

Program Outcomes and Assessment

Name of Program: History

Program Contact Person: R. B. Rosenberg

Program Mission Statement or Introduction:

The B.A. in History program is housed in the Department of Humanities.

The mission of the Department of Humanities is to provide comprehensive discipline-specific education and public service to the residents of the community region and the Southern Crescent of metropolitan Atlanta.

The mission is accomplished by providing:

1. Bachelor degree programs that prepare students for the workplace and graduate programs.
2. Core curriculum courses that provide an historical perspective for all graduates of Clayton State.
3. Support for job and career-related activities in the University's service area.
4. Research in support of education and professional development, including discipline.
5. Continued professional development of all faculty.

Program Outcomes

Graduates of the program will demonstrate the following outcomes:

Outcome 1: Identify and describe basic chronologies of U.S. and world history.

Outcome 2: Identify and critically evaluate primary and secondary historical sources.

Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.

Outcome 4: Perform historical research using primary and secondary sources in libraries, archives, and other repositories of historical records.

Outcome 5: Write in a clear, analytical and organized manner, demonstrating appropriate professional documentation methods.

Outcome 6: Discuss historical findings in clear and coherent presentations.

Data Collection Overview

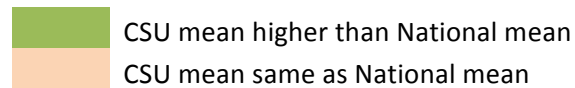
Learning Outcome	Sources of Evidence	When will Data Collection Take Place	Who will collect data
Identify and describe basic chronologies of US and world history	MFAT - History	Every Spring	Department Head
Identify and critically evaluate primary and secondary historical sources	HIST 3001 Book Reviews	Every Semester Course is Offered	Instructor/Department Head
Identify and evaluate conflicting historical interpretations of events and personalities	HIST 3001 Exams	Every Semester Course is Offered	Instructor/Department Head
Perform historical research using primary and secondary sources in libraries, archive, and other repositories of historical events	HIST 4850 Research Project	Every Semester Course is Offered	Instructor/Department Head
Write in a clear, analytical and organized manner, demonstrating appropriate professional documentation methods.	HIST 2265 Essays Series	Every Semester Course is Offered	Instructor/Department Head
Discuss historical findings in clear and coherent presentations.	HIST 4850 Oral Presentation	Every Semester Course is Offered	Instructor/Department Head

Discussion of Results and Changes History

Learning Outcome 1: Identify and describe basic chronologies of U.S. and World history.

Major Field Test Results Discussion

Learning Outcome 1 is measured by using the History Major Fields test developed by the Educational Testing Service (ETS). This exam is given to History majors who completed at least 10 upper division History courses and 90 hours or more towards graduation. We (the History faculty) have compared the CSU mean scores of these students in each of 6 subdivisions to the National mean scores each year. If the scores in a subdivision for a given year are below the National mean score in a particular subject area, then we have discussed changes to be made to improve the scores in that given area. We have made changes to the overall curriculum in some cases and have made changes to courses pertaining to that subdivision in other cases. Below we have provided a table of the comparisons between raw CSU institutional scores in those 6 different subdivisions and the mean raw institutional scores for students in 147 institutions taking the tests.



Assessment Indicator	CSU Mean	National Mean
1. U.S. History: Colonization to 1800	61	56.7
2. U.S. History: 1800 to 1920	47	46.2
3. U.S. History: 1920 to Present	55	51.4
4. European History: Ancient to 1815	47	42.3
5. European History: 1815 to Present	54	49.2
6. World & Comparative History	61	55.7

Based on findings from the History Major Fields test, Clayton State University history majors scored at or above the National mean in 5 of the 6 subdivisions. To enhance student learning in the subdivisions 2, in which students performed on the same level as the

National mean, we revised the history curriculum to include 6 new U.S. history courses: HIST 3130 Sectionalism & Civil War; HIST 3132 The Reconstruction Era; HIST 3450 Military History; HIST 4020 History of the Old South; HIST 4030 History of the New South; HIST 3700 U.S. Historical Geography. To enhance student learning in subdivisions 4-6, we also added the following courses: HIST 4200 19th Century Europe; HIST 4115 Middle Ages; HIST 3800 World Historical Geography; HIST 3275 Modern Russia History.

