

**Major Assessment Findings and Curricular Improvements**  
**School/Department Name**  
**Undergraduate Program(s)**  
**AY2008-09 through AY2012-13**

**Assessment Measures**

The Department of \_\_History\_\_\_\_ uses the following measures to assess departmental learning outcomes:

We use grades above all, and beyond that an assessment of the senior thesis, which is our replacement for comprehensive exams.

*Please list measures used by your faculty to review student learning in your program(s). The table below is for your consideration of possible measures that you may use in this review process. Please delete the table itself. Your list suffices.*

**Assessment Findings**

*Please report findings from data that you display in attachments in this section. Programs with specialized accreditation data should attach tables or figures with such data (e.g. pass rates on professional licensure exams) and provide create sections under Assessment Findings to discuss this data. For all undergraduate programs, Institutional Research Office will provide course data for a five year period (on enrollment, grades, course evaluation) for senior seminars and other key courses that programs requested. They will also provide comps data if available for your program(s). Finally data will be provided related to general education goals from the National Survey on Student Engagement (NSSE, a national student perception survey) for your majors from the responses of seniors in the most recently available year. If the number of respondents for NSSE within the program is lower than 5, NSSE data are not provided.*

*In your remarks under Assessment Findings, please identify the data source, refer to the appropriate attachment by number in the text and mark the number on the attachment itself. Describe the findings, i.e. what is the pattern of the results? What are significant findings from the NSSE data?*

**Senior Seminar Discussion** (Attachment X):

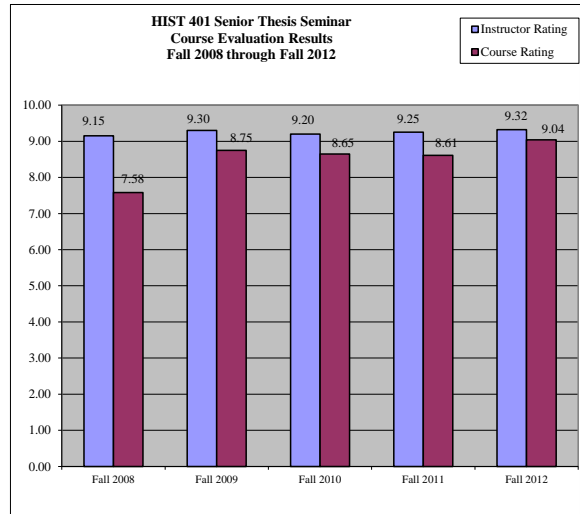
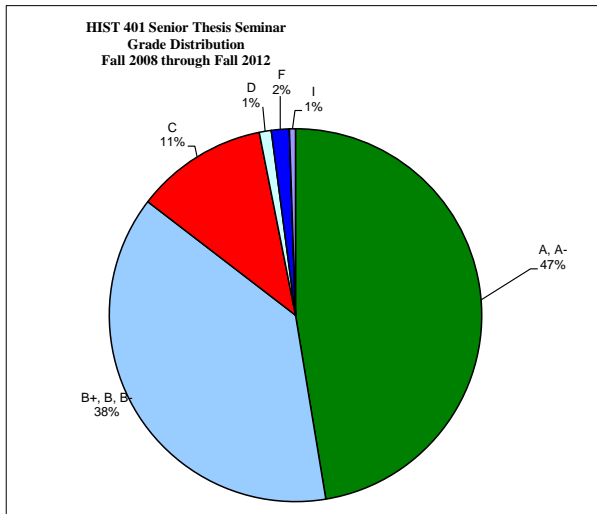
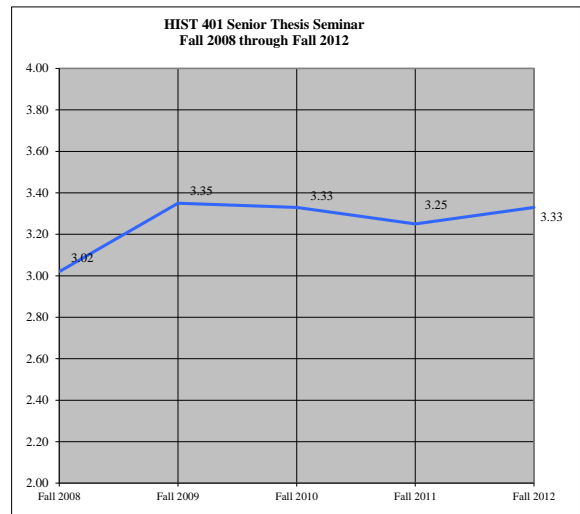
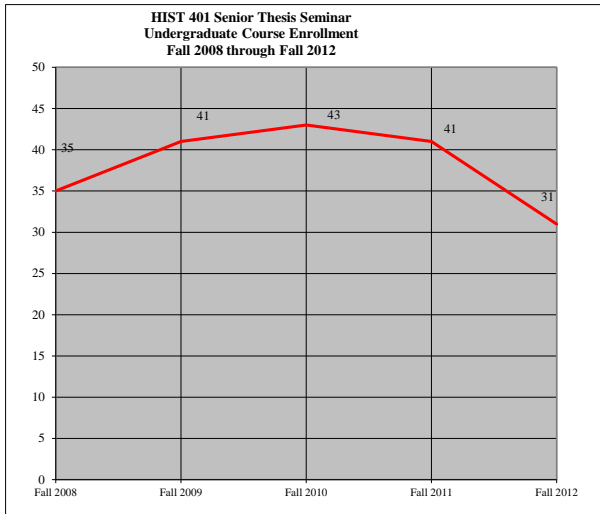
The Department of \_\_History\_\_\_\_ analyzed course grade, evaluation, and enrollment data in Senior Thesis Seminar for a five-year period (Fall 2008 through Fall 2012).

