

**ASSESSMENT RECORD FOR
DEPARTMENT
OF
HISTORY**

(Academic Department Name)

Fall 2005-Spring 2006

(Assessment Period Covered)

November 9, 2006

(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 2005-Spring 2006

(Assessment Period Covered)

Bachelors

(Degree Level)

November 9, 2006

(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 2005-Spring 2006

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Bachelors

(Degree Level)

November 9, 2006

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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 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.

__1__ a. Summary of Assessment Data Collected: Total tests with 75 or better—170 of 199 (85.43%). Total tests with 74 or below—29 of 199 (14.57%). Total papers with 75 or better—44 of 64 (68.75%). Total papers with 74 or below—20 of 64 (31.25%). Student portfolios—five graduating senior portfolios were deemed satisfactory in May 2006. Assessment testing: The five May graduates scored from the 75th percentile to the 95th percentile on the departmental assessment test. Two of the five are currently in graduate school, two are working in the public schools, and one is living locally and 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.

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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, oral defense of their senior theses/project, and graduate self-assessment letters.

2 a. Summary of Assessment Data Collected: Total papers in HIST 4360 with a grade of 75 or better—19 of 30 (63.33%). Total papers in HIST 4360 with grade of 74 or below—11 of 30 (36.66%). Only one senior thesis was completed during the Fall 2005-Spring 2006, and it was completed with the student living out of town, so no oral defense was possible. 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 must focus on receiving more feedback from its future graduates. Beginning in the current semester, no student will be given the History Assessment test who has not filed a self-assessment with the department head. Self-assessments will be accepted in a sealed envelope and opened only after graduation. This procedure will insure feedback from our graduating seniors.

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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 and through the defense of the senior thesis.

__3__ a. Summary of Assessment Data Collected: Oral participation and/or class presentations were utilized in six upper division, history courses in the fall 2005-spring 2006 period with 67 of 83 (80.72%) deemed satisfactory (75 or above grade). Total number of oral participation and/or class presentations 74 or below—16 of 83 (19.28%). Only one senior thesis was written during the fall 2005-spring 2006 period, and it was completed with the student living out of town, so no oral defense was possible.

__3__ a. Use of Results to Improve Instructional Program A 19.28% unsatisfactory rate on oral presentations suggests that history upper division students need more guidance about what is expected of them relative to their oral presentations. Beginning in the spring 2007, the faculty of the history department will place a concise statement about expectations relative to oral presentations in all upper division history syllabi.

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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.

4 a. Summary of Assessment Data Collected: Total number of writing assignments with grade of 75 or above—44 of 64 (68.75%). Total number of writing assignments with grade of 74 or below—20 of 64 (31.25%). Included in the just stated numbers are 19 of 30 papers from HIST 4360 with a grade of 75 or better (63.33%) and 11 of 30 papers from HIST 4360 with a grade of 74 or below (36.66%). In the current fall 2006 semester, the history department maintains portfolios on 13 junior or senior students (minus the five May 2005 graduates, one student who left SU, and one junior who changed his major to EXSI) plus 4 new junior history majors and one new junior, teacher certification in history student.

4 a. Use of Results to Improve Instructional Program The personnel of the history department will develop means to better convey to students about what is expected of them relative to their writing assignments. Beginning in the spring 2007, the faculty of the history department will place a concise statement about expectations relative to written assignments in all upper division history syllabi. The personnel of the history department will continue to collect written assignments in all upper division classes for the student writing portfolios.