

Assessment Report for Hist Undergrad for 2016

FORM 201B: ASSESSMENT PLAN

Program / Department: History-Liberal Arts/Geog.Soc.Hist.AfAmAnth

Program Mission

Department Mission:

The Department of Geography, Sociology, History, African American Studies, and Anthropology (GSHAA) at Chicago State University is a multi-disciplinary academic unit which is committed to providing a rigorous, positive, and transformative educational experience for both undergraduate and graduate students. The department fosters an inclusive, collegial environment which promotes scholarly achievement, research productivity, and service to its diverse student, faculty, and staff population. GSHAA is focused on extending the educational experience outside the walls of the university through teacher training, the promotion of social justice, and community involvement in Chicago and the region.

The standing mission of the History Department is:

1. To provide a quality education for students in the department's major and minor degree programs
2. To ensure that students' educational experiences prepare them for a variety of career possibilities in education, government, and other professions
3. to encourage the development of students' leadership and service potential through sponsorship of extracurricular organizations
4. To promote Chicago State University as a place to obtain a quality higher education experience.

Program Effectiveness Objectives (PEOs)

1. To provide a quality education for students in the fields of history, philosophy, and political science, in both major and minor degree programs at the undergraduate and graduate levels as offered.
2. To insure that the educational programs prepare students for a variety of possible careers in related fields.
3. To extend opportunities for the development of leadership and service abilities through programs and extracurricular activities sponsored by the Department.

Student Learning Outcomes (SLOs)

- a. Students will demonstrate a high level of knowledge in the subject fields of History as specified by the History matrix.
- b. Students will evaluate and appreciate the United States and other parts of the world as complex systems.
- c. Students will obtain a major concentration that prepares them well for careers in history, or for graduate education in this and related fields of study

SLOs**	Assessment	Criteria
1,2	a. Direct Assessment Instrument 1 Dept. Assessment Test	70+ in all fields
1,2	b. Direct Assessment Instrument 2 Research Paper on file	A or B grade
	c. Direct Assessment Instrument 3 Mid-program Assessment Test [given in Fall course HIST 2220]	70+ in all fields
1, 2	c. Indirect or Reflective Assessment Instrument [e.g., Exit Interview or Alumni Survey]	
1,2,3	1. Reflective Assessment	Satisfied or Very Satisfied
3	2. History Program Satisfaction Survey	Satisfied or Very Satisfied
3	3. Alumni Surveys [suspended 2008/09]	Satisfied or Very Satisfied
3	4. Employer Surveys [suspended 2008/09]	Satisfied or Very Satisfied
	[First-Year Retention Rates]**	
	[Graduation Rates]**	

In accordance with our assessment plan in 2015/2016 we accomplished the following:

	62 questio ns	d (10- 13)	Common to US, Eur, Afr Asia (15)	1500 (6)	(8)	a (4)	7 (70	187 7 (10)	
AVG	71%	66.%	67%	71%	71%	73%	71 %	73 %	100 %
Student = JW	69%	62%	63%	74%	72%	72%	72 %	74 %	100 %
Student = TW	72%	69%	71%	68%	69%	74%	69 %	71 %	100 %

2. ANALYSIS AND PROGRAM CHANGE

What do the data for this year's assessment reveal?

May 2016, two graduating students submitted to the Senior Assessment Exam. This is too small of a sample and too subjective to provide meaningful conclusions. The two students who had already taken history 2220 Historical method benefitted from History 2200 Third World History that also focuses on historical method and emphasizes writing. The students also benefitted from the fact that they were able to write and rewrite their papers, following the instructor's suggestions, aimed at consolidating strength and correcting weaknesses, in all areas possible. The results show that the strongest area is in recognizing maps, US Pre-Post 1877, pre-post-Europe 1500, and World/Africa, with the weak area, only by comparison, being overlapping of content common to US, Europe, Africa and Asia, historical methods and U.S. history Post 1877. All of the two students were above the 70% requirement. Another variable to account for the results is that the students also benefitted from the fact that History 2200 includes many overlapping content, common to US, Europe, Africa and Asia. All of them got A grades in their class assignments. Certainly, the results speak more about these two outstanding students and the pedagogical approach that was used to keep students focused on both content and historical method. Again, the sample of graduating seniors is too small for meaningful results, concerning the whole history program.

What does a review of the trend data show?

