Mission Statement

Changes
With the faculty increased from two to three last year and with two new courses in the catalog this year there are changes under way. However, the results of the 2009 assessments do not clearly indicate the need for changes related to student learning outcomes.

Recommendations
The Major Field Test in History will not be available after 2010. The History Department plans to create a test to use in its place. This test will be more specific to our course offerings and to our learning outcomes than the MFT is. A pilot version will be administered along with the MFT in 2010. This will enable us to fine tune the test. The new test will replace the final exams in 101 and 102 as sources of measurement in 2010 and in 2011 will replace the MFT.

the Department will insure that the next Senior Survey and Alumni survey include questions more directly connected to our 2009-2010 assessment goals.

Comments
Goal Number 1

Demonstrate understanding of a comprehensive body of knowledge about the historical persons, events, ideas, and forces that form the common frame of reference for the educated populace of the Western world.

Report Comments

Major Field Test:

The MFT is useful for measuring historical knowledge because it compares Huntingdon senior History majors to senior majors nation-wide. However, this year only four students took the test--not enough for a conclusive sample. The lowest total result was from a student whose score was better than 20% of similar students nation-wide. Two others scored 25% and 35%. The high score was 70%.

These results were useful for validating our grading since students we regarded as academically weak scored lower and a superior student scored well.

Final Exam in Hist 101:

This is an imprecise measure because most of the students taking the exams in 101 and 102 will not major in History. However, the exams do cover some important subjects (e.g. the Roman Empire) in which we have no advanced courses and which will not be tested again until MFT.

Goal Measures Combined

- Major Field Test
- Final Exam in HIST 101, Western Civilization I
- Final Exam in HIST 102, Western Civilization II
- Graduating Senior Survey
- Alumni Survey

Frequency

Annually
Goal Number 2
Demonstrate an understanding of the relationship among American society, European society, and the wider modern world.

Report Comments
Major Field Test:

The MFT gives subscores for (a) U.S. history, (b) European history, and (c) African, Asian, and Latin American history. The subscores from students weakest to strongest in total scores were:

(a) 10%, (b) 30%, (c) 30%
(a) 15%, (b) 35%, (c) 60%
(a) 5%, (b) 40%, (c) 80%
(a) 70%, (b) 85%, (c) 45%

Three of the four scored lowest in U.S. history and highest in African, Asian and Latin American history. This seems surprising on the surface, but it must be remembered that these are not measures of individual students' comprehensive knowledge. These are levels of knowledge in each case measured against students from other institutions in the same subfields. The scores may reflect the fact that all of our majors have to take a minimum of one course in Middle Eastern, Far Eastern, or Latin American history.

Goal Measures Combined

- Major Field Test
- Final Exam in HIST 101, Western Civilization I
- Final Exam in HIST 102, Western Civilization II
- Graduating Senior Survey
- Alumni Survey

Frequency
Annually

Goal Number 3
Demonstrate an improved ability to undertake historical research and properly process and communicate the results of that research.

Report Comments
Embedded final exam question in HIST 215:

In the exam students had to write an essay on one of two topics, both of which dealt with research methods. Most essays were quite satisfactory.

Research papers in HIST 215:

The grades on the papers were

"A": 1
"B": 7
"C": 4
"D": 2
"F": 0

One student did not turn in a paper.

Goal Measures Combined

- Embedded final exam question in HIST 215, Introduction to Historical Study
- Research papers in HIST 215, Introduction to Historical Study
- Research papers in courses for which they are required
- Graduating Senior Survey

Frequency
Annually
Goal Number 4

Have a knowledge of the careers for which a History major is a logical background and be able to enter professional schools which offer further preparation in these fields.

Report Comments

Placement in graduate school--Alumni Survey:

We have not received a report on placement for the current year. And while this seems to be a logical measure, it may no longer be the case. It was never true that all students reported placement back to the college and now it is increasingly the case that students wait a year or so before going to graduate school. The Alumni Survey is the best possibility for information. On the 2008 survey the one respondent "strongly agreed" that he or she "was prepared to attend graduate school in history or a related field" and "agreed" to a statement about attending or having attended graduate school.

Goal Measures Combined

- Placement in graduate school
- Alumni Survey

Frequency

Annually