

UHCL Assessment Plan
FY07 (or academic year 2006-07)

School of Human Sciences and Humanities

This assessment plan was chosen as example plan because it contained specific use of results to improve student learning. In some cases, wording were modified slightly for illustration purposes

History - BA

Learning Outcomes Assessment					
Learning Outcomes	ULO ¹	Assessment Methods	Criteria for Success	Assessment Results	Use of Results
BA students will demonstrate the ability to identify primary and secondary historical sources, draw inferences from them, analyze and identify historical problems, and develop appropriate solutions to historical questions.	a, g	Take a sample of final papers for graduating seniors and assess on a five point scale. Use EXCET test results for all History majors seeking certification.	Students must earn a minimum rank of acceptable on all four areas. They should do better than acceptable on two areas. Students receiving a certification must pass the EXCET	A sample of final papers submitted by graduating seniors was evaluated on a five point scale: 1) inadequate 2) minimally adequate 3) acceptable 4) very good 5) excellent. The task for this learning outcome was to quantify the ability of undergraduates in the history program to analyze primary and secondary sources, and to apply that analysis to historical problems. The sample produced the following results for each of the four skills: a) ability to identify primary and secondary historical sources average score = 4.8; b) ability to draw inferences from primary and secondary sources average score = 4; c) ability to analyze and identify historical problems average score = 3.3; d) ability to develop appropriate solutions to historical questions average score = 2.8. These scores demonstrate success for the history program in terms of the goal that all students do better than acceptable on two areas; however students fall slightly short of the goal that they earn a minimum rank of acceptable on all four areas. We are pleased to note that the strength of senior undergraduate students lies in their sophisticated use of primary and secondary sources, and in drawing inferences from them. The area that requires attention is the task of developing appropriate solutions to historical questions.	To improve the ability of undergraduate students to develop appropriate solutions to historical questions, the history program will include for the Latin American history courses a requirement that final papers present solutions and will evaluate it systematically by including it on the grading rubric. A lecture devoted to this question will be posted as an audiorecording on the WebCT coursesite for each Latin American history course and available as an optional assignment to students in US and European history courses in the program.

Learning Outcomes Assessment					
Learning Outcomes	ULO ¹	Assessment Methods	Criteria for Success	Assessment Results	Use of Results
BA students will demonstrate the ability to place political and social issues, ideas and events within appropriate historical contexts and perspectives	a, g	Take a sample of final papers for graduating seniors and rank on a five point scale. Use EXCET results for all History majors seeking certification.	Students must earn a minimum rank of acceptable on all four areas. They should do better than acceptable on two areas. Students receiving a certification must pass the EXCET.	A sample of final papers from senior history majors reveals that they have mastered the skill of placing political and social events within appropriate historical contexts and perspectives. The average score from this sample on this Likert scale was 4.2. The EXCET test is no longer relevant to this category of assessment as it is no longer in use.	A sample of final papers from senior history majors reveals that they have mastered the skill of placing political and social events within appropriate historical contexts and perspectives. The average score from this sample on this Likert scale was 4.2. The program will continue to instruct students in the historical contexts of issues, ideas, and events by pursuing its very effective measures. All history faculty members give particular emphasis to the historical contexts, especially of contemporary events and issues. In that task the faculty is aided not only by rigorous academics (both assignments and classroom exercises), but also by extracurricular offerings. We will continue to support the UHCL film club (formerly the Film and History club) which presents feature films and invites history faculty to lead a discussion of their historical contexts. Women's Studies Week, Black History Month, and Constitution Day among others will also continue to give the faculty the forum to ground events and ideas in their historical contexts.

Learning Outcomes Assessment					
Learning Outcomes	ULO ¹	Assessment Methods	Criteria for Success	Assessment Results	Use of Results
BA students will demonstrate basic knowledge and familiarity with major historical periods and events appropriate to the courses listed on the Candidate Plan of Study for each student.	a, g	Take a sample of final papers for graduating seniors and rank on a five point scale. Use EXCET results for all History majors seeking certification.	Students must earn a minimum rank of acceptable on all four areas. They should do better than acceptable on two areas. Students receiving a certification must pass the EXCET	The history program is pleased to report that graduating history majors have demonstrated solid mastery of the major historical periods and events appropriate to the courses listed on their Candidate Plans of Study. The average score of the final papers sampled was 3.9. The EXCET test scores are not relevant to this evaluation because that test is no longer being administered. The history program has turned its attention to results emerging from the new test, TEXES, to assess mastery of historical periods and events. The data available are as follows: History 8-1 Certification, 2006: 15 takes, resulting in 1 pass and 14 fail History 8-12 Certification, 2007: 4 takes (partial data), resulting in 2 pass and 2 fail Social Studies 8-12 Certification, 2006: 21 takes, resulting in 12 pass and 9 fail Social Studies 8-12 Certification, 2007: 2 takes (partial data), resulting in 1 pass and 1 fail	The certification plans are small in the history program. Indeed, in the past two years we have graduated only 8 certification students. Nonetheless, we are working with the School of Education to address the issues raised by the TEXES data. The history program is undertaking the following measures: 1. obtain data on the number of students taking the test rather than the number of takes itself. This will help determine whether or not a few weak students are impacting the pass/fail rate by failing the test in multiple takes. 2. Determine which areas of the TEXES test poses the greatest challenges for our certification students and strengthen those. We have already identified World History as generally weak and we are addressing that problem through revision of the certification plans to require two semesters of World Civilization at the lower division level.

¹University Learning Outcomes (ULO)

In developing student learning outcomes, select from the list below the university level learning outcome(s) that match most closely to the learning outcomes.

- a.** Critical Thinking - The mastery of higher order thinking skills including quantitative and qualifying analysis, synthesis, and evaluation of information, argumentation, problem solving, and creativity.
- b.** Communication - Effective written and oral expression including the use of such media as audio, video, text, and graphics.
- c.** Information Technology - The application of information technology to search for, access, retrieve, organize, interpret, and transfer information.
- d.** Interpersonal Competence - The capacity to understand many points of view and to work responsibly with others in a variety of settings.
- e.** Ethical Citizenship - The ability to make ethical decisions in person and professional societal contexts
- f.** Global Perspective - The capability to demonstrate awareness of local and global diversity, within the students chosen discipline, the international economy, and the interrelated worldwide environment.
- g.** Self-directed Learning - The ability to identify, assess, revise, and monitor learning to achieve personal and professional goals.
- h.** Other: Professional accreditation standards