Learning Outcome 2: Identify and critically evaluate primary and secondary historical sources.

From Fall 2005 through Summer 2009, the 48 students who received a B.A. in History in our program all successfully completed (made a grade of “C” or higher) HIST 3001 Historiography and Historical Methods, a skills-based course taught by the same instructor. A major requirement for the course involves writing two book reviews which critically evaluate secondary historical sources. The History faculty determined which skills should be and could be assessed in the book reviews. The skills include the following:

- a. The ability to identify the “thesis” — the author’s perspective or interpretation
- b. The ability to evaluate the evidence used in support of the author’s interpretation

Learning Outcome 2 is measured by assessing the student’s ability to write these book reviews. The instructor designed and used a rubric to score each student’s performance. The combined scores on these book reviews comprised 40% of the student’s final grade in that class.

The table below shows student success in the book review skills. Students who exceed expectations are those who score 22-25 points out of 25 (“A”). Students who meet expectations are those who score 18-21 (“B”). Students who do not meet expectations score below 18 (“C” or below).

Table 1. Book Review Skills Assessment (numbers indicate ratio of students in each category).

	FA03 (n=5)	FA04 (n=7)	FA05 (n=20)	FA 06 (n=9)	FA 07 (n=5)	FA 08 (n=2)	Average (n=48)
Exceeds Expectations	0.400	0.144	0.200	0.555	0.800	0.000	0.350
Meets Expectations	0.400	0.571	0.550	0.333	0.200	1.000	0.510
Does not	0.200	0.285	0.250	0.112	0.000	0.000	0.140

Meet Expectations							
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According to our assessment, on average 14% of the students do not meet expectations on the book review skills. On the other hand, 86% of our graduates are meeting or exceeding expectations.

Learning Outcome 3: Identify and evaluate conflicting historical interpretations of events and personalities.

Helping students achieve this outcome is the primary focus of HIST 3001 Historiography and Historical Methods. Students examine how historical interpretations have changed over time, from the classical perspectives of Greek and Roman historians to those of contemporary writers. The first unit and the first exam focus on American historiography (historical interpretations), while the second unit and the second exam focus on European historiography. The combined scores on these two exams comprise 40% of the student’s final grade in the course.

Learning Outcome 3 is measured by assessing the student’s performance on these exams. The table below shows success rates on these direct assessments for the 48 students who received a B.A. in History in our program between Fall 2005 and Summer 2009. Students who exceed expectations are those who score 90-100 points (“A”). Students who meet expectations are those who score 80-89 (“B”). Students who do not meet expectations score below 70-79 (“C” or below).

Table 2. Historical Interpretation Skills Assessment (numbers indicate ratio of students in each category).

	FA03 (n=5)	FA04 (n=7)	FA05 (n=20)	FA 06 (n=9)	FA 07 (n=5)	FA 08 (n=2)	Average (n=48)
Exceeds Expectations	0.600	0.572	0.150	0.777	0.400	0.000	0.416
Meets Expectations	0.400	0.285	0.600	0.000	0.400	1.000	0.448
Does not Meet Expectations	0.000	0.143	0.250	0.223	0.200	0.000	0.136

According to our assessment, on average 14% of the students do not meet expectations on the historical interpretations skills assessment. On the other hand, 86% of our graduates are meeting or exceeding expectations.

Learning Outcome 4: Perform historical research using primary and secondary sources in libraries, archive, and other repositories of historical events.

Every student enrolled in our program must successfully exit HIST 4850 Senior Seminar in History in order to graduate. The principal focus of the Senior Seminar is to complete a project requiring historical research.

Learning Outcome 4 is measured by assessing the student’s performance on this project. Assessment of each student’s progress on this project is done in stages: from submission of topic, proposed outline, and working bibliography to finished paper. The final version of the project is worth 50% of the course grade for HIST 4850.

The table below shows success rates on the final version of the research project for the 48 students who received a B.A. in History in our program between Fall 2005 and Summer 2009. Students who exceed expectations are those who score 90-100 points (“A”). Students who meet expectations are those who score 80-89 (“B”). Students who do not meet expectations score below 70-79 (“C” or below).

