Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: History
Academic Year of Report: 2012-13
Date Submitted: November 10, 2013
Report author: Susan Matt

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A. **Brief Introductory Statement:**

Please review the Introductory Statement and contact information for your department displayed on the assessment site: [http://www.weber.edu/portfolio/departments.html](http://www.weber.edu/portfolio/departments.html) - if this information is current, please indicate as much. No further information is needed. We will indicate “Last Reviewed: [current date]” on the page.

If the information is not current, please provide an update:

The information is correct.
B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: 
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the information is not current, please provide an update:

The mission statement is correct.
C. Student Learning Outcomes
Please review the Student Learning Outcomes for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If they are not current, please provide an update:

The Student Learning Outcomes are correct.
D. Curriculum
Please review the Curriculum Grid for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.
If the curriculum grid is not current, please provide an update:

Curriculum Map

A. Curriculum
## Curriculum Map

<table>
<thead>
<tr>
<th>Core Courses in Department/Program</th>
<th>Department/Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Historical Knowledge</td>
</tr>
<tr>
<td></td>
<td>Pastness of Past</td>
</tr>
<tr>
<td>History 1500, World History to 1500 c.e.</td>
<td>A</td>
</tr>
<tr>
<td>History 1510, World History 1500 c.e. to Present</td>
<td>A</td>
</tr>
<tr>
<td>History 1700, American Civilization</td>
<td>E</td>
</tr>
<tr>
<td>History 2700, History of the United States to 1877</td>
<td>E</td>
</tr>
<tr>
<td>History 2710, History of the United States since 1877</td>
<td>E</td>
</tr>
<tr>
<td>History 3090, American Social History</td>
<td>A</td>
</tr>
<tr>
<td>History 3110, American Ideas and Culture</td>
<td>A</td>
</tr>
<tr>
<td>History 3130, U.S. Urban History</td>
<td>A</td>
</tr>
<tr>
<td>History 3230, American Foreign Relations, Colonial to Present</td>
<td>A</td>
</tr>
<tr>
<td>History 3270, U.S. Environmental History</td>
<td>A</td>
</tr>
<tr>
<td>History 3280, US Military History, 1500 to Present</td>
<td>A</td>
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<tr>
<td>History 3290, US Military History, 1890 to Present</td>
<td>A</td>
</tr>
<tr>
<td>History 4050, U.S. Gilded Age &amp; Progressive Era: 1877-1919</td>
<td>A</td>
</tr>
<tr>
<td>History 4060, 20th Century U.S. 1919-1945</td>
<td>A</td>
</tr>
<tr>
<td>History 4110, American West to 1900</td>
<td>A</td>
</tr>
<tr>
<td>History 4120, American West since 1900</td>
<td>A</td>
</tr>
<tr>
<td>History 4130, History of Utah</td>
<td>A</td>
</tr>
<tr>
<td>History 4310, History of Russia to 1917</td>
<td>A</td>
</tr>
<tr>
<td>History 4320, History of Russia since 1917</td>
<td>A</td>
</tr>
</tbody>
</table>
### Department/Program Learning Outcomes

<table>
<thead>
<tr>
<th>Historical Knowledge</th>
<th>Historical Thinking</th>
<th>Historical Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pastness of Past</td>
<td>International Perspectives</td>
<td>Historical Complexity</td>
</tr>
<tr>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>A</td>
<td>E</td>
<td>E</td>
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<td>I</td>
<td>U</td>
</tr>
<tr>
<td>A</td>
<td>E</td>
<td>I</td>
</tr>
</tbody>
</table>

**Note**: I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively; these are examples, departmental choice of letters/numbers may differ

### E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: [http://www.weber.edu/portfolio/departments.html](http://www.weber.edu/portfolio/departments.html) - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The schedule is correct; we’ve made a few changes to our instruments, which are described below.

*Our means of assessment are various.*
For the American Institutions course, we use a pre and post test. For 1500 and 1510, individual instructors have devised an array of assignments linked to particular learning objectives. In addition, faculty teaching 1500 and 1510 developed a new assessment form which we have been distributing to students since December 2012. For our upper-division courses we are surveying students to find out how effective we have been in reaching our learning objectives. Additionally, several professors have required that students create binders or portfolios for their particular courses. For our senior seminar capstone course, we have developed a new assessment rubric. Finally, we continue to use our exit interviews and the quantitative data they generate to assess the overall efficacy of the program.

