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| **ROSEMONT COLLEGE**Yearly Discipline Assessment Report **Discipline:**  **HISTORY****Discipline Coordinator: Michelle Moravec**Name: Michelle Moravec Phone: Click here to enter text. Email: rmmoravec@rosemont.edu **Date Submitted:** June, 202*3*  |
| **Mission Statement 2016**: *Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society.**Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the principles of Cornelia Connelly and the Society of the holy Child Jesus to meet the needs of the time. Rosemont College values: Trust in and reverence for the dignity of each person; Diversity with a commitment to building an international community; Persistence and courage in promoting justice with compassion; Care for the Earth as our common home.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***PART A:**INSTRUCTIONS**:** Save this form as a Word file. Please fill in the fields below; they will expand as you type. You may separate out majors and non-majors in your descriptions of outcomes. Then fill in Part B. Return to the Director of Strategic Planning and Assessment by June 30th.  |
| **Discipline Goals**  | **Courses taught during year assessing goal** | **Brief description of outcomes ( both among majors and non-majors in the classes)** | **Planned Improvements Based on Assessment (List here; elaborate in Part B below)** |
| **GOAL #1** **Students will be able to analyze primary historical sources and use the information to answer complex historical questions.**  | HIS 451 Historians and their craftHIS 0232 Women in America ‘65- | The document based lesson plans for social studies education candidates is working very well for most students. This past semester non education majors all worked on the same research topic which worked out very well. Non majors do not enroll in this courseThis course enrolled only one history major this semester. She excelled in all areas of the department outcomes. Non majors did almost as well.  | We have not yet been able to shift timing of capstone for secondary education students to fall senior yearThis course was piloted as a one-semester version which worked well in terms on content. I do not know if it will remain in the gen ed given the new constraints. |
| **GOAL #2 Students will be both skilled at research in secondary sources and able to present their findings to others effectively.** | HIS 451 Historians and their craftHIS 0340 intro to public history | Students showed only partial mastery of researching and utilizing secondary sourcesNon majors do not enroll in this courseOnly history majors enrolled in this elective. They all showed developing proficiency in this area. | The secondary education students take minimal electives. This is a limitation of the social studies education sequencing that we struggle to address. Hopefully by moving the course to the fall of the senior year this will allow students more time to become proficient. The more advanced material in this course is ideal for history majors to develop necessary skills to meet outcomes. . |
| **GOAL #3 Students will be able to apply a historical perspective to contemporary problems to reach conclusions about continuity or change.**  | HIS 0340 Introduction to Public History | Students did outward-facing digital public history project that culminated in a tour of main building which turned out extremely well.  | The past recommendation was to use a project based format and I would continue to do that as it worked exceedingly well.  |

**Part B: (Please use the space available to elaborate)**

List planned improvements here Status of planned improvement Resulting changes to student learning?

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| **From 2020-2021 report** Recommend redoubled efforts to teach about library and database cataloguing and how they are used.Postpone capstone for secondary education candidates until the fall of senior year so they have more content courses to develop greater knowledge and proficiency.Create two more 300 levels courses for students to develop advanced skills | No longer teach this course. It has been replaced with project based methodologies coursesUnable to do due to schedulingUnable to create more, taught HIS 340 again instead | Not applicableNot applicableStudent outcomes were excellent. All students demonstrated proficiency. |