

# Annual Assessment Report

Academic Year: 2016-2017

Department: History & Philosophy

Program(s): History/History, History/Teaching, major and minor

Assessment reports are to be submitted annually to report assessment activities and results by program. The reports are due every summer with a deadline of September 15<sup>th</sup> each year.

The use of this template is entirely optional.

*Note: These reports have been required by MSU policy since 2004.*

## 1. What We Did

**Major:** We evaluated program learning outcomes 1 and 6 this year: being able to present a clear thesis statement; and being able to cite sources according to the conventions of the discipline

**Minor:** We evaluated program learning outcome 1 this year: marshalling historical evidence from assigned texts, which may include primary and secondary sources, to support an argument

## 2. What Data We Collected

**MAJOR:** The chair of the Assessment Committee randomly selected ten papers from two capstone courses; 5 papers came from the fall HSTR 499, and 5 papers came from the spring semester HSTR 499. A faculty committee of two read the papers and evaluated them according to the following rubrics:

*MAJOR LEARNING OUTCOME 1 - Our graduates will be able to present a clear thesis statement.*

<b>Unacceptable</b>	<b>Acceptable</b>	<b>Good</b>	<b>Excellent</b>
There is no recognizable thesis or it is unintelligible due to grammatical errors. <b>Unacceptable</b>	There is a thesis statement that takes a position on an arguable point, but it may not be fully developed. It is largely free of grammatical errors. <b>Acceptable</b>	There is a thesis statement that takes a clear position on an arguable point. It is written in grammatically correct language. It demonstrates an effort to interpret a historical phenomenon. <b>Good</b>	There is a thesis statement that is original and/or creative in its presentation of an argument about a historical phenomenon. It is forcefully or persuasively presented in well-written language. It previews the argumentative line of the essay and the evidence that will be used. <b>Excellent</b>

*MAJOR LEARNING OUTCOME 6 - Our graduates will be able to cite sources according to the conventions of the discipline.*

<b>Unacceptable</b>	<b>Acceptable</b>	<b>Good</b>	<b>Excellent</b>
Incomplete bibliographic information that does not permit traceability; so many errors in style and punctuation as to make information unusable. <b>Unacceptable</b>	Citations have full bibliographic information that permits traceability; there may be inconsistency in style and errors of punctuation. <b>Acceptable</b>	Citations are consistent, with full bibliographic information that permits traceability; there may be errors of punctuation. <b>Good</b>	Citations meet journal standards of accuracy, consistency and punctuation. <b>Excellent</b>

**MINOR:** We randomly selected 22 papers from one introductory course (HSTA 102IH). An experienced graduate teaching assistant evaluated the papers according to the following rubric:

*MINOR LEARNING OUTCOME 1 – Our minors will have acquired an introductory knowledge of Western Civilization, American History, and one area of World History*

<b>Unacceptable</b>	<b>Acceptable</b>	<b>Good</b>	<b>Excellent</b>
Demonstrates no or very limited knowledge and understanding of the subject matter (Western Civilization, U.S. History, or World History, per selected class)	Demonstrates a basic, rudimentary knowledge and understanding of the subject matter (Western Civilization, U.S. History, or World History, per selected class)	Demonstrates more than a basic knowledge and understanding of the subject matter (Western Civilization, U.S. History, or World History, per selected class)	Demonstrates a comprehensive knowledge and understanding of the subject matter (Western Civilization, U.S. History, or World History, per selected class)
<b>Unacceptable</b>	<b>Acceptable</b>	<b>Good</b>	<b>Excellent</b>

## 2. What We Learned

### Major:

Learning Outcome 1: able to present a clear thesis statement.

Excellent	50%
Good	30%
Acceptable	0%
Unacceptable	20%

Total “Acceptable” and better: 80% This result surpasses the goal of 75% of our graduates having acquired the ability to distinguish between primary and secondary sources.

Learning Outcome 6:

Excellent	30%
Good	50%
Acceptable	20%
Unacceptable	0%

Total “Acceptable” and better: 100% This result surpasses the goal of 75% of our graduates being able to marshal evidence from both primary and secondary sources to support an argument

### Minor:

Learning Outcome 1:

Excellent	22.73%
Good	45.45%
Acceptable	22.73%
Unacceptable	9.09%

Total “Acceptable” and better: 90.91%. This result surpasses the goal of 75% of our minors having acquired the ability to marshal historical evidence from assigned texts, which may include primary and secondary sources, to support an argument.

#### **4. How We Will Respond**

- We will continue collaborating with the History Curriculum Committee and the department's faculty members to (a) revisit and reassess the major and minor learning objectives with the past several years' assessment data at hand; (b) identify with more clarity some of the specific skills and competencies that contribute to the successful meeting of the learning objectives; and (c) strategize about how to better integrate these specific skills into our curriculum. In the process, we will draw from and apply relevant research data from the American Historical Association and related professional bodies.

Submitted by: History faculty