

**Undergraduate Program Assessment
2010
BA, History, Department of History**

UNIVERSITY OF MICHIGAN LIBRARIES
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2011 MAR 22 P 4: 05

I. Assessment Activities:

A. Program Goals:

The History Department offers a course of study to its undergraduate students that has relevance for both history and non-history majors. The Department offers courses that present up-to-date understanding and interpretation of historical events and developments and strives to train students to think clearly, logically, and critically.

Consistent with the mission of the University and the College of Liberal Arts, the goals of the History Department are as follows:

- to provide students with the opportunity to learn about the breadth, variety, and complexity of the human experience through the study of history;
- to produce graduates who have an informed appreciation and understanding of historical processes;
- to produce graduates who are prepared for and can compete successfully in graduate and professional programs and other history-related careers;
- to prepare graduates for careers in a variety of history-related fields;
- to provide students living in our increasingly interdependent world with the necessary historical background to interpret world events that affect their lives.

Recognizing that quality research informs and precedes quality teaching, the Department also seeks to assist faculty in their research goals by:

- supporting the presentation of faculty research at professional meetings and in print;
- encouraging attendance of faculty at professional meetings to enhance the quality of instruction by interaction with other professionals and by staying current in one's field;
- assisting faculty in attaining expertise necessary to assure multicultural content in every course if appropriate;
- securing financial support and/or reassigned time for faculty willing to "retool" to create needed new courses;
- encouraging every faculty member to receive WAS, IS, MC, CT, and other relevant training/certification/designations, and to develop further e-courses.

Finally, the Department continues to develop and refine a curriculum which exposes students to the breadth and variety of the human experience through historical perspectives, and is thoughtfully reviewing its offerings in areas not adequately

covered, adding courses in Women's History, African-American History, African History, Appalachian History, Public History, Latin American and Atlantic Community history, and the history of science and technology.

No changes were made in the program's goals this year.

II. Program's Student Learning Objectives

Students who earn a BA in history will:

1. *have become familiar with the fundamental processes and developments of American, European and World History*
2. *Use primary sources to refine and/or expand their historical knowledge.*
3. *Be able to carry out procedures required to conceptualize, research, draft, and revise a historical research paper.*
4. *Be able to demonstrate knowledge of the nature and development of the historical profession through written narrative and/or oral expression.*

II. Assessment Activities

For 2010, this Annual Assessment Report is going to focus on Student Learning Objective 3, which requires students to "conceptualize, research, draft, and revise a historical research paper."

- A. **Assessment Measures.** As the Student Outcomes Chart indicated, the tools we use to assess this Objective includes assignments from HST 400, the Senior Seminar Capstone course, the main project of which is designed to allow students to develop their skills in developing and executing a research paper which uses both secondary and primary sources. Each phase of the project is evaluated, and, for the Initial and Final drafts, each sub-section of the project is evaluated.
- B. **Benchmarks.** The department has established benchmarks for this Objective, as follows: for HST 400, at least 80% of the students who complete the course should attain a score of 80% or better on their final draft of the research paper; at least 75% of students should attain a score higher than 75% on their initial research proposal; at least 75% of students should attain a score higher than 75% on their revised research proposal; and at least 75% of students should attain a grade of higher than 75% on their research paper initial draft.
- C. **Results/Analysis** See Appendix 1, Data Relevant to Objective Three. In general, as with most other Program Learning Objectives, we have good general success, but perhaps wider variation in outcomes than desired. Part of the variability is simply due to differentials in grading criteria between faculty members, particularly on early assignments. These data may also be skewed upward because they represent only students who finish the course, not those who withdraw after the completion of some portion of the assignments. In addition, the Fall 2010 section, which eleven students completed, was atypical in that almost half of the students in the class (5 of 11) were Yeager Scholars, which inevitably skewed the grades upward.

Those things being said, the data reveal, in all sections, upward trends between related assignments. That is, most students improve their performance between the Initial Research Proposal and the Revised Research Proposal, and between the Initial and Final Drafts of the paper. Those students who complete the course demonstrate, on average, a reasonably good

ability to fulfill this Learning Objective.

- D. **Analysis/Planned Action.** Since school year 2007-2008, we have steadily expanded the roster of faculty who teach HST 400. Where there was only one faculty member who taught the course, now there are five faculty members who regularly teach it. This has brought with it some increased variability in some of the assignments involved. The Department's Committee on Curriculum and Assessment is currently trying to resolve this issue in as much as it makes assessment more difficult. We do not want to move toward a completely uniform syllabus or schedule for HST 400, as each faculty member needs to be able to execute the course as best fits their talents and approach to historical inquiry. We feel strongly that students benefit from exposure to this variety of approaches not only in the capstone course, but throughout the major's curriculum.

I. Overview of changes implemented in your program this past year based on results and planned action specified in last year's report. We are re-assessing procedures related to HST 400, and, starting in the Fall of 2011, will be reconsidering all aspects of the program, including a review of our Learning Objectives, with an eye towards implementing assignments and assessments in upper division classes that explicitly aim at increasing our focus on those objectives. The History major curriculum has not been reviewed from top to bottom in at least 15 years, and since we now have a majority of department faculty who have been with us five years or less, it is high time to do so.

