



Annual Assessment Report 2020-2021

MA 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

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?

- 1

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

- My program assessed SLOs in AY 2020-2021.

Please list the SLOs examined

- SLO #1: #2a: Students will engage in critical/historical thinking as evidenced by their ability to evaluate factors, forces and players in the themes and subjects under study and to discern global interconnections in world history.

Student Learning Outcome (SLO):

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none">Collected direct evidence (e.g., student work, exam items, etc.)Scored direct evidence of student learning	<ul style="list-style-type: none">Assignment/exam/paper as part of regular courseworkOral performance (e.g., oral presentation, defense, conference presentation etc)Qualifying/comprehensive exam (graduate level only)	<ul style="list-style-type: none">Used rubric or scoring guideScored exams/tests/quizzesUsed professional judgement (no rubric or scoring guide used)
<ul style="list-style-type: none">Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.)Scored and/or analyzed indirect evidence of student learning	<ul style="list-style-type: none">Student survey/interview/focus group with self-reports of SLO achievement	
<ul style="list-style-type: none">Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
20	Threshold level of performance	Yes	We were pleased that students survived COVID- 19! Our newly implemented digital history components in some MA classes helped students to succeed in other classes as well!

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)

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

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.

This year, we used the MA Exams to assess SLO #2a: "Students will engage in critical/historical thinking as evidenced by their ability to evaluate factors, forces and players in the themes and subjects under study and to discern global interconnections in world history." These exams are taken by all graduating MA students. The exam includes four sections requiring written, synthetic essays of approximately 6-8 pages for each section and thus totaling 24-32 pages. The four sections include early and modern world history and early and modern United States history. All five graduating students demonstrated their mastery of the subject matter through these exams. Further, our graduate director Professor Rachel Van conducted the annual graduate student exit interviews. The interviews offered several helpful insights. First, students overwhelmingly enjoyed their digital history research exposure, including ArcGIS, Storymaps, Wikipedia, Scalar. They found this opportunity to do research and introduction to new tools very useful. Two suggestions included doing more to allow graduate students to be involved in our new History Department journal, for those who have time, and another overseas trip like the one conducted by Dr. Ibrahim to Morocco. Another common point of discussion was also the challenge of adapting with the pandemic. While students felt the department handled this well, they felt the loss of library access keenly in working on their research projects.

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.)

We have discussed shaping possible new faculty recruitments in ways that would support the campus' diversity, equity, and inclusion (DEI) efforts.

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