Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: History
Academic Year of Report: 2014
Date Submitted: November 16, 2014
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: *Information is current.*
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: Information is current.
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: Information is current.
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: Information is current.

E. Assessment Plan
Please review the Assessment Plan for your department displayed on the assessment site:
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]”.
There are some very minor changes. Please substitute the paragraphs below for the opening paragraphs that are currently displayed.

Our means of assessment are various.

For the American Institutions course, we use a pre- and post-test, and beginning in Jan. 15, the entire department will use a test that is also administered to AI sections taught by Political Science and Economics. For 1500 and 1510, individual instructors have devised an array of assignments linked to particular learning objectives. All, however, use the new shared questionnaire as an assessment tool. 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 use a common assessment rubric. Finally, we continue to use our exit interviews and the quantitative data they generate to assess the overall efficacy of the program.

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

a. Evidence of Learning: Courses within the Major
   (duplicate this page as needed)
History 1500 and 1510:
Learning Outcomes: 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).

Faculty teaching 1500 and 1510 administer a common survey to their students.
Here are the results from 72 students:

A. To what extent did you engage in written, oral, or graphic communication during this course?
   1. Never
   2. Infrequently
   3. Regularly
   4. Often
   5. Frequently
Results
Professor A’s sections: 4.33
Professor B’s sections: 4.06
Professor C’s sections: 3.63

B. 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

Results
Professor A’s sections: 3.5
Professor B’s sections: 3.8
Professor C’s sections: 2.94

C. 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

Results
Professor A’s sections: 3.67
Professor B’s sections: 3.82
Professor C’s sections: 3.05

D. 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:

Results:
Professor A’s sections: 4.0
Professor B’s sections: 3.81
Professor C’s sections: 3.16

E. 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:

Results:
Professor A’s sections: 4.0
Professor B’s sections: 4.08
Professor C’s sections: 3.0
F. 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

Results:
Professor A’s sections: 3.17
Professor B’s sections: 4.0
Professor C’s sections: 3.37

G. 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

Results:
Professor A’s sections: 3.84
Professor B’s sections: 4.21
Professor C’s sections: 3.47

H. 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:

**Results**

Professor A’s sections: 3.67
Professor B’s sections: 3.8
Professor C’s sections: 3.37

**Analysis of results:** For all of the questions accept B. (regarding Abstract Logic), an acceptable threshold is 3.0 or higher. The abstract logic learning outcome is not relevant to this particular set of general education courses. We are meeting or exceeding the thresholds for the other outcomes.

**History 1700:**

Faculty have been administering the citizenship test to selected 1700 sections. Results are below.

Professor Little’s sections:
History 1700 Civics Quiz:
Spring 2014: 7% improvement on exit quiz (n = 70)
Summer 2014: 6.5% improvement on exit quiz (n = 19)

<table>
<thead>
<tr>
<th>Question</th>
<th>Spring14</th>
<th>Summer14</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=57</td>
<td>N=19</td>
<td></td>
</tr>
<tr>
<td>Have you learned how to assess primary and secondary sources, and have become familiar with historical debates about slavery among other issues?</td>
<td>63%</td>
<td>81%</td>
</tr>
<tr>
<td>Have you learned about the values and rights of the American people in this course?</td>
<td>74%</td>
<td>75%</td>
</tr>
<tr>
<td>Have you learned about the development of American governmental institutions in this course?</td>
<td>67%</td>
<td>63%</td>
</tr>
<tr>
<td>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?</td>
<td>67%</td>
<td>50%</td>
</tr>
<tr>
<td>Have you learned about the diversity of the American people (especially their races, ethnicity, national origins, and gender) in this course?</td>
<td>70%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Professor Dant’s sections:
In Fall 2013, I had my students voluntarily take a "Civics Quiz" at the beginning and end of the semester. At the beginning of the semester, the median score was 8/10 (lowest score was 1/10, highest was 10/10) with a standard deviation of 1.63. At the end of the semester, the median score was 9/10 (lowest score was 4/10, highest was 10/10), with a standard deviation of 1.29. Although the
initial score was respectable, the final scores were consistently higher, indicating that students' grasp of the material improved over the course of the semester.

In the spring I taught two sections of History 1700/American Civilization. I had the students take an assessment test at the beginning and end of the semester, which is derived from the American Citizenship exam.

At the beginning of the semester, the high score (out of 10) was a 10 and the lowest score was a 3. The median was 8.0 and the average was 8.13.

