Assessment of Student Learning Plan (ASLP): <u>History</u>

<u>2018-19 Academic Year</u>

University of Southern Maine

A. College, Department, Date

College   CAHS
Department   History
Date   May 2019

B. Contact Person for the Assessment Plan
Name and title: Leroy Rowe, Associate Professor of African American History and Politics

C. Degree Program
Name of Degree Program BA in History, BA in History (7-12 Education track), BA in History (K-8 Education track)

D. <u>Assessment of Student Learning: Program Assessment</u>

<u>*Step 1: Identify the Student Learning Outcomes (SLO's)*</u>

a. *Do you have your student learning outcomes published on your department's website?*   ==Yes==*/No*

   i. *If yes, please indicate the url:*
       https://usm.maine.edu/history/overview

b. *Please identify **which of your student learning outcome(s) were assessed this past academic year**.   (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).*

   All five—via papers, examinations, oral presentations, final projects, etc. We are still working on a long-term data collection project via HTY 400 Senior Seminar/Capstone final papers and projects for collective assessment. Professor Bischof is designed the rubric in summer 2018.

c. *Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses?*   ==Yes==*/No*

i. *If yes, do you have this map published on your website?* <mark>No</mark>. Please see the attached matrix.

Step 2: Assessment Methods Selected and Implemented

a. *Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.*

Students are assessed on the shared learning outcomes via their performances on papers, examinations, oral presentations, final projects, etc. Individual faculty members also have learning outcomes related to the common program outcomes on their course syllabi. Some faculty have students do self-assessments related to their progress towards said goals, as well as incorporating peer assessment. Others offer reflective assessment at the end of a course to engage the students in a discussion of whether or not they met the course objectives (which align with the larger department objectives) (e.g. Rowe's spring 2019 HTY 346 course).

b. *Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).*

The scoring rubric for the HTY 200 final paper was utilized (and was appended to last 2017-18 report). This is utilized throughout the semester the course is taught (both fall and spring). Rubric use varies among faculty members, but expectations for assignments (and their assessment/grading criteria) are made clear on assignment sheets, syllabi, etc.

Step 3: Using the Assessment results to Improve Student Learning

a. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*

The History Department have a faculty retreat at the end of each academic year that goes in-depth into curricular discussions and changes (in addition to smaller changes made throughout the year, e.g. core designations for courses, new course proposals, etc.). This year's retreat will take place on June 26, 2019. In addition to reviewing proposals to change our foreign language requirement(s) for the major and the description/focus of HTY 101 (Western Civilization 1) and HTY 102 (Western Civilization II) to World Histories, we will also be evaluating HTY 400 (History Capstone) papers/projects. Faculty within the department that teach HTY 400 will submit capstone papers and projects that represent A, B, and C level work—all

identifying information of the student(s) will be removed from the paper. Faculty agreed to annually evaluate these research papers and projects in order to assess whether or not learning objectives are being met in the class. The committee will evaluate the achievement of the following learning objectives: Draw on the specialized knowledge of the major to articulate a significant theme, topic, issue or problem; design and generate a significant oral, written, creative or applied final project; collaborate or consult with others to research, create or discuss solutions or approaches to the project; analyze, apply, and integrate multiple sources of information and specialized perspectives to complete the project; draw on learning in general education and other courses to reflect on and critically interrogate learning within the capstone and the major.

We also intend to go through our entire course catalog, removed courses no longer taught, adjusted other course descriptions, added new courses, and discussed the implementation of a new courses, such as pop-up Historical writing course. We are also working on the potential of adding additional career pathways to the major, and further promote and sustain others, such as the Early College Program and the 2018-2019 Program Innovation fund grant that Professor Bischof received from the University of Maine System (we would like to the see these programs renewed and further expanded). The grant provides for the surveying of History majors (at USM and system-wide) re: need for additional career preparation and support within the major. With the addition of a new hire in early American history, with specialization in Native American peoples, History hope to add new courses to its catalogue and could also modify our Field III requirement this year. At the same time, we continue to grow and developed the Race and Ethnic Studies minor we sponsor.

b. *What specific changes have been or will be made to improve student learning, as a result of using the program assessment results?*

Data generated from this evaluation of HTY 400 capstone projects will be used to modify 100 and 300-level courses, and HTY 200, in particular, where the following objectives are introduced to students: engage in historical inquiry, research, and analysis; understand the dynamics of change over time; explore multiple historical and theoretical viewpoints that provide perspective on the past, and recognize where they are in history; seek a variety of sources that provide evidence to support an argument about the past and develop a methodological practice for gathering, analyzing, and interpreting evidence; recognize and practice historical thinking as central to engaged citizenship in their application of historical knowledge and analysis to contemporary social issues and contemporary dialogue.

