

Millikin University
College of Arts and Sciences
Annual History Major Assessment
2012-13
by
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2013

Executive Summary

In the 2012-13

again received student evaluation ratings that are above the division, college, and university averages. Our newest tenure-line faculty member, Dr. Brian Mullgardt, continued in his role as coordinator of the Social Science Education major; Dr. Mullgardt wrote our annual education assessment report, dispatched a letter to high school history teachers touting our program, and attended the Illinois Council for Social Studies annual conference. The department still lacks a tenure line in nonwestern history,

the course. This suggests a need to keep enrollment at a reasonable level so that each faculty member can enjoy a decent class enrollment when the opportunity for seminar, which is shared among history faculty, arrives. The department chair collected and evaluated five research papers on whether the department's five learning goals were met.

Seminar Research Paper

Student papers that met department standards to a high degree were assigned 5 points, those to a moderate degree 3 points, those to an insufficient degree 1 point.

| | |
|-------------------------|-----------|
| High degree: 1 students | 5 points |
| Moderate degree: 4 | 12 points |
| Insufficient degree: | |

TOTAL: 17 points

Analysis of Assessment Results

Because of the small sample size, final conclusions must be tempered. That said, the data

Appendix

History Department Assessment Rubrics

Long Research Paper

Department learning goals are met to a *high degree* when this paper meets the following criteria:

- *thoroughly researched, with an appropriate, extensive and relevant bibliography
- *clear and original thesis and argument supported by a wide variety of primary (when appropriate) and secondary sources, including journal articles
- *demonstrates a clear understanding of cause and effect in history
- *reflects a high degree of critical thought in making distinctions between and among sources
- *reflects an excellent ability to situate specific content in a relevant body of theory
- *Oral defense reflects an advanced ability to express in oral form an understanding of relevant issues and intellectual theories related to the paper

Department learning goals are met to a *moderate degree* when this paper meets the following criteria:

- *adequately researched, with an appropriate and relevant bibliography
- *clear thesis and argument supported by a moderate variety of primary (when appropriate) and secondary sources, including journal articles
- *demonstrates an adequate understanding of cause and effect in history
- *reflects some degree of critical thought in making distinctions between and among sources
- *reflects some ability to situate specific content in a relevant body of theory
- *Oral defense reflects some ability to express in oral form an understanding of relevant issues and intellectual theories related to the paper

Department learning goals are met to an *insufficient degree* when this paper meets the following criteria:

- *inadequately researched, with an incomplete bibliography
- *unclear and unoriginal thesis, with argument inadequately supported by a narrow and limited range of sources

*Oral defense reflects little or no ability to express in oral form an understanding of relevant issues and intellectual theories related to the paper