At the end of the semester, the high score (out of 10) was a 10 and the lowest score was a 6. The median was 9.0 and the average was 8.99.

Professor Matt’s sections:
Spring 2014:
Pretest average score: 5.8
Post-test average score: 8.5
Net increase: 27%

PLANS FOR FUTURE ASSESSMENT OF AMERICAN INSTITUTIONS:

The Department decided to change our methods for assessing History 1700 in future semesters. Rather than administer them to individual sections, all students in all sections will be asked to take a pre and post test. Results will be aggregated, and learning outcomes tagged. We will use a test that shares questions with tests administered by AI instructors in Political Science and Economics. In addition to our 1700 courses taught on campus, we will also have Concurrent Enrollment students take the test as well as students in our 2 semester AI sequence, History 2700 and 2710.

History 2700 and 2710:
Faculty use an array of assessment tools for these courses.

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.
History 2710—Vikki Vickers

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 attachment

**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 185 students enrolled in the following classes in 2013-14:

<table>
<thead>
<tr>
<th>Course</th>
<th>% of students who thought goal was met</th>
</tr>
</thead>
<tbody>
<tr>
<td>2700</td>
<td>97</td>
</tr>
<tr>
<td>3210</td>
<td>100</td>
</tr>
<tr>
<td>3230</td>
<td>100</td>
</tr>
<tr>
<td>3350</td>
<td>86</td>
</tr>
<tr>
<td>4010</td>
<td>100</td>
</tr>
<tr>
<td>4110</td>
<td>100</td>
</tr>
<tr>
<td>4130</td>
<td>91</td>
</tr>
<tr>
<td>4220</td>
<td>96</td>
</tr>
</tbody>
</table>
Senior Capstone Results:
Faculty teaching 4990 fill out this form for each senior thesis.
The assessment Rubric for Senior Seminar Thesis (History 4990) matches up with the categories on the 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.

1 = Very Weak/ Inadequate
2 =Weak/Unimpressive
3 = Adequate/Acceptable
4 = Strong/Successful/Impressive
5 = Very Strong/ Very Successful/Very Impressive/Exceptional

Thesis
Structure
Evidence
Analysis
Logic and
Argumentation
Mechanics
Here are the results:
Fall 2013 - 7 students
Thesis 4.42
Structure 4.28
Evidence 4.35
Analysis 4.9
Logic and 3.85
Argumentation
Mechanics 4.42

Spring 2014 - 9 students
Thesis 3.77
Structure 3.77
Evidence 3.77
Analysis 3.77
Logic and 3.66
Argumentation
Mechanics 3.11

Here is the rubric upon which this assessment is based:

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>
</table>

15
<table>
<thead>
<tr>
<th><strong>The Superior Paper (A/A-)</strong></th>
<th><strong>Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.</strong></th>
<th><strong>Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.</strong></th>
<th><strong>Primary source information used to buttress every point with at least one example. Excellent integration of quoted material into sentences.</strong></th>
<th><strong>Author clearly relates evidence to thesis; analysis is fresh and exciting. Displays critical thinking, avoids simplistic description, summary of info.</strong></th>
<th><strong>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.</strong></th>
<th><strong>Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Good Paper (B+/B)</strong></td>
<td><strong>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.</strong></td>
<td><strong>Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.</strong></td>
<td><strong>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.</strong></td>
<td><strong>Evidence often related to thesis, though links perhaps not very clear. Some description, but more critical thinking.</strong></td>
<td><strong>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.</strong></td>
<td><strong>Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice. Conforms in every way to format requirements.</strong></td>
</tr>
<tr>
<td>The Borderline Paper (B/C+)</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>
<td>Problems in sentence structure, grammar, and diction (usually not major). Some errors in punctuation, citation style, and spelling. May have some run-on sentences or comma splices. Conforms in almost every way to format requirements.</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>
<td>Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices. Does not conform to format requirements.</td>
</tr>
<tr>
<td>The &quot;Really Needs Help&quot; Paper (C/D+/D)</td>
<td>Is like The &quot;Needs Help&quot; Paper but the problems are more serious or more frequent.</td>
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</tr>
<tr>
<td>The Failing Paper</td>
<td>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.</td>
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</table>

(These guidelines are based on: http://www.fordham.edu/halsall/med/rubric.html)
**Exit Interviews:**
We continue to collect exit interviews from our graduating seniors. Two years ago we redesigned our exit interview to better reflect changes in our learning outcomes. The new form, and results, are reprinted below. **The threshold for acceptable results is a 3 or higher.**