Furthermore, Individual faculty also take the feedback they received from student online course evaluations to improve future performance and make course adjustments for future sections.

c. *Date of most recent program review/self-study?* 2015-2016 (Process fully completed, through Provost level review, in fall 2016).

E. **Course Assessment Activities:** *Is your program able to report any assessment-related activities at the Course-Level… (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

HTY 102: Western Civilization II was approved as an International course for the Core Curriculum.

New courses: HTY 391: Japan's Rise and Fall as a World Power, 1868-1945; HTY 394: Topics in History—History of the British Empire; HTY 394: Topics in History—Beyond the Clash of Civilizations: The American Encounter Between Christianity, Judaism, and Islam; HTY 394: Topics in History—Black Girls in History and Culture

Changed courses (renamed and reworked): HTY 324: European War and Diplomacy; HTY 339: Global Women's History

Updated requirements: We have added a course to the Field III (non-western) History requirement as an option—GEO 170: Global History—Mapping the World (Matthew Edney).

Professor Bischof developed an "Exit Sheet" for HTY 375: History of American Popular Culture (spring 2018)

F. Community Engagement Activities in your departmental curriculum:

a. Does your department have a student learning outcome that is related to any community engagement activities?   If so, please state the outcome. Yes; see below (a). Also, see the first paragraph in our website overview of the major/program (b).

(a) Students who study History at USM can: recognize and practice historical thinking as central to engaged citizenship in their application of historical knowledge and analysis to contemporary social issues and contemporary dialogue.

(b) *History **majors** and **minors** at USM become familiar with past knowledge, the forces of change and the varieties of historical scholarship that examine cultures and events across all times and places. As they discover and organize facts, analyze evidence, and apply theory, History students learn to create meaningful explanations and narratives that support a well-rounded understanding of past human*

activity and its impact on the world of yesterday, today, and tomorrow. <mark>*Dynamic History faculty offer hands-on learning opportunities in the classroom and in the local community. The History major also includes pathways leading to K-8 and 7-12 Social Studies Teacher Certification.*</mark>

b. Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.

Community Engagement Activity	Required/Optional	
Student Research (related to a community-based problem)	R	O
Student-Faculty Community Research Project*	R	O
Internship, or a Field Experience**	R	O
Independent Study (community-related project)	R	O
Capstone Course (community-related project)	R	O
Service-Learning (course-based)	R	O
Study Abroad, or an International Program	R	O
Interdisciplinary Collaborative Project (community related)	R	O
Student Leadership Activities (related to a team project)	R	O
Students/Faculty Community Leadership	R	O
(advisory boards, committees, conference presentations)		
Other activities:		

Professor Rowe co-chaired the 2017-2018 Gloria S. Duclos Convocation on Race and Participatory Democracy—bringing dozens of high-impact speakers and programs to campus throughout the year, and deeply engaging the USM and local communities.

Professor Bischof serves on the Maine State Museum Commission (appointed by the Governor)

*Two recent examples of Student-Faculty Community Research Projects:

Maine World War One Memorial Inventory Project:

http://digitalcommons.usm.maine.edu/wwi/

Portland, Maine Women's History Trail: (Also a Mobile App)

http://media.usm.maine.edu/~pwht/

**Professor Bischof received an FY 2019 Program innovation funding grant from the University of Maine System ($62,000) to implement career and internship development, entitled "Putting History to Work."

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses: HTY 122 (Bischof)

[Also, EYE courses taught occasionally by Bischof and Tuchinsky]

Mid-level courses: HTY 200 (Bischof), HTY 300 (History Internship)

Upper-level courses: HTY 364 (Eagan/Towle) HTY 360 (Bischof), HTY 345 (Rowe), HTY 346 (Rowe),

HTY 360 (Bischof), HTY 347 (Rowe), HTY 394: Teaching Maine History/HTY 534 Maine History (Bischof);

HTY 394: WWI Culture, Politics, Memory (Bischof), HTY 400 (various faculty)