

REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

Submission date: 11/10/2023

Assessment Plan covered in the report: History BA

College: College of Arts and Sciences

Campuses where the program(s) is delivered: Anchorage KOD KPC MSC PWSC

Submitted by: Songho Ha, Professor of History, sha4@alaska.edu

After responding to the questions below, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

- 1. Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: 1. Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations; 2. Adopt critical perspectives for understanding the forces of globalization and diversity – Met faculty expectations.

1. Demonstrate the ability to write in clear and precise English - Met faculty expectations.
2. Demonstrate advanced-level historical research skills (proper use of historical citation style, critical use of primary and secondary sources, adequate research base, ability to frame a good historical question) - Met faculty expectations.
3. Demonstrate advanced historical skills (recognition of significance, cause and effect, continuity v. discontinuity, historiographical conversancy and perspective, critical and integrative thinking) - Met faculty expectations.

- 2. Describe your assessment process in AY23 for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (1000 words or less)**

The Assessment Coordinator collected assessment data from History faculty members in October 2023. Each faculty member was provided with the History Department Course Assessment Form. All full-time faculty members from the Anchorage campus and one full-time faculty member from each of the Mat-Su and KPC campuses also provided and analyzed assessment data and offered concrete

suggestions for improvement. A total of 4 upper-level and 3 lower-level courses/sections, with 151 enrolled students, were analyzed. History faculty members also held several discussions related to assessment, both face to face and online.

3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)

The majority of History students met the PSLOs in both lower- and upper-level courses. A or B grades, the basic measure of satisfaction of Student Learning Outcomes in the History program, were earned by 65% of students in lower-level courses and 67% of students in upper-level courses. In addition, A or B grades were earned by 89% of students in the Junior Seminar (HIST A377) and 73% of students in the Senior Seminar (HIST A477). Overall, students continued to improve their learning throughout the program. They produced high-quality results in their capstone courses (A377 and A477) after rigorous training throughout the History program.

However, several faculty members felt that while their A students fully met the Program Student Learning Outcomes, some of the B students did not fully meet some of the Program Learning Outcomes, such as precision in written English, critical analysis of primary source material, and historiographical conversancy. They have adopted various pedagogical tools to address these issues, which will be discussed in the next section.

4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Yes

- i. Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

Faculty members made various changes to their courses to improve students' writing and research skills, including more focus on primary source analysis and short-form writing (3-4 pages), and discussion and analysis of example articles to explain what 'historiography' means in historical writing. History faculty have also partnered with the reimagined Honors College to regularly host Honors-level History courses that have enhanced Student Learning Outcomes around such designated "tracks" as Community Engagement and Global and Multicultural Studies.

The History faculty also made the following recommendation for the program: Actively tap into the resources of the Anchorage School District (ASD) for student recruitment and retention. Thus, in Fall 2022 and Spring 2023, the History Department partnered with South Anchorage High School (SAHS) to offer one dual enrollment course per semester through a broader partnership between UAA and the ASD. SAHS offers a Civic Leadership Pathway for students interested in civic participation and leadership with an emphasis on seminar, inquiry, and project-based learning, and the potential to earn college credit through UAA.

The History Department is proud to take the lead in developing content, programmatic assistance, and leadership for SAHS. Members of the History Department have also been actively engaged in ongoing discussions around a series of changes taking place in the ASD over the next few years. This will likely necessitate a greater need for professional development and graduate-level courses. The History Department is in preparation to meet those needs and has initiated changes to the curriculum that include the addition of three 600-level (graduate) courses.

5. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.

- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High-Impact Practices)
- Faculty, staff, student development
- Other
- No changes were implemented in AY23. *(If no options above were selected)*

If you checked "Other" above, please describe. (100 words or less)

Dual Enrollment Program in partnership with South Anchorage High School starting in AY23 and initiated preparations for additional dual enrollment partnerships across the Anchorage School District that will be implemented in the years to come.

6. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (1000 words or less)

The History Department has continued to develop and facilitate course curriculum changes, changes in teaching methods, and deploy high impact practices. These include the introduction of graduate level History courses into the program's delivery, increased use of low and zero cost textbooks, integration of community campus faculty where possible, and our experiential internship program. Partly because of these efforts, History program is among the larger programs in the College of Arts and Sciences.

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_ooo@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (200 words or less)

The program is encouraged to continue dual enrollment opportunities as well as opportunities for HS teachers to be credentialed in History.

2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)

The program is applauded for their collaboration with faculty at community campuses, as well as their assessing both lower and upper division courses in order to assess the program broadly.

Dean's signature:

Jenny McNulty

Date: 1/12/2024