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: **4.41**
2. Identify how change occurs over time: **4.41**
3. Explain historical continuity and change: **4.25**
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: **4.58**
5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives: **4.25**
6. Explain how people have existed, acted, and thought in the past: **4.33**
7. Explain what influence the past has on the present: **4.25**
8. Interpret the complexity and diversity of situations, events, and past mentalities: **4.25**
9. Compare eras and regions in order to define enduring issues: **3.83**
10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence: **3.75**
11. Recognize a range of viewpoints: **3.75**
12. Compare competing historical narratives: **3.75**
13. Challenge arguments of historical inevitability: **3.41**
14. Analyze cause-and-effect relationships and multiple causation: **3.75**
15. Evaluate debates among historians: **4**
16. Differentiate between historical facts and historical interpretations: **4**
17. Assess the credibility of primary and secondary sources: **4.5**
18. Formulate historical questions: **4.16**
19. Obtain historical data from a variety of sources: **4.33**
20. Identify gaps in available records: **3.41**
21. Recognize the discipline's standards for accurate and ethical research: **4.33**
22. Construct a well-organized historical argument: **4.25**
23. Support an interpretation with historical evidence from a variety of primary and secondary sources: **4.25**
b. Evidence of Learning: High Impact or Service Learning
   (duplicate this page as needed)

All of our majors participate in high impact learning since we require all of them to write a senior thesis based on original research. See above for result for that.

In addition, many students do internships, and we hope to increase that number. We have been working to develop more partnerships. Weber State University's Archives will create new openings for our students, and Prof. Kathryn MacKay has been in discussions with the state parks to develop new internships there as well. We have also made a commitment to better publicize these opportunities for our students. We are having a poster made up listing them all; in addition we will advertise them at our upcoming career day.

During 2014, 5 students received undergraduate research grants. Two students were accepted to present research at NCUR; only one of them did however. Six students presented research at the regional Phi Alpha Theta conference, and one of them once again 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 Special Collections. During 2014, 10 students did internships.

Here is the rubric and assessment we offer for internships. We keep the completed portfolios in the History Department.

**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**

**History 1500 and 1510:**

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

- 6. Developed an understanding of the major transformations in the history of the world including the ways in which geography and environment influenced human interaction;
- 7. Familiarized themselves with the categories that historians use to give order to complex developments;
- 8. Learned to identify chronological relationships and key arguments in historical narratives;
- 9. Practiced using evidence and reasoned argumentation to support their interpretations;
- 10. 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).

Faculty teaching 1500 and 1510 administer a common survey to their students.

Here are the results from 72 students:

B. To what extent did you engage in written, oral, or graphic communication during this course?
6. Never
7. Infrequently
8. Regularly
9. Often
10. Frequently

**Results**
- Professor A’s sections: 4.33
- Professor B’s sections: 4.06
- Professor C’s sections: 3.63

**B.** To what extent did you use Abstract logic or reasoning skills during this course?

6. Never
7. Infrequently
8. Regularly
9. Often
10. Frequently

Give an example

**Results**
- Professor A’s sections: 3.5
- Professor B’s sections: 3.8
- Professor C’s sections: 2.94

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

6. None
7. A Little
8. Moderately
9. Substantially
10. Extensively

Results
Professor A’s sections: 3.67
Professor B’s sections: 3.82
Professor C’s sections: 3.05

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

6. Never
7. Infrequently
8. Regularly
9. Often
10. Frequently

Give an example:

Results:
Professor A’s sections: 4.0
Professor B’s sections: 3.81
Professor C’s sections: 3.16

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

6. Never
7. Infrequently
8. Regularly
9. Often
10. Frequently

Give an example:
Results:
Professor A’s sections: 4.0
Professor B’s sections: 4.08
Professor C’s sections: 3.0

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

6. None
7. A Little
8. Moderately
9. Substantially
10. Extensively

Results:
Professor A’s sections: 3.17
Professor B’s sections: 4.0
Professor C’s sections: 3.37

G. 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?

6. None
7. A Little
8. Moderately
9. Substantially
10. Extensively

Results:
Professor A’s sections: 3.84
Professor B’s sections: 4.21
Professor C’s sections: 3.47

H. 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?
6. Never
7. Infrequently
8. Regularly
9. Often
10. Frequently

Give an example:

Results
Professor A’s sections: 3.67
Professor B’s sections: 3.8
Professor C’s sections: 3.37

Analysis of results: For all of the questions accept B. (regarding Abstract Logic), an acceptable threshold is 3.0 or higher. The abstract logic learning outcome is not relevant to this particular set of general education courses. We are meeting or exceeding those thresholds.

