

2011 Assessment Report

History Department

May 10, 2011

Covering Fall 2010 and Spring 2011

Arts and Humanities Division

History Department

Professors Leiby and Moravec

Prepared by R. Leiby

Profile

Number of Majors: 9

Number of Faculty: Full-time 2 part time 1

Courses Offered in the Assessment Period: Origins of Our Culture, Emergence of Modern Europe, Europe Since Napoleon, Skill Building for Fun and Profit, Women in American History 1600-1865, Women in American History 1600-1865-present, Making America Modern, Ethnicity in American History.

Departmental Factors that Affect Assessment:

1. Prof. Leiby was on sabbatical in the Fall semester and on a reduced teaching load in second semester. Prof. Moravec also did not have a full complement of History department courses.
2. This is the first year using the new Assessment Plan that was created last year.
3. There were no graduating senior History majors this year, which made it impossible to assess much of Goal #1 and all Goal #3. Since Goal #2 was investigated last year, this report shall focus on Goal #1, Objective 1-2.

Learning Outcomes for Majors

Our assessment grid is readily available to students on the iWay, and rubrics used to evaluate work are handed out and explained in class.

Assessment of Majors

This year, we elected to proof Goal 1 Objective 1-2. Due to schedules of classes and reduced loads/sabbatical, we only had the opportunity to test only three majors on their understanding of contemporary ethnic and multicultural issues. This testing took place in the course entitled "Ethnicity in American History." On the final exam questions dealing with this topic, all three students scored in the 80thile or higher, thereby fulfilling the major goal in this area.

Conclusions and suggested changes

These results indicate that no change is necessary at the present. However, it will become necessary to retest when these same students graduate in the form of a comprehensive exam to ensure that the learning is lasting.

Recommendations for Improving the Assessment Process

While the final exam results are positive, the conclusions would benefit from the use of an outside normative measure to gauge student learning. Therefore, in future surveying of this objective (1-2), the department will consider using the VALUE rubrics on intercultural competency as a way of applying objective outside standards.

Overall, the lack of useable data this year underscores how staffing and scheduling issues can impact our assessment efforts negatively. We need to think in concrete terms about making the data collection more rational and systemic, and not dependant on what courses are being taught or by whom. It is particularly important that any part time or replacement faculty be apprised of the assessment goals and what measures are expected of them when they are hired.

The creation of such a systemic plan is a departmental goal that we set for ourselves for next year.