# STudent Learning Assessment Program

## Summary form AY 2004-2005

<table>
<thead>
<tr>
<th>Degree and Program Name:</th>
<th>History B.A. (without Teacher Cert.)</th>
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<td>Submitted By:</td>
<td>Anita Shelton, Chair</td>
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## PART ONE:

**What are the learning objectives?**

1. History majors with Social Science Teacher Certification will be able to analyze a source document using the historical method.

   Every history major submits to an electronic portfolio one paper from HIS 2560 (required course) demonstrating this ability. The History Curriculum Committee evaluates submissions according to a department-wide rubric for document analysis on an annual basis.  

   **What are the expectations?**  
   60% will meet expectations; 30% will exceed expectations; 10% will not meet expectations.  

   **What are the results?**  
   For AY 2003/04: 45% met expectations; 35% exceeded expectations; 20% did not meet expectations.  

   **How will/have the results be used?**  
   The History Curriculum Committee will review results from 2004/05 in the fall of 2005. No changes recommended to relevant teaching faculty until this review is complete and/or more data is accumulated. The standard rubric has been written and distributed to all faculty, including those teaching HIS 2560.

2. History majors with Social Science Teacher Certification will be able to identify and critique assumptions, methods and theories historians use to create coherent interpretations of the past.

   Every history major submits to an electronic portfolio one book review from HIS 3555 (required course) demonstrating this ability. The History Curriculum Committee evaluates submissions according to a department-wide rubric for book reviews on an annual basis.  

   **What are the expectations?**  
   60% will meet expectations; 30% will exceed expectations; 10% will not meet expectations.  

   **What are the results?**  
   For AY 2003/04: 45% met expectations; 35% exceeded expectations; 20% did not meet expectations.  

   **How will/have the results be used?**  
   The History Curriculum Committee will review results from 2004/05 starting in spring, 2005, but will wait for more data before making recommendations to full faculty. The standard rubric has been written and distributed to all faculty, including those teaching HIS 2560.

3. History majors will be able to carry independent research projects through from inception (statement of problem) to completion.

   Every history major submits to an electronic portfolio one research paper from a history elective or HIS 2500 demonstrating this ability. The  

   **What are the expectations?**  
   60% will meet expectations; 30% will exceed expectations; 10% will not meet expectations.  

   **What are the results?**  
   For AY 2002/03: 45% met expectations; 35% exceeded expectations; 20% did not meet expectations.  

   **How will/have the results be used?**  
   Because HIS 2500 has been eliminated from the new ISBE-mandated curriculum for the T.C. majors in History, we needed to find a new way to assess this objective for T.C. students.

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Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA annually by July 1. Worksheets should be sent electronically to cskjs@eiu.edu. For departments undergoing the IBHE program review, this worksheet should be submitted in fulfillment of the requirements for the learning assessment portion of the statewide review. For information about assessment, visit the Assessment webpage.
History Curriculum Committee will evaluate submissions according to a department-wide rubric for research papers starting in the spring of 2005.

Electives provided the only common option. The History Curriculum Committee will evaluate results from 2004/05 starting in fall, 2005, but will wait for more data before making recommendations to full faculty. The standard rubric has been written and distributed to all faculty.

4. History majors will develop a sense of historical perspective, intellectual curiosity and analytical/critical skills that will be useful to them after graduation, whether in graduate school or directly in the workplace.

Alumni Focus Groups will be conducted with alumni from the past five years. Questions to be written by Chair and approved/modified by faculty. Focus group to be conducted by someone with training in history and connections to EIU, but no direct stake in the department.

A large majority of history majors will affirm that their history curriculum at EIU prepared them effectively for life after the B.A. (further study in graduate school or directly for the workplace).

Implementation to begin fall, 05.

We have decided to substitute alumni focus groups for the senior exit interviews we had previously planned because alumni from the past five years will have more useful perspectives than freshly graduating seniors.

(Continue objectives as needed.)

**PART TWO:** Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. While this section should focus on the current academic year, some departments may find it useful to discuss trends in longitudinal data.

Since data collections has just begun for objectives 1-4, and no startling results are yet emerging, the first recommendations for changes resulting from assessment are waiting for accumulation of several years’ data.