Combined data for 2010-2016 of 18 students, in comparison with the combined data of 2008-2010 of 4 students, is still not a large enough sample size to make any conclusive statements about the student learning or program areas of weakness or strength. However, statistically, the trend reveals a positive move towards improvement, in some areas. Which of the variables is the possible cause of the improvement? We still do not know. Is the students' performance a reflection of the faculty's teaching effectiveness? Are the outstanding students in the areas that show improvement exceptional? Or does the students' performance a proof that the history program is strengthened enough to deliver the same quality results to committed students? What is the influence of the conditions in which the tests are taken? What are the impacts of the faculty's training and pedagogical approaches on the students' performance? The average for the cohorts of 2008-2010 and 2010- 2016 is 70% .We will continue examining the different variables that affect the results.

TREND DATA Assessment of Senior History Undergraduates 2010-2016

Stud	Toral Exam Score 61-62 Questions	Hist. Meth (10)	Overlap Contents Common to US. Europe World Hist (20)	We st Civ Pre =- 150 0 (6)	We st Civ Pos t- 150 0 (3)	Wor ld Afri ca (4)	Wor ld Lati n- Am Cari b (1)	Wor ld Asia (1)	US. Pre - 150 00 (8)	US Pos t- 150 0 (7)	Ma ps. (2)j
2010-2016 18 students	73%	77%	73%	63%	67%	71%	NA	NA	61%	75%	81%
2010-2011 7 stude	62%	70%	71%	43%	28%	71%	29%	70%	43%	76%	78%

nts											
2011-2012 2 students	68%	75%	70%	67%	76%	63%	NA	NA	56%	80%	25%
2012-2013 2 students	73%	86%	69%	63%	81%	71%	NA	NA	51%	67%	100%
2013-2014 3 students	84%	85%	82%	79%	80%	84%	NA	NA	79%	74%	100%
2014-16 4 students	76%	69%	75%	76%	72%	77%	NA	NA	75%	77%	100%

TREND DATA Assessment of Senior History Undergraduates Comparison of Cohorts 2008-2010 and 2010-2016

	Total Exam Score 61/62 questions	Hist. Method (10-13)	Overlapping Content Areas common to US, Eur, World hist. (20)	West Civ pre-1500 (6)	West Civ. Post-1500 (3)	World Africa (4)	World Latin Am/Carib. (1)	World Asia (1)	U.S. Pre-1877 (8)	U.S. Post-1877 (7)	Maps (2)
AVG	71%	73%	67%	63%	70%	74%	NA	NA	68%	79%	96%
2008-2010 4 students	68%	74%	62%	57%	71%	73%	50%	35%	68%	82%	100%
2010-2015 16 students	73%	72%	71%	69%	68%	74%	NA	NA	67%	75%	91%

DEPARTMENT ASSESSMENT EXAMS

1. Mid-program Assessment Test

The “Mid-program Assessment Test” was given to students enrolled in a required course HIST 2200 Key Problems in Third World History. They were in their second, third and fourth-years.

Assessment of HIST 2200 History Undergraduates Fall 2015

Student	Score based on 61 questions	Hist. Method (13)	Overlapping Content common to US, Eur, Afr, Asia, LatAm (18)	Europe/Wld pre-1500 (4)	Europe/W orld (7)	World Afri ca (3)	U. S. Pre - 1877 (8)	U. S. Post- 1877 (6)	Map (2)
AVG	70%	70%	65%	76%	69%	72%	63%	69%	100%
JW	72%	75%	69%	71%	67%	74%	69%	67%	100%
TW	68%	64%	61%	80%	71%	69%	70%	71%	100%

. The Fall results indicate to graduating students and their advisors which areas to improve on in order to meet the 70% requirements. They will be given to the history advisors to be kept in the student’s file for further reference and guidance during registration and advising periods.. Students should have been presented with the results of this test via their advisors. This test is intended to work k conjunction with on-going self-reflection about academic work.

2. Post-Program Assessment Test

One submitted in May 2016

3. Reflective Instrument

Submitted in May 2016

4. Student Surveys

None submitted in May 2016

Have the student learning outcomes that this instrument measures been met?

. The two students who took the test were among the five best students of the History 2200 class. They got an A or a B grade in all of their assignments. They benefitted from many factors such as a good background of historical method they had taken from Dr Ann Kuzdale or an independent study class and//or other diversity classes from Dr. Saidou N’Daou. The students were also very self-disciplined. It is the combined factors of teaching pedagogy and student personality type that can perhaps explain these results, besides the familiarity that the students got with the test during the pre-test in the Fall. What one can certainly say is that the learning outcomes were met for the two students who took the test. However, it is not possible to make a generalization, extended to all senior history undergraduates. .

