00% (0) | 3.15 | 0.78 |

Total Rubric Score

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

| Query | Number of Assessments | Mean | Stdev |
|-------------|-----------------------|-------|-------|
| 2122 his103 | 60 | 12.77 | 2.96 |