If you have any questions or concerns about the form, please contact Jena Shepard at jshepard1@framingham.edu or 508-215-5884.

Program Assessment

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Please select the reporting period this assessment/accreditation work was completed:

*2021-2022 [▼]

Please select the type of program you completed assessment/accreditation work for this reporting period:
Note: If changing your initial selection, please refresh this page prior to making a new selection.

*Undergraduate Program [▼]

Please select the program you completed assessment for during this reporting period:

*History [▼]

Please select the option that best describes the assessment work completed during this reporting period.

*○ Only assessed program learning objective(s)
○ Only completed other assessment activities (ex. assessment plan, rubrics etc.)
◉ Assessed program learning objective(s) and completed other assessment activities (ex. assessment plan, rubrics etc.)
○ Did not undertake program assessment work

Program Learning Objectives Assessed

List the first program learning objective assessed during this reporting period:

Evaluate and analyze scholarly sources, with particular attention to argument, use of evidence, and place in the literature.

For the first program learning objective assessed, other than GPA, what data/evidence was used to assess student learning? (e.g. capstone assignment, portfolio review, licensure examination)

Students in the three required core courses in the major (HSTY 225, HSTY 250, and HSTY 450) completed an agreed-upon assignment that required them to answer 6 questions about a scholarly source assigned in their course. The sources used varied between the classes, as they were the sources regularly assigned in those distinct classes, but the questions asked were the same. In HSTY 225 students completed the worksheets for different assigned sources at various points throughout the semester and artifacts from two different points in the semester were collected and assessed.

For the first program learning objective assessed what were the results/outcomes/findings/conclusion(s)?

At this stage, our evaluation of student artifacts related to this learning objective is inconclusive because enrollment in these core classes was low and so provided very small sample sizes. These small sample sizes, and the fact that they came from only one section of each course, made it impossible to come to reliable conclusions. There were indications of student progress through the major, particularly in relation to identifying historiographic conversations, which has been a recent point of focus in the program, as well as suggestions of possible areas for continued growth in evaluating authors' use of sources, but additional data collected in AY 22-23 will be necessary before conclusions are reached.

Attach any additional documents (data or survey summaries, charts, graphs etc.) that support your

results/findings/conclusions (optional):

For the first program learning objective assessed what changes/improvements have been made as a result of using the data/evidence?

At this stage we found that our sample sizes were too small to make conclusions about student learning, so the modifications we made were to our assessment plan. Our assessment plan originally called for us to continue to assess this same learning objective in AY 22-23, but to move to assessing it at different levels of the program. We will expand to additional courses as planned, but will also continue to collect artifacts from the core classes already assessed where possible to increase our sample sizes and allow for more reliable analysis. Additionally, we modified the scholarly source worksheet to address points where the raters felt that the students did not understand what they were being asked to do and so we were not getting an accurate understanding of their abilities or learning. This updated worksheet will be the one used in AY 22-23.

Did you assess any additional program learning objectives during this reporting period?

*○ Yes
◉ No

Who interprets the results/findings of the assessment? Describe the process (e.g. annually by the curriculum committee).

The program assessment coordinator compiles the data and feedback from raters and drafts a report containing the data and preliminary conclusions and recommendations. This report is circulated to the department as a whole and discussed at a full department meeting in the fall. Any changes to the assessment plan or recommendations for programmatic or pedagogical changes are discussed by the full department.

Assessment Activities

Please list the assessment activities (other than the assessment of program learning objectives) completed during this reporting period (assessment plans, rubrics etc.).

*During AY 21-22 the history department revised the rubric to be used to assess the scholarly source worksheet. This revised rubric was then used to assess artifacts in summer 2022.

Please attach the related documents produced as a result of the activities listed in above (mandatory if funding is requested for this work):

scholarly source rubric final approved.docx

Funding

Are you seeking funding for assessment work completed in this report?
You can request a maximum of $2,000 for this reporting period.

*○ Yes
◉ No

Program Information

Enter the year of the most recent program review. If the program is new, enter the upcoming program review year or enter TBD (to be determined).

*2018-2019

Insert the URL of the web page where Program Learning Objectives for this program are published:
NECHE requires this as part of being transparent to stakeholders.

*https://www.framingham.edu/academics/colleges/arts-and-humanities/history/mission-and-objectives/index

Signatures

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Sarah Mulhall Adelman
_____
Submitter Signature

11/23/2022
_____
Date

Office of Institutional Assessment

Office of Institutional Assessment Only

_____
Institutional Assessment Signature

_____
Date