**Assessment of Senior History Undergraduates Graduating in May 2016
[COMPARISION: Pre-Test/Post-Program Test—two Students]**

<u>Stude nts</u>	<u>Ter m Peri od</u>	<u>Score based on 62 questi ons</u>	<u>Hist Meth od (10- 13)</u>	<u>Overlap ping Content Commo n to US, Eur, Afr. Asia Lat Am (15)</u>	<u>Euro pe Pre- 1500 (6)</u>	<u>Europe/W orld (8)</u>	<u>Wor ld Afri ca (4)</u>	<u>US Pre - 18 77</u>	<u>US Pos t- 18 77 (10)</u>	<u>Ma p (2)</u>
AVG I		<u>71%</u>	<u>69%</u>	<u>66%</u>	<u>73%</u>	<u>70%</u>	<u>73%</u>	<u>71%</u>	<u>72%</u>	<u>100%</u>
<u>JW</u>	<u>Spg</u>	72%	75%	69%	71%	<u>67%</u>	74%	<u>69%</u>	<u>67%</u>	<u>100%</u>
	<u>Fall</u>	69%	62%	63%	74%	72%	<u>72%</u>	<u>72%</u>	<u>74%</u>	<u>100%</u>
AVG II		<u>70%</u>	<u>67%</u>	<u>64%</u>	<u>76%</u>	<u>70%</u>	<u>72%</u>	<u>70%</u>	<u>71%</u>	<u>90%</u>

<u>TW</u>	<u>Spg</u>	68%	64%	61%	81%	71%	67%	<u>70</u> %	<u>71</u> %	<u>100</u> %
	<u>Fall</u>	72%	69%	71%	71%	69%	<u>74%</u> %	<u>69</u> %	<u>71</u> %	<u>80</u> %

Which strengths and weaknesses were identified in the course /program?

Based on the data in 2016 Assessment, including: Dept. Assessment Test, the Mid-program Assessment Test, Pre & Post-test Comparisons, very few valid conclusions can be made about student learning and program strengths and weaknesses. Certainly, there are improvements; however, it is not still possible to isolate the variable (s) that can be defined as the cause (s) of the students’ learning outcomes. The strengths and weaknesses that were identified in the previous reports and the recent History Program review remain the same. The following selected elements are drawn from Dr. Ann Kuzdale’s 2013 assessment report, Dr. Steve Rowe’s edited History Program Review, and the recent discussions on the history program, with the university programs’ review committee.

Program or Individual weakness

As in past reports, it is clear that if students take only the basic broad surveys of the West and the World (HIST 1200 and 1210) without any other follow-up courses in those areas, they will not understand or learn the history of the early western tradition. Demographics may be a reason students do not follow-up on these courses. The majority of our students are African American and there is a tendency to choose electives in African American and African history courses that interest them for personal and cultural reasons. Other courses where early western civ. material might be reinforced are upper levels in ancient or medieval history. These upper level European history courses are often the ones most at risk of being cut for low enrollment. This issue can be resolved through the introduction of a model of world history, whose narrative equally integrates the stories of the Western and Non Western societies.

What can be done to improve the weaknesses?

Outside of University and College efforts to create, fund, and support student services for financial aid, childcare, family crisis issues and myriad other problems our students face, the History faculty can only do so much to

the program to help “improve” student learning. However, The CSU administration can offer support for the retraining of faculty to allow them to operate outside their trained disciplines. This is important for the mere fact that it allows to open up the classroom debates to diverse voices, diverse perspectives. A history course must always be about arguments to be debated on, based upon sound evidence.

