

# Annual Assessment Report

Academic Year: 2017-2018

Department: History & Philosophy

Program(s): History/History, major and minor

Assessment reports are to be submitted annually to report assessment activities and results by program. The reports are due every summer with a deadline of September 15<sup>th</sup> each year.

The use of this template is entirely optional.

*Note: These reports have been required by MSU policy since 2004.*

## 1. What We Did

**Major:** We evaluated program learning outcomes 4 and 5 this year: be able to communicate effectively, and be able to recognize that historical events are subject to multiple interpretations

**Minor:** We evaluated program learning outcome 3 this year: be able to communicate historical ideas effectively

## 2. What Data We Collected

**MAJOR:** The chair of the Assessment Committee randomly selected 10 papers from two capstone courses, and assessed the papers according to the following rubrics:

### MAJOR LEARNING OUTCOME 4 – Our graduates will be able to communicate effectively

Unacceptable	Acceptable	Good	Excellent
has no argument; is poorly organized; is riddled with grammatical errors <b>Unacceptable</b>	organizes essay with introduction, explanatory body and conclusion; paragraphs are not always clear; and argument wanders about <b>Acceptable</b>	organizes essay with introduction, explanatory body and conclusion; has paragraphs with clear topic sentences, is grammatically correct and virtually error free <b>Good</b>	organizes essay with introduction, explanatory body and conclusion; has paragraphs with clear topic sentences, is grammatically correct and virtually error free, and shows evidence of a “voice” of their own and some stylistic flair <b>Excellent</b>

### MAJOR LEARNING OUTCOME 5 - Our graduates will be able to recognize that historical events are subject to multiple interpretations

Unacceptable	Acceptable	Good	Excellent
does not show any understanding that the past may be subject to interpretation <b>Unacceptable</b>	acknowledges that the event under study is subject to multiple interpretations but adheres to only one interpretation without serious consideration of other points of view <b>Acceptable</b>	acknowledges that the event under study is subject to multiple interpretations and attempts to use evidence from sources to demonstrate those interpretations <b>Good</b>	recognizes that the event/theory/phenomenon under study is subject to multiple interpretations and suggest the lines of competing interpretations, referring to a variety of texts or contradictory sources <b>Excellent</b>

**MINOR:** The chair of the assessment committee randomly selected 10 written assignments from one world history introductory course (HSTR 140D) and evaluated the assignments according to the following rubric:

### MINOR LEARNING OUTCOME 3 – Our minors will be able to communicate historical ideas effectively

Unacceptable	Acceptable	Good	Excellent
Demonstrates no or very limited ability to communicate historical ideas	Demonstrates a basic, rudimentary ability to communicate historical ideas	Demonstrates more than a basic ability to communicate historical ideas	Clearly and effectively communicates historical ideas

## 2. What We Learned

### Major:

#### Learning Outcome 4:

Excellent	80%
Good	0%
Acceptable	20%
Unacceptable	0%

Total “Acceptable” and better: 100%. This result surpasses the goal of 75%.

#### Learning Outcome 5:

Excellent	60%
Good	20%
Acceptable	20%
Unacceptable	0%

Total “Acceptable” and better: 100%. This result surpasses the goal of 75%.

### Minor:

#### Learning Outcome 3:

Excellent	70%
Good	10%
Acceptable	20%
Unacceptable	0%

Total “Acceptable” and better: 100%. This result surpasses the goal of 75%.

## 4. How We Will Respond

As we continue to discuss curricular issues for history and adjust our program offerings, we will need to revise the assessment points and rubrics. Meanwhile, we will work toward increasing faculty awareness of – and attention to – the learning outcomes and rubrics in order to improve further our assessment.

Submitted by: Chair of History Assessment.