Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
for Academic Programs

Program: Bachelor of Arts in History with Grades 8-12 Certification

Assessment Period Covered: January 1, 2009 to January 31, 2010

Program Coordinator (Preparer of Report): Dr. Deborah Blackwell

List Other Program Faculty:

Dr. Rex Ball
Dr. Carlos Cuellar
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Reviewed by Chair: Name: Dr. Mohamed Ben-Ruwin   Date _____

Reviewed by Dean: Name: Dr. Thomas Mitchell   Date _____

The Annual Institutional Effectiveness Review for Academic Programs is directed at Goal 1: Academics of the Texas A&M International University 2006-2010 Strategic Plan:
Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

Institutional Mission
Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society … Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

Academic Program Mission

The Department of Social Sciences enjoys a broad mission in teaching, research, creative activities, and service to our international community. The Bachelor of Arts in History is a traditional liberal arts degree designed to provide a sound undergraduate education that helps prepare graduates to think critically, communicate effectively, and successfully transition to graduate school and/or the job market. In support of these goals, History program faculty are committed to 1) developing historical knowledge among our students; 2) fostering the development of critical thinking and writing skills; and 3) ensuring that our students are prepared for further study in history.

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Provide summary of the last cycle's use of results and changes implemented
Program faculty should evaluate the former cycle. This statement should specify if the outcomes addressed were a continuation of previous ones, new outcomes, or modified versions of previous outcomes. In addition, the statement should include a concise analysis of the assessment data collected during the previous year, a brief explanation of actions taken to address specific outcomes, an evaluation of how these actions contributed to the improvement of the program, and any recommendations formulated. Assessment data—including actual samples of student work—must be viewed and discussed by program faculty during this process.

In FY 2008, a pilot program of a pre-test/post-test format was introduced to HIST 1301 courses taught by Dr. Blackwell and Dr. Duffy (3 large classes, totally approximately 260 students). The exam consists of 30 multiple-choice questions, 10 covering each of three intended learning outcomes (acquisition of knowledge and ability to explain information in political, social, and global history). The overall grade from the three sections went from 49