Student Awareness. *Students and advisors should use the annual Reflective Self-Assessment instrument to discuss the learning process. Students should be aware that they will be expected to advance in knowledge and skills in the program, not just in their individual classes. In discussions with students after the experimental Mid-program assessment test, several students said that they thought they only needed to know the information they learned in a semester for the time they were in that class. They did not think they needed to “remember” it after the course ended. Faculty and Advisors should remind students that historical knowledge is cumulative, acquired over time, and our courses should build on the fundamental historical knowledge that students receive in the introductory courses.*

Faculty Review of courses and requirements. *Faculty should periodically review their lectures and assignments to ensure that they are covering the areas outlined in the course descriptions and assessment matrices. This suggestion is the key to understanding the improvement, in both content and history method, that the two students made in the May 2016 post-test.*

Reinforce knowledge outside the classroom. *Faculty should keep themselves informed as to what events, films, talks, exhibitions, and conferences that are happening on campus or in the Chicago area at other institution and museums for students to attend. This might be one way to reinforce historical knowledge that is learned in the classroom. Build in extra-credit assignments for attending these events. This suggestion can also be realized through students’ group presentations, based on topics of interest,, requiring that students use their own diverse alternative sources.*

Tutors. *The GSHAAA Department should bring back departmental tutors for at risk students, especially those in survey classes.*

What curricular changes have been/will be made in the future?

- a. *Curriculum Additions and Changes made in 2012-2016 responding to university and departmental needs.*

Course Changes: intended to reflect the ways in which the faculty have been teaching HIST 1200 & 1210 and a move to a more even distribution of course coverage especially in HIST 1210

HIST 1200: title change and dates of course coverage changed from West & World before 1715 to West & World before 1500

HIST 1210: title change and dates of course coverage changed from West & World since 1715 to West & World since 1500

Courses Added: intended to institutionalize courses that had been taught under “Special Topics” course numbers and to deepen student understanding of African history

HIST 4150 History of Islam in West Africa

HIST 4250 History of African Philosophy

These two courses allow students to reinforce the idea that one cannot study and teach African history without addressing the issues of perspective and voice ownership in history, all of them linked to the idea of agency and strategic decision making by the individual and group.(See section: How to address weaknesses?)

- b. *Capstone Course.. Because of the fact that it requires a production of a historical text, the capstone course is more indicative of student integrated learning..*

- c. **Review of the Department Assessment Test.**

In the Spring 2014 semester, .History faculty removed the requirement for students to minor in another field, designated the History Seminar course (HIST 4950) as the senior thesis course, and encouraged students to take nine (9) credit hours in Social Sciences cognate courses in order to complement the History major, diversifying students’ exposure to related social sciences, and clarifying the History elective distribution.

How are findings and changes related to immediate or long term budget requests? List specific changes.

The retirement of long-standing faculty member Dr. Rita Kucera in 2012 has opened up a line in our department which the Dean will not fill. We are hopeful some of the money saved on this appointment will be used toward support of the history program. We wish to recommend hiring a full-time faculty member in the area of Latin America or Asian history in order to

offer broader world history coverage. We have been making this request since 2004.

Other conclusions at this time.

Weakness in Program: Cancellation of courses. *The university has asked us to reduce the number of offerings in both lower and upper division classes over the past several years. On top of this, on average, three or more of our courses are cancelled every semester. The university cancellation policy interferes with the planning the historians make in trying to offer our students a balance of courses and meeting times in the major areas that we assess; it should not be employed until after the late registration period. [This item has appeared since our 2009 report].*

Weakness in Program: CSU Team-teaching Policy. *The historians, like other faculty at the university, are willing to participate in more team-teaching courses within the department and interdisciplinary courses in the university that might be more innovative and attractive to a wider group of students, but are deterred from offering these types of courses because of the university policy limiting cues. [This item has appeared since our 2009 report].*

Weakness in Program: classroom space and history lab space. *Teaching history, especially the historical methods classes and undergrad seminars, would be greatly enhanced by classroom space that is dedicated to a “history lab.” This could be one or two classrooms with functioning computer and on-line capabilities for both the professor and the students; permanent space for hanging the department’s extensive map collection, now largely inaccessible because of the size and weight of the maps; rooms with seminar-style tables that promote a different type of learning than the standard classroom organization; and space for a specialized history methods library. [This item appeared since our 2009 report].*

Weakness in the Program: Combined Department & Scattered Faculty Offices. *Historians are part of a department of five disciplines, and some faculty offices are far removed from the others. For some accrediting bodies it is important for departments to be autonomous (not merged with other disciplines) and for faculty offices to be near each other and in proximity with the department office so as to promote interaction and discussion about the*

program, students, and policies. Departments organized in this way are more easily able to maintain a coherent, shared vision, and have regular discourse about the structure of the major, curriculum reform, student advising, assessment, and teaching. [This item has appeared since our 2009 report].