Table 3. Historical Research Skills Assessment (numbers indicate ratio of students in each category).

	SU04 (n=1)	SP05 (n=3)	SP06 (n=8)	FA06 (n=10)	SP07 (n=10)	SP08 (n=12)	SP09 (n=14)	Average (n=48)
Exceeds Expectations	1.000	0.666	0.750	0.500	0.600	0.500	0.571	0.349
Meets Expectations	0.000	0.000	0.125	0.100	0.200	0.250	0.285	0.476
Does not Meet Expectations	0.000	0.334	0.125	0.400	0.200	0.250	0.144	0.175

According to our assessment, on average 18% of the students do not meet expectations on the historical interpretations skills assessment, while 82% of our graduates are meeting or exceeding expectations.

Learning Outcome 5: Write in a clear, analytical and organized manner, demonstrating appropriate professional documentation methods.

From Fall 2004-Summer2009, we required each student in our program to complete HIST 2265 Minorities in American History. In that course, students are expected to write a series of essays which demonstrate factual accuracy, clear thinking and writing skills. The essays constitute 20-30% of the course grade.

Learning Outcome 5 is partially measured by assessing the student’s writing skills in HIST 2265. The table below shows the averages on the essays for 23 of the 48 students who received a B.A. in History in our program through Summer 2009.

Students who exceed expectations are those who score 90-100 points (“A”). Students who meet expectations are those who score 80-89 (“B”). Students who do not meet expectations score below 70-79 (“C” or below).

Table 4. Historical Writing Skills Assessment (numbers indicate ratio of students in each category).

	SP05 (n=6)	FA05 (n=5)	SP06 (n=1)	FA06 (n=4)	SP07 (n=4)	FA07 (n=2)	SP08 (n=1)	Average (n=23)
Exceeds Expectations	0.333	0.400	0.000	0.250	0.250	0.500	0.000	0.247
Meets Expectations	0.667	0.600	1.000	0.500	0.750	0.500	1.000	0.717
Does not Meet Expectations	0.000	0.000	0.000	0.250	0.000	0.000	0.000	0.036

According to our assessment, on average 4% of the students do not meet expectations on the historical interpretations skills assessment. On the other hand, 96% of our graduates are meeting or exceeding expectations.

Although we are generally satisfied with the results of this assessment, we recognize the limited data that it provides. In Spring 2009, we felt that we could change the course curriculum to fix the problem. We decided to create two additional required courses in which we would assess student writing skills: HIST 2500 Historical Methods and HIST 2750 Critical Issues and Trends in Recent

World History. Both courses are being offered for the first time Spring 2010. In each course, students will be asked to perform a writing skills set, and we will assess student competency in those skills. We anticipate HIST 2500 and HIST 2750 will serve as benchmarks for both curriculum and student assessments.

Learning Outcome 6: Discuss historical findings in clear and coherent presentations.

Every student enrolled in our program must successfully exit (by earning a grade of “C” or higher) HIST 4850 Senior Seminar in History in order to graduate. Learning Outcome 6 is measured by assessing the student’s oral presentation skills. The oral presentation is worth 10% of the course grade for HIST 4850.

The table below shows success rates on the oral presentations of 34 of the 48 students who completed HIST 4850 and graduated during Fall 2006-Summer 2009. Students who exceed expectations are those who score 90-100 points (“A”). Students who meet expectations are those who score 80-89 (“B”). Students who do not meet expectations score below 70-79 (“C” or below).

Table 5. Oral Presentation Skills Assessment (numbers indicate ratio of students in each category).

	FA06 (n=10)	SP07 (n=9)	SP08 (n=12)	SP09 (n=3)	Average (n=34)
Exceeds Expectations	0.500	0.666	0.666	0.666	0.625
Meets Expectations	0.300	0.334	0.334	0.334	0.325
Does not Meet Expectations	0.200	0.000	0.000	0.000	0.050

According to our assessment, on average 5% of the students do not meet expectations on the historical interpretations skills assessment, while 95% of our graduates are meeting or exceeding expectations.