Degree Program: American Studies (Undergraduate)

No assessment data provided. The department is exploring the development of its own assessment instrument, drawing on the core fields in American Studies (American Literature, Economics, History, Political Science and Sociology).

Degree Program: History (Undergraduate)

1. Assessment Instruments: Standardized Tests, Exit Interviews, Senior Thesis
2. Students Assessed:
   - Day: 7
   - Evening: 0
   - Online: 0
   - Nationwide: 0
3. Results of Assessment:
   A. History Assessment Test (HAT) Results
      Mean: 49.3/120 (41.07%)
   B. Degree Program Analysis Form (DPAF) Comments:
      Comments on the DPAF indicate that all of the expected competencies were observed, but most students could do more to develop skills in the following areas:
      - Criticize a major school of history and its approach to historical methods.
      - Articulate a philosophy and theory of history that aligns with current historical research practices.

      Students expressed satisfaction at the way HIST course offerings have expanded in recent years and support for a 200 level historiography course. A proposal for such a course is working its way through governance.

      Additionally, scores on the History Assessment Test the department developed this year provide some concerns with respect to the following area:
      - Know events in American and world history.

4. Analysis: In previous years, the faculty used the MFT in History to assess student learning and proficiency. However, it is no longer available. The faculty at the Day location then experimented with the ACAT in History. When the ACAT proved to be unsuitable for all venues, the History faculty
worked with Norton Publishing in the fall of 2010 to develop our own instrument called the History Assessment Test (HAT) that could be administered through D2L across all Columbia College venues.

Norton supplied a question bank of approximately 500 questions covering a variety of historical content areas. In addition, Dr. Karr developed questions for a section on historiography. The test itself is a 120-question test, consisting of 12 questions from each of the 10 categories below. The Question Bank is housed in a “Never-ending” D2L HIST 494 course.

<table>
<thead>
<tr>
<th>AREA</th>
<th>Area relative weight within test</th>
<th>No. of questions (per individual test, and for test bank)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historiography</td>
<td>10%</td>
<td>12(48)</td>
</tr>
<tr>
<td>U.S.: Before 1789</td>
<td>10%</td>
<td>12(48)</td>
</tr>
<tr>
<td>US: 1789-1877</td>
<td>10%</td>
<td>12(48)</td>
</tr>
<tr>
<td>U.S.: 1877-1945</td>
<td>10%</td>
<td>12(48)</td>
</tr>
<tr>
<td>U.S.: 1945-present</td>
<td>10%</td>
<td>12(48)</td>
</tr>
<tr>
<td>European history to 1500</td>
<td>10%</td>
<td>12(48)</td>
</tr>
<tr>
<td>European history, 1500 - 1815</td>
<td>10%</td>
<td>12(48)</td>
</tr>
<tr>
<td>European history, 1815 - present</td>
<td>10%</td>
<td>12(48)</td>
</tr>
<tr>
<td>World history to 1500</td>
<td>10%</td>
<td>12(48)</td>
</tr>
<tr>
<td>World history 1500 - present</td>
<td>10%</td>
<td>12(48)</td>
</tr>
</tbody>
</table>

OVERALL:

- US: 40%
- EUR: 30%
- World: 20%
- Historiography: 10%

In March 2011, students in HIST 494 (Historical Research and Methods) at the home campus took the test as a trial run. Seven students took the test.

Results were on the low side, with a mean of 41.07% correct with a high score of 51.67% correct, and a low score of 33.33% correct. At this point, we do not have reports that break down results according to the various content areas. It might be noted that world history weighs at 20% of the exam, and Columbia College has only just started offering a survey course in world history in Fall 2011.

Plans to implement the HAT at other venues are in the works. Dr. Karr is working with staff to develop a more detailed report generating ability to enable the department to look at results in individual content areas.

5. Recommendations for Improvement

Since spring 2011 marked the first trial of the HAT with a small number of students and limited reporting capabilities, few conclusions can be drawn. As
the HAT is used more extensively and content area specific reports generated, the department will better be able to assess strengths and weaknesses in the curriculum.

Comments on the DPAF note that many history majors are pursuing education certification. The department will consider how HIST 494 might better meet their needs as future educators.

**Degree Program: Political Science (Undergraduate)**

1. Assessment Instruments: Standardized Test, Senior Project

2. Students Assessed:
   - Day: 1
   - Evening: 0
   - Nationwide: 0
   - Online: 0

3. Results of Assessment:
   A. MFT Results:
      - National Mean (X) = 151.6; Standard Deviation (S) = 14.3
      - DAY MEAN: 147.0 (-4.6) (n=1) (30th percentile)

   B. Degree Program Analysis Form (DPAF) Comments: No DPAF was completed, since the student received an Incomplete for the course. The senior subsequently completed the project demonstrating adequate skills and competencies of the major by developing a research project.

4. Analysis: No conclusions can be drawn from an N of 1. The student taking the exam scored poorly, which is not typical. Political science students have traditionally scored above the national mean, with last year’s class scoring in the 65th percentile.

5. Recommendation for Improvement: The N size is too small to make a recommendation overall.
Program Assessment Components and Process

Degree Name: History

Academic Year: 2010 - 2011

Completer of Form: Eric Cunningham, Associate Dean (Academics), AHE

Sources of Evaluative Information:
- Direct: Departmental test being implemented
- Indirect: Degree Program Assessment Form (DPAF)

Agency for Program Evaluation / Change: Vice President, Division for Adult Higher Education (AHE)

Assessment Feedback Loop: The history faculty are developing a departmental assessment instrument. It will begin to be administered in AHE in January 2012. Assessment results and methods to improve the assessment culture are discussed at both Campus Directors’ Conferences (Spring & Fall). At the campus level assessment results are discussed at each faculty meeting (minimum of twice yearly at each campus). Assessment results are also an habitual agenda item for the periodic Lead Faculty Member conference calls.

Feedback Loop Results: There have been no direct History assessment results since ETS discontinued hosting the Major Field Test (MFT) for History. AHE looks forward to using the new departmental mental test in 2012.
Program Assessment Components and Process

Degree Name: American Studies

Academic Year: 2010 - 2011

Completer of Form: Eric Cunningham, Associate Dean (Academics), AHE

Sources of Evaluative Information:
- Direct: None
- Indirect: Degree Program Assessment Form (DPAF)

Agency for Program Evaluation / Change: Vice President, Division for Adult Higher Education (AHE)

Assessment Feedback Loop: The Chair of the History and Political Science Department should provide any guidance deemed appropriate for this small degree program. That feedback will be disseminated to the Directors and adjunct faculty in AHE in the same manner as it is with other larger degree programs.

Feedback Loop Results: There is currently no direct assessment instrument for the American Studies degree. A locally produced departmental test could serve this function. Faculty members teaching AMST 490 – Senior Seminar in American Studies completed the DPAF.