**Major Assessment Report Template**

History Department

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| **Department and Degree:**  **Assessment Coordinator:**   * **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate explain). Do not describe the measures or benchmarks in this section Also please only describe major assessment activities in this report. No GE assessment was required for the 2016-2017 academic year.   SLO 1a: Students will demonstrate sufficient and appropriate knowledge and understanding of specific historical issues and events (ILO 1)  SLO 2a: Students will demonstrate basic writing proficiency (ILO 2)  SLO 3c: Students will analyze, and interpret charts, graphs, and statistics relevant to historical events and interpretations. |
| * **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?**   **Quantitative Reasoning Exam: SLO 3c**  Instead of using a class assignment or designing our own Quantitative Reasoning Assessment, we participated in the campus wide assessment of Quantitative Reasoning during the 2017-2018 AY. The campus wide assessment at Fresno State utilized a 25-question exam in quantitative reasoning that was developed by a faculty committee. The exam included a variety of problems, including questions that asked students to apply and utilize quantitative reasoning skills, such as analyzing data in the form of charts and graphs and completing calculations. The exam is included as an appendix to this report.  Out of the 25 questions only 22 were appropriate to measure basic quantitative reasoning and therefore scores are out of 22 and not out of 25. Of the three questions eliminated, one problem was a control question which all students were expected to answer correctly. The other two questions eliminated were at a very high level and thus these questions required skills beyond basic proficiency.  **Alumni Survey: SLO 1a, SLO 2a**  The department has had difficulty in the past identifying and contacting former students to take an alumni survey. During the 2017-2018 AY, the Director of the Career Development Center created a committee that worked with Grad Leader to send an alumni survey to all students graduating from Fresno State in May of 2018. The department requested the data from this survey and has used it for this year’s assessment. It should be noted that only 14 alumni completely responded to the survey, and that data from the survey given in this report is based on a limited sample. In the future we plan to instead give a senior exit survey in order to increase the number of students completing the survey and because the alumni survey clearly does not collect enough data to be thoroughly indicative of the status of students at the time of graduation.  It should be noted that not all questions aligned to our learning outcomes, and we have only included and analyzed data from the questions that do align with our learning outcomes. The two question from the survey that we used for the purpose of this assessment are as follows: “My educational experiences at Fresno State within my major department, prepared me to write clearly and effectively,” and “My educational experiences at Fresno State within my major department or program, prepared me to use methods, skills, and appropriate technology for my profession.” For these questions, students were asked if they agreed, strongly agreed, disagreed, strongly disagreed, or neither agreed or disagreed that they felt they were proficient in the learning outcome. |
| * **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).   The history department assessed 33 students this year with the quantitative reasoning exam. In order to be considered proficient in quantitative reasoning students were expected to achieve a score of at least 70% (16 out 0f 22). Of the 33 students assessed by the history department, 11 earned a score which qualified as proficient. These results are 65% lower than the department’s benchmark of 100% of students scoring at least 70%. The average score was 13 out of 22. The results showed that under half of history students demonstrate proficient skills in quantitative reasoning at the time of graduation. As expected URM students generally scored lower than white students. Overall, URM students had a pass rate of 20% and white students had a pass rate of 67%. Two students chose not to share their ethnicity. Men performed better than women, with a pass rate of 44% while the pass rate for women was at 17%. One student chose not to disclose their gender. First-generation college students had a pass rate of 20%. This rate is 30% lower than their peers who have a pass rate of 50%.  There was a marked difference between the scores for questions that involved calculations and those that did not. All but two of the 33 students got five out of six percentage and word problem questions right and all history students responded correctly to the question that asked them to interpret a graph. This suggests that our student are weak in skills related to formulas and calculations but relatively strong in figure percentages, solving real word problems, and interpreting graphs. The latter skills are exactly the kind of broader quantitative reasoning skills that students need to understand and analyze historical data and interpret graphs and charts.  In response to the survey, 100% of respondents felt their experiences in the history department had enabled them to write clearly and effectively, and 79% felt the department had prepared them to use appropriate skills and methods for their profession. The lower percentage of students agreeing they had gained sufficient skills for their profession may be a result of the phrasing of the question, which refers to technology. This score of 79% does not meet the department’s benchmark for outcome 1a. It was expected that at least 95% of students be proficient in both writing and disciplinary knowledge. |
