

2010-2011 PAC Assessment Report for the History Department

The Goals of the History Assessment Plan for 2010-2011

The History Department implemented two separate assessment plans in 2010-2011: one for the undergraduate major and the other for the graduate program in History.

The goals of the current undergraduate assessment plan were to monitor the progress of History majors toward the program goals and learning objectives of the program and to assess the impact of the recent revisions in the major and curriculum changes that have been necessitated by the recent budget cuts.

The goals of the current graduate assessment plan were to monitor the progress of History graduate students toward the program goals and learning objectives and to assess the impact of recent curriculum changes necessitated by the recent budget cuts on the preparation of graduate students for future employment.

History Undergraduate Assessment for 2010-2011

The History Undergraduate Assessment Plan underwent revision in 2010 in order to address two issues: to increase the yield of information for assessment and to more specifically tailor assessment activities to monitor the impact of the revisions in the History Major. At the same time the plan continued to monitor student progress toward the program's goals and learning objectives. These changes involved the development of new surveys for faculty assessment of student performance and changes in the administration of existing surveys to increase their yield. Because it had been difficult to develop a systematic method for gathering information from new majors, in the fall of 2010 the incoming student survey, which had previously been administered by faculty at the time the student came in for advising, was administered to new majors at the New Student Orientation in addition to administration at the time of advising. This change was implemented because sometimes students did not meet with an advisor or the faculty forgot to give the student the survey, thus this change increased the yield. This survey was also revised to include additional information about student's preparation for the major. The outgoing student survey was administered to all students at the end of Hist 4960, which is the History Department's required capstone course. A new survey was also developed to assess student progress toward the department's goals and learning objectives that was administered to faculty at the end of each semester.

The History Department has developed a multifaceted assessment plan designed to determine the success of history majors in achieving the program's learning objectives which are the following:

- Develop skills in critical thinking and analysis

- Locate primary sources and secondary sources in all forms

- Analyzing and understand the main interpretations of the secondary sources

- Analyze and understand the importance of the historical context for primary sources

- Communicate effectively orally and in writing

Cite sources properly

Demonstrate the ability to perceive a given event from more than one cultural perspective

This revised assessment plan includes the following:

1. Student's self-assessment of their interest, skills, and knowledge upon entry into the program
2. Faculty evaluation of student's abilities while progressing through the program
3. Student evaluation of faculty teaching effectiveness while they are progressing through the program
4. Student self-assessment of their skills and knowledge upon completion of the program
5. Faculty assessment of student's skills upon completion of the program
6. Annual review of this data by the Department Assessment coordinator with a formal report presented to the full department for discussion and future planning.

Student self-assessment upon entry into the program:

Surveys were administered to all new majors upon entry into the program at the time of New Student Orientation and/or at the point of their first meeting with their faculty advisor. The purpose of this survey was to gather information on incoming student's perception of their skills, knowledge and interest, particularly related to the program's learning objectives and the goals of the revised major. This survey asked new majors to assess their skills in understanding the geographic and chronological scope of history, the different theoretical and methodological approaches to history, their global awareness and understanding of various multicultural perspective of events, and the relationship of events to a larger context, their awareness of earlier scholarship and the significance of interpretation to history, as well their familiarity with using primary and secondary sources. Students were also asked if they had written a major research paper prior to entry into the program and if they were familiar with the citation method used by historians. The second part of the survey asked incoming students to rate their knowledge and interest in the history of the following regions: Africa, Asia, Europe, Middle East, Latin America, and the United States. This survey was intended to provide valuable baseline information for the department going forward to chart student progress toward the learning objectives and the goals of the revised major.

In the 2010-2011 AY 23 forms were completed by incoming History majors. The following information was obtained from this survey:

67% of new majors were transfers from a community college

12% reported knowing how to cite using Chicago style upon entry into the program

74% reported having written an 8-10 page research paper prior to beginning the major

11% rated their skill in using secondary sources as significantly above average, 65% above average, and 23% below average

25% rated their understanding of the geographic scope of history significantly above average, 60% above average, and 14% below average

22% rated their understanding of the chronological depth of history significantly above average, 55% above average, and 22% below average

None of the incoming majors rated their understanding of different theoretical and methodological

approaches to history as significantly above average, 48% above average, and 51% below average
25% rated their global awareness as significantly above average, 48% above average, and 25% below average

33% rated their understanding of various multicultural perspectives significantly above average, 44% above average, and 22% below average

25% rated their ability to relate events to a larger context as significantly above average, 70% above average, and 3% below average.

None of the incoming majors rated their awareness of earlier scholarship as significantly above average, 49% above average, and 51% below average.