During this period, enrollment rose from 35 in 2008, to 43 in 2010, before declining to 31 in Fall 2012. This reflects a decline in the number of majors, largely following a national trend after the economic crisis of 2008.

Course evaluation results for the past five years indicate a very high level of student satisfaction with both the course itself and with the various instructors teaching it.

**COURSE SUMMARY DATA: DEPARTMENT OF HISTORY**  
**HIST 401 Senior Thesis Seminar**

Term	Undergraduate Course Enrollment	Course Grades										Course Evaluation Results					
		Course Grade		Grade Distribution							Course Eval.		Instructor Rating		Course Rating		
		Avg.	StDev.	A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.	
Fall 2008	35	3.02	1.11	16	11	4	2	2			1	26	74.29%	9.15	0.88	7.58	1.94
Fall 2009	41	3.35	0.82	23	13	4		1				20	48.78%	9.30	1.08	8.75	1.62
Fall 2010	43	3.33	0.67	22	16	5						35	81.40%	9.20	0.90	8.65	1.15
Fall 2011	41	3.25	0.56	15	22	4						28	68.29%	9.25	1.58	8.61	1.73
Fall 2012	31	3.33	0.69	15	11	5						28	90.32%	9.32	0.77	9.04	0.88



**Optional Discussion:**

**Intermediate Course Data (Attachment X):**

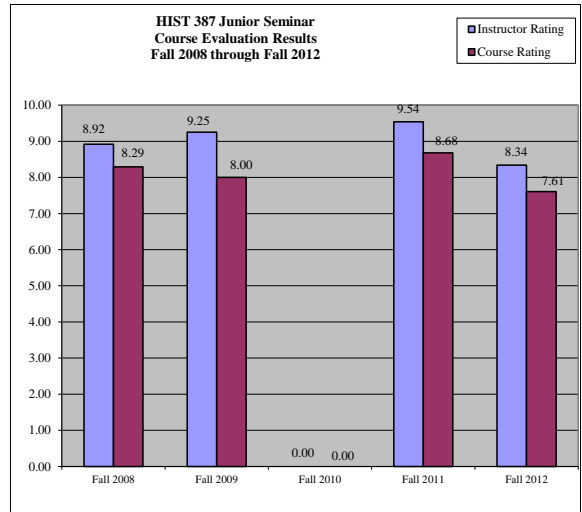
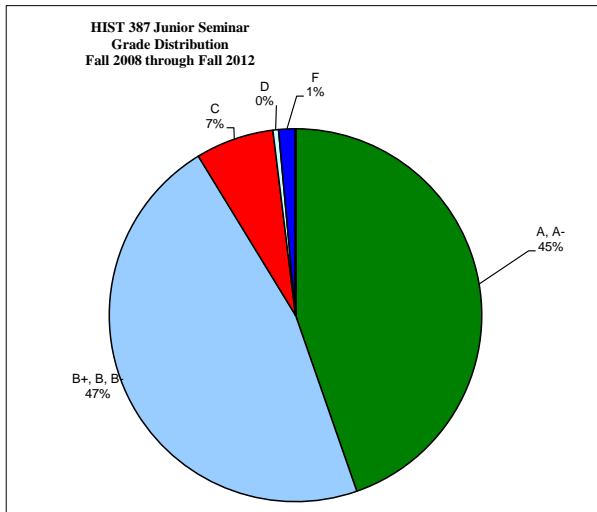
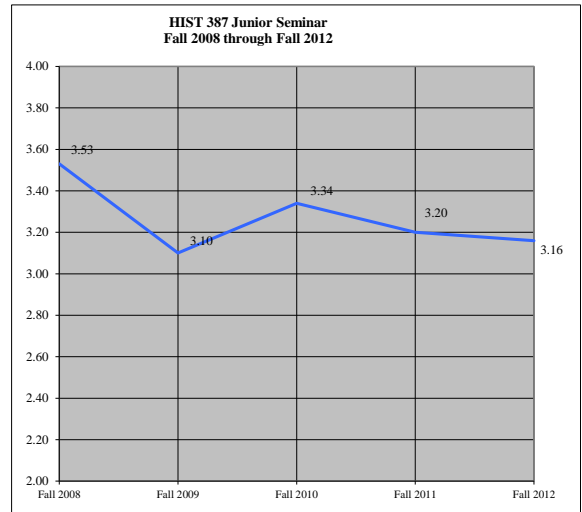
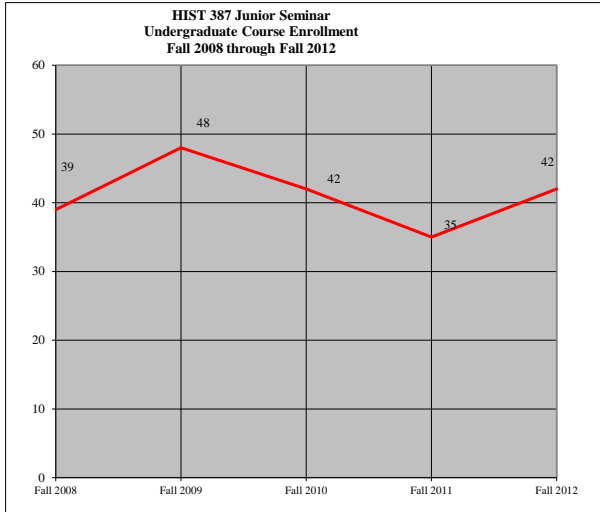
The School Department of History analyzed course grade, evaluation, and enrollment data in (name of course) for a five-year period (Fall 2008 through Fall 2012).

During this period, enrollment was relatively steady, from 35-48 students per term, with no discernable direction.

Course evaluation results for the past five years indicate very high levels of student satisfaction with both the courses themselves and the instructors teaching them.