| * **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.   Results from this exam revealed that a significant number of history students at the time of graduation are not proficient in quantitative reasoning. However, the campus-wide quantitative reasoning exam focuses to a great extent on calculations which are not required or emphasized in History courses. There were only five real world application questions and two questions that asked students to interpret data provided on a graph or chart and 90% of History students got these questions correct. This suggests that students may be proficient in those quantitative reasoning skills directly related to the discipline of History while remaining less than proficient in skills related to mathematical formulas and calculations. The History Department intends to create and implement their own quantitative reason exam and will review the results of this measure, prior to making any major changes to the curriculum.  The alumni survey suggests that students agree that they are learning disciplinary knowledge and written communication skills as a result of taking major courses. However, the number of responses was too few to be considered a representative sample. Therefore, the department will give students a senior exit survey within the next two years. This survey will have additional questions which directly align to History Department SLO’s and which will be given to a much larger sample. Since the survey results were positive and the sample size was too small, no changes will be made at this time. |
| * **What assessment activities will you be conducting in the 2017-2018 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.   In the 2018-2019 AY, presentations will be used to measure oral communication skills. |
| * **What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”   August, 2015: This Action Plan reflects the fact that we have already accomplished some of the items mentioned in our review.    1. Assessment for both undergraduate and graduate degree programs has been improved.  2. We successfully hired Dr. Frederik Vermote (a specialist in Modern China) for our Asian history position and we have formalized Dr. Lopes’ position as our historian of Mexico. During the 2015-2016 academic year the department will conduct searches for a public historian who can increase interaction with and outreach to the community and an Islamic historian who would enable the department to increase its non-western offerings.  3. The department chair reviews all syllabi each semester for compliance with university standards. The department has reviewed the syllabi of all part-time faculty to be sure that they have appropriate learning outcomes in addition to meeting other requirements.  4. We have changed our curriculum to reflect changes in the field of history. Students will now be required to take History 20 and 21 instead of History 1 and 2. This will help credential students who will now have six units less of course work. This is a reduction of units for a least a quarter of majors. Furthermore, many students complete the bachelor’s degree and later enter the credential program and these students will also benefit. The department has proposed curriculum changes that will enable students to take the History 100W course before their senior year thus demonstrating proficiency prior to their last year in the program.    Action Plan Items and Steps Taken:    1. Continue to work on assessment plans and closing the loop in assessment. Continue to discuss assessment results and make changes as necessary according to assessment results.    Progress: In conjunction with the on-going efforts of the University to improve student success and achieve more consistent assessment to provide data for the upcoming WASC review, the History Department has already taken and will continue to implement specific actions in regard to student assessment. The department has revised its undergraduate and graduate SOAP plans by reducing the number of goals and outcomes and changing our measures to align them more closely with our outcomes. The department has introduced new measures focused on writing assignments to measure G.E. outcomes instead of relying on a pre and post-test. The department has revised its senior survey and created an alumni survey to determine the extent to which graduates are prepared for graduate school and/or the job market. The department has also taken steps to assess students earlier in the program by collecting History 4 assignments and analyzing this data. Deficiencies. The department is currently considering implementing an e-portfolio requirement that would require students to create a collection of work that would enable us to do more thorough comparisons of student work over time.    2. Advising. Two reviews ago our reviewers noted a great deal of discontinuity in our student advising. In response the department assigned a single person advising duties and arranged for them to have six units of release time. As a result of budget cuts, all departments in our college lost their release time for advising. Although each faculty member remains responsible for specialized advising, content advising and career planning, we would hope to make degree advising much more consistent.    1. Progress: Students with unique issues are referred to the Chair of the Department who either assists them or refers them to someone (often in advising services) who can work with them to resolve the issue. During the 2014-2015 academic year, President Castro approved and funded the creation of a centralized advising center for every college that did not already have such a center. COSS has hired two full-time advisors who will be responsible for G.E. and initial major advising which should improve consistency. History faculty will continue to meet with students to advise them on graduate schools, career options, and other specialized opportunities.    2. We want to continue to work on the university’s goal of internationalization. Several of our faculty have already taught abroad but we would like to see many more students taking advantage of opportunities to study abroad.    