36% rated their understanding of the significance of interpretation to history as significantly above average, 60% above average, and 4% below average

4% of incoming majors expressed considerable current knowledge of the history of Africa, 30% some, 57% little, and 7% none.

4% of incoming majors expressed considerable current knowledge of the history of Asia, 50% some, 41% little and 7% none.

4% of incoming majors expressed extensive current knowledge of the history of Europe, 44% considerable, 44% some, 7% little and no student expressed none.

4% of incoming majors expressed considerable current knowledge of the history of the Middle East, 48% some, 34% little 13% none.

4% of incoming majors expressed extensive current knowledge of the history of Latin America, 4% considerable, 50% some, 33% little and 8% none.

34% of incoming majors expressed considerable current knowledge of the history of the United States, 66% some, a no students expressed little or no knowledge.

12% of incoming majors expressed extensive interest in learning about the history of Africa, 12% considerable, 33% some, 26% little, and 16% none.

9% of incoming majors expressed extensive interest in learning about the history of Asia, 19% considerable, 29% some, 33% little and 10% none.

33% of incoming majors expressed extensive interest in learning about the history of Europe, 44% considerable, 15% some, 6% little and no student expressed no interest.

9% of incoming majors expressed extensive interest in learning about the history of the Middle East, 30% considerable, 34% some, 27% little no student expressed no interest.

15% of incoming majors expressed extensive interest in learning about the history of Latin America, 20% considerable, 38% some, 15% little and 11% none.

55% of incoming majors expressed extensive interest in learning about the history of the United States, 33% considerable, 11% some, and no students expressed little or no interest.

Conclusions:

Over two thirds of incoming History majors were transfers from a community college and almost three quarters reported having written an 8-10 page research paper prior to beginning the major, but only 12% self reported knowing how to cite using the Chicago style.

The majority of the incoming majors upon entry to the program rated their skills above average or better in using secondary sources, understanding the geographic scope and chronological depth of the discipline of history, appreciating the importance of multicultural sensitivity to the study of history, understanding the relation between specific events and their larger context, and the significance of interpretation in the discipline of history. In only two areas did the incoming majors feel that their skills were below average: understanding the different theoretical and methodological approaches to history and an awareness of earlier scholarship.

Incoming majors reported the highest degree of current knowledge for the history of Europe (48%) and the United States (34%) upon entry into the program and the lowest knowledge of Africa (64%), Asia (48%), the Middle East (47%), and Latin America (41%).

Incoming majors reported the highest interest in learning about the history of the United States (88%) followed by Europe (77%) and the least interest in the history of Asia and Africa.

Faculty evaluation of student's abilities while progressing through the program

1. Direct measurement was made by each faculty member of student's demonstrated ability to meet each of the learning objectives via exams, written assignments, and oral presentations. The faculty often administered essay exams in the undergraduate courses which facilitated a more accurate assessment of student critical thinking and analytical skills than do the less time consuming multiple choice and single answer exams. The written assignments in the history courses included research papers, and comparative book reviews which also helped the faculty assess each student's critical thinking and analytical skills as well as their ability to locate and properly interpret primary and secondary sources, cite properly and communicate effectively in written form.

The History major is a writing intensive program which affords many opportunities for faculty to assess student progress in thinking critically and analytically, using primary and secondary sources appropriately, and communicating effectively. Many courses in the department also include some form of class presentation or discussion which allow the faculty to assess student's ability to communicate effectively.

2. A survey administered to each faculty member at the end of each semester asked them to list the percentage of students they taught in their undergraduate courses that semester that demonstrated acceptable achievement of the major's learning objectives.

The results of this survey revealed the following:

The majority of students in undergraduate history courses understand how to locate primary and secondary sources and communicate effectively in oral form. Only 50% communicate effectively in written form, a majority do not demonstrate adequate skills in critical thinking and analysis, and over 60% do not know how to cite properly.

Student evaluation of faculty teaching effectiveness while they are progressing through the program:

Every class taught by the History Department faculty to the undergraduates majors was evaluated in two ways: the university wide administered IDEA form and a separate History Department Evaluation form. The History Department evaluation form asks student to rate their instructor's clarity of presentation, knowledge of the subject matter, teaching effectiveness, and respect for students. Both the IDEA forms and History Department evaluation were reviewed and commented upon by the Department Chair before they were returned to each instructor. Some individual instructors also administered evaluation forms for their own classes which they use to help improve their classroom effectiveness.

Student self- assessment of their skills and knowledge upon completion of the program

Students were administered a survey at the completion of Hist 4960, which is the required capstone course for the major and which is usually taken in the student's final semester in the program. This survey is identical to the survey administered upon their entry to the program, so that in the future self assessment of graduating majors will be able to be compared to that of students entering the program. This survey also measured student knowledge and interest in various regional histories at the completion of the program and their understanding of differing approaches to history in order to assess the success of the revised major.

