

WICHITA STATE UNIVERSITY
2008-09 Assessment Report
Department of History
Fairmount College of Liberal Arts and Sciences
Chair: Robert Owens
Policy Committee: Jay Price, Craig Torbenson, Craig Miner, Helen Hundley

Spring Semester 2005 was the first time the History Department gathered information to assess the program. This process, based on the collection of student papers from History 300 and History 698 worked very well. The professors who taught these classes graded the exams according to the rubric written into the Department's assessment plan. The Policy Committee examined the syllabus for each class, the papers the students turned in, and the final grade for each student. We discovered that the research paper and book review are excellent tools to evaluate Learner Outcomes. This process is reviewed at the History Department's annual retreat. If one is not held the policy committee and chair reviews the process. The Department continues to rotate the professors assigned to teach these courses. Consequently, all new faculty hired to teach in the department will be required to offer these courses within our rotation. That way, neither course will be taught by the same professor over and over.

One change the Department of History made during the 2005/2006 academic year was a re-evaluation of the Assessment Plan. In particular, we decided to investigate and explore ideas related to Goals #2 and #3. Under the heading of Learner Outcomes, the Department, represented by the Policy Committee and Chair, met to ascertain that students who enroll in History 300 and/or History 698 earn a C or better for the research paper and book review in these classes. A student had to complete at least one assignment to include in the assessment. In 2006, we thought a review of the grades students earned on the assignments in History 300 and/or History 698 each semester would be a workable plan. The percentage of students who receive a passing grade in both courses seems to justify this plan as a valid assessment tool, particularly since the courses are taught by different faculty on a rotating basis.

The History Department usually meets annually for a Retreat before the fall semester begins. In August 2006, we as a Department reviewed our plan. Our decision was to continue the same process for at least one academic year. One change we did incorporate, however, was to eliminate the Date of Graduation from our assessment grid. We also reviewed the assessment plan at our Retreat in August 2008. There we discussed the process, during which time all who have taught the required courses during the academic year offered input. They suggested or recommended no changes. In spring 2009, the policy committee decided to continue this process for another year and then re-examine it in spring 2010.

Percentage of Students Passing

Year	History 300	History 698
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History Undergraduate Assessment Report Form

Program Initiated Goal/Objection	When, Where, & How Monitored	Expectation For Satisfactory Performance	Grade	Observation of Student Performance	When & By Whom Results Analyzed	Outcome of Analysis	Department Follow-up
Goal 3: Students will possess an awareness of human values and ability to articulate human cultural heritage	End of the semester; papers are reviewed by Policy committee; papers kept in locked filing cabinet	Students will successfully complete all requirements of History 698	Student will have earned a C grade or better	27 Students met performance standard; 3 students did not meet performance standard	At the end of each semester by the Policy Committee	90 % met the standard	Department will review results at the end of fall semester