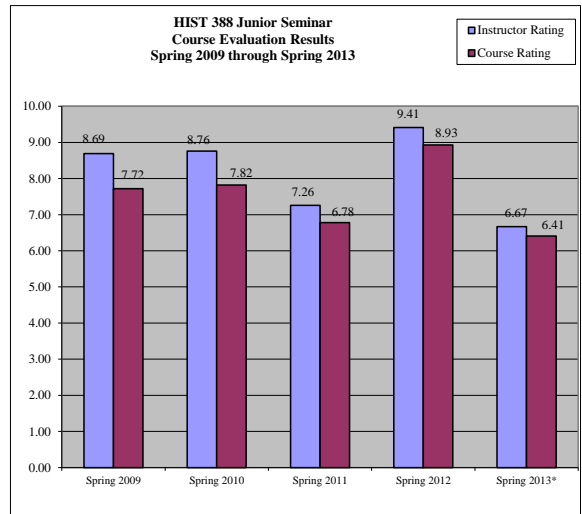
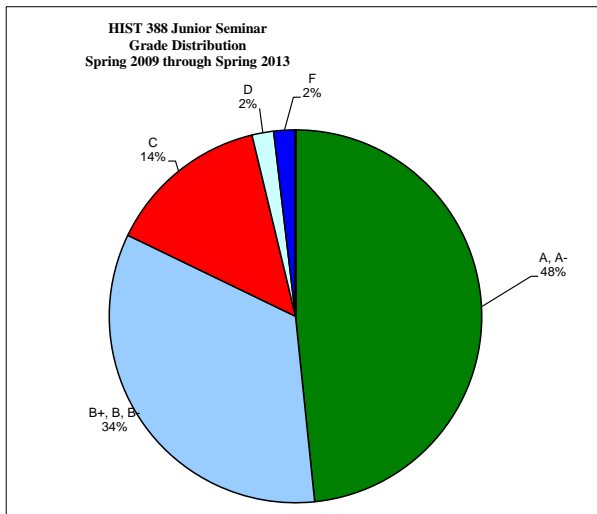
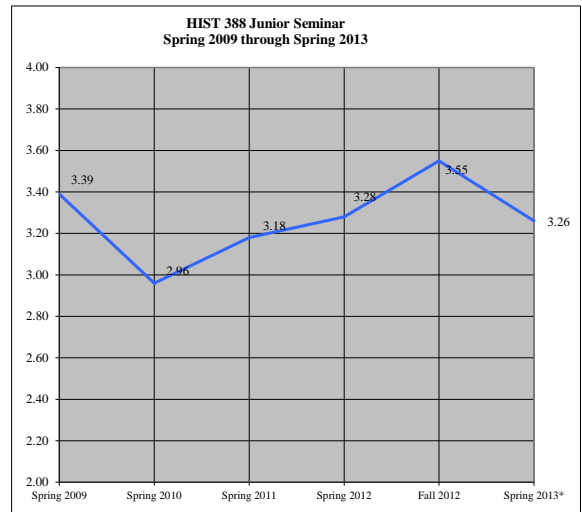
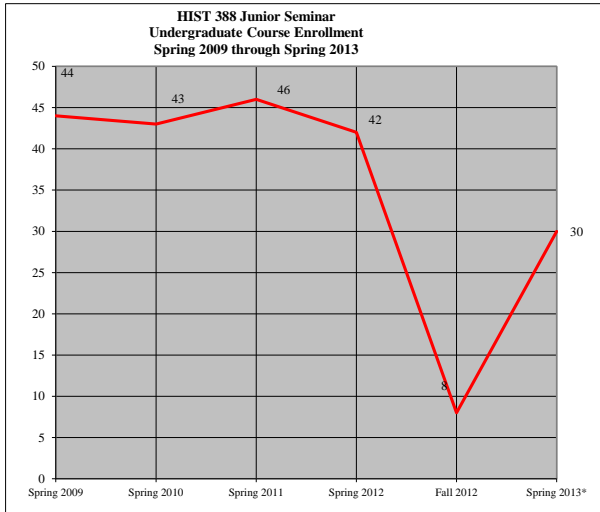
**COURSE SUMMARY DATA: DEPARTMENT OF HISTORY**  
**HIST 387 Junior Seminar**

Term	Undergraduate Course Enrollment	Course Grades										Course Evaluation Results					
		Course Grade		Grade Distribution							Course Eval.		Instructor Rating		Course Rating		
		Avg.	StDev.	A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.	
Fall 2008	39	3.53	0.49	23	15	1						38	97.44%	8.92	1.96	8.29	1.72
Fall 2009	48	3.10	1.00	21	22	1	1	3				40	83.33%	9.25	1.06	8.00	1.45
Fall 2010	42	3.34	0.46	15	27							0	0.00%				
Fall 2011	35	3.20	0.59	16	15	4						28	80.00%	9.54	0.74	8.68	1.59
Fall 2012	42	3.16	0.69	17	17	8						41	97.62%	8.34	1.65	7.61	2.14



