

**ASSESSMENT RECORD FOR
DEPARTMENT
OF
History**

(Academic Department Name)

Fall 2007 – Spring 2008
(Assessment Period Covered)

October 15, 2008
(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 D. Huddleston, Ph.D.

(Departmental Chair or Faculty Assessment Representative)

ASSESSMENT REPORT FOR

History

(Instructional Degree Program)

Bachelors

(Degree Level)

Fall 2007- Spring 2008

(Assessment Period Covered)

October 15, 2008

(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 2007 – Spring 2008

(Assessment Period Covered)

Bachelors

(Degree Level)

October 15, 2008

(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:

C1 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.

C1 a. **Summary of Assessment Data Collected:** Total tests with 75 or better— 173 of 210 (82.38 %). Total tests with 74 or below— 37 of 210 (17.62%). Total papers with 75 or better— 89 of 106 (83.96%). Total papers with 74 or below— 17 of 106 (16.04%). Student portfolios—nine graduating senior portfolios, averaging 3.33 (on a 5 pt. scale) were deemed satisfactory in December 2007 and May 2008. Assessment testing: Nine assessment tests were given with mixed results. Seven assessment scores were acceptable, with scores ranging from the 79th to 99th percentile. Two others scored at the 44th and 68th percentile. One of the two students was undergoing a divorce during the semester in which he was tested, and the other student, in the LSS Program, did not adequately prepare and refused to ask emails and inquiries about retaking the examination. Three of the nine are employed as public school teachers, three expressed interest in either graduate or law school, one is working in retail outside of the major, one is employed in the SU admission office, and one is unemployed.

C1 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. Portfolios will continue to be scored using the following scoring key:

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

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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:

C2 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.

C2 a. Summary of Assessment Data Collected: Total papers in HIST 4360 with a grade of 75 or better—50 of 60 (83.33%). Total papers in HIST 4360 with grade of 74 or below— 10 of 60 (16.67%). Of the nine graduating students, five filed a self-assessment letter with the History Department. This represents a sharp increase in the percentage of self-assessments gathered by the department as a result of change in assessment and testing, as proposed in last year's assessment documentation. Self-assessment letters already have been gathered for five students who may be graduating in the current, fall 2008 semester; it can be assumed therefore that the percentage of graduates filing self-assessments will continue to increase relative to future assessment reports.

C2 a. Use of Results to Improve Instructional Program: The above cited summary of assessment data reveals that the history department made inroads into gathering adequate, formal feedback from its graduates. History personnel will continue to insist that, 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 additional 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:

C3 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.

C3 a. **Summary of Assessment Data Collected:** Oral participation and/or class presentations were utilized in seven of eight upper division, history courses in the fall 2007-spring 2008 period with 71 of 83 assessments (85.54%) deemed satisfactory (75 or above grade). Total number of oral participation and/or class presentations 74 or below— 12 of 83 (14.45%).

C3 a. **Use of Results to Improve Instructional Program:** The unacceptable percentile of oral participation and/or class presentations increased from 10.21% in the last assessment period to 14.45 % for this assessment period, despite our 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 its upper division history classes, taking the time and effort in class to explain our expectations about class presentations and oral participation. The one upper division class during the fall 2007-spring 2008 period which did not assess the students' oral participation/class presentations was taught by a retired, visiting adjunct professor. In the future, any time an upper division history class is taught by an adjunct instructor the full-time personnel of the history department must (1) clearly inform the adjunct instructor of the department's goals and (2) carefully supervise that adjunct to insure compliance with the department's stated goals.

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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:

C4 **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).

C4 **a. Summary of Assessment Data Collected:** Total number of writing assignments with grade of 75 or above— 89 of 106 (83.96 %). Total number of writing assignments with grade of 74 or below— 17 of 106 (16.04%). Included in the just stated numbers are 50 of 60 papers from HIST 4360 with a grade of 75 or better (83.33%) and 10 of 60 papers from HIST 4360 with a grade of 74 or below (16.67%). In the current fall 2008 semester, the history department maintains portfolios on fourteen sophomore, junior or senior students (minus the nine December 2007 and May 2008 graduates) currently taking upper division classes, including three new juniors and two new sophomores who declared history as their major.

C4 **a. Use of Results to Improve Instructional Program:** The percentage of acceptable writing assignments decreased from last year's acceptable rate of 84.15% to this year's acceptable rate of 83.96%, suggesting that the inclusion in each upper division history syllabus of a concise statement about faculty expectations of students' writing had a negligible impact on student writing. The history faculty will continue to maintain this statement on writing in all upper division, history classes but will more vigorously emphasize writing skills and departmental expectations in the various upper division history classes. The history department will continue to assess the history portfolios, using the following scoring key:

5 = Excellent

4 = Good

3 = Average

2 = Below Average

1 = Poor