Progress: A recent College of Social Sciences initiative that provides some scholarship money for student travel should help with this endeavor. Dr. DenBeste took a group of 17 students to Russia in summer 2014. Dr. Lopez took approximately 18 students to Italy as part of a Study Abroad Program in June of 2015. Dr. Jordine took 18 students, 15 of which were History Majors, to Central Europe as part of a WWII & Holocaust study abroad trip in July 2015. These trips in addition to requiring students to read and write papers on topics in European History also greatly expanded their cultural knowledge and gave our students direct experience in interacting with individuals with different backgrounds and perspectives than their own. The department also hopes to be able to recruit additional international students to our program.    3. We strongly support undergraduate research opportunities and will continue to encourage our students to apply for university funding for research. We have also been encouraging students to present at the regional Phi Alpha Theta history conference. In addition we are exploring ways to begin a History Honors program. Increasing the numbers of students working on undergraduate research projects remains a long-term goal.    Progress: Several of our students have worked with faculty mentors to apply for and have received undergraduate research awards from the Dean of Undergraduate Studies. No steps have been taken towards creating a History Honors Program. A College Honors Program has been created but no History students participated in the first cohort. Two or three will be participating in the second cohort.    4. The graduate program generally received excellent reviews at all levels. We have already improved recruitment and retention. We have had many students this year and last attend conferences and give research presentations. We have reviewed and will continue to review our graduate level outcomes. The most pressing issue related to all of these concerns however, is graduate advisement (as noted by the review committee). We have always had a graduate advisor. However, in connection with recent budget cuts the advisor has been reduced from 6WTU release a year to 3WTU. Keeping a larger graduate program afloat, planning research opportunities for students, keeping students abreast of opportunities in their field and keeping our graduate program current is a big task for one person. We will continue to seek creative ways to fund an additional 3WTU release for our graduate coordinator.    Progress: Even with an improved budget situation, and the continued growth and success of our graduate program, we have not been able to secure the additional 3 WTUs of release time for the graduate coordinator. The HGSA (History Graduate Student Association) Organization sponsors a symposium every year and again this year there were a diverse array of graduate students, both our own and several from other institutions, presenting. This year, for the first time, we recorded several presentations by our own students and used them to assess the oral communication skills of students in our program.    5. Future Hiring. We believe that hiring a Public historian would allow us to connect with new programs across campus and with the community in a much stronger way. A Public Historian would raise the profile of our department and college throughout the Central Valley by engaging with community organizations, libraries, historic sites, and county archives. Should our numbers justify it, we would eventually like to hire a French and/or Intellectual historian.    Progress: The department has been granted a search for a public historian for the 2015-2016 academic year.    6. The Jewish Studies Certificate Program (JSCP) was launched in Spring 2013 under the auspices of the department and is now in its first full academic year. The JSCP incorporates and encourages interdisciplinary collaboration across campus, in addition to providing opportunities for community-campus interchange, student involvement, and curriculum development. The department plans to continue to support the evolution of the JSCP.    Progress: The Department continues to offer courses that are part of this certificate (History 129T: Anti-semitism) and History 140 (The Holocaust) and to support the JSCP.  Appendix I:  Quantitative Reasoning Exam:    **I. Questionnaire:**  1. I give my consent for my results to be included in the collective results and dis-aggregated into certain categories with the understanding that I will remain anonymous.  2. Are you willing to provide us with some demographic information on the condition that it remains confidential and will not be linked to your response? (If yes, will give them demographic questions; if no will skip to question about how many math classes they have taken at Fresno State.)  3. Please write your first and last name.  4. One of your professors encouraged or required you to take this exam, please indicate the course and the section # or class # of this course.  5. Are you a transfer student?  a. Yes  b. No  6. What is your major?  7. Estimate how many semesters you have left until you graduate.  8. What is your gender?  a. Male  b. Female  c. Other  9. How do you identify racially or ethnically?  a. African American  b. American Indian  c. Asian  d. Hispanic  e. Pacific Islander  f. White  g. Other/Unknown  10. Are you a first generation college student?  11. What was your average grade in high school math classes?  12. How many college-level math courses have you taken? Estimate if you do not know the exact number.  13. Excluding actual math courses, how many college level courses have you taken that included a strong quantitative element? Examples of these kinds of courses would include statistics classes and classes where complex calculations were required for two assignments or a project. Courses where you reviewed charts or percentages for information purposes or to use as examples supporting a point would not meet the definition of a course with a strong quantitative element?  