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

by Dr. Dan Monroe 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,

| | understanding of the major issues and intellectual theories within the discipline of history. | analyze objectively any historical or social and cultural topic and generate an independent and original point of view. | examines causes and effects of particular events, ideas, and time periods. | perspective and appreciation of comparative models, diverse cultural traditions, and universal patterns. | and analytical skills in application to any subject. |
|---|--|---|--|--|---|
| HI 201 Rise of Modern Europe, Medieval Period to 1700 | Х | | Х | | х |
| HI 202 Rise of Modern Europe, 1700 Present | × | | Х | | Х |
| HI 203 U.S. History to 1865 | Х | | Х | | Х |
| HI 204 U.S. History Since 1865 | X | | X | | Х |
| HI 100 Intro to Modern World | X | | X | | X |
| HI 210 and 310 Topics in United States History | | X | X | | X |
| HI 320 Topics in European History | | х | х | x | Х |
| HI 340 Topics in Non-Western History | | X | Х | Х | Х |
| HI 360 Topics in Global History | | x | х | Х | х |
| HI 400 Seminar in History | х | х | | Х | х |
| HI 480 Historiography and Research | Х | Х | Х | Х | Х |
| | | l | | | l |

Assessment Methods

Students are assessed in the content seminar HI 400, since all history majors must take this course. In the discipline of history, the seminar is typically the capstone course. It represents an opportunity for a credentialed faculty member to instruct students in a content area that has been a major focus of that faculty member's research and writing. Students are assigned advanced articles and scholarly monographs in the content area and are assessed via essay quizzes. Students also complete a research paper based on primary sources and present that paper to the class in a formal oral defense.

The spring 2013 seminar on the 1960s enrolled five students; the low enrollment may have been a product of the previously rather high enrollment in 2012 (16) when the department chair taught

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 issues and intellects | s little or no ability t ual theories related t | to express in oral to the paper | form an understan | ding of relevant |
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