The results of this survey:

29 students completed this survey in the 2010-2011 AY

The number of students completing this survey who had transferred from a community college was 58%

The average time for completion of the program was 2.6 semesters

The most common reasons for delay in graduation were inadequate advising at the university level for distribution requirements outside of the major, and work and family obligations.

15% of these students had taken the Library Resources course in the first semester after declaring the major, 3% in the second semester, 36% in the third, 23% in the fourth, 19% in the fifth, and 3% in the 6th.

55% of the students felt they were adequately prepared for the major upon entry. The most stated reason for lack of preparation was that they had not taken the Library Resources course before entry or had not written a research paper.

Students reported that they wanted to take but were unable to take courses in Africa, early Mediterranean, and medieval history, Disease and World Societies, Capital Punishment and World Societies, and Absolutism and Revolution. The most common reason for not taking courses in these fields were because the courses were not offered. The second most common reason was the course was not offered at a time the student could take it.

Upon completion of their major:

58% of students felt they had considerable skill in using secondary sources and 15% above average. No graduating student felt their skills in this area were less than average.

53% felt their understanding of the geographic scope of history was considerable and 47% above average. No graduating student felt their skills in this area were less than average. 59% felt their understanding of the chronological depth of history was considerable and 41% above average. No graduating student felt their skills in this area were less than average. 18% felt their understanding of the different theoretical and methodological approaches to history was considerable, 65% above average, 14% below average, and 3% slim. 44% felt their global awareness was considerable, 53% above average, and 3% slim. 37% felt they had considerable skill in understanding various multicultural perspectives and 62% above average. No graduating student felt their skills in this area were less than average. 37% felt they had considerable ability to relate events to the larger context and 63% above average. No graduating student felt their skills in this area were less than average. 33% reported a considerable awareness of earlier scholarship, 60% above average, and 7% slim to none. 44% felt they had considerable skill in understanding the significance of interpretation to history and 56% above average. No graduating student felt their skills in this area were less than average.

2% of graduating majors expressed extensive knowledge of the history of Africa, 2% considerable, 23% some, 46% little, and 27% none.

10% of graduating majors expressed extensive current knowledge of the history of Asia, 33% considerable, 48% some, 9% little and no student expressed none.

18% of graduating majors expressed considerable current knowledge of the history of Europe, 77% some, 4% little and no student expressed none.

8% of graduating majors expressed extensive current knowledge of the history of the Middle East, 8% considerable, 40% some, 18% little, and 25% none.

31% of graduating majors expressed extensive current knowledge of the history of Latin America, 20% considerable, 31% some, 10% little and no student expressed none.

48% of graduating majors expressed extensive current knowledge of the history of the United States, 37% considerable, 8% some, 5% little and a no students expressed none.

13% of graduating majors expressed extensive interest in learning about the history of Africa, 3% considerable, 20% some, 30% little, and 33% none.

22% of graduating majors expressed extensive interest in learning about the history of Asia, 16% considerable, 37% some, 16% little and 9% none.

29% of graduating majors expressed extensive interest in learning about the history of Europe, 37% considerable, 22% some, 6% little and 6% expressed no interest.

17% of graduating majors expressed extensive interest in learning about the history of the Middle East, 17% considerable, 39% some, 14% little, and 3% expressed no interest.

34% of graduating majors expressed extensive interest in learning about the history of Latin America, 16% considerable, 34% some, 14% little and no student expressed no interest.

16% of graduating majors expressed extensive interest in learning about the history of the United

States, 26% considerable, 12% some, 9% little and 3% none.

Conclusions:

A majority of graduating majors transferred from a community college and they reported that it took an average of 2.6 semesters to complete the program. The majority of the students didn't take the library resources course until their second year in the program and of the 55% who felt inadequately prepared for the major, the majority cited the failure to take the library resources prior to beginning the major as the reason for this failure.

The majority of the graduating majors felt they had met the program learning goals, although a few (3-7%) felt deficient in understanding the theoretical and methodological approaches to history, global awareness, and knowledge of earlier scholarship.

73% of graduating majors felt they had only minimal knowledge of the history of Africa, and 43% felt the same way about the history of the Middle East. 85% felt they had considerable or better knowledge of the history of the United States, 68% of the history of Latin America, and 43% of the history of Asia. Only 18% felt they had considerable or better knowledge of the history of Europe and this was the field in which many students stated they had wanted to take courses but were unable to do so during their time in the program.

Upon completion of the major the field students expressed the most interest in was Europe (66%) followed by the United States (46%). The region students expressed the least interest in was Africa (63%).