The Department has also been trained to link Chi-tester questions to learning outcomes and to tag learning outcomes in Canvas. This effort began in Fall of 2013, and several faculty are now using this as a means to assess their courses. We will present those results in next year’s report.

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

a. Evidence of Learning: Courses within the Major

1500 and 1510:
We began this year to use a new assessment tool for 1500 and 1510. It is included below along with results for each question.

In completing History 1500 and 1510, successful students will have:

1. Developed an understanding of the major transformations in the history of the world including the ways in which geography and environment influenced human interaction;
2. Familiarized themselves with the categories that historians use to give order to complex developments;
3. Learned to identify chronological relationships and key arguments in historical narratives;
4. Practiced using evidence and reasoned argumentation to support their interpretations;
5. Gained experience with the historical method by making use of primary documents;
6. Practiced engaging with the ideas of others in a respectful and productive manner.

All 1500 and 1510 instructors have agreed to (1) use primary source readings (2) require student writing assignments and (3) engage students in the impact of geographic relations on historical development.

The larger Social Science Learning Outcomes which these courses meet are the following:

A student completing a social science general education course should be able to accomplish **three** of the following five outcomes.

- Describe a social science approach to studying and understanding human behavior.
- Describe basic assumptions about humans and their behaviors from a social science perspective.
- Explain the basic elements and operation of a sociocultural system.
- Explain the interactions between individuals and their sociocultural and/or natural environments.
- Apply a social science perspective to a particular issue and identify factors impacting change (past or present).

Below is the new assessment questionnaire which we have used since fall semester 2012. So far we have results from **130 students** from Spring 2013.

To what extent did you engage in written, oral, or graphic communication during this course?

1. Never
2. Infrequently
3. Regularly
To what extent did you use Abstract logic or reasoning skills during this course?

1. Never
2. Infrequently
3. Regularly
4. Often
5. Frequently

Give an example

Average scores
Section A (35 respondents): 3.8
Section B (15 respondents): 4
Section C (22 respondents): 3.86
Section D (14 respondents): 3.57
Section E (15 respondents): 3.8
Section F (29 respondents): 4.10
Section F (29 respondents): 3.89

To what extent did you improve your critical thinking, cognitive learning, and individual or group problem solving skills during this course?

1. None
2. A Little
3. Moderately
4. Substantially
5. Extensively

Average Scores:
Section A (35 respondents): 3.28
Section B (15 respondents): 3.5
Section C (22 respondents): 3.72
Section D (14 respondents): 2.92
Section E (15 respondents): 3.3
Section F (29 respondents): 3.89

To what extent did you use a social science approach to study and understand human behavior during this course?

1. Never
2. Infrequently
3. Regularly
4. Often
5. Frequently
Give an example:

**Average Scores:**
Section A (35 respondents): 4
Section B (15 respondents): 3.6
Section C (22 respondents): 3.9
Section D (14 respondents): 4.3
Section E (15 respondents): 3.4
Section F (29 respondents): 4.14

To what extent did you use a social science perspective to describe basic assumptions about humans and their behaviors during this course?

1. Never
2. Infrequently
3. Regularly
4. Often
5. Frequently

Give an example:

**Average Scores:**
Section A (35 respondents): 4
Section B (15 respondents): 3.7
Section C (22 respondents): 3.72
Section D (14 respondents): 3.42
Section E (15 respondents): 2.27
Section F (29 respondents): 4.14

To what extent did you improve in being able to explain the basic elements and operation of a sociocultural system during this course?

1. None
2. A Little
3. Moderately
4. Substantially
5. Extensively

**Average Scores:**
Section A (35 respondents): 3.9
Section B (15 respondents): 3.7
Section C (22 respondents): 3.63
Section D (14 respondents): 3.15
Section E (15 respondents): 3.47
Section F (29 respondents): 3.89

To what extent did you improve in being able to explain the interactions between individuals and their sociocultural and/or natural environments during this course?

1. None
2. A Little
3. Moderately
4. Substantially
5. Extensively

**Average Scores:**
Section A (35 respondents): 3.8
Section B (15 respondents): 3.9
Section C (22 respondents): 3.68
Section D (14 respondents): 3.5
Section E (15 respondents): 3.47
Section F (29 respondents): 4.07
To what extent did you apply a social science perspective to a particular issue and identify factors impacting change (past or present) during this course?

