

Capstone II AY17 Program Review: Capstone Rubric & 2017 Aggregate Scores

HISTORY

Assessment Type: Academic Program

Year/Term: 2016-2017

Level: History Capstone

Learning Outcome: Program Learning Outcomes (PLOs)

Assessment Method/Tool: Program Learning Outcomes Capstone Rubric

Measurement Scale: 3-1 (Scores were reported as Totals)

Sample Size: 13

Benchmark:	100%	Institutional benchmark goal for percent of students to meet “Proficient” or “Adequate” levels
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Number Achieving Benchmark:	10	of how many participants?	13
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Percent Achieving Benchmark:	77%	Actual percentage of students meeting “Adequate” or “Proficient” levels
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2017 Closing the Loop Statement

Thirteen students completed the History capstone in 2017. Of those, 8 scored proficient, 2 scored adequate, and 3 scored developing proficiency across all Program Outcomes assessed for the History Capstone. Our program scores B- and C grades as adequate.

Overall, the History faculty are pleased with students’ capstone performance. Ten students presented their work at Spring Symposium and three were accepted to graduate programs. Several of the capstones were outstanding in their demonstration of content knowledge, applied and integrative knowledge, and critical thinking. This was evident in both teaching capstones and traditional thesis capstones.

Despite having a high percentage of students scoring at the developing level, three students (23%), we would not make recommendations at this time based on those scores because these were three unusually weak students in our program who are not representative of our typical student abilities.

One area of assignment design we are reviewing based on 2015 and 2016 assessment is Oral Communication. The faculty felt it would be beneficial to incorporate opportunities for informal and formal oral presentations of student work throughout the year. Attention to this outcome seems to have garnered some positive results. Of the 10 symposium presentations, 3 were by developing students and even their presentations were solid. It is more challenging to offer oral communication opportunities to online students. We will continue to create opportunities in 403 for students to practice oral communication skills.

Anecdotally, colleagues from the College of Business and Education continue to remark that History majors entering their Masters programs are significantly stronger writers and critical thinkers than their peers.

Program Learning Outcomes

- *Content Knowledge*: Achieve the ability to synthesize and discuss selected historical experiences in the Americas, Europe, and the world.
- *Communication*: Attain a wide-ranging understanding of the core concepts, events, and historiographical trends in selected areas of American, European, and World history, demonstrated through written and oral work.
- *Applied and Integrated Learning*: Achieve a thorough understanding of the methodologies and professional ethics practiced by historians, demonstrated through the completion of a history capstone thesis.
- *Critical Thinking*: Master skills in historical research, critical thinking, reading and writing, and polished oral presentation of scholarly work.
- *Civic Engagement*: Demonstrate an understanding of the role of historical knowledge in shaping the narratives of a nation and a world, demonstrated through a critical understanding of how the use/misuse of history contributes to political, social, and cultural interpretations, and how multiple historical discourse communities make history public (i.e., historical societies, archival repositories, museums).