14. I am good at mathematics  15. I am good at quantitative reasoning  16. I prefer classes that do not have any math or quantitative reasoning elements at all.  17. Advanced math and quantitative reasoning are important for my career goals.  18. I rarely encounter situations that require quantitative reasoning skills outside of college courses  19. I have taken sufficient courses in math and quantitative reasoning at Fresno State to enable me to utilize these skills in everyday situations.    **II. Quantitative Reasoning Exam**    1. Solve X + 34 = 67    2. If x and y are the solutions of the pair of equations  2x + 3y = 7  3x + y =14  Then y =  a) 2 b) 1 c) 0 d) -1 e) -2    3. The tuition at the Dayton University of Humanities is currently $15,000 per year. For next year it will be raised by 30%. What will be the new DUH tuition per year?    a. 17,500 b. 18,000 c. 18,500 d. 19,000 e) 19,500    4. Solve 4x3 + 6x2  \_\_\_\_\_\_\_\_\_\_\_\_  2x    5. Solve 14m2n– 6m2n =    6. Suppose an admission ticket to the Louvre is 20 Euros, where 1 Euro is equivalent to $1.35 US dollars. What would the admission price be in US dollars?  a. $13.50 b. $14.80 c. $27 d. $35    7. Solve 2x2 + 4x = 16    What are all possible values of x?    a. 2, -2 b. 8, -2 c. 4, 8 d. 2, -4 e. 2, 4    8. Joe is working a job where he makes $24,000 per year, paid out monthly at $2,000 per month. His employer tells him that he is going to get a 3% pay raise next year. What will he be making next year per month?  a. $2,060 b. $2,100 c. $2,500 d. $2,555 e. 3,100    9. You have a rectangular fish tank that’s 10 inches tall, 20 inches wide, and 15 inches deep. If the volume of one gallon of water is 231 cubic inches, then what is the least number of gallons required to fill the tank?    a. 1 gallon b. 9 gallons c. 13 gallons d. 231 gallons e. 3000 gallons    10. Your grocery store has a 20 ounce jar of peanut butter for $4.00, and a 45 ounce jar for $9.00. Which purchase will get you the best price per ounce?  a. The 20 ounce jar b. The 45 ounce jar c. The two jars are both the same price per ounce    11. You want to carpet a 15 foot by 20 foot room. You have two carpet options to choose from. One is $1.50 per square foot and the other is $3.00 per square foot. How much more will your total bill be if you chose the more expensive carpet rather than the cheaper one?  a. $52.50 more b. $105 more c. $450 more d. more than $550    12. A sweater that was originally $100 is on sale for 30% off. Calculate the sale price of 30% off and use this number when determining the answer to the question about the lowest final price. Which of the following coupons should you use to get the lowest final price?  a. A coupon for 25% off the sale price  b. A coupon for 10 dollars off the sale price  c. A coupon for 25 off the sale price  d. Both coupons will result in the same final price  13. There are 3 arrangements of the word DAD, namely DAD, ADD, and DDA. How many arrangements are there of the word BACK?  a. 20 b. 22 c. 24 d. 26 e. 32    14. Three standard six-sided dice are rolled. What is the probability of getting a six on all three dice?    b. c. d. e.    15. (+x-6) (x-2) =  a. x-3 b. x+2 c. x+3 d. x-2 e. x-5    16. For the right triangle below, side A is 5 cm and side B is 12cm. What is the missing value for side C?      a. 12 cm b. 14 cm c. 16 cm d. 15 cm e. 13 cm    17. Patrick’s bike ride follows a triangular path; two legs are equal, the third is 6 miles longer than the other legs. If Patrick rides 30 miles total, what is the length of the longest leg?    a) 6 miles b) 8 miles c) 14 miles d) 16 miles e. 18 miles    **To answer questions 19, 20, and 21: Use the following set of numbers:**  19, 4, 3, 1, 14, 1, 2, 10, 7, 5, 0    18. What is the mean?  19. What is the median?  20. What is the range?    21. Experiment Results: 50 centimeters  Student Experiment: 48.5 centimeters  Calculate percentage of error  a. 2% b. 3 % c. 4% d. 5 % e. 6%    22. Using the Method of Sealed Bids, figure out James’ and Kate’s final settlements.     |  |  |  | | --- | --- | --- | |  | James | Kate | | 1st Edition, Tolstoy  Painting  Antique Dresser | 3,000  25,000  2,000 | 2,000  35,000  3,000 | | Sum of Bids  Fair Share  Cash owed+/owes- | 30,000 | 40,000 | | (Estate Surplus)  Share of Surplus |  |  | | Final Settlement |  |  |       23.  The solution set of the compound inequality, 4 ≤ 3*x* – 2 < 13, is      (a) [–5, –2) or        (b) [–2, 5) or        (c) [2, 5) or        (d) [–5, 2) or      24. n is an even integer     |  |  | | --- | --- | | The remainder when n is divided by 3 | The remainder when n is divided by 5 |     A. The quantity on the left is greater  B. The quantity on the right is greater  C. Both are equal  D. The relationship cannot be determined without further information    25. Study the figure prior to choosing the response that best answers the following question: Which sectors of the economy (Services, Manufacturing, etc.) contributed more than at least three others in 1988 and also decreased their contribution to the arts by more than 5% between 1988 and 1991?      a. Manufacturing AND Retail  b. Financial, Insurance, Real Estate AND Services  c. Retail AND Wholesale  d. Manufacturing AND Other  e. Retail AND Other    III. Answer Key:    1. 33  2. y = -2  3. 19,500  4. 2x2 + 3x  5. 8m2n  6. $27 dollars  7. 2, -4  8. $2,060  9. 13 gallons  10. The two jars are the same price per ounce  11. $450 dollars more  12. A coupon for $25 dollars off the sale price  13. 24  14.  15. x+3  16. 13  17. 14 miles  18. Mean - 6  19. Median - 4  20. Range 19-0 = 19  21. 3%  22. James: 1st Edition Tolstoy and is owed 15,000 in cash  Kate: Painting, Antique Dresser, and owes estate 15,000 in cash    23. [2,5) or    24. The relationship cannot be determined without further information  25. Manufacturing AND Retail |