

## Assessment of Majors/General Education Competency Template for 2005

Program/Department: History and Philosophy

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Period Covered by Report: 2005

Date Completed: 3/2/2006

**Key Learning Outcomes: What should students be able to do AFTER completing this program? State learning outcomes simply and in measurable terms. Please limit the number of outcomes to five or fewer.**

1. Students should know the basic facts, concepts, and literature of U.S. history and the history of western civilization.
2. Students should be able to use analytical and problem-solving skills in a historical context so as to relate specific facts to broader themes.
3. Students should increase their understanding of different perspectives, beliefs, and attitudes among peoples and societies.
4. Students should develop good communication skills. In particular, they should be able to write and speak in a clear, concise, and grammatically correct manner.
5. Students should actively participate in the process of historical scholarship.

**Please link learning outcomes to the College's Desired Accomplishments/Goals.**

Below are the College's goals, followed by the department's goals to which they correspond. (Please see attachment for full list of College's Desired Accomplishments/Goals.)

1.1. Students gain the skills necessary to continue to educate themselves.

Learning outcome 2 & 5

1.3. Students learn to appreciate and respect diverse cultures.

Learning outcome 3

1.5. Students understand the value of education.

Learning outcomes 1-5

1.6. Students acquire an international perspective.

Learning outcomes 1 and 3

1.7. Students value honor and integrity.

Learning outcome 5

2.1. The College is a community of learners supported by all constituents, faculty, staff, and students.

Learning outcome 5.

3.3. The College continues to strengthen the quality of K-12 education in Southwest Virginia in partnership with local schools.

Learning outcomes 1-5

**Through what courses/assignments will you ensure that all students have the opportunity to learn this? List key courses, capstones, internships, experiences, etc.**

- 1) Western Civilization and American History surveys
- 2) Upper-division European, American, and Cross-cultural courses
- 3) History 300 (research and writing)
- 4) Senior/400-level history course research project

**Please list all tools used for assessing student achievement (CRTs, MFTs, capstones, exit interviews, external reviews, etc.). Choose a minimum of three tools.**

- 1) CRT
- 2) Examination of writing in History 300 (using a writing rubric).
- 3) Examination of writing in 400-level course (using the same writing rubric).
- 4) Exit interview

**How will you assess how well your students are learning? List standards/performance indicators, etc., taking care to provide quantifiable means (for example, all students should earn a minimum 50% on exit exam; 65 % should earn a minimum 70%; with a rubric, indicate the scale used, the levels of competence, what is identified as “competent,” and what constitutes competence for each outcome measure, what percentage of students you would expect to see at each level, etc.). Be sure to spell out criteria.**

The department has a minimum passing score of 50% on the CRT; all graduates are expected to achieve at least a 50% score. We expect that a majority of our students, 65%, will achieve at least a 70% on the exam. A smaller number, 50%, should achieve 80%.

For the writing portion of the assessment, all students must achieve a passing grade on 300-level and 400-level papers. Grades are assigned by individual instructors. The department also uses the College’s writing rubric to assess each paper. We expect that a majority of students (70%) will attain a 4 (equated with a B or 85%) on the writing rubric in both courses.

**How often, when, and under what circumstances will you gather the relevant data?**

The CRT is offered once per year, during the spring semester. Evaluation of writing takes place during both semesters in History 300 and 400-level courses. Analysis of progress from 300-400 level courses is undertaken every other year.

**Summarize what has been learned about how well students are achieving desired outcomes.**

Over the past five years, we have learned that our students are generally well-prepared for the criterion referenced test and that they perform relatively well on the writing component of the assessment. For the CRT, the average score has been 70.4%, with over 65% achieving at least 70% on the exam. Assessment of the last two years of writing indicates that a majority of students attained an average grade of 85 (4 on the writing rubric) for the junior-level research paper, and an average of 87 (4 on the writing rubric) for the senior-level research paper.

**Action Plan: What plans have you for the future based on the data gathered that will aim to improve student learning/achievement? Should students perform at less than the standard expected, what steps will the department take to improve their learning/performance? What steps does the department anticipate to improve the program otherwise?**

Because this is the first year we have been required to produce an action plan, the department would like to have more data before it determines exactly what its action plan is going to be. The action plan will be determined by the assessment report itself. We do plan to add another form of assessment in the form of an exit interview for graduating seniors. Although exit interviews have been conducted before, they have not been part of the formal assessment of the department. Because it is difficult to determine the level at which students should perform, the department would prefer at this time not to offer a specific goal for the exit interviews.

**Comments**

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