1. Never
2. Infrequently
3. Regularly
4. Often
5. Frequently

Give an example:

**Average Scores:**
Section A (35 respondents): 4.1  
Section B (15 respondents): 3.5  
Section C (22 respondents): 4.32  
Section D (14 respondents): 3.42  
Section E (15 respondents): 3.53  
Section F (29 respondents): 4.11  

**History 2700 and 2710**

Faculty use an array of assessment tools for these courses.

In some sections of the course, faculty surveyed students about whether the course met learning outcomes. Those findings are summarized in the next section of the report.

In Kathryn MacKay’s sections of 2700 and 2710, she requires students to reflect on how the course met learning goals and then she analyzes those reflections in order to see whether the class is succeeding.

Prof. Vikki Vickers, who also frequently teaches the courses, requires students to create assignments specifically tagged to learning outcomes. Below is the assignment for her Fall 2012 section of 2710

**Reflections and Binders from MacKay and Vickers are stored in the History Department offices.**
History 2710—Vikki Vickers

The assignment detailed below is designed to help students meet objectives 3 and 4, listed below.

COURSE LEARNING OBJECTIVES

Students will

1. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives
2. Recognize a range of viewpoints
3. Assess the credibility of primary and secondary sources
4. Obtain historical data from a variety of sources

[Each chapter in the Going to the Source reader highlights a different type of primary source: diaries, art, newspaper articles, memoirs, etc. Students are required individually to analyze in detail using the “Document Checklist” provided one source from each chapter, then as a group they are required to complete the chapter’s “Source Analysis Table” in which they evaluate all of the sources, assessing credibility, bias, audience, and other factors that determine how historians analyze historical documentation and draw conclusions from sources.]

Group Assignments (180 points total)

This semester you will be assigned to a group. Each group will be responsible for creating a Portfolio based upon the Going to the Source chapters you are reading.

For each chapter you are assigned (9 chapters total) you must do the following:
1. Each member of the group needs to choose one document from each chapter (documents may not be repeated) and complete the document “Checklist” in the chapter for the document chosen.

2. For each chapter the group must complete the “Source Analysis Table” for that chapter. (All source tables are downloadable -- the website is in your book at the bottom of each Source Table.)

All materials should be typed, collected, organized, and submitted at the end of the semester in a Group Portfolio. (Each chapter is worth 20 points; 9 chapters = 180 points total.) It is your responsibility to assign roles and duties to group members. It is also your responsibility to make sure group deadlines are met.

There are a number of tools in Canvas to help your group meet virtually to complete the Portfolio. You can use the Chat tool for audio, visual, or textual communication with your group. And the Collaborations tool allows you to use GoogleDocs to share documents (like your Source Analysis Table) amongst one another. You can also use the Conferences feature to meet online and share documents.

Portfolios may be submitted in a binder with hard copies (if you are local) or electronically as e-mail attachments.

___________________________________________________________________________________________________

Upper Division Courses: We now collect data on all upper-division courses using the following questionnaire:

The goal of the History Department is to transmit both the content of history and the necessary skills to analyze, interpret, and present that information in written and oral form. Reflect briefly on how well this course, HIST--- CRN--- SEMESTER--- accomplished that goal.

We collected data from 327 students in the following classes in 2012-13.

<table>
<thead>
<tr>
<th>Course</th>
<th>% of students who thought goal was met</th>
</tr>
</thead>
<tbody>
<tr>
<td>2700</td>
<td>100</td>
</tr>
<tr>
<td>2700</td>
<td>93</td>
</tr>
<tr>
<td>2710</td>
<td>100</td>
</tr>
<tr>
<td>3000(4985)</td>
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<tr>
<td>3130</td>
<td>100</td>
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<td>3270</td>
<td>87.5</td>
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<tr>
<td>3290</td>
<td>91</td>
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<tr>
<td>3350 (fall)</td>
<td>100</td>
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<tr>
<td>3350 (spring)</td>
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<td>4730</td>
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</tr>
<tr>
<td>4990</td>
<td>86</td>
</tr>
</tbody>
</table>

*Senior Capstone Results*:  
Faculty teaching 4990 fill out this form for each senior thesis.  
**Assessment Rubric for Senior Seminar Thesis (History 4990)**

1 = Very Weak/ Inadequate  
2 = Weak/Unimpressive  
3 = Adequate/Acceptable  
4 = Strong/Succesful/Impressive  
5 = Very Strong/ Very Successful/Very Impressive/Exceptional
This matches up with the categories on the assessment rubric we distribute to students at the start of the semester. The acceptable threshold is the C paper which would correspond to a 3 score on the assessment device.

