

AY19 Program Learning Outcome (PLO) Assessment: CIVIC ENGAGEMENT

HISTORY

Assessment Type: Academic Program

Year/Term: AY19

Level: HIST 383 (ol)

Learning Outcome: Program Learning Outcomes (PLOs)

Assessment Method/Tool: Program Civic Engagement Rubric

Measurement Scale: 3-1

Sample Size: 12

	Proficient (# of students)		Adequate (# of students)		Developing (# of students)	
Demonstrates how historical knowledge shapes the narratives of the nation and world.	10	83%	1	8%	1	8%
Employs historiographic principles to critically evaluate the use/misuse of history in public discourse.	10	83%	1	8%	1	8%
Employs historiographic principles to critically evaluate how multiple discourse communities shape public understanding of history.	10	83%	1	8%	1	8%
Applies historiographic principles to research & civic experience in order to contribute to the common good.	10	83%	1	8%	1	8%
Means		83%		8%		8%
% scoring 2 or 3						91%
Benchmark:	100%	Institutional benchmark median percentage of students meeting "Proficient" or "Adequate" levels				
Median % Achieving Benchmark:	91%	percentage of students meeting "Adequate" or "Proficient" levels				

Closing the Loop Statement

In HIST 383, Civic Engagement is measured primarily by a final expository essay that requires students to examine native-owned mainstream news publications to study a contemporary issue facing Native American communities. Students then write their essay about the coverage, framed by the historical sources and interpretations we have studied through the term. In Winter 2019, ten students demonstrated proficiency in all four criteria; one student demonstrated adequate understanding, and one student refused to complete the assignment as designed. This student refused to use the required newspaper sources, thus their final assignment failed to demonstrate engagement with any of the four criteria for Civic Engagement.

In previous terms I have not overseen students' engagement with news sources throughout the term. This term, I required them to share their reading on a weekly basis, through a social reading app, hypothes.is. I have no way to directly measure the correlation between this requirement and the strong results, but using hypothes.is did allow me to monitor their choice of news coverage, and it provided a way for students to talk about each other's' choice of newspapers and contemporary issues.

If the recalcitrant student had chosen to revise and resubmit their paper, I'm confident the student would have done strong work. With such a small sample, that one student, along with the student scoring "adequate" (who missed several weeks of class due to illness), shifted the results from 100% to 91%.

Action Plan

Based on student feedback over the last several years, I think this remains a strong assignment in terms of design and effectively demonstrating the relationship between historical knowledge and civic engagement.

AY20 Civic Engagement Improvement Plan Recommendation (Office of the Vice Provost for Academic Quality)

HIST's approach to the Program's Civic Engagement outcome represents a solid model in terms of effective assignment design and sequencing of steps, with a clear, succinct, insightful analysis of results, indicating how the outcome aligns with the program's commitment to Civic Engagement.

The AY20 HIST's Civic Engagement Improvement Plan: With only a single student scoring below a 2, an Action Plan is not called for, other than sharing the results of this assessment with program faculty and the hypothes.is approach. The AY20 CE Improvement Plan should report on the results of these efforts and provide data on a course where the improvements have been operationalized.