History 1700:

Faculty have been administering the citizenship test to selected 1700 sections. Results are below.

Professor Little’s sections:
History 1700 Civics Quiz:
Spring 2014: 7% improvement on exit quiz (n = 70)
Summer 2014: 6.5% improvement on exit quiz (n = 19)

These are the percentages of my students that “strongly agreed” with the following questions:

<table>
<thead>
<tr>
<th></th>
<th>Spring14 N=57</th>
<th>Summer14 N=19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you learned how to assess primary and secondary sources, and have become familiar with historical debates about slavery among other issues?</td>
<td>63%</td>
<td>81%</td>
</tr>
<tr>
<td>Have you learned about the values and rights of the American people in this course?</td>
<td>74%</td>
<td>75%</td>
</tr>
<tr>
<td>Have you learned about the development of American governmental institutions in this course?</td>
<td>67%</td>
<td>63%</td>
</tr>
<tr>
<td>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?</td>
<td>67%</td>
<td>50%</td>
</tr>
<tr>
<td>Have you learned about the diversity of the American people (especially their races, ethnicity, national origins, and gender) in this course?</td>
<td>70%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Professor Dant’s sections:
In Fall 2013, I had my students voluntarily take a "Civics Quiz" at the beginning and end of the semester. At the beginning of the semester, the median score was 8/10 (lowest score was 1/10, highest was 10/10) with a standard deviation of 1.63. At the end of the semester, the median score was 9/10 (lowest score was 4/10, highest was 10/10), with a standard deviation of 1.29. Although the initial score was respectable, the final scores were consistently higher, indicating that students' grasp of the material improved over the course of the semester.

In the spring I taught two sections of History 1700/American Civilization. I had the students take an assessment test at the beginning and end of the semester, which is derived from the American Citizenship exam.

At the beginning of the semester, the high score (out of 10) was a 10 and the lowest score was a 3. The median was 8.0 and the average was 8.13.

At the end of the semester, the high score (out of 10) was a 10 and the lowest score was a 6. The median was 9.0 and the average was 8.99.

Professor Matt’s sections:
Spring 2014:
Pretest average score: 5.8
Post-test average score: 8.5
Net increase: 27%

PLANS FOR FUTURE ASSESSMENT OF AMERICAN INSTITUTIONS:

The Department decided to change their methods for assessing History 1700 in future semesters. Rather than administer them to individual sections, all students in all sections will be asked to take a pre and post test. Results will be aggregated, and learning outcomes tagged. We will use a test that shares questions with tests administered by AI instructors in Political Science and Economics. In addition to administering the test to 1700 classes taught on campus, we will also administer them to our Concurrent Enrollment students as well as those enrolled in our 2 semester AI sequence, 2700 and 2710.

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 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></th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>30</td>
</tr>
<tr>
<td>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</td>
<td>20</td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>11</td>
</tr>
<tr>
<td>Full-time Non-Tenured (includes tenure-track)</td>
<td>2</td>
</tr>
<tr>
<td>Part-time</td>
<td>7</td>
</tr>
<tr>
<td>With Master’s Degrees</td>
<td>10</td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td></td>
</tr>
<tr>
<td>Full-time Non-Tenured</td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td>10</td>
</tr>
<tr>
<td>With Bachelor’s Degrees</td>
<td>0</td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td></td>
</tr>
<tr>
<td>Full-time Non-tenured</td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td></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?

We feel that we are in a strong position both in terms of the health of our program and the robustness of our assessment efforts. Our assessments show that students are learning and each year we find better ways to measure and document this as well as new means of fine tuning our offerings.

We have definitely become more mindful of areas we need to strengthen and we have tried to remedy the issues we have identified.

We are in discussions about a new course that would introduce majors to the norms of historical writing, because many faculty worry that their students are not equipped with that skill early enough. The course would also address issues of citation and attribution in scholarly writing.

We have committed to changing our American Institutions assessment so that it more closely mirrors that offered by other departments. We will tag learning outcomes and aggregate the results by department rather than by individual instructors.

