

**Review of Assessment Report  
Assessment Review Committee (ARC)**

Academic Program: **HISTORY**

Date: **September 2016**

**Criteria for Evaluating Assessment Reports**

Criteria	Description of Criteria	Beginning	Developing	Accomplished	Exemplary	Comments from Assessment Review Committee
<b>SLOs</b>	The Student Learning Outcomes (SLOs) establish the critical components of student learning that define the program and articulate the knowledge and abilities expected of program graduates in ways that are observable and measurable.		X			We recommend revising SLO #3 "Understand how historians interpret the past." Rather than talk about what students <i>understand</i> , think in terms of how students <i>demonstrate</i> these abilities. A good goal for the department would be to develop a rubric that identifies what evidence of learning would meet this SLO. What are the subset of skills involved here?
<b>Evidence of Student Learning</b>	Results are based upon evidence of student learning, and evidence can be provided to both internal and external reviewers (preferably in electronic form)	X	X			Ideally, faculty doing assessment would be looking at the evidence of learning across courses/assignments/ LOs being assessed, and that should lead to conversations that help the whole department have rich conversations about what distinguishes a high pass, pass, or low pass.
<b>Meaningful Rubrics</b>	Criteria for successful performance are provided through rubrics or other specific descriptions.		X			The rubrics differentiate between <i>clear and detailed vs. general vs basic vs poor</i> . Does the department have rubrics that illustrate these differences? A good project for the department in the coming year would be to develop rubrics for this outcome.

## **Review of History Assessment Report September 2016**

### **Additional Comments:**

We are pleased with the assessment work History has done and want to encourage you to continue to move in this direction.

As you look ahead to SLO 4: “Use the skills of historical research to write papers relying on primary and secondary sources,” we encourage you to develop an effective and meaningful rubric that makes it clear to students and faculty what those skills are, and what it means to achieve them at a high level.

For the 2016-17 Assessment Report (due in June), please include one or more key assessment results, and a corresponding recommendation for action. See the “Program Assessment Report Worksheet” for a detailed explanation of this guideline at <http://www.drury.edu/academicaffairs/pdf/biannual.pdf>.

### **Next Steps:**

- 1—Please discuss your assessment report and the ARC review with your department so all faculty are contributing to the assessment of student learning.
- 2—Continue to collect evidence of student learning (preferably in electronic form) according to your LO Matrix.
- 3—Based on recommendations from Program Assessment Committees, the next Assessment Report will be due June 2017 (rather than in January 2017 as originally planned). Departments should continue to collect and assess student learning (as described in your LO Matrix), but ARC will ask for just one annual Assessment Report instead of two.