



Program Assessment Plan Matrix

Program Unit or Department: History

Date Submitted:

Contact Person: Bill Wantland

Phone Contact: 740-392-6868 x3711

Email Contact: wwantlan@mvnu.edu

Student Learning Outcomes	Assessment Methodology	Target	Summary of Major Findings	Actions Taken to Improve Student Learning	Timeframe																																																				
<p>SLO 1: Demonstrate content knowledge related to American and European History.</p>	<p>Method 1: History Major Field Test</p>	<p>At or above the 50th percentile in overall performance.</p> <p>At or above the 50th percentile in the following sub-scores:</p> <p>Students would be expected to score at or above the 50% percentile in US 1940 to the present (50% ave.) and Modern Europe (62% ave.) based upon introductory and upper division classes</p>	<table border="1" data-bbox="898 407 1400 1040"> <thead> <tr> <th colspan="4">History Major Field Test Percentile Rankings</th> </tr> <tr> <th>Area</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>U.S. 1820 to 1890</td> <td>34%</td> <td>14%</td> <td>34%</td> </tr> <tr> <td>U.S. Colonial to 1763</td> <td>25%</td> <td>53%</td> <td>41%</td> </tr> <tr> <td>U.S. 1890 to 1940</td> <td>19%</td> <td>50%</td> <td>56%</td> </tr> <tr> <td>U.S. 1763 to 1820</td> <td>39%</td> <td>55%</td> <td>52%</td> </tr> <tr> <td>U.S. 1940 to present</td> <td>45%</td> <td>54%</td> <td>51%</td> </tr> <tr> <td>European Ancient</td> <td>37%</td> <td>17%</td> <td>37%</td> </tr> <tr> <td>European Early Modern</td> <td>68%</td> <td>52%</td> <td>61%</td> </tr> <tr> <td>French Revolution and Napoleon</td> <td>39%</td> <td>32%</td> <td>48%</td> </tr> <tr> <td>European Medieval</td> <td>42%</td> <td>21%</td> <td>53%</td> </tr> <tr> <td>European Modern to Present</td> <td>79%</td> <td>47%</td> <td>61%</td> </tr> <tr> <td>OVERALL PERFORMANCE</td> <td>41%</td> <td>34%</td> <td>52%</td> </tr> </tbody> </table> <p>Target for overall performance met in 2017.</p> <p>If you select sub-score targets, comment on them here.</p>	History Major Field Test Percentile Rankings				Area	2015	2016	2017	U.S. 1820 to 1890	34%	14%	34%	U.S. Colonial to 1763	25%	53%	41%	U.S. 1890 to 1940	19%	50%	56%	U.S. 1763 to 1820	39%	55%	52%	U.S. 1940 to present	45%	54%	51%	European Ancient	37%	17%	37%	European Early Modern	68%	52%	61%	French Revolution and Napoleon	39%	32%	48%	European Medieval	42%	21%	53%	European Modern to Present	79%	47%	61%	OVERALL PERFORMANCE	41%	34%	52%	<p>It is hard to make meaning of the data as there is significant variance in student scores. For example, in 2015, percentile rankings ranged from the 8th %tile to the 93rd. In the most recent year (2017), they ranged from the 4th %tile to the 93rd. Three of the 2017 graduates scored above the 74th %tile.</p> <p>The wide disparity of scores would likely indicate that students are not taking the test seriously. The possibility of a formal meeting with seniors prior to Test, may better prepare them and encourage them to do the best they can.</p>	<p>After viewing the 2018 scores, this formal meeting/preparatory may be implemented spring of 2019</p>
History Major Field Test Percentile Rankings																																																									
Area	2015	2016	2017																																																						
U.S. 1820 to 1890	34%	14%	34%																																																						
U.S. Colonial to 1763	25%	53%	41%																																																						
U.S. 1890 to 1940	19%	50%	56%																																																						
U.S. 1763 to 1820	39%	55%	52%																																																						
U.S. 1940 to present	45%	54%	51%																																																						
European Ancient	37%	17%	37%																																																						
European Early Modern	68%	52%	61%																																																						
French Revolution and Napoleon	39%	32%	48%																																																						
European Medieval	42%	21%	53%																																																						
European Modern to Present	79%	47%	61%																																																						
OVERALL PERFORMANCE	41%	34%	52%																																																						

SLO 2: Interpret historical sources from multiple perspectives	Method 1: Rubric integrated into HIS2093 Seminar in Historical Research- final historiographical paper		Findings Method 1: No data has been collected yet; rubric in development.	The paper and accompanying rubric will be implemented in the fall of 2018	Initial data will be available in December of 2018
	Method 2: Major Field Test		Findings Method 2: Faculty members will need to provide preparation for students taking the Major Field Test. Scores lower than target in two of the last three years. Hit target in 2017.	Findings indicate a need for meeting/preparatory time with senior test-takers.	Data is presently available
SLO 3: Develop an informed familiarity with multiple cultures	Method 1: Rubric integrated into a specific paper assignment in HIS3093 History of the Modern Middle East and HIS		Findings Method 1: No data has been collected yet; rubric in development.	The rubric will be applied to assess students' understanding of differing cultures, with emphasis on globalization	Initial data will be available in December of 2018. Papers will be collected
	Method 2: Portfolio Essay Collection		Findings Method 2: The online Portfolio will be instituted for fall of 2018 for history/ISS freshmen cohort		
SLO 4: Demonstrate and effectively utilize different techniques and methods used to gain historical knowledge	Method 1: Rubric integrated into paper assignments in many classes.		Findings Method 1: no data has been collected yet;	Students will undertake assignments that ask them to analyze other forms of historical evidence—paintings, songs, cartoons, etc.	Initial data will be available in December of 2018
	Method 2: Portfolio Essay		Findings Method 2: To be collected in the fall off 2018	Intended to map the progress of students in acquiring and demonstrating these skills	Collection process to begin in the fall of 2018.

SLO 5: Communicate ideas in a manner that is persuasive, constructive, and professional	Method 1: Integrated into many classes from introductory through upper division on essays		Findings Method 1: no data has been collected yet: rubric is being developed and will be instituted in the fall.	To collect and evaluate student essays and scored by a common rubric.	Collection in the fall of 2018
	Method 2: Portfolio Essay Collection TBD		Findings Method 2: Portfolio being developed	The portfolio will allow faculty to see student work over a period of time and hopefully see positive development in historical skills.	The portfolio will be created to collect student work beginning in the fall of 2018
SLO 6: Engage in historical research using both primary and secondary sources	Method 1: Rubric integrated into the final paper for HIS4001		Findings Method 1: No data has been collected yet; rubric created Fall 2017.	The creation of the rubric lead to an awareness of the need for HIS 4001 Research Capstone, a large-scale research paper. The paper was implemented fall of 2018	A single student has completed the Research Capstone with another completing it this spring.
	Method 2: TBD		Findings Method 2: TBD		

The education-specific SLOs for Integrated Social Studies majors are included in the education program's assessment.