Faculty assessment of student's skills upon completion of the program

1. All History majors were required to pass Hist 4960 which is the capstone course for the program.

This course required the production of a significant research paper or historiographic essay, and so measured student's ability to locate and interpret sources properly, communicate effectively in written form, cite correctly and demonstrate critical thinking and analytical skills. Failure to demonstrate the ability to perform these activities, which are all learning objectives of the program, resulted in a failure to pass the course and complete the program.

2. A survey was administered at the end of each semester to faculty who taught Hist 4960 asking them to evaluate the level at which the students in their class that semester demonstrated the ability to think critically and analytically, locate and properly evaluate primary and secondary sources, understand, cite those sources correctly, and communicate effectively in written form.

This survey also asked the faculty to evaluate the ability of the students in Hist 4960 to understand an historical event from more than one cultural perspective, have a sufficient grasp of the chronological and geographic scope of history as well as an understanding of the different theoretical and methodological approaches to history, demonstrate global awareness, and an understanding of the significance of interpretation to history, all of which are goals of the revised major.

The results of this survey:

77% of the students enrolled in HIST 4960 wrote a senior thesis.

100% of the students enrolled had taken the Library Resources course prior to enrollment.

9% of the students exhibited exceptional skill at critical thinking and analysis, 37% advanced, 48% proficient, and 3% unacceptable.

13% of the students exhibited exceptional skill at locating primary sources, 30% advanced, 43% proficient, and 13% unacceptable.

4% of the students exhibited exceptional skill at locating secondary sources, 31% advanced, and 65% proficient.

9% of the students exhibited exceptional skill at analyzing and understanding the main interpretations of the secondary sources, 36% advanced, 45% proficient, and 9% unacceptable.

2% of the students exhibited exceptional skill at understanding the importance of the historical context of primary sources, 50% advanced, 45% proficient, and 2% unacceptable.

16% of the students exhibited exceptional skill at communicating effectively in written form, 29% advanced, 51% proficient, and 3% unacceptable.

7% of the students exhibited exceptional skill at citing sources properly, 35% advanced, 45% proficient, and 10% unacceptable.

7% of the students demonstrated, exceptional ability to perceive an event from more than one cultural perspective, 43% advanced, 38% proficient, and 9% unacceptable.

6% of the students demonstrated, exceptional understanding of the geographic scope of history, 41% advanced, 45% proficient, and 6% unacceptable.

4% of the students demonstrated, exceptional understanding of the chronological scope of history, 42% advanced, 52% proficient, and none were unacceptable.

9% of the students demonstrated, exceptional understanding of the different theoretical and methodological approaches to history, 20% advanced, 52% proficient, and 17% unacceptable.

6% of the students demonstrated, exceptional global awareness, 37% advanced, 48% proficient, and 9% unacceptable.

10% of the students demonstrated an exceptional ability to understand the significance of interpretation to history, 26% advanced, 59% proficient, and 4% unacceptable.

Conclusions:

The majority of students chose to write a senior thesis. Only 3-9% of the students enrolled on HIST 4960 failed to meet the program goals and learning objectives of the major. The graduating students demonstrated the strongest performance in understanding the geographic scope of history and viewing historical events from multiple cultural perspectives. Graduating student weakest performance was in understanding the different theoretical and methodological approaches to history. The highest level of proficiency in graduating majors was in communicating effectively in written form.

Conclusions

The history major has been successful in meeting the program goals and learning objectives, with 91% of graduating students performing at proficient or above levels in all categories. Importantly, the

program continues to exhibit the ability to improve student's communication skills, moving the number of students who can communicate effectively in written form from 50% of undergraduate majors to 97% of graduates.

This is the first full year of the implementation of the current assessment plan for undergraduate history majors so there is not data for a direct comparison with previous years. However, previous assessment had revealed problems in student preparation for locating primary and secondary sources and citing properly that had been identified with changes in the Library Resources course. This continues to be a problem. Only 12% of incoming majors reported that they knew how to cite using the Chicago method, despite the fact that 74% reported having written an 8-10 page research paper prior to beginning the major. A majority of graduating majors (55%) felt they had been inadequately prepared for courses in the major and stated that their failure to take the Library Resources course prior to beginning the major was one of the problems. Only 18% of students took the Library Resources course in their first year in the program. By the time students took HIST 4960 100% of the students had taken the Library Resources course, so this assessment reveals how integral this course is to meeting some of the goals of the program and the importance of students taking it as early as possible.

In only two areas did incoming majors feel that their skills were below average: understanding the different theoretical and methodological approaches to history and an awareness of earlier scholarship. By the time of graduation, although there was significant progress, these remain areas where students felt their skills were the weakest. The faculty assessment of graduating student performance confirmed that student's weakest performance was in understanding the different theoretical and methodological approaches to history.

