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WILLIAM WOODS  
UNIVERSITY

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**History Annual Assessment 2022-2023**

**HISTORY ANNUAL ASSESSMENT 2022-2023** **1**

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**ANNUAL ASSESSMENT 2022-2023** **3**

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<b>HISTORY</b>	<b>3</b>
PROGRAM PROFILE	3
PROGRAM ASSESSMENT	5
CURRICULUM MAP	8
ASSESSMENT MAP	8
ASSESSMENT FINDINGS	9
PROGRAM ACTIVITIES	11
ASSESSMENT RUBRIC	13
APPENDIX: SUPPORTING DOCUMENTATION	15

# Annual Assessment 2022-2023

## 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

##### Students Majors 2022-2023

##### Student Majors 2021-2022

##### Student Minors 2022-2023

##### Student Minors 2021-2022

4

5

##### Concentrations 2022-2023

*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 is 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 has developed a poster promoting the minor and will continue to try to find funding to create 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**

012501\_History\_bulletin\_board\_proof.pdf

# 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 Spring 2022

### Program Alignment to NSSE Objectives

*Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.*

1C - During this academic year, the history department worked to have students explain material both in lecture sand discussions. During difficult sections of lectures, students would be asked if they had a good understanding of the issue. Those who said they did would be asked to restate the issue in their own words to the rest of the class. Doing this in class helped the instructor to see how well topics were understood and led to better understanding overall. This dynamic is build into all class discussions, but the department intentionally worked on this during small group discussions. Each group

would be asked to focus on a particular question or aspect of a set of readings then during the final twenty minutes each group would explain their findings to the class. Small group discussion is great to bring students who are anxious about class wide discussions into the conversation.

2E - During Spring 23, HIS 228 included two sessions of historical role playing. Each of these two sessions included five class periods of role playing where each student had a unique character sheet that gave them guidance on how their character would view the issues that arise over the course of the game. The first game, *Kentucky, 1861*, had the students serving as members of the Kentucky legislature as they debated secession during the Civil War. All of the characters included world views and perspectives that are quite foreign to those of modern society. The second game, *Radical Reconstruction*, was set in New Orleans and had students taking on characters who argued about the best priorities for integrating newly freed slaves into society.

4C - All of the classes offered by the history department require students to engage in analysis, both in the written form and in course discussions. Lower level history gen ed classes include an assignment that addresses the Historical Thinking general education rubric, which includes a criterion that focuses on analysis. Upper level history courses all integrate in-depth discussions where we analyze primary and secondary sources. These courses all include large analytical writing projects.

4D - This category is the bread and butter of history courses. In all of the history courses offered on-ground include at least one class period per week that is devoted to primary source analysis. During these discussions, students have to take into consideration the author's social location in addition to the historical context to make a determination about the significance of a document. Two courses, HIS 102 and HIS 104 include a written assignment that asks students to provide an in-depth analysis of a single primary source. A component of those assignments is finding two peer-reviewed, scholarly sources from history or history-adjacent journals or books that help provide context. We spend a class period discussing what makes a source valid for the purposes of the paper and how standards of validity vary by style of writing and discipline.

## 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
<b>HIS.1</b> 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
<b>HIS.2</b> 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
<b>HIS.3</b> 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
<b>HIS.4</b> 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 Map

### Changes to the Assessment Map

*Are there any changes made to the Assessment map for this academic year? If so, please describe the assessment changes made along with the rationale for why and include 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	75.87% of students achieved goal.	HIS_103_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? Not met	54.35% of students met the goal.	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	68.97% of students met the goal.	HIS_103_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	67.25% of students met the goal.	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	71.26% of students met the goal.	HIS_103_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? Met	67.24% of students met the goal.	HIS_104_report.pdf	

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 Assessments	Improvement Narratives
Direct - Essay	Has the criterion 65% of students will achieve a 3 or better. been met yet? Met	74.72% of students met the goal.	HIS_103_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? Met	67.24% of students met the goal.	HIS_104_report.pdf	

### **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.*

Assessment data for history has been based on gen ed rubrics and has generally not been well done by the department for the last two years based on a lack of understanding of the process. Having served on curriculum committee for a couple of years has shown the deficiencies of the assessment program for the department. The department plans on moving the initial assessment away from HIS 103 and HIS 104 because of the sheer amount of students going through those two classes and shifting toward other low level classes. History will include assessment data on upper level courses next year to make this data mean something.

### **Improvement Narrative List**

#### **Assessment Findings for the Assessment Measure level**

No improvement narratives have been added.

## **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 hosted a end of the year dinner with current minors and those who have interest in becoming a minor. The department participated the Sex Fair, offering a historical perspective on family planning.

