

**ASSESSMENT RECORD FOR
DEPARTMENT
OF
HISTORY**

(Academic Department Name)

Fall 2006-Spring 2007

(Assessment Period Covered)

September 11, 2007

(Date Submitted)

Includes Assessment Reports for those Instructional Programs listed below:

Title of Instructional Degree Program

Degree Level

(Associate, Bachelors,
Master's, etc.)

HISTORY

Bachelors

Submitted By: John Huddleston, Ph.D.

(Departmental Chair or Faculty Assessment Representative)

ASSESSMENT REPORT FOR

HISTORY

(Instructional Degree Program)

Fall 2006-Spring 2007

(Assessment Period Covered)

Bachelors

(Degree Level)

September 11, 2007

(Date Submitted)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference: As a university committed to the liberal arts as fundamental to education and committed to our affiliation with the Presbyterian Church (U.S.A.), Schreiner is dedicated to excellence in preparing students to live purposeful, humane and productive lives in their work, faith groups, families and communities.

College/University Goal(s) Supported: Schreiner is dedicated primarily to educating undergraduate students in the liberal arts, sciences, and professional disciplines, preparing them for entry into specific careers and graduate or professional programs.

Intended Educational (Student) Outcomes:

1. Upon graduating with a major in history, a student will be able to think critically about historical perspectives, eras, events, and figures.

2. Upon graduating with a major in history, a student will manifest historical knowledge and show familiarity with important historical scholars and their works.

3. Upon graduating with a major in history, a student will be able to prepare well-organized, cogent oral presentations.

4. Upon graduating with a major in history, a student will be able to write history papers based on sound and current research methodologies.

ASSESSMENT REPORT FOR

HISTORY

(Instructional Degree Program)

Fall 2006-Spring 2007

(Assessment Period Covered)

Bachelors

(Degree Level)

September 11, 2007

(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

Upon graduating with a major in history, a student will be able to think critically about historical perspectives, eras, events, and figures.

First Means of Assessment for Outcome Identified Above:

__1__ a. Means of Program Assessment & Criteria for Success: The above cited outcome is assessed using tests, papers, student portfolios of writing, and an assessment test for graduating history majors developed by the history faculty. The tests, papers, and portfolios are on-going in each upper division history course, and the assessment test for graduating history majors is administered in their last semester before graduation. Portfolios serve as a critical assessment of the students' ability to gather, analyze, summarize, and synthesize information relative to historical perspectives, eras, events and figures.

__1__ a. Summary of Assessment Data Collected: Total tests with 75 or better—134 of 149 (89.93%). Total tests with 74 or below—15 of 149 (10.07%). Total papers with 75 or better—138 of 164 (84.15%). Total papers with 74 or below—26 of 164 (15.85%). Student portfolios—seven graduating senior portfolios were deemed satisfactory in December 2006 and May 2007. Assessment testing: Seven assessment tests were given with mixed results. Four assessment scores were acceptable, with scores ranging from the 79th to 97th percentile. Three others scored from the 44th to 71st percentile. One of the three students has a learning disability which makes test taking difficult, one was a teacher certification student, and the third student was not adequately prepared to take the first half of the test, making a low score which she then reversed after preparing adequately for the second half of the test. Three of the seven were accepted into graduate school, one is working in the public schools, two remain SU students, and one is working outside the field.

__1__ a. Use of Results to Improve Instructional Program The history department will continue to encourage preparation for the graduating senior, assessment test with a goal of having all graduates scoring at the minimum 75th percentile. Beginning in December 2007, portfolios will be scored using the following scoring key:

- 5 = Excellent
- 4 = Good
- 3 = Average
- 2 = Below Average
- 1 = Poor

Second Means of Assessment for Outcome Identified Above:

____ **b. Means of Program Assessment & Criteria for Success:**

____ **b. Summary of Assessment Data Collected:**

____ **b. Use of Results to Improve Instructional Program:**

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Intended Educational (Student) Outcome:

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Upon graduating with a major in history, a student will manifest historical knowledge and show familiarity with important historical scholars and their works.

First Means of Assessment for Outcome Identified Above:

 2 a. **Means of Program Assessment & Criteria for Success:** The above stated outcome is assessed utilizing HIST 4360 (Discourses in History) papers and graduate self-assessment letters.

