








Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

History BA/BS

Goal	BA Graduate Preparation DRAFT  History BA graduates often seek to teach. In addition, all History BA graduates should possess certain analytical skills best evinced by the historical research process. As appropriate, the department will monitor student preparation for teaching certification and, in general, student mastery of history-thinking skills.
Objective (L)	History Teacher Certification Preparation DRAFT  To equip would-be public school history teachers with the skills to pass the Texas state examination for certification.
Indicator	TEXES Examination DRAFT  Teacher education students who major or minor in History will pass the TExES examination. Students who major in History and minor in secondary education must pass a state examination in History (or Social Studies) to be certified to teach in Texas. The School of Education informs each of these students of their obligation to take the "TExES" test. Generally a third of all History majors have this minor. Passage of the TExES by a score of 80% qualifies the graduate to teach in Texas schools. To qualify to take the TExES test, a student must score 80% on an official practice test. This test is furnished to the department by the Texas Education Agency. As of February 2015, both the History and Social Studies tests are new. The department administers the practice tests and furnishes scores to the School of Education, which in turn informs the students if they are qualified to take the final test.
Criterion	TExES Examination DRAFT  70% of all teacher education students who major or minor in History will pass the TEXES history examination with at least a score of 80%.
Finding	TExES Outcomes DRAFT   This academic year, 19 History students took the History 8-12, History 7-12, or the Social Studies test. 16 passed and 3 failed, for a pass rate of 84% (see attached).
Action	Teacher Test Preparation DRAFT  The Texas teacher entrance tests have undergone significant revision in the past several years. Our students have been surprised by their degree of difficulty and specificity. Last year, we altered our degree plan so as to prepare our students better for the greater emphasis on such things as world history. In spring 2016, the department plans to offer, for the first time in five years, HIST 3390. This course, "Conceptualizing History Education," is a primer on the test and teaching History in Texas. Priority in the fall will be on finding staff for this course.

Objective (L)**History Research And Thinking Skills DRAFT**

History students will demonstrate specific history thinking and research skills through the writing of finished history research projects.

Indicator**Senior Level Student Learning Outcome Assessments DRAFT**

During the course of the semester, students enrolled in 4000-level (senior level) courses will demonstrate mastery of historical scholarship and writing skills, as determined by a panel of history faculty.

A panel of two faculty members will select at random a sample of at least one-quarter of the total of 4000-level final research papers and scrutinize them according to an assessment instrument. This is the instrument perfected in previous years by panels of 4000-level evaluators and can be modified every year by that year's panel.

Criterion**Research Paper Outcomes DRAFT**

The rubric specifies four areas: Thesis; Evidence; Documentation; and Organization. The benchmark of success is an average score of 3.5/5 on each and a score of 14 overall.

Finding**4000-level Papers DRAFT**

The two-professor panel examined 12 of 48 4000-level papers from the year 2014-15. The average score in each field was 3.8 and overall 15.2. The variation on the overall score ranged from 12 to 19. An example of a paper scored 17 is attached.

There are no actions for this objective.

Goal**Skills In And Knowledge Of History DRAFT**

B.A. History graduates will be prepared for successful careers and productive citizenship by gaining ample knowledge and skills in departmental courses.

Objective (L)**Learning Outcomes DRAFT**

To expose students, especially during their lower level classes, to various methods of teaching and intellectual stimuli all promoting key historical thinking skills.

Students will have multiple pedagogical experiences designed to ascertain which forms produce best results.

Indicator**Self- And Instructor Evaluations In History Core Curriculum DRAFT**

Students will have multiple pedagogical experiences designed to ascertain which forms produce best results. We will sample a group of students representing 5% of our total 1300-level students in a study. The faculty selected for this

exercise are those teaching multiple sections of 1301/2 of similar size.

In the Fall of 2014, two sections of HIST 1301 were employed in an experiment. Using one section as a control, a comparison was made to an identically populated related section. (This was repeated in Spring 2015 using HIST 1302.) The following methods were used in the test section:

1. Reduction of lecture in favor of interactive student research activity.
2. Frequent promotion of small-group and team co-operative learning.
3. Use of Jeopardy-style gaming to promote information rehearsal.

Changes in assessments were:

1. Shift from memorization performance to researched essay responses.
2. Increased emphasis in grading expectations on appropriate use of critical thinking and analysis skills in addition to content recitation.
3. Provision of a consistent critical thinking and writing analysis rubric in preparation for all exams.

The traditionally taught course consisted of lecture and power point delivery assessed through short-answer and multiple-choice testing as is commonly practiced in freshman sections.

Success would be indicated by enhanced assessment performance from students in experimental sections.

Criterion

Modulation In Instruction Comparison DRAFT 🔑

Testing outcomes will be compared. Success would be indicated by enhanced assessment performance from students in experimental sections. Because this is a new program objective, the specific amount of desired demonstrable performance is difficult to estimate.

Finding

Modulation In Instruction DRAFT 🔑

Several History sections were included in an experiment in instructional modulation. However, the instructions we gave to the instructor failed to specify that grades cannot be used for assessment purposes. The year's data is inoperative.

Action

Instruction Modulation DRAFT 🔑

We shall develop, early in the AY, assessment-appropriate evaluation instruments for the modulation-in-instruction sections and their comparisons, and apply this instruments in the spring and if possible the fall.

Objective (L)

Learning Outcomes: Tests DRAFT 🔑

Students will acquire relevant historical knowledge and the ability to put it to use.

Indicator

Pre-Post Testing In History Core Curriculum DRAFT 🔑

Students enrolled in lower-level US history courses, by far the largest enrollments in the department's curriculum, will demonstrate an enhancement in historical knowledge over the course of the term. The department, consulting Texas norms, has devised pre-and post-tests based for this purpose.

Criterion

Pre-Post Tests **DRAFT**

The department devised a new instrument (attached) of 25 questions, based on the norms the state of Texas has expressed for the introductory history courses mandated for every public university student. The department expects measurable improvement in the post-test results versus the pre-test, of at least 10%.

Finding

Pre/post Test Results **DRAFT**

A sample of 711 (12%) of about 5,800 HIST 1301/1302 students took the new test. The average pre score was 53.4%, the average post score 58.1, for a difference of 4.7 percentage points.

Action

Instrument Revision **DRAFT**

The new test of 25 questions was cut down from 50 so that a great deal of class time would not be allocated to this instrument. The 25 question test is not, perhaps, long enough to represent the range and differentials of student knowledge. This year, the department shall develop and apply a 30-question instrument.

Previous Cycle's "Plan for Continuous Improvement"

The first challenge is to monitor the new degree plan and how it alters the culture and performance of the undergraduate major. This will be undertaken by the Undergraduate Affairs committee.

Also, we must monitor the quality of undergraduate teaching by the best instruments we can find, paying particular attention to the experience of our severela EWCAT sections this year.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

The Undergraduate Affairs committee monitored the progress of the degree plan implementation. It obsewrved that the catalog is not updated, but Degree Works is. This will be rectified in the new catalog cycle.

The EWCAT classes were evaluated by sample with an instrument that must still be further refined, as in Learning Objectives above.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

1. We want to ensure that our History Teacher Certification outcomes are successful. We plan to hire a new instructor in this area (teaching HIST 3390) who will strive for improved testing outcomes and add to the assessment instruments at our disposal.

2. We shall revamp our assesment of the entry-level core courses beyond the pre- and post-tests, which remain valuable instruments. Cohorts will be the smaller classes; the pre- and post-tests remain for the large. We hope to see marked improvement in our service-course learning outcomes.

.....

.....