



## Annual Assessment Report 2020-2021

### BA History

### History

### College of Letters, Arts, and Social Sciences

#### CONTACT

Name of Program Assessment Lead Zuoyue Wang

Name of Person Completing Report Zuoyue Wang

#### DISCIPLINARY ACCREDITATION No

#### DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- ☐ We do not have disciplinary accreditation but drew from our disciplinary/professional organizations, and developed our SLOs as a program/department.
- ☐ We developed them as a program/department using our own knowledge and expertise of the field.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- ☐ Department Website - provide URL: <https://www.cpp.edu/class/history/>
- ☐ Course Syllabi
- ☐ Published in alternative place. Please specify: Course Canvas Sites

#### ASSESSMENT ACTIVITIES IN 2020-2021

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2020-2021**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

**How many total SLOs does your program assess according to your assessment plan?**

- 8

**How many SLOs did your program assess this past year in 2020-2021?**

- My program assessed SLOs in AY 2020-2021 – assessed 2

**Please list the SLOs examined**

- SLO #1: SLO #3a Argue historically and critically in discussions, presentations, and assignments.
- SLO #2: SLO #3b Practice the methods of historical research.

**Student Learning Outcome (SLO): SLO 1: SLO #3a Argue historically and critically in discussions, presentations, and assignments**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence	Findings			
			N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
<ul style="list-style-type: none"> <li>Collected direct evidence (e.g., student work, exam items, etc.)</li> <li>Scored direct evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework</li> <li>Capstone product (e.g., project, senior thesis, etc.)</li> <li>Oral Performance (e.g., presentation, defense, conference presentation, etc.)</li> <li>Portfolio/E portfolio of student work</li> </ul>	<ul style="list-style-type: none"> <li>Scored exams/tests/quizzes</li> <li>Used a rubric or scoring guide</li> <li>Used professional judgement (no rubric or scoring guide used)</li> </ul>	95	Threshold level of performance	Yes	We were pleased that students survived COVID-19! Our newly implemented digital history courses helped students to succeed in other classes, especially in the capstone senior thesis projects!
<ul style="list-style-type: none"> <li>Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.)</li> <li>Scored and/or analyzed indirect evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement.</li> </ul>					
<ul style="list-style-type: none"> <li>Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments etc.)</li> </ul>						
<ul style="list-style-type: none"> <li>Implemented closing the loop improvement strategies to improve SLO achievement</li> </ul>						

**Student Learning Outcome (SLO): SLO 2: SLO #3b Practice the methods of historical research.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence	Findings			
			N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
<ul style="list-style-type: none"> <li>Collected direct evidence (e.g., student work, exam items, etc.)</li> <li>Scored direct evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework</li> <li>Capstone product (e.g., project, senior thesis, etc.)</li> <li>Oral Performance (e.g., presentation, defense, conference presentation, etc.)</li> <li>Portfolio/E portfolio of student work</li> </ul>	<ul style="list-style-type: none"> <li>Scored exams/tests/quizzes</li> <li>Used a rubric or scoring guide</li> <li>Used professional judgement (no rubric or scoring guide used)</li> </ul>	95	Threshold level of performance	Yes	
<ul style="list-style-type: none"> <li>Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.)</li> <li>Scored and/or analyzed indirect evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement.</li> </ul>					
<ul style="list-style-type: none"> <li>Discussed assessment results to make program decisions to improve SLO achievement (e.g design new course, modify assignments etc)</li> </ul>						
<ul style="list-style-type: none"> <li>Implemented closing the loop improvement strategies to improve SLO achievement</li> </ul>						

## IMPROVING THROUGH ASSESSMENT

**Overall, what best describes how the program used the results in 2020-2021? Select all that apply.**

- Course-level changes (e.g., syllabus, content, pedagogy)
- Program curricular changes (e.g., course sequencing, changes to required curriculum, added or deleted courses)

**Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2020-2021? Select all that apply.**

- Program/department faculty as whole
- College curriculum committee
- College assessment committee
- Students

**The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2020-2021 so that others may learn from your experiences.**

As in 2019-2020, we were not able to conduct our year-end assessment retreat in spring 2021 due to COVID-19. In spring of 2021 Professor Anne Wohlcke announced her resignation as department chair and Professor Daniel Lewis succeeded her in summer 2021. The department has been without an administrative coordinator for an extended period. A number of senior faculty members announced retirement or early retirement in 2021-2022 or 2022-2023. Nevertheless, we were able to carry out formal assessment activities focused on the SLOs related to our pre-credential option in 2020-2021. The program has provided students with the opportunities to learn, develop, and demonstrate mastery in these areas. The department considered curriculum changes to lessen bottlenecks and streamline core requirements. The department also conducted regular discussions throughout the academic year, on assessment and improving learning, especially on the transition from Blackboard to Canvas. We also carried out informal assessment activities with three competitions: the Brundage Award for best senior thesis, the Lloyd Award for the best historiographical essay, and the best digital history project, all of which provided opportunities for our students to demonstrate mastery of learning objectives. The department also discussed and implemented changes to evaluation procedures for lecturers aimed at increased consistency and improved quality of instruction. Lastly, the department has discussed assessment measures in preparation for a program review of its undergraduate program in 2022-2023.

**CPP's GI2025 goals focus on eliminating equity gaps. What plans do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.)**

The measures we took to streamline our curriculum and remove bottlenecks addressed these areas.

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

**Assessment Plan** No

**Curriculum Matrix** No