



Annual Program Review Report

Select the academic year you are reporting on

2024-2025

Program Title

History

Individual completing form (name and title)

Blake Slonecker, Chair of Arts and Humanities

Provide a link to the program's course catalog page.

https://catalog.heritage.edu/preview_program.php?catoid=20&poid=2361&returnto=1111

Upload your Program Learning Outcome Curriculum Map



History Curriculum Map 7-25.docx

What one program learning outcome did you focus on this past year?

5A Generate substantive, open-ended questions about the past and develop research strategies to answer them.

What data did you review and analyze related to the program learning outcome? (e.g. key assignments, end of course evaluation qualitative data, end of program survey data)

- Student exit survey response (only 1 student completed the survey)
- Anthology Portfolio data for Outline assignment in HIS 482W from FA24 (designed and taught by Dr. Hunter)
- Anthology Portfolio data for all History assessments completed in AY24-25
- Dr. Hunter's reflection on the key assignments in HIS 482W

Please upload data you reviewed and analyzed. (Note: it is required that data be disaggregated, analyzed, and used with an equity lens.)



HU_History_Program_Exit_Survey202... .xlsx



History 24-25 All Outcomes.pdf



History 24-25 Outcome 5.pdf



Reflection on Comptency 5 Rubric.docx

Provide a brief analysis of the program learning outcome data you reviewed.

The only category in which fewer than 4 students earned a score of 4 is evidence. This suggests that students are engaging with their sources AS EVIDENCE too late in the process.

From Dr. Hunter's assignment reflection:

- Reviewing rubrics is just as important as reviewing the assignment.
- Assigning the task more than once helped us build on the skills and feedback after the first assignment.
- Workshopping individual student work in front of class is a valuable learning tool for everyone.

What changes, if any, will you make as a result of this analysis?

Dr. Hunter has already begun the process of shifting the analysis of primary sources earlier in the semester in her summer class on decolonization. A pair of assignments in that class focus on primary source analysis early in the semester in order to get students to think about those sources AS EVIDENCE for their future writing. This can be adapted to other classes, including HIS 482 (where these assignments were first used) and any other class where historical writing based on primary sources is a key learning outcome (many classes).

Another change that suggests itself from this data and from Dr. Hunter's reflections on this process is to increase the frequency of workshopping student work and create a rich environment of feedback, critique, and praise inside our classrooms.

What program learning outcomes will you be reviewing and analyzing next year?

Dr. Slonecker HIS 311 FA25 - outcome 4C:

- Revise analyses and narratives when new evidence requires it.

Dr. Hunter HIS 312 SP26 - outcomes 5A and 5B:

- Generate substantive, open-ended questions about the past and develop research strategies to answer them.
- Craft well-supported historical narratives, arguments, and reports of research findings in a variety of media for a variety of audiences.