GRADING RUBRIC FOR SENIOR THESIS -4990

<table>
<thead>
<tr>
<th>Thesis</th>
<th>Structure</th>
<th>Evidence</th>
<th>Analysis</th>
<th>Logic and Argumentation</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Superior Paper (A/A-)</td>
<td>Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.</td>
<td>Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.</td>
<td>Primary source information used to buttress every point with at least one example. Excellent integration of quoted material into sentences.</td>
<td>Author clearly relates evidence to thesis; analysis is fresh and exciting. Displays critical thinking, avoids simplistic description, summary of info.</td>
<td>All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material which illuminate thesis. Creates appropriate college level, academic tone.</td>
</tr>
<tr>
<td>The Good Paper (B+/B)</td>
<td>Promising, but may be slightly unclear, or lacking in insight or originality. Paper title does not connect as well with thesis or is not as interesting.</td>
<td>Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.</td>
<td>Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences. Demonstrates a solid understanding of the ideas in the assigned reading and critically evaluates/responds to those ideas in an analytical, persuasive manner.</td>
<td>Evidence often related to thesis, though links perhaps not very clear. Some description, but more critical thinking.</td>
<td>Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made. Mostly creates appropriate college level, academic tone.</td>
</tr>
<tr>
<td><strong>The Borderline Paper (B-/C+)</strong></td>
<td>May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper. Paper title and thesis do not connect well or title is unimaginative.</td>
<td>Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.</td>
<td>Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences. Demonstrates a general understanding of the ideas and only occasionally critically evaluates/responds to those ideas in an analytical, persuasive manner.</td>
<td>Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote. Even balance between critical thinking and description.</td>
<td>Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections. Occasionally creates appropriate college level, academic tone, but has some informal language or inappropriate slang.</td>
</tr>
<tr>
<td>The &quot;Needs Help&quot; Paper (C)</td>
<td>Difficult to identify at all, may be bland restatement of obvious point.</td>
<td>Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.</td>
<td>Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; &quot;plopped in&quot; in improper manner. Demonstrates a little understanding of (or occasionally misreads) ideas and does not critically evaluates/responds to those ideas in an analytical, persuasive manner.</td>
<td>Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to. More description than critical thinking.</td>
<td>Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views. Does not create appropriate college level, academic tone, and has informal language or inappropriate slang.</td>
</tr>
</tbody>
</table>

| The “Really Needs Help” Paper (C-/D+/D) | Is like The "Needs Help" Paper but the problems are more serious or more frequent. | | | | | |
| The Failing Paper | Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis. Does not follow paper guidelines for length and format. Plagiarizes. |

(These guidelines are based on: http://www.fordham.edu/halsall/med/rubric.html)
We have results from the 3 sections of 4990 that were taught over the last year. The class averages on the assessment tool above were as follows:

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Thesis</th>
<th>Structure</th>
<th>Evidence</th>
<th>Analysis</th>
<th>Logic and Argumentation</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt (Fall 2012)</td>
<td>3.43</td>
<td>3.77</td>
<td>3.73</td>
<td>3.64</td>
<td>3.77</td>
<td>4.1</td>
</tr>
<tr>
<td>Swedin (Spring 2013)</td>
<td>3.25</td>
<td>3.25</td>
<td>3.5</td>
<td>3.25</td>
<td>3.4</td>
<td>4.1</td>
</tr>
<tr>
<td>Sillito (Summer 2013)</td>
<td>4.5</td>
<td>4.1</td>
<td>4.7</td>
<td>4.6</td>
<td>4.4</td>
<td>4.3</td>
</tr>
</tbody>
</table>
Exit Interviews:
We continue to collect exit interviews from our graduating seniors. Last fall we redesigned our exit interview to better reflect changes in our learning outcomes. The new form, and results, are reprinted below.