The strong performance of graduating students in understanding the geographic scope of history and viewing historical events from multiple cultural perspectives would appear to indicate that the revision in the major has been successful in broadening the education of students. Incoming students express the greatest interest in the history of the United States and Europe; by the end of the program graduating students expressed interest in all fields of history, with the history of Europe and the United States still the most popular fields. Students begin the program believing that they have the strongest current knowledge of the history of Europe and the United States and little knowledge of the history of Africa, the Middle East, Asia and Latin America. By the end of the program graduating seniors felt they had the strongest knowledge of the history of the United States and Latin America. Their assessment of their knowledge of Asian history had increased, whereas by the end of the program their assessment of their knowledge of the history of Africa, the Middle East, and Europe had decreased. There are currently no courses offered specifically in the history of Africa and the Middle East and the number of European courses have been diminished as a result of the loss of the Classical historian and students did report that they wished they had had the opportunity to take more courses in European history. The interest in European history was greater among graduating students than incoming majors. The curriculum has been most successful in improving student's self assessment of their knowledge of the history of Latin America and Asia.

Annual review of this data by the Department .

The data from the faculty surveys and student self- assessment will be presented to the

the department for discussion and review at the first department meeting of the 2011-2012 AY.

History Graduate Assessment for 2010-2011

The Graduate Program in History has the following goals and learning objectives

Graduates should be familiar with the following:

- The geographic scope and chronological depth of the discipline of history
- The range of theoretical and methodological approaches to the field
- The importance of global awareness and multicultural sensitivity in the study of history
- The importance of acknowledging earlier scholarship
- The relation between specific events and their larger context
- The significance of interpretation in the discipline of history

Graduates will be able to demonstrate:

- Advanced skills in critical thinking and analysis
- The ability to locate secondary and primary historical sources in all forms
- The ability to analyze primary sources understanding the importance of historical context
- Effective written and oral communication skills
- The ability to cite sources properly
- The ability to perceive any given event from more than one cultural viewpoint

These goals are designed to prepare students to teach history at the community college level, go on to pursue a doctorate in history, work in an archive or museum, more effectively teach in the K-12 system, work in the public sector and/or government or simply pursue personal fulfillment.

The History Graduate Assessment plan underwent revision in 2010 to increase the yield and improve the specificity of the assessment data. The following changes were made: new students were sent an incoming student assessment form at the time they received their admission letter and graduating students received an assessment form with their letter informing them they have completed the program. Other assessment changes have been the development of assessment forms which were sent to faculty who supervised the comprehensive exams and theses in order to assess how many of our graduate students were meeting the programs' learning goals and objectives. All faculty who taught graduate level courses also received a similar form.

The revised graduate assessment plan was implemented in the fall of 2010 and now involves the following methods of assessment.

A. Direct Assessment:

1. Direct measurement by each faculty member teaching in the department of student's demonstrated ability to meet each of the learning objectives via exams, written assignments, and oral presentations and class participation. The faculty administered essay exams which facilitated a more accurate assessment of student critical thinking and analytical skills than do the less time consuming multiple choice and single answer exams. The written assignments in the graduate history courses included research papers, and comparative book reviews which also helped the faculty assess each student's critical thinking and analytical skills as well as their ability to locate and properly interpret primary and secondary sources, cite properly and communicate effectively in written form. The History graduate program is a writing intensive program which affords many opportunities for faculty to assess student progress in thinking critically and analytically, using primary and secondary sources appropriately, and communicating effectively. Courses in the program also included some form of class presentation or discussion which allowed the faculty to assess student's ability to communicate effectively.
2. Surveys administered to incoming and graduating students regarding the programs stated goals and learning objectives.
 - a) The first survey was administered to incoming graduate students immediately upon entering the program. To improve the yield of this survey, beginning in the Fall of 2010 this survey was sent out with every acceptance letter. Additionally, the survey was also administered to all incoming students at the new student orientation in the fall of 2010 in order to retrieve data from students admitted prior to the institution of the policy of sending out the survey with acceptance letters. Only students who had not previously filled out the survey did so at the orientation meeting. This survey asked students specific questions regarding their ability to meet the learning objectives and program goals. This survey also collected data on each incoming graduate cohort that is not available from the Office of Institutional Research, such as the number of years since graduation from college and the number of hours they are working outside the program.

