

Annual Assessment Report

Department: History
Academic Year: 2016-2017
Date of Submission:
Department Chair: Richard Pointer

I. Response to the previous year PRC’s recommendations

Item: Research training in HIS 099	<ul style="list-style-type: none"> • Response: Jana Mullen provided great assistance to our HIS 099 students once again. She has summarized her work as follows: • Before they met with me for individual research consultations in January, we administered self-evaluations of students' perception of their research skills and library service knowledge and experience. At the end of the evaluations, they answered three questions that addressed their immediate research needs, and what they expected to learn when they met with me one-on-one. • Individual 1/2 hour research consultations where they spent time discussing their research questions, then finding and evaluating scholarly sources for their papers • A 10-minute in-class session where I showed them the UCSB Pegasus catalog and taught them how to use it for their trip to the library
Item: Global Awareness and Diversity Outcome	Response: Heather was a key member of the campus-wide assessment of this area that included the history department and our students in its work so our Multi-Year Assessment Plan will reflect this focus for 2016-2017 instead of 2015-2016
Item:	Response:
Item:	Response:
Notes:	

II A. Program Learning Outcome (PLO) assessment

If your department participated in the ILO assessment you may use this section to report on your student learning in relation to the assessed ILO. The assessment data can be requested from the Dean of Curriculum and Educational Effectiveness.

<p>Program Learning Outcome</p>	<p>In 2016-17, the department of History assessed the work it does in HIS-010 as part of the General Education curriculum. More specifically, we assessed the World History in Christian Perspective GE learning outcome as part of the college’s Global Awareness ILO assessment. Our work supplements the GE Committee’s assessment of Thinking Globally in the same calendar year.</p>
<p>Who is in Charge /Involved?</p>	<p>Rick Pointer, Marianne Robins, Chandra Mallampalli, Heather Keaney, and Alister Chapman designed the assessment and discussed the results. We also acknowledge the help of the GE Committee, who undertook the syllabus review, and Tatiana Nazarenko for her leadership. Alister Chapman deserves special mention for coordinating the assessment efforts and writing much of the final report.</p>
<p><u>Direct Assessment Methods</u></p>	<p>The department decided that the best way to test the first part of the World History learning outcome—“students will acquire literacy in the histories of diverse peoples across the globe”—was through testing their knowledge of world history at the start and then again at the end of the semester. We therefore collaborated to produce a twenty question multiple choice test which we administered in four sections of HIS-010 at the beginning and end of the Spring 2017 semester. As well as the content questions, we asked a series of demographic questions to see if performance varied by subgroup.</p>
<p><u>Indirect Assessment Methods</u></p>	<p>In consultation with the GE committee, the History department decided to conduct focus groups in order to assess the second part of our learning outcome: “Students will... reflect on the importance of world history for the Christian.” Tatiana Nazarenko helped us to plan these groups and trained Kyndal Vogt, our department’s student worker in 2016-17, to moderate the groups. As a department, we produced a list of questions to ask students. In the end due to poor student response to the invitation to participate, we only ran one focus group.</p>
<p>Major Findings</p>	<p>1. Based on the test, we were pleased that students increased their historical literacy as a product of HIS 010. And we were especially pleased that students showed most improvement on questions related to the non-Western world. But we would like to see even more students scoring more than 70% on the test.</p> <p>2. From the focus group, we were pleased to see students embodying many of the core dispositions and virtues that we believe Christians should gain from a study of world history. From the evidence of this focus group, the course is helping students do more than simply “reflect on the importance of world history for the Christian.” Other findings included:</p> <ul style="list-style-type: none"> • We noted the importance of ancillary course materials in helping students do this kind of reflection.

	<ul style="list-style-type: none"> • We recognized the limited nature of our sample, and are therefore cautious about any conclusions that we might draw. • We expressed a desire to think further on the relationship between the two aims of the course, as stated in the learning outcome, namely the affective and the informative. • We wondered whether we do a better job of communicating complexity than we do of encouraging confidence in the truth. • At the same time, we worried that the transcripts suggested students being too willing to latch onto professors' commitments in a way that could hinder them in their development as critical thinkers in their own right.
Closing the Loop Activities	<ol style="list-style-type: none"> 1. While we felt the idea of a pre-test and a post-test was a good one, we believe that we need to change both the test itself and the way we administer it in future. 2. We want to explore national and international conversations among educators about how today's students learn and retain information. There may be research that would help us know how best to teach literacy in an age of instant information. 3. We are encouraged to continue with the good work we are already doing. 4. We have established a benchmark of 60% of our students scoring 70% or higher on the historical literacy post-test.
<p>Collaboration and Communication: In early January, the department met for a half-day workshop to discuss the World History student learning outcome and certification criteria. After much discussion, the department determined that it believes the current language of both the SLO and certification criteria effectively express what we seek for our students so no revisions were recommended. The GE Committee undertook a syllabus review of HIS 010 and found a strong consonance between instructors' stated aims for the course and the World History in Christian Perspective learning outcome and certification criteria.</p>	

or/and

II B. Key Questions

Key Question	
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Who is in Charge/Involved?	
Direct Assessment Methods	
Indirect Assessment Methods	
Major Findings	
Recommendations	
Collaboration and Communication	

III. Follow-ups

Program Learning Outcome or Key Question	Vocation
Who was involved in implementation?	All members of the history department. Rick Pointer met with Paul Bradford on two occasions in the fall to discuss ways the Office of Career Development and Calling could continue to partner with the history department in assisting students in vocational development. He also met with Jenny Wood from that office in the spring to discuss a presentation to our students at the department retreat.
What was decided or addressed?	<ol style="list-style-type: none"> 1. To continue to use when appropriate the services of Paul's office in our HIS 099 and HIS 198 required courses. 2. To host an alumni panel in October to expose students to vocational possibilities post-graduation. 3. To devote a major portion of our spring department retreat to vocational concerns. 4. To augment our web page alumni section with many more profiles of history alums working in many different fields.

How were the recommendations implemented?	<ol style="list-style-type: none"> 1. HIS 198 devoted a full week of its seminar to vocational development. 2. Three recent alumni participated on the panel. Approximately 25 current history majors attended along with most department faculty. Students expressed great appreciation for the session. 3. The department retreat in March included a presentation by Jenny Wood on job networking skills as well as an interview with recent alum John Detrich about his job searching techniques since graduating in December 2016 based on advice provided by Jenny. 4. We added approximately 15 additional alumni profiles to our web page, thereby expanding the range of vocational possibilities being presented to current and prospective majors.
Collaboration and Communication	

IV. Other assessment or Key Questions related projects

Project	
Who is in Charge /Involved?	
Major Findings	
Action	
Collaboration and Communication	

V. Adjustments to the Multi-year Assessment Plan (optional)

Proposed adjustment	Rationale	Timing
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VI. Appendices

- A. Prompts or instruments used to collect the data
- B. Rubrics used to evaluate the data
- C. Relevant assessment-related documents (optional)