

## **HIST Annual Assessment Report, 2020-21**

Assessment Meeting May 4, 2021

Present: Michael Sprunger (chair), Jonathan Hancock, Sasha Pfau, Allison Shutt, and Deb Skok

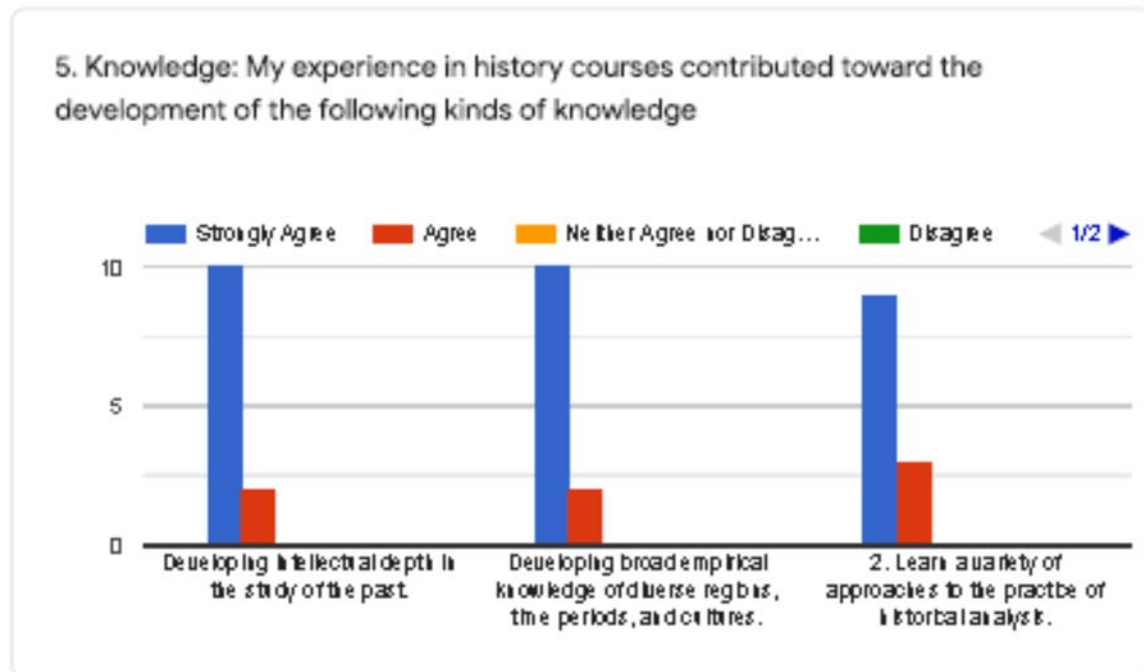
In 2020-21, we assessed Learning Goal 1: “Develop intellectual depth and broad empirical knowledge of diverse regions, time periods, and cultures.” Following our SAP, we used direct evidence from an assignment in HIST 480 and indirect evidence from our senior survey to gauge History majors’ achievement of this goal.

This is the first year we have included our HIST 480 assignment, so we do not have the same longitudinal data that we have from our survey data. Evidence from the survey suggests that almost every graduating history majors feels that their “experience in history courses contributed toward the development of intellectual depth in the study of the past”; “broad empirical knowledge of diverse regions, time periods, and cultures”; and (as it was phrased before 2021) “appreciating differences and diversity among human cultures” (see chart below). Evidence from the assignment similarly indicates that almost all students achieve both breadth and depth in their course of study and are able to communicate that clearly.

The department agreed that we are successfully achieving this learning goal. In the senior survey, students regularly identify geographical areas that are lacking in our curricular breadth, including Latin America and India. However, despite these acknowledged gaps, students successfully achieve both depth and breadth through the history major.

## Survey Data

2021



- 2021: “My experience in history courses contributed toward the development of the following kinds of knowledge:
  - ◆ Developing intellectual depth in the study of the past.
    - SA: 10
    - A: 2
  - ◆ Developing broad empirical knowledge of diverse regions, time periods, and cultures.
    - SA: 10
    - A: 2
  - ◆ Before 2021: “Appreciating differences and diversity among human cultures”
    - 2020:
      - Strongly Agree: 11
      - Agree: 1
      - Neither: 1
    - 2019:

- SA: 5
- A: 1
- Neither: 1
- 2018:
  - SA: 3
  - A: 3
- 2017:
  - SA: 3
  - A: 3
- 2016:
  - SA: 6
  - A: 2

## Capstone Assignment Data

2021

### Rubric

Basic	Competent	Exemplary
<input type="checkbox"/> Identifies readings, theoretical approaches, historical examples, and/or insights from previous courses.	<input type="checkbox"/> Identifies theoretical and/or historical concepts and ideas learned in previous courses relevant to capstone paper.	<input type="checkbox"/> Creatively connects theoretical and/or historical concepts and ideas learned in previous courses to capstone paper.
<input type="checkbox"/> 1	<input type="checkbox"/> 7	<input type="checkbox"/> 4