 2 a. **Summary of Assessment Data Collected:** Total papers in HIST 4360 with a grade of 75 or better—43 of 48 (89.58%). Total papers in HIST 4360 with grade of 74 or below—5 of 48 (10.42%). None of the five graduating students filed a self-assessment, despite being asked to submit documentation.

2 a. Use of Results to Improve Instructional Program

The above cited summary of assessment data reveals that the history department personnel once again failed to receive adequate feedback in a formal manner from its graduates. History personnel need a formal process to receive feedback rather than relying on informal conversations for program feedback. Beginning in the current semester, before a student takes the History Assessment test he/she must file a self-assessment with the department head. Self-assessments will be accepted in a sealed envelope and opened only after graduation. This formalized procedure will insure feedback from our graduating seniors. Since the vast majority of graduating history majors take HIST 4360 rather than write a senior thesis, defense of the senior thesis was dropped as an assessment tool as of the current academic year.

Second Means of Assessment for Outcome Identified Above:

 b. **Means of Program Assessment & Criteria for Success:**

 b. **Summary of Assessment Data Collected:**

b. Use of Results to Improve Instructional Program:

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Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

Upon graduating with a major in history, a student will be able to prepare well-organized, cogent oral presentations.

First Means of Assessment for Outcome Identified Above:

 3 a. **Means of Program Assessment & Criteria for Success:** The above cited outcome is assessed by requiring oral participation and/or class presentations in most advanced history courses.

 3 a. **Summary of Assessment Data Collected:** Oral participation and/or class presentations were utilized in seven upper division, history courses in the fall 2006-spring 2007 period with 69 of 76 (90.79%) deemed satisfactory (75 or above grade). Total number of oral participation and/or class presentations 74 or below—7 of 76 (10.21%). No senior thesis was written during the fall 2006-spring 2007 period.

 3 a. **Use of Results to Improve Instructional Program** The unacceptable percentile of oral participation and/or class presentations was reduced from 19.28% in the last assessment period to 10.21% for this assessment period by including concise statements about faculty expectations of student oral participation in class in every upper division history syllabus. The history faculty will continue to emphasize oral participation and/or class presentations in all upper division history classes. Since the vast majority of graduating history majors take HIST 4360 rather than write a senior thesis, defense of the senior thesis was dropped as an assessment tool as of the current academic year.

Second Means of Assessment for Outcome Identified Above:

 b. **Means of Program Assessment & Criteria for Success:**

 b. **Summary of Assessment Data Collected:**

b. Use of Results to Improve Instructional Program:

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Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

Upon graduating with a major in history, a student will be able to write history papers based on sound and current research methodologies.

First Means of Assessment for Outcome Identified Above:

4 a. Means of Program Assessment & Criteria for Success: The above cited outcome is assessed using writing projects in most advanced history courses, written assignments in HIST 4360 (Discourses in History), the senior thesis/project, and student portfolios. Portfolios will measure the students' ability to (a) utilize sound and current research methodologies in the writing of history papers and (b) use correct professional formatting (Turabian).

4 a. Summary of Assessment Data Collected: Total number of writing assignments with grade of 75 or above—138 of 164 (84.15%). Total number of writing assignments with grade of 74 or below—26 of 164 (15.85%). Included in the just stated numbers are 43 of 48 papers from HIST 4360 with a grade of 75 or better (89.58%) and 5 of 48 papers from HIST 4360 with a grade of 74 or below (10.41%). In the current fall 2007 semester, the history department maintains portfolios on 12 junior or senior students (minus the five December 2006 and May 2007 graduates and three majors who left SU before their junior year) plus 1 new junior history major, one new junior, teacher certification in history student, and three new freshman or sophomore history majors.

4 a. Use of Results to Improve Instructional Program The percentage of acceptable writing assignments increased from last year's assessment of 68.75% to this year's acceptable rate of 84.15%, suggesting that a concise statement about faculty expectations of students' writing placed in each upper division syllabus worked well. The history faculty will continue to emphasis writing skills in the various upper division history classes. Beginning in December 2007, portfolios will be scored using the following scoring key:

- 5 = Excellent
- 4 = Good
- 3 = Average
- 2 = Below Average
- 1 = Poor

Second Means of Assessment for Outcome Identified Above:

____ **b. Means of Program Assessment & Criteria for Success:**

____ **b. Summary of Assessment Data Collected:**

____ **b. Use of Results to Improve Instructional Program:**