### **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. Emily Hand presented a paper at the Missouri Conference on History. Emily Hand will attend the University of Arkansas to earn a MA in history.

### **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.*

I signed a contract to publish my first book.

# Assessment Rubric

	3.0 <b>Exceeds</b>	2.0 <b>Meets</b>	1.0 <b>Falls Below Expectations</b>	<b>N/A</b>
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:	the lack of any marketing information was discussed and the desire of the faculty to produce a flyer to highlight the value of a history minor as a complimentary component to any major.			
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:	It is assumed that no changes to the curriculum were made? This area of the report was left blank?			
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:	It is assumed that no changes to the assessment were made as this area of the report was left blank? It is hard to do assessment in upper level courses as it is always a risk that the class will make so assessment is all in 100 level courses.			

Data Driven Decision-making is explained weight: 1.000	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Comment:				
Documentation provided on assessment findings weight: 1.000	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The program uploads all rubric and support information to support the claims in assessment findings.</li> </ul>	<ul style="list-style-type: none"> <li>The program did not upload the data to support assessment claims in the assessment findings.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Comment:	- Need to show faculty how to pull data from all history courses and not only the full time faculty course.			
Analysis of Assessment weight: 1.000	<ul style="list-style-type: none"> <li>The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.</li> </ul>	<ul style="list-style-type: none"> <li>The program completed the assessment findings for each component and provided a summary for each assessment measure.</li> </ul>	<ul style="list-style-type: none"> <li>The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Comment:	Future changes to the assessment of the program are discussed and why past assessment did not really meet the needs of the program.			
Improvement narratives are selected with intentionality weight: 1.000	<ul style="list-style-type: none"> <li>The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options</li> </ul>	<ul style="list-style-type: none"> <li>The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Comment:				
Student Performance Review weight: 1.000	<ul style="list-style-type: none"> <li>The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.</li> </ul>	<ul style="list-style-type: none"> <li>The program provided the schedule and a brief description of Student Performance Review with data of the results.</li> </ul>	<ul style="list-style-type: none"> <li>The program did not provide complete explanation on Student Performance Review nor did they provide data results.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Comment:	Program is a minor and not required to participate in this activity			
Senior Showcase weight: 1.000	<ul style="list-style-type: none"> <li>The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.</li> </ul>	<ul style="list-style-type: none"> <li>The program described the Senior showcase activities and provided some evidence of what was presented.</li> </ul>	<ul style="list-style-type: none"> <li>Little to no content of Senior showcase was provided.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Comment:	Program is a minor and not required to participate in this activity			
Co Curricular and LEAD activities weight: 1.000	<ul style="list-style-type: none"> <li>The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.</li> </ul>	<ul style="list-style-type: none"> <li>The program provided a listing of LEAD events and activities provided.</li> </ul>	<ul style="list-style-type: none"> <li>The program provided little to no description of the Co-curricular activities provided throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<ul style="list-style-type: none"> <li>The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.</li> </ul>	<ul style="list-style-type: none"> <li>The program provided a listing of information on Students, Alumni, and faculty accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>The program provided little to no data on students, alumni, faculty accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Comment:				

**Appendix: Supporting Documentation**

**2022-23 Report**

**Generated by: Zachary Dowdle 05/11/2023**

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General Education --History / History major/minor rubric

Query Name: 2022-23

Parameters Applied: Term: Fall 2223 08/22/2022~12/09/2022, Spring 2223 01/09/2023~04/28/2023  
Organization information:  
Courses: History Of The US I -H

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General Education --History

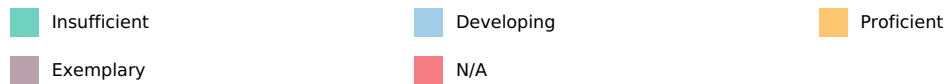
Group by: Element

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**



Student is able to identify well-defined historical periods and events. (Total Assessments: 87)



Student is able to provide an analysis that addresses the key historical questions of causation, comparison, and in...



