

## **2012 HISTORY DEPARTMENT ASSESSMENT REPORT**

**Date of Report** May 15, 2012  
**Academic Years the Assessment Report Covers** 2011-2012  
**Division** (Presently in abeyance)  
**Department** History  
**Faculty** Rich Leiby, Chair,  
Michelle Moravec (on sabb entire year)  
**Chair or Person Preparing the Report** R.Leiby

### **Profile**

Number of Majors: 11  
Number of Faculty: *Please specify full-time and part-time.* 2 full time. 1 adjunct.  
Courses Offered in the Assessment Period: HIS 200-201 (Adjuncts), HIS 362 Who Started WWI ?, HIS 451 Historians and their Craft, HIS 0110 Origins of Our Culture, HIS 307 Nazi Germany.

Departmental Factors that Affect Assessment:

*Professor Moravec was on sabbatical all year, making it necessary that I pick up the 451 course in Spring semester. Use of adjuncts made it difficult to collect document analysis data from those courses.*

### **Learning Outcomes for Majors**

*History learning outcomes are available on the iWay and also listed on course syllabi. Seniors are made aware of capstone outcomes as they enter HIS 451.*

### **Assessment of Majors**

This year I have been able to put Goal #3 to the test, as we have for the first time had a large enough graduating class to make results meaningful. Therefore the following data will describe how well students met Goal 3-1 (Students will be able to apply historical knowledge to become better citizens of their nation and the world.) and Goal 3-3 (Students will be able to demonstrate a level of historical learning that is comparable to other institutions of higher learning).

Quantified results:

**Objective 3-1:** Results from written comprehensive examinations are as follows:

	<u>Section 1</u> (factual knowl.)	<u>Section 2</u> (info. Lit)	<u>Section 3</u> (document analysis)
<i>Student 1</i>	80/81	83	4/3/4/4
<i>Student 2</i>	85/72	88	3/3/3/3

Analysis:

- a) The acceptable scoring on the factual knowledge section of the exam is supported by the ACAT test results (below) thereby giving a measure of validity to our grading and scoring efforts.
- b) Except for the score in European History by student 2, these scores are indicative that the goals of the Department have been met.
- c) Student learning appears to be strongest in the information literacy area, which bodes well for our preparation of majors in research technique.
- d) There is room for improvement, however, in the “analysis” rubric criteria sections of document analysis.
- e) The sample is just too small to draw any significant conclusions, however.

**Objective 3-3:** (Note: The ETS History exam no longer exists, therefore we had to substitute the ACAT exam, with six subject areas chosen to approximate the areas we teach our majors)

**Outcome 1:** We cannot provide a value or conclusion to this outcome for the reason stated above. However we can approximate a new median score—based on an average of all the scores achieved. That new median is: 509

**Outcome2:** If we look solely at how many students did better than the national average on this standardized test, we see that 66% surpassed the 50<sup>th</sup> %ile.

In an attempt to break down the data to determine where students might need additional work, individual area scores are presented here:

Score areas:	1	2	3	4	5	6	overall	%ile
Student 1	508	592	511	520	601	482	570	76
Student 2	470	472	580	800	541	367	571	76
Student 3	375	445	380	574	468	475	424	22
<b>Average</b>	<b>451</b>	<b>503</b>	<b>490</b>	<b>631</b>	<b>537</b>	<b>441</b>	<b>509</b>	

1=US 1820-1890

2=US Social and Intellectual

3=US 1940 – present

4=European Early Modern

5=French Rev. to Napoleon

6=European Modern to Present

Analysis: Any conclusions based solely on this information are taken at extreme risk for the following reasons:

- a. The size of the same is too small to yield statistically significant results.
- b. The high scores in area 4 would lead one to believe that we do best in this area; however the students all self-reported that they learned little from the adjunct who taught this course in Prof. Leiby's absence. This brings into question the validity of the test as a measure of teaching, but it can still indicate that student learning is taking place in other venues besides the history classroom.

- c. *The weakest score (441-area 6) is in the subject area where we offer the most expertise (Modern European History), while the strong score in area 5 comes in a subject area where we do not teach specific courses to cover the material.*

### **Changes Based on Assessment**

*While the results gleaned from the ACAT testing process yield confusing results, we nonetheless have to use them as a basis for moving forward. We will continue to revise our standards as more data comes in. The data suggest that we might do more teaching in Early US History and consider some augmentation of what is already being taught in Modern European.*

### **Recommendations for Improving the Assessment Process**

*We will need to revise our outcomes statements to reflect that the ETS exam no longer exists.*