**Departmental and Program Assessment**
**Annual Assessment Plan Report**

Academic Year: 2008-2009

Academic Unit: History Department

Chair: Deborah Skok

**Assessment Plan**

- Is there an assessment plan for your department, program, or general education component? (It should be on the web at http://www.hendrix.edu/academics/academics.aspx?id=7264. If not, provide a timeline that will produce a plan by the end of the next academic year.)

  Yes

- Does the assessment plan include stated student learning goals? (Goals should be able to stand alone as a list without pages of explanatory commentary. If not, provide a timeline that will produce goals by the end of the next academic year.)

  Yes

- Does the assessment plan include a list of assessment data that are collected each year? (Assessment data lists should be able to stand alone as a list without pages of explanatory commentary. If not, provide a timeline that will produce a list by the end of the next academic year. You do ***not*** need to submit any of your data, but it should be on file in your department.)

  Yes. Each member of the department collects sample A, B, C papers and exams for each class. We also archive formal responses to student research papers and student work in Hist 497: Advanced Research and Writing.

- Has your department or program done an assessment audit of your courses to determine how course goals match overall student learning goals? (This has not been required of departments, but it is a recommended exercise. If you have done this, please report the results.)

  No, but we did hold an Assessment Meeting this year to discuss student learning goals in the context of revising our major. In recent years, we have experienced the hiring of a number of new faculty members and the retirement of several others. We expect Assessment for form part of the process as we continue the process of redoing our major to reflect the new composition of the department.

- Are student learning goals available to students? Are student learning goals included in course syllabi in your department or program?

  Most, but not all, of our syllabi have explicit learning goals in the course description. All of our syllabi have implicit learning goals.

**Student Assessments**

- Describe which *direct* assessments in your assessment plan have been collected for the year and which have not. ["Direct" refers to evaluated student work.]

  Our comprehensive capstone requirement is a standardized examination; our students routinely score in the 80th and 90th plus percentiles. We are discussing other forms of assessment as we re-work our major, which could include re-thinking our research paper requirement, student presentations in front of the department and other history majors, changing our historiography class, adding more training in methodology to our courses, and other possibilities.

- Describe which indirect assessments in your assessment plan have been collected for the year and which have not. ["Indirect" refers to student surveys or opinions.]

  Course evaluations are given by each member of the department. We do not have any exit interviews.

**Assessment Planning**

- How is information about student learning shared and used for department, program, or general education component decision making? (Each unit is to have discussions of at least two hours each academic year to discuss assessment. If you have met, briefly summarize the meeting. If you have not met, when do you plan to meet?)

  We did meet this year—see above.

- Describe any curricular or other programmatic changes that have been made that were based (at least in part) on the availability of your assessment data.

  Any changes will be decided upon and implemented in the next few years.

- Describe any changes in the Assessment Plan that have been made during this academic year. (If changes have been made, please submit an electronic copy of the revised plan to Amanda Hurd.)

    No changes yet.

- What are the plans for improving student learning in your unit?

    Re-working our major to reflect the new strengths of the department. See above.

- Report on this year's action item for your unit.

    Re-working our major. See above.

- Define at least one action item for your unit that will be a goal of your assessment discussions next year?

    See above.