Student will understand the basic methodology and sources of historians. (Total Assessments: 87)



Student will communicate findings clearly. (Total Assessments: 87)



Element	Query	Insufficient	Developing	Proficient	Exemplary	N/A	Mean	Stdev
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Student is able to identify well-defined historical periods and events.	2022-23	1.15% (1)	9.20% (8)	45.98% (40)	29.89% (26)	13.79% (12)	3.21	0.68
Student is able to provide an analysis that addresses the key historical questions of causation, comparison, and interpretation.	2022-23	1.15% (1)	16.09% (14)	43.68% (38)	25.29% (22)	13.79% (12)	3.08	0.73
Student will understand the basic methodology and sources of historians.	2022-23	1.15% (1)	13.79% (12)	39.08% (34)	32.18% (28)	13.79% (12)	3.19	0.75
Student will communicate findings clearly.	2022-23	1.15% (1)	10.34% (9)	47.13% (41)	27.59% (24)	13.79% (12)	3.17	0.69

**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
2022-23	75	12.65	2.63

History major/minor rubric

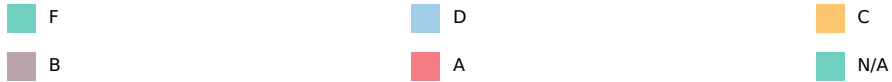
Group by: Element

Element: 1. Thesis / 2. Research / 3. Supporting Evidence / 4. Analysis / 5. Historical Context / 6. Citations/Bibliography / 7. Style/Grammar/Editing

Performance Level: F / D / C / B / A / N/A

Standard: -

**Rubric Results by Element**



1. Thesis (Total Assessments: 0)

2022-23

2. Research (Total Assessments: 0)

2022-23

3. Supporting Evidence (Total Assessments: 0)

2022-23

4. Analysis (Total Assessments: 0)

2022-23

5. Historical Context (Total Assessments: 0)

2022-23

6. Citations/Bibliography (Total Assessments: 0)

2022-23

7. Style/Grammar/Editing (Total Assessments: 0)

2022-23

Element	Query	F	D	C	B	A	N/A	Mean	Stdev
1. Thesis	2022-23	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

2. Research	2022-23	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
3. Supporting Evidence	2022-23	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
4. Analysis	2022-23	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
5. Historical Context	2022-23	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
6. Citations/Bibliography	2022-23	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
7. Style/Grammar/Editing	2022-23	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

**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
2022-23	0	0	NaN

General Education --History / History major/minor rubric

Query Name: HIS 104

Parameters Applied: Term: Fall 2223 08/22/2022~12/09/2022, Spring 2223 01/09/2023~04/28/2023

Organization information:

Courses: History Of The US II -H

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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**



Student is able to identify well-defined historical periods and events. (Total Assessments: 58)



Student is able to provide an analysis that addresses the key historical questions of causation, comparison, and in...



Student will understand the basic methodology and sources of historians. (Total Assessments: 58)



Student will communicate findings clearly. (Total Assessments: 58)



Element	Query	Insufficient	Developing	Proficient	Exemplary	N/A	Mean	Stdev
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Student is able to identify well-defined historical periods and events.	HIS 104	0.00% (0)	18.97% (11)	39.66% (23)	20.69% (12)	20.69% (12)	3.02	0.71
Student is able to provide an analysis that addresses the key historical questions of causation, comparison, and interpretation.	HIS 104	0.00% (0)	12.07% (7)	48.28% (28)	18.97% (11)	20.69% (12)	3.09	0.63
Student will understand the basic methodology and sources of historians.	HIS 104	0.00% (0)	12.07% (7)	46.55% (27)	20.69% (12)	20.69% (12)	3.11	0.64
Student will communicate findings clearly.	HIS 104	0.00% (0)	12.07% (7)	50.00% (29)	17.24% (10)	20.69% (12)	3.07	0.61

**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
HIS 104	46	12.28	2.37

History major/minor rubric

Group by:	Element
Element:	1. Thesis / 2. Research / 3. Supporting Evidence / 4. Analysis / 5. Historical Context / 6. Citations/Bibliography / 7. Style/Grammar/Editing
Performance Level:	F / D / C / B / A / N/A
Standard:	-

**Rubric Results by Element**



F



D



C



B



A



N/A

1. Thesis (Total Assessments: 0)

HIS 104

2. Research (Total Assessments: 0)

HIS 104

3. Supporting Evidence (Total Assessments: 0)

HIS 104

4. Analysis (Total Assessments: 0)

HIS 104

5. Historical Context (Total Assessments: 0)

HIS 104

6. Citations/Bibliography (Total Assessments: 0)

HIS 104

7. Style/Grammar/Editing (Total Assessments: 0)

HIS 104

Element	Query	F	D	C	B	A	N/A	Mean	Stdev
1. Thesis	HIS 104	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

2. Research	HIS 104	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
3. Supporting Evidence	HIS 104	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
4. Analysis	HIS 104	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
5. Historical Context	HIS 104	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
6. Citations/Bibliography	HIS 104	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN
7. Style/Grammar/Editing	HIS 104	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	NaN% (0)	0	NaN

**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
HIS 104	0	0	NaN