The age range of incoming graduate students is 23-60 with an average of 35
72% did their undergraduate work at a CSU
18% at a UC
Only one student had 3 semesters of a foreign language prior to admission
Students worked an average of 18.9hrs/ wk

The reasons for entering the program (students could choose more than one):

Reputation for high standards and success - 54%

Personal satisfaction - 9%

Convenient to campus- 54%

Affordability -0%

Promote career advancement -54%
Teach at JC -90%
Prepare for legal career 0%
Career in archive/ museum etc - 18%
Facilitate government career -0%
Competitive edge for permanent employment -54%
To write a thesis/book -54%
Retired and have time - 0%
Step toward doctorate- 27%
Improve research/communication skills -27%
Improve global awareness 36%
Learn more about a specific subject - 36%

Conclusions:

The average age of an entering graduate student is 35, 72% went to a CSU, and they work 18.5 hrs/wk. The majority of the entering students chose the program because of its high standards and convenient campus. 90% of the entering students hope to teach at a community college, 18% want to work in a museum or archive and 27% plan to pursue a doctorate. 54% chose to go to graduate school for career advancement, to get a competitive edge in employment, or to write a thesis or a book.

b) The second survey asked students finishing the program to answer specific questions regarding their graduate school experience. This survey was sent out to students with the letter notifying them that they have formally finished the program.

Average number of years to complete the MA- 4.5

Number of hours employed per week while in graduate school-18 hrs/week

Reasons for entering the program

Reputation for high standards and success - 54%
Personal satisfaction - 9%
Teach at JC -100%
Career in archive/ museum etc - 50%
Facilitate government career -0%
To write a thesis/book -0%
Step toward doctorate- 50%
Learn more about a specific subject - 50%

Future professional plans:

Teach at a community college
Government work
Enter a doctoral program

100% of the students felt prepared when they entered the program. 75% of the students reported that they were not able to take the courses they wanted, primarily because of the reduction in course offerings as a result of the budget cuts. The average number of semesters of a foreign language taken prior to graduate school was one. 100% of the graduating students wanted to TA and felt they had adequate opportunities to do so. The primary venue for professional advice was informal. 50% of the students were members of Phi Alpha Theta and 50% presented papers at academic conferences.

Conclusions:

The most recent cohort completed the program in 4.5 years. The average number of hours worked per week by this cohort was 18. 100% entered wanting to teach at a community college, 50% wanted to work in an archive and 50% wanted to pursue a doctorate. The opportunities to TA appear to be adequate as all students who could had the opportunity.

3. Direct assessment by faculty regarding how well students were meeting the stated program goals and learning objectives.

a) The first form of assessment measured the progress of students currently in the program. This involved surveys administered at the end of each semester to faculty members teaching graduate classes. These surveys asked the faculty to evaluate the number of graduate students in their classes who met each one of the stated Graduate Program Goals and Student Learning Goals and Objectives. It also asked specific questions about the structure of the graduate level courses

The results of these surveys revealed that the faculty felt that only 53% of the graduate students were adequately prepared for graduate work, that 100% could communicate effectively in written form and 70% could communicate effectively orally. None of the classes required foreign language preparation. 80% of the classes required some form of primary source research, 40% required a historiographic essay, 80% required students to lead a class discussion and 20% required the students to give an in class lecture.

36% of the graduate students demonstrated exceptionally advanced skills in thinking and analysis, 16% adequate skills and 48% poor skills.

30% of the graduate students demonstrated exceptionally advanced ability to locate secondary and primary sources in all forms and 70% adequate skills.

36% of the graduate students demonstrated exceptionally advanced ability to analyze secondary sources and recognize their main interpretations, 16% adequate skills and 48% poor skills.

30% of the graduate students demonstrated exceptionally advanced ability to analyze primary sources and understand the importance of historical context, 24% adequate skills and 46% poor skills.

Conclusions:

The faculty felt that 53% of the graduate students were prepared for graduate level work. 100% of the students could communicate effectively in written form but only 70% orally. One third of the graduate students demonstrated exceptional ability in the program goals and learning objectives, but slightly less than 50% of the graduate students did not demonstrate adequate ability to think and analyze, analyze secondary sources and recognized their main interpretations, or analyze primary sources and understand the importance of historical context.

b)The second form of assessment evaluated students at near the end of their program in the following manner:

- 1) Three comprehensive exams evaluated by three different members of the department and reviewed by the graduate program director. These exams were graded on a pass/fail basis.

10 students took the comprehensive exams

9 passed on their first try

1 failed two attempts

- 2) A survey was administered to each faculty member who graded a comprehensive exam regarding how well each student met each one of the Graduate Program's Goals and Student Learning Objectives/Goals as demonstrated by their performance on the exam.

45% of the students taking their comprehensive exams demonstrated excellent understanding of the geographic and chronological depth of the discipline of history, 45% adequate and 9% a poor understanding.