On a scale of 1-5 ( 1 being poor, 5 being excellent), rate how well the History Program has taught you to:

1. Identify the key events which express/define change over time in a broad range of places and regions: 4.5
2. Identify how change occurs over time: 4.3
3. Explain historical continuity and change: 4.66
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: 4.5
5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical Narratives: 4.66
6. Explain how people have existed, acted, and thought in the past: 4.5
7. Explain what influence the past has on the present: 4.3
8. Interpret the complexity and diversity of situations, events, and past mentalities: 4.5
9. Compare eras and regions in order to define enduring issues: 4.33
10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence: 4.33
11. Recognize a range of viewpoints: 4.5
12. Compare competing historical narratives: 4.33
13. Challenge arguments of historical inevitability: 3.83
14. Analyze cause-and-effect relationships and multiple causation: 3.33
15. Evaluate debates among historians: 3.33
16. Differentiate between historical facts and historical interpretations: 4
17. Assess the credibility of primary and secondary sources: 4.66
18. Formulate historical questions: 4.16
19. Obtain historical data from a variety of sources: 4
20. Identify gaps in available records: 3.5
21. Recognize the discipline's standards for accurate and ethical research: 4.3
22. Construct a well-organized historical argument: 4.66
23. Support an interpretation with historical evidence from a variety of primary and secondary sources: 4.66
b. Evidence of Learning: High Impact or Service Learning

During 2013, 5 students received undergraduate research grants. Two students presented their research at NCUR. Five students presented research at the regional Phi Alpha Theta conference, and one of them took second place at the conference.

The History Department offers its students a range of internships. These include internships at the Brigham City Museum, the state archives, the LDS archives, and the Weber State University archives.

During 2012-13, 11 students held internships (2 during Spring 2013, 3 during Summer 2013, 6 during Fall 2013). This number does not include History majors who held internships through the Walker Institute.

The following standards are used to assess the results of such internships:

**Internships in Historical Studies**

Internships are supervised learning experiences outside the classroom which are relevant to the educational process. What distinguishes internships from other forms of active learning is that there is a degree of supervision and self-study that allows students to “learn by doing” and to reflect upon that learning in a way that achieves certain learning goals and objectives.

6 credit hours of Internship in Historical Studies is required of Public History minors, but is available to all students.

**Learning goals:**

- **Historical Skills**
  - Develop skills in critical thinking and reading
    - Assess credibility of primary and secondary sources
  - Develop research skills
    - Identify gaps in available records

The Internship is also intended to help students with career development.
Activities which help student achieve learning goals:

There are a variety of activities dependent on the organization (archive, museum, library, historical society, oral history project) in which student has internship.

Assessment/Evaluation:

Portfolio:
- Time record
- Examples of projects: research, reports, meetings
- Bibliography of reading assignments

<table>
<thead>
<tr>
<th>Overall Organization and Appearance of Portfolio</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Assessment/Self Reflection</td>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Exceeds expectations</td>
</tr>
<tr>
<td>Work Samples</td>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Exceeds expectations</td>
</tr>
</tbody>
</table>

Letter of evaluation from site supervisor

Completed Internship Portfolios are kept on file in the History department.
c. Evidence of Learning: General Education Courses

Our general education courses are American Institutions (History 1700) and World History to 1500, and World History, 1500-present (1500 and 1510, respectively).

1700: The mission of Weber State’s American Institutions (AI) requirement is to adhere to the Utah State Code, specifically 53B-16-103(b) which reads: "A student shall demonstrate a reasonable understanding of the history, principles, form of government, and economic system of the United States prior to receiving a bachelor’s degree or teaching credential." The overarching goal of this requirement is to have all students gain the basic knowledge necessary for informed and responsible citizenship.

OBJECTIVES – An American Institutions (AI) course will meet the following objectives.

Upon completing an AI course a student shall demonstrate a reasonable understanding of:

1. the significant political, economic, and social changes in American history.

2. the major principles of American civilization, including the concepts of popular sovereignty, liberty, and equality.

3. the institutions and practices of the government provided for in the United States Constitution.

4. the basic workings and evolution of a market economy in the United States.

5. the diversity of American life and experience.

Faculty in the Department as well as faculty teaching at concurrent enrollment sites have agreed that the shared assessment tool for History 1700 is the test for U.S. citizenship. Faculty are free to choose from the 100+ questions for a pre and post test.
Results from selected sections are listed below:

**Dant: 1700**  
Spring 2013  
82 students took the quiz  
High was 10/10; low was 3/10  
Average: 80.12%  
Median: 80%

End:  
53 students took the quiz  
High was 10/10; low was 5/10  
Average: 88.3%  
Median: 90%

**Little: 1700**  
Fall 2012  
6 percent increase in second civics quiz performance out of 195 students.

The following percentage of students responded "strongly agree" to these end-of-semester assessment questions attached to the second civics quiz.