**COURSE SUMMARY DATA: DEPARTMENT OF HISTORY**  
**HIST 388 Junior Seminar**

Term	Undergraduate Course Enrollment	Course Grades										Course Evaluation Results					
		Course Grade		Grade Distribution							Course Eval.		Instructor Rating		Course Rating		
		Avg.	StDev.	A, A-	B+, B, B-	C	D	F	W	I	#	%	Avg.	StDev.	Avg.	StDev.	
Spring 2009	44	3.39	0.70	22	19	2		1			39	88.64%	8.69	1.56	7.72	1.82	
Spring 2010	43	2.96	1.07	17	14	8	2	2			33	76.74%	8.76	1.75	7.82	2.07	
Spring 2011	46	3.18	0.86	22	15	7	1	1			23	50.00%	7.26	2.09	6.78	2.07	
Spring 2012	42	3.28	0.77	20	15	6	1				27	64.29%	9.41	0.89	8.93	0.92	
Fall 2012	8	3.55	0.71	6	1	1					7	87.50%	9.57	0.53	8.29	0.49	
Spring 2013*	30	3.26	0.74	16	8	6					28	93.33%	6.67	0.52	6.41	0.62	



\*Spring 2013 was using a new evaluation form where instructor and course ratings were based on a 7-point scale

**Perceptions of General Education Outcomes by Majors** (Attachment X):

Each spring, the Department of History uses the National Survey of Student Engagement (NSSE) to benchmark the general education outcomes of its senior students against senior students enrolled in: Catholic University, Carnegie Peers, and the entire NSSE participant group.

Seniors in the Department of Drama view their proficiency in all general education areas *Characterize the overall pattern of findings from NSSE data for seniors. Then in subsequent statements comment on particular areas that are significantly different from peer groups (noted by the asterisk on the attached NSSE results). Comment as needed.*

The NSSE data indicate very high levels of satisfaction with the department by our graduating seniors. They regard their courses as more demanding than the CUA average or than our Carnegie peer institutions; and score the department considerably higher than the CUA average or than our Carnegie peer institutions when it comes to improvements in writing, speaking, and critical thinking skills.

Much of this reflects the heavy investment of time and energy by many of our best faculty in teaching the two semesters of junior seminar and the one semester senior thesis seminar. In these courses, students work closely with faculty, in demanding courses, and in small settings that make universal active participation a necessity. The three courses are structured to develop analytic, research, writing and oral presentation skills.

**2013 National Survey of Student Engagement Mean Comparisons:  
Selected Catholic University General Education Goals  
Department of History: Seniors**

*Department of History compared with:*

**General Education Goals: Graduates will demonstrate proficiency in oral and written communication, including argumentative essays, research papers, presentations, and creative and collaborative work employing a variety of media.**

	<b>Department of History</b>	<b>Catholic University</b>			<b>Carnegie Peers</b>			<b>NSSE 2013</b>		
	<i>Mean<sup>a</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>
<i>During the current school year, about how much writing have you done? 1=none, 1.5=1-2, 4=3-5, 8=6-10, 13=11-15, 18=16-20, 23=more than 20</i>										
Number of papers, reports, or other writing tasks <b>up to 5 pages</b>	<b>11.5</b>	8.4		.48	7.2		.66	7.9		.53
Number of papers, reports, or other writing tasks <b>between 6 and 10 pages</b>	<b>8.7</b>	4.3		1.03	3.1		1.44	3.7		1.14
Number of papers, reports, or other writing tasks <b>11 pages or more</b>	<b>4.5</b>	2.4		.64	1.9		.77	2.0		.67
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Writing clearly and effectively	<b>3.8</b>	2.9	**	1.06	3.0	*	.93	3.1	*	.85
Speaking clearly and effectively	<b>3.5</b>	2.9		.65	2.9		.66	2.9		.60