32% of the students taking their comprehensive exams demonstrated excellent understanding of the range of theoretical and methodological approaches in history, 61% adequate and 8% a poor understanding.

55% of the students taking their comprehensive exams demonstrated excellent global awareness and multicultural sensitivity in regards to the understanding of history, 33% adequate and 9% a poor understanding.

43% of the students taking their comprehensive exams demonstrated excellent knowledge of past scholarship in this field, 46% adequate and 9% a poor understanding.

66% of the students taking their comprehensive exams demonstrated excellent ability to relate specific events to a larger context, 23% adequate and 10% a poor understanding.

60% of the students taking their comprehensive exams demonstrated excellent knowledge of the significance of interpretation in this field, 34% adequate and 5% a poor understanding.

51% of the students taking their comprehensive exams demonstrated advanced skills in critical thinking and analysis, 40% adequate and 8% a poor understanding.

Conclusions:

All the students who passed their comprehensive exams met the program's goals and learning objectives. Students taking the comprehensive exams demonstrated the strongest performance in relating specific events to a larger context and demonstrating knowledge of the significance of interpretation to the field and the weakest performance in understanding theoretical and methodological approaches in the field.

- 3) Thesis supervised by three faculty members with oral defense or two major graduate level papers were reviewed by the program director prior were required for graduation.

Two students wrote a thesis during the 2010-2011 AY that was determined to be acceptable to their thesis committee. One student's thesis was determined by his committee to be exceptional and he was encouraged to publish it. Two students submitted papers that were determined to be acceptable as graduate level work that demonstrated the skills considered essential to the program.

- 4) A survey was administered to each faculty member supervising a graduate theses regarding the student's ability to meet the Graduate Program's Goals and Student Learning Objectives/Goals as demonstrated by their performance on the thesis.

50% of students who wrote a thesis were determined by the supervising faculty to have been adequately prepared to start a thesis. None of the students had the necessary foreign language skills to write the thesis they wanted. No student traveled to an outside archive to write their thesis. 50% of the students writing a thesis did personal interviews. One thesis was in the American field and the other in Europe. 100% of the students who wrote a thesis adequately acknowledged and understood the earlier scholarship in their thesis, adequately related specific events in the thesis to a larger context, and adequately addressed the theoretical and methodological approaches of past scholarship in the thesis. 50% of the students exhibited advanced critical thinking skills, the ability to locate primary sources, analyze primary sources within their historical context, the ability to locate secondary sources analyze secondary sources and recognize their main interpretations, communicate the central argument of their thesis. 50% of the students writing a thesis demonstrated adequate critical thinking skills, the ability to locate primary sources, analyze primary sources within their historical context, the ability to locate secondary sources, analyze secondary sources and recognize their main interpretations, and communicate the central argument of their thesis. 100% of the students demonstrated adequate ability to perceive events from more than one cultural viewpoint.

Conclusions:

100% of the students writing a thesis demonstrated that they had met the program's goals and learning objectives. The weakest skill was the ability to perceive events from more than one cultural

viewpoint. This may be the result of the reduced number of available graduate seminars and the narrow scope of most theses.

4. Data was collected by the graduate program director on applications, admissions, yields, graduation rates and times, and progress through the program.

There were 43 students in the program at the end of the 2010-2011 AY. There were 16 students admitted to the program during the AY, three of which were readmissions. Three students were in provisional status, 11 Conditional Classified status, 28 in Classified status, and one was on probation. The one student in Provisional status moved to Conditional Classified status during the year and 7 students moved from Conditional Classified status to Classified status during the course of the AY. 10 students took comprehensive exams and one failed on two tries and was disqualified from the program. Three students took the language exam and two failed the exam on the first try, one passing it on the second try and the other took the courses available in lieu of the language exam. Four students graduated and 2 wrote a thesis.

There were three graduate seminars offered during the year: American, European and the History of Historical Writing. Two students were awarded Graduate Fellowships through the University Grant.

5. Each faculty member's teaching was evaluated in several forms during each semester: the IDEA forms used by the university, the departmental evaluation form, and HIST 5930 History of Historical Writing, which is a required course for all graduate students, was also evaluated by the faculty member teaching the course in a separate form. The chair of the department reviewed these evaluations and commented upon them, providing feedback to the individual faculty.

6. The departmental graduate committee met regularly to assess the program and respond to questions and problems.

7. The data aggregated by the graduate program director will be presented at the beginning of the 2011-2012 AY to the departmental graduate committee, the chair of the department and the faculty for review and evaluation.

B. Indirect Assessment:

The following methods were part of the graduate programs indirect assessment: advising by the graduate program director, faculty interaction with graduate students participating in Phi Alpha Theta Conference, and exit interviews conducted by graduate program director with graduating students.