Course cuts. We hope that the university will be more judicious and not cut classes simply for low enrollment, but consider student needs to fulfill electives in the major.

ASSESSMENT AS A DEPARTMENTAL PRIORITY

History faculty will review and update the History Matrix to take into consideration new courses that have been added to the program and new faculty strengths that exist since the Matrix was originally organized, also what courses have been offered more frequently or in sequences that could provide a measure.

Faculty should review the “goals” of the program and reinforce them in courses. Content information is important to measure in the assessment exam, but so is students’ ability to read and analyze primary sources and synthesize the major points of an argument and to draw conclusions from their analysis. The Assessment exam should incorporate more of these types of exercises.

Faculty should ensure that their courses contribute to meeting specific goals of the department especially in an emphasis on historical content and written interpretation of history.

An undergraduate capstone course seminar has been instituted .Students should be encouraged to be part of departmental honors courses in History which may inspire some motivated students to work harder.

EFFECTIVENESS OF PROGRAM ASSESSMENT

Demonstrating Improved Learning

The Problem with assessment regarding student learning and program effectiveness is that there is such a small sample of students every year to make any objective conclusions. We are able to base discussion on individual students of what they may or may not be able to do at the end of their program, but that is all.

Publicizing Student Learning

How do you inform the public about what students learn and how well they have learned it?

Assessment will be posted on the History website. Personal student statements on their experience in the CSU history program, letters from ex-students will be posted on the website or shared with students as well.

Determine a way to maintain addresses and emails of history student alumni and use this to inform students of what is happening at the university.

How do you publicize the assessment results?

Assessment pass rates will be posted on the History website.

Students taking the Mid-program Assessment Exam were informed of their results and discussed these in HIST 2200. Results of this exam will be given to their advisors for further discussion in preparation for registration.

Accomplishments and Challenge

1. Identify and explain accomplishments and challenges related to the assessment plan in your department program.

a. Accomplishments

- i. Mid-program Assessment Tests implemented in 2010, 2013, 2014 and 2015 are now allowing us to make some comparisons with students at the beginning of their program and students at the end.**
- ii. Honors' in History program in place.** This might act as a model for our capstone course.
- iii. LIMS-HIST certificate has begun generating interest in working in history**
- iv. Introduction of new online and regular courses that allow flexibility for student registration**

b. Challenges

- i. Inform Students.** *One major problem with the assessment process is making students informed participants in the assessment process, specifically, to participate in the exit assessment and reflective assessment. We never have great numbers of students graduating at one time to take the exit assessment, so we must rely on a very small and not necessarily representative sample to make this report. Putting this*

assessment on-line may help with the accessibility and lead to more student participation.

- ii. **Student Participation in Assessment Process.** The History program makes a concerted effort at informing graduating seniors of their responsibility in participating in the department exit exam and reflective surveys. This is done through postings in the department, a departmental brochure, regular announcements on the department's blackboard website, in CSU email, personal conversations with departmental advisors, and the assessment coordinator sending out emails and making phone calls to individual students. The CSU email system will only list student's CSU emails, but not the email accounts they actually use. There is a lack of collegiality among the history students in part because the students are commuters who do not remain long on campus during the day. It would help our program (and probably others as well). If the department could create a history student's lounge or coffee break room where students could come in between classes to relax or chat with other students or study and meet with faculty in an informal way, there would be a more informed student body with understanding of the program requirements, goals, and aware of their important place in the assessment process. This suggestion can be enhanced by implementing the idea of "life plan" adapted to education. In Dr.N'Daou's classes, students write integrated papers that include students' self-assessment of the courses. They analyze the qualities of the arguments in their three reaction papers, compare and contrast them, find similarities and differences among the main elements that structure their papers and finally make suggestions as how they intend to address the remaining problems that they face after taking the course. These issues are the same that the advisors discuss with the students. However, they cannot totally replace the students in the assessment of the education received.*
- iii. Revise the reflective essay questions to reflect more explicitly the goals and outcomes of the history matrix.*

- iv. *Make some of the department assessments on-line in order to collect more responses.*
- v. *Put together a student “assessment packet” that includes all the assessment instruments at once.*
- vi. *Add a reflective essay at the beginning of the student’s program as a way of measuring student engagement with the program. This can be part of the student’s educational story that reveals a lot of the needed information for effective pedagogical planning decisions. .*
- vii. *Utilize the department website or department Moodle site as a source of information and participation for students.*