

Annual Assessment Report

Academic Year: 2015-2016

Department: History, Philosophy, and Religious Studies

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 15th each year.

The use of this template is entirely optional.

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

1. What Was Done

Major: We evaluated program learning outcomes 2 and 3 this year: distinguishing between primary and secondary sources, and marshalling evidence from both primary and secondary sources to support an argument

Minor: We evaluated program learning outcome 2 this year: marshalling historical evidence from assigned texts, which may include primary and secondary sources, to support an argument

2. What Data Were Collected

MAJOR: Per the department’s Assessment Plan, 8 papers were randomly selected by the chair of the Assessment Committee from two “capstone” courses; 4 papers came from the fall HSTR 499, and 4 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 2 - Our graduates will be able to distinguish between primary and secondary sources

<p>Unacceptable the paper used only secondary sources with no sense that original research requires primary materials Unacceptable</p>	<p>Acceptable the paper demonstrated the use of primary and secondary sources but without notable distinction Acceptable</p>	<p>Good there is an embedded understanding of the difference between types of sources Good</p>	<p>Excellent there is an explicit discussion of the nature of sources used in the paper Excellent</p>
--	--	--	---

MAJOR LEARNING OUTCOME 3 - Our graduates will be able to marshal evidence from both primary and secondary sources to support an argument

<p>Unacceptable makes a claim but doesn’t have convincing evidence Unacceptable</p>	<p>Acceptable makes a connection between a claim and a source, but uses limited sources, is overly dependent on a single source without explanation Acceptable</p>	<p>Good makes a connection between a claim and source materials, but does not contextualize the source Good</p>	<p>Excellent makes a clear connection between a claim and source material and uses more than one kind of material to support that claim, sometimes with a comment on the nature of the evidence Excellent</p>
---	--	---	---

MINOR: Per the department’s Assessment Plan, 10 papers were randomly selected by the chair of the Assessment Committee from one introductory course (Western Civilization II, HSTR 102IH; 5

papers), and one upper level course (Eurasian Borderlands, HSTR 375; 5 papers). A faculty committee of two read the papers and evaluated them according to the following rubric:

MINOR LEARNING OUTCOME 2 – Our minors will be able to marshal historical evidence from assigned texts, which may include primary and secondary sources, to support an argument

Unacceptable makes a claim but doesn't have convincing evidence Unacceptable	Acceptable makes a connection between a claim and a source, but uses limited sources, is overly dependent on a single source without explanation Acceptable	Good makes a connection between a claim and source materials, but does not contextualize the source Good	Excellent makes a clear connection between a claim and source material and uses more than one kind of material to support that claim, sometimes with a comment on the nature of the evidence Excellent
--	---	--	--

2. What Was Learned

Major:

Learning Outcome 2: distinguish between primary and secondary sources...

Excellent	37.5%
Good	50%
Acceptable	12.5%
Unacceptable	0%

Total "Acceptable" and better: 100%. This result surpasses the goal of 75% of our graduates having acquired the ability to distinguish between primary and secondary sources.

Learning Outcome 3: marshal evidence from both primary & secondary sources...

Excellent	62.5%
Good	37.5%
Acceptable	0%
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 2: marshal evidence... in support of an argument

Excellent	40%
Good	60%
Acceptable	0%
Unacceptable	0%

Total “Acceptable” and better: 100%. 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 Responded

- **Faculty recommendations:** Collaborate with the department’s new 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 that contribute to the successful meeting of the learning objectives; and (c) strategize about how to better integrate these specific skills -- at all course levels --into our curriculum. In addition, in as much as possible, make use of the upcoming External Review to further strengthen our minor and major learning outcomes assessment process.

Submitted by: History faculty