Conclusions:

90% of the students entering the program and 100 % finishing the program hope to teach at community college. The program is meeting the needs of these students by providing adequate opportunities to TA and requiring students to lead class discussions in graduate classes (80%). There have been fewer opportunities for students to give lectures in class (20%). For the 18% of the students entering the program and the 50% graduating, the loss of Practicing Local History with the retirement of Dr. Taniguchi means that students will have no class that can prepare them for working in a museum or archive or writing a thesis that requires personal interviews. This includes 18% of the class entering in 2010-2011.

53% of the students entering the program were determined by the faculty to be prepared for graduate level work. Slightly less than 50% of the graduate students did not demonstrate adequate ability to think and analyze, analyze secondary sources and recognize their main interpretations, or analyze primary sources and understand the importance of historical context. By the time students complete the program these deficiencies have been addressed and all the students who passed their comprehensive exams met the program's goals and learning objectives. Students taking the comprehensive exams demonstrated the strongest performance in relating specific events to a larger context and demonstrating knowledge of the significance of interpretation to the field and the weakest performance in understanding theoretical and methodological approaches in the field.

The most recent graduates have been the most impacted by the reduction in the number of graduate seminars offered and the absence of specialists in the history of Africa and the Middle East, which may explain these problems as the graduate seminars are the classes in which different methodological and theoretical approaches to history are examined and where differing interpretations of history are explored. This deficiency was not present in students who wrote a thesis. Their weakest skill was the ability to perceive events from more than one cultural viewpoint. This may also be the result of the reduced number of available graduate seminars and possibly the narrow scope of most theses.

The newly constructed departmental data base revealed problems in the statistics kept by the Office of Institutional Research on the number of students active in the History Graduate Program. According to the data supplied by the Office of Institutional Research the number of full time students has averaged 23 over the last 5 years. The Office of Institutional Research reports that the number of students enrolled in the program has ranged from a high of 30 in 2008-2009 to a low of 17 in 2006-2007, with 27 students in the fall of 2010. However, the exact number of students active in the program for the years prior to 2009-2010 may not be accurate because of problems with how the the Office of Institutional Research collects its data which leads the OIR to underestimate the number of active students. These problems were revealed when the department began keeping its own statistics in the fall of 2009. The Office of Institutional Research does not count students enrolled in Hist 7006 in the semester they are taking their comprehensive exams, even though they are active in the program and faculty are directly involved in their instruction and assessment.¹ The History Graduate Program

¹ The statistics supplied regarding enrollment by the Office of IR are problematic in that they do not include students who are active in the program, but are not enrolled in classes, such as a student who is taking their

Director's records indicate that there were 33 students active in the program in the fall of 2010, as opposed to the 27 listed by the OIR. This was because 6 graduate students were taking their comprehensive exams that fall, but were not enrolled in courses other than History 7006 and thus did not show up in the statistics supplied by the OIR. This means that the data supplied by the OIR from the years prior to 2010, before the department began keeping their own statistics, has underestimated the number of students active in the program. This is an important oversight because the administration, grading and tutoring for the required comprehensive exams requires time and effort on the part of the faculty, and this work is not reflected in the FTES or the workload for the department. Thus, the statistics supplied by the OIR underestimate not just the number of students active in the program, but also the number of students being served by faculty who are grading comprehensive exams and supervising theses each semester.

Finally, as a result of its assessment activities the department has concluded that the ability of the program to meet its goals through offering a curriculum that is geographic in scope and chronological in depth has been significantly impeded by the inability to offer graduate courses in the history of the Middle East, Africa, and the Ancient World. The absence of faculty in these areas has also made it difficult for the department to fully expose graduate students to a range of theoretical and methodological approaches to the field, promote global awareness and multicultural sensitivity, and impart knowledge of earlier scholarship. For the large majority of students who wish to teach at a community college, many of whom will teach World Civilization classes, the loss of curriculum breadth is a particular problem.

Future Assessment Plans

Both the undergraduate and graduate assessment surveys will undergo revision based on faculty feedback to further refine their ability to gather important data. Following the discussion of the current assessment results with the faculty, future assessment methodology will be developed.

comprehensive exams prior to writing a thesis or graduating. The OIR does also not count students enrolled in History 7006. The program began keeping its own statistics in the fall of 2009, which revealed this discrepancy. The Office of OIR reported 21 students enrolled in the program in the Fall of 2009; whereas the department's statistics showed 34 active students. Additionally, Post-Bac students in other programs, such as the MDIS, who are enrolled in History graduate courses or have their thesis supervised by History faculty are not included in the OIR statistics, even though they are being taught by History faculty