II. Specify any changes/modifications made to your program based specifically on data obtained during Assessment Day Activities. None.

III. Assistance Needed with Assessment: As of the coming year's Annual Report, the Department of History is going to move toward a team approach to compiling Assessment Data and composing the Annual Assessment Reports. For that reason we would like to schedule a meeting with personnel from the Assessment Office to present an overview of the purpose and procedures involved in program assessment and to help design out internal process.

Appendix 1. Data Relevant to Learning Objective Three

Spring 2010 HST 400-201

Student	IRP	RRP	Initial Draft	Final Draft
1	72	77	72	76
2	80	86	82	88
3	84	88	86	90
4	78	78	82	86
5	66	70	72	70
6	82	80	82	88
7	88	90	90	92
8	88	88	82	88
9	74	78	77	80
10	70	75	75	72
11	84	88	84	84
Average	72.8	81.6	80.36	83.09
Benchmark	63.6%	81.8%	72.7%	72.7%

Spring 2010 HST 400-202

Student	IRP	RRP	Initial Draft	Final Draft
1	80	85	86	90
2	82	85	80	82
3	74	80	76	80
4	60	0	65	65
5	70	77	78	78
6	86	90	86	88
7	80	86	85	88
8	88	94	92	95
Average	77.5	74.62	81.00	83.25
Benchmark	62.5%	87.5%	87.5	75.00%

Fall 2010 HST 400-101

Student	IRP	RRP	Initial Draft	Final Draft
1	80	86	82.5	88
2	87	90	87	94
3	86	91	90	94
4	82	88	80.8	94
5	85	90	90.8	95
6	78	80	83.6	88
7	78	75	70.5	75
8	74	84	84	88
9	80	82	79.2	83
10	78	80	80.8	88
11	85	93	90	93
Average	81.18	83.36	83.56	89.09
Benchmark	90.09%	90.09%	90.09%	90.09%

Marshall University

**Assessment of Program's Student Learning Objectives for the Department of History
2010**

Not every student learning outcome must be assessed every year. However, it is expected that at least one-fourth of the outcomes will be assessed each year, allowing for assessment of all outcomes within a four-year cycle. It also is important to use more than one assessment measure for each outcome.

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/Planned Actions
Become familiar with the fundamental processes and developments of American, European and World History	20__ / __	HST 101, 102, 103, 230, 231: scores on selected essay exam questions. HST 400: scores on Background and Historiography sections of Final Draft; scores on Historiography essay on exam	HST 101, 102, 103, 230, 231: >75% of students attain grade of 75% on selected essay questions; HST 400: .80% of students attain grade of 85% or better on Background and Historiography section of Final Draft; >80% of students attain grade of 80% on historiography essay on exam.		

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/Planned Actions
Use primary sources to refine and/or expand their historical knowledge.	2008/2009	HST 200, 400, and other selected courses; Scores on exercises related to the identification and evaluation of appropriate primary sources, analysis of content of primary sources, use of primary source analysis (PSA) to support an argument, integration of PSA into research papers.	HST 200: >75% of students attain grade of 75% on PSA exercises; HST 400: >75% of students attain grade of 75% on PSA section of Initial Draft; >80% of students attain grade of 80% or better on PSA section of Final Draft; Selected courses: >75% of students attain grade of 75% on PSA exercises.	HST 200: in all sections but one the benchmark was met; HST 400: benchmark met for Initial Draft PSA in one section, not in the other; Final Draft PSA percentage slightly lower than benchmark; HST 101: benchmark missed by several points on PSA 1, almost met for PSA 2; HST 481: benchmark met.	Dissemination of data for discussion among faculty; possible benchmark revisions; possible move to more standardized scoring schemes for PSAs across sections of same course (HST 400/200 in particular).
Be able to carry out procedures required to conceptualize, research, draft, and revise a historical research paper.	2010	HST 400: scores on Initial Research Proposal, Revised Research Proposal, Initial Draft, and Final Draft of paper.	HST 400: >75% of students attain grade of 75% on IRP, RRP, and Initial Draft; >75% of students attain grade of 80% on Final Draft.	For one section of HST 400, all benchmarks met; for the other two sections, benchmark met for RRP, and within a couple of percentage points for Initial and Final Draft of paper. In neither section was the benchmark for IRP met.	Dissemination of data for discussion among faculty who teach HST 400; possible benchmark revisions; move toward more uniformity in evaluation of assessments in course.

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/Planned Actions
Demonstrate knowledge of the nature and development of the historical profession through written narrative and/or oral expression	20__ / __	HST 400: scores on historiography section of Initial Draft; scores on historiography section of Final Draft; scores on Second Oral Presentation.	HST 400: >75% of students attain grade of 75% on historiography section of Initial Draft; >80% of students attain grade of 80% on historiography section of Final Draft; >75% of students attain grade of 80% on Second Oral Presentation.		