

Annual Assessment Report

Academic Year: 2014-2015

Department: History, Philosophy, and Religious Studies

Program(s): History minor

Assessment reports are to be submitted annually to report assessment activities and results by program. The reports are due every summer with a deadline of September 15th each year.

The use of this template is entirely optional.

Note: These reports have been required by MSU policy since 2004.

1. What Was Done

We evaluated program learning outcome 1 this year: Our minors will have acquired an introductory knowledge of Western Civilization, U.S. History, and one area of World History.

2. What Data Were Collected

12 papers were randomly selected by the chair of the Assessment Committee from two “world history” courses that took place during the spring 2015 semester: 130D (Latin American History) and 140D (Modern Asia). A faculty committee of two read the papers and evaluated them according to the following rubric:

Excellent: Demonstrates a comprehensive knowledge and understanding of the subject matter (Western Civilization, U.S. History, or World History, per selected class)

Good: Demonstrates more than a basic knowledge and understanding of the subject matter (Western Civilization, U.S. History, or World History, per selected class)

Acceptable: Demonstrates a basic, rudimentary knowledge and understanding of the subject matter (Western Civilization, U.S. History, or World History, per selected class)

Unacceptable: Demonstrates no or very limited knowledge and understanding of the subject matter (Western Civilization, U.S. History, or World History, per selected class)

3. What Was Learned

Learning Outcome 1: Our minors will have acquired an introductory knowledge of Western Civilization, U.S. History, and one area of World History.

| | |
|--------------|--------|
| Excellent | 41.67% |
| Good | 58.33% |
| Acceptable | 0% |
| Unacceptable | 0% |

Total “Acceptable” and better: 100%. This result surpasses the goal of 75% of our minors having acquired an introductory knowledge of, among other things, one area of World History.

4. How We Responded

- **Faculty recommendations:** The Committee recognized some difficulties in assessing something as broad as “introductory knowledge” and has placed on the assessment agenda a discussion with department faculty to further clarify this learning objective.

Submitted by: History faculty