*Department of History compared with:*

**General Education Goals: Graduates will show facility in critical thinking and reasoned analysis.**

	<b>Department of History</b>	<b>Catholic University</b>			<b>Carnegie Peers</b>			<b>NSSE 2013</b>		
	<i>Mean<sup>a</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
<b>Memorizing</b> course material	<b>2.6</b>	2.7		-.14	2.8		-.18	2.7		-.12
<b>Applying</b> facts, theories, or methods to practical problems or new situations	<b>3.2</b>	3.1		.16	3.1		.07	3.2		.06
<b>Analyzing</b> an idea, experience, or line of reasoning in depth by examining its parts	<b>3.8</b>	3.1	*	.84	3.1	*	.84	3.1	*	.82
<b>Evaluating</b> a point of view, decision, or information source	<b>3.6</b>	3.0		.68	2.9		.78	3.0		.71
<b>Forming</b> a new idea or understanding from various from various pieces of information	<b>3.8</b>	2.9		.89	2.9		.94	3.0		.88
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Thinking critically and analytically	<b>3.5</b>	3.2		.35	3.3		.25	3.3		.23
Analyzing numerical and statistical information	<b>2.8</b>	2.5		.35	2.9		-.03	2.8		.01
Solving complex real-world problems	<b>3.0</b>	2.7		.26	2.8		.19	2.8		.18

**2013 National Survey of Student Engagement Mean Comparisons:  
Selected Catholic University General Education Goals  
Department of History: Seniors**

*Department of History compared with:*

General Education Goals: Graduates will demonstrate an understanding of scientific and quantitative reasoning.	Department of History	Catholic University			Carnegie Peers			NSSE 2013		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
	<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>									
Thinking critically and analytically	3.5	3.2		.35	3.3		.25	3.3		.23
Analyzing numerical and statistical information	2.8	2.5		.35	2.9		-.03	2.8		.01
<i>During the current school year, about how often have you done the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Reached conclusions based on your own analysis of numerical information	3.3	2.5		.84	2.7		.69	2.6		.73
Used numerical information to examine a real-world problem or issue	3.0	2.4		.64	2.4		.58	2.4		.59
Evaluated what others have concluded from numerical information	3.2	2.4		.80	2.4		.75	2.4		.79

*Department of History compared with:*

General Education Goals: Graduates will demonstrate an ability to find information effectively using appropriate resources and technologies, critically assess the validity and relevance of that information, and utilize it in ethical and legal ways.	Department of History	Catholic University			Carnegie Peers			NSSE 2013		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
	<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>									
Combined ideas from different courses when completing assignments	3.0	2.9		.09	3.0		-.03	3.0		-.01
Connected your learning to societal problems or issues	2.5	2.8		-.35	2.8		-.32	2.9		-.40
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	3.2	2.7		.51	2.6		.61	2.7		.50
Connected ideas from your courses to your prior experiences and knowledge	3.7	3.3		.52	3.2		.59	3.3		.55

**2013 National Survey of Student Engagement Mean Comparisons:  
Selected Catholic University General Education Goals  
Department of History: Seniors**

*Department of History compared with:*

<b>General Education Goals: Graduates will demonstrate knowledge of and respect for different cultures and religions.</b>	<b>Department of History</b>	<b>Catholic University</b>			<b>Carnegie Peers</b>			<b>NSSE 2013</b>		
	<i>Mean<sup>a</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<b>3.2</b>	2.7		.51	2.6		.61	2.7		.50
Had discussions with people of a race or ethnicity other than your own	<b>3.3</b>	3.0		.41	3.1		.23	3.1		.24
Had discussions with people with religious beliefs other than your own	<b>2.5</b>	2.7		-.23	3.0		-.56	3.0		-.57
<i>During the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	<b>3.2</b>	3.0		.27	2.9		.32	3.0		.26
<i>To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Encouraging contact among students from different social, racial/ethnic, religious backgrounds	<b>2.2</b>	2.2		-.06	2.5		-.37	2.6		-.42
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
Understanding people of other racial and ethnic backgrounds	<b>3.0</b>	2.7		.31	2.7		.26	2.8		.19



## Curricular Improvements

*In this section, provide narrative describing the curricular improvements introduced, and if possible provide comments on the effects of these improvements if known. For example, the improvements may include changing the structure of particular courses, requiring prerequisite courses or skills, providing special advisement, introducing earlier experiences with parts of what become key projects or papers. In some instances, there will be extensive changes of requirements or course offerings (i.e. in Nursing or TRS). A brief overview of these major changes should be noted here.*

The main curricular change has been to change the emphasis of the second semester of junior seminar toward a greater emphasis on developing research skills, in preparation for the senior thesis.