- 57% Have you learned how to assess primary and secondary sources, and have become familiar with historical debates about slavery among other issues?
- 69% Have you learned about the values and rights of the American people in this course?
- 52% Have you learned about the development of American governmental institutions in this course?
- 47% Have you learned about the transformation and international interdependence of the American economy from its agrarian origins to its industrial and information-centered revolutions in this course?
- 60% Have you learned about the diversity of the American people (especially their races, ethnicity, national origins, and gender) in this course?
Spring 2013
6 percent increase in second civics quiz performance out of 125 students.

The following percentage of students responded "strongly agree" to these end-of-semester assessment questions attached to the second civics quiz.

52% Have you learned how to assess primary and secondary sources, and have become familiar with historical debates about slavery among other issues?
57% Have you learned about the values and rights of the American people in this course?
49% Have you learned about the development of American governmental institutions in this course?
46% Have you learned about the transformation and international interdependence of the American economy from its agrarian origins to its industrial and information-centered revolutions in this course?
68% Have you learned about the diversity of the American people (especially their races, ethnicity, national origins, and gender) in this course?

Matt 1700, Spring 2013

30 students pre test average score, 50.3%
20 student post test, average score, 78.7%
Net change: 28.4%

1500/1510: Please see above section where the assessment of these courses (including their general education goals and outcomes) is discussed.

G. Summary of Artifact Collection Procedure

Each year, I ask all faculty to submit to me the individual assessment devices they have used in their classes. Some use hard copies; others administer pre- and post-tests or other assignments through ChiTester. Instructors send me their instruments and their results. I store non-digital artifacts in the History Department main office. In addition, each semester, the department administers a variety of end of semester assessments and exit interviews. Results from that are collected and stored in the department office as well.
Appendix A

Report of progress on ‘non-learning-outcome recommendations’ from previous 5 year program review (optional):

The Program Review team emphasized the importance of hiring a Middle Eastern historian. The Department is anxious to do so, but there are as yet no possibilities for funding such a position.
Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>10</td>
</tr>
<tr>
<td>Full-time Non-Tenured (includes tenure-track)</td>
<td>3</td>
</tr>
<tr>
<td>Part-time</td>
<td>10</td>
</tr>
<tr>
<td>With Master’s Degrees</td>
<td>5</td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>0</td>
</tr>
<tr>
<td>Full-time Non-Tenured</td>
<td>0</td>
</tr>
<tr>
<td>Part-time</td>
<td>5</td>
</tr>
<tr>
<td>With Bachelor’s Degrees</td>
<td>0</td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>0</td>
</tr>
<tr>
<td>Full-time Non-tenured</td>
<td>0</td>
</tr>
<tr>
<td>Part-time</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>0</td>
</tr>
<tr>
<td>Full-time Non-tenured</td>
<td>0</td>
</tr>
<tr>
<td>Part-time</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Headcount Faculty</strong></td>
<td><strong>28</strong></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>10</td>
</tr>
<tr>
<td>Full-time Non-tenured</td>
<td>3</td>
</tr>
<tr>
<td>Part-time</td>
<td>15</td>
</tr>
</tbody>
</table>
Please respond to the following questions.

1) Reflecting on this year’s assessment(s), how does the evidence of student learning impact your faculty’s confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

Although many began the assessment program with some trepidation several years ago, it has now become something that faculty are doing freely and willingly. As a group we have become more attentive to the importance of articulating student learning outcomes and assessing whether these are being met. Many faculty have enthusiastically embraced the digital tools embedded in Canvas and Chitester that offer a glimpse of how we are doing. Overall, the assessment process this year has been even more robust than in years past, and faculty have become more adept at it. Our results indicate that the History Department is successfully meeting its mission and fulfilling its learning goals.

2) With whom did you share the results of the year’s assessment efforts?
   We talked about them in general terms at the statewide majors meeting. The Dean and the Department have of course seen them as well.

3) Based on your program’s assessment findings, what subsequent action will your program take?

   I think our main goal for next year will be to produce more varied types of assessment throughout the curriculum, so that we have an even fuller picture of how our students are doing.
Information on Community Engaged Learning:

Several of our courses offer students opportunities for engagement with the community. They are:
Principles of Public History, History 3400
Historic Preservation, History 3500
Internships and Co-operative Work Experience, History 4860, History 4890