We have also made changes to help students once they graduate. For instance, one recurring comment in exit interviews has been a request for more career guidance. In response, Prof. Matt in her 4985 course, brought individuals in to the class to speak to students about possible career paths. Two history teachers from Ogden High offered guidance about how to obtain a teaching position; archivists talked about internship possibilities and career paths after graduation; the Director of the Walker Institute talked about internships in the public sector; and various professors have offered ongoing guidance about careers in academia. Building on this momentum, the Dept. is planning a January career day for its majors and minors. During graduation clearance meetings with our majors, we have made a point of
interviewing them about their future plans and offering departmental resources to help them. We have also invested in Praxis study materials which are available to them even after they graduate.

Individual faculty have offered the following comments on assessment and what it has made them do differently in their classes:

**Professor Branden Little: History 3280 US Military History, 1500-1890**
In response to uneven student performance on a midterm essay related to historiographical debates in colonial military history, I altered two class presentations and the midterm essay question for the current semester's class to better emphasize Learning Outcomes 5A-B (to evaluate debates among historians; differentiate between historical facts and interpretations), which resulted in improved student comprehension as demonstrated by in class discussion and written exam essays.

**Professor Gene Sessions:**
Given all the emphasis recently on learning outcomes, I have added or increased the listings of those on all syllabi and have begun to discuss directly with students these objectives. I have also begun to discuss more often while teaching the ways the course deals with the objectives and to mention more often how specific activities in a class apply to a particular learning objective.

**Professor Sara Dant:**
After teaching both History 4985 and 4990, I realized that many students were not adequately prepared to develop and write a senior seminar paper. Combining this realization with several of the learning goals articulated by the department, I have since restructured my upper division courses in US Environmental History and the two-part American West sequence. In all three of these classes, I now hand out discussion questions prior to class meetings that ask students to identify and evaluate the author's thesis, to analyze the author's choice and use of sources, to summarize the author's argument(s), and to critique the writing methodology and style. I have also made sure that all of the papers that my students write have Turabian citation requirements, so that they become familiar with the technique prior to the capstone course.

**Professor Greg Lewis:**
As I mentioned the other day, one noticeable improvement in both my 1500 classes this fall (and they are big ones; one with 70 and another with 50) is with questions/essays dealing with South Asia. Regarding multiple choice questions, the
two sections totaled about a 16% improvement over the previous year in correct answers (to three questions about South Asia/out of 20 total). Further, my estimate for their recently completed second test is about the same; a 15-16% improvement over last year for four questions about South Asia/out of 20 total.

Much more impressive than this, however, is the number of students choosing to write synthesis papers and essay answers on the tests. In past years I would have at most 10% of students writing about South Asia. This year it is easily 40%, and more importantly, they are identifying the significant historical elements and providing as well their own commentary. I cannot remember a single "breakthrough" of this kind in my years here at WSU, and it is most gratifying. Although I have stepped up my coverage about South Asia, giving it more emphasis (including teaching an upper division class on South Asia as part of my regular rotation), the excellent coverage given the subject in Craig Lockard's textbook [Societies, Networks, and Transitions] could also be a reason.

Whatever the cause, it is a happy and real development, and for this semester's 120 world history students at least, they've made what I consider extraordinary improvement in learning about South Asian societies between 3000BCE and 600CE.

**Professor Susan Matt:**

In response to assessment evidence, I enhanced the career section in 4985 as described above. I also have scheduled a career day for majors in January. In evaluating my students' writing, I realized that many of them had no organization to their papers, so I have now revised my syllabus for 4985 and required students to submit an outline of their senior thesis, to prompt them to think about how to structure an argument. They are just about to turn those outlines in. I will institute similar requirements in my other upper-division courses in order to make sure that students master these skill (which are encapsulated in learning outcomes 12, 15, 19, 22 and 23).

**Professor John Sillito:**

During the past year I have included a more deliberate writing assignment in both History 2700 and 2710. I assign either an essay question, or select a common book for the class to read, and respond to it in a paper of approximately five pages. I stress the importance of using Turabian/Chicago, and spend some time giving an overview of it in class. While not everyone in those classes is a history major/minor, for those who are this is one more way of getting them better prepared for 4985/4990. Obviously I have similar assignments in all my upper division classes.

2) With whom did you share the results of the year’s assessment efforts?
Based on your program’s assessment findings, what subsequent action will your program take? We are revising some of our assessment tools, such as the general education tests. We are continuing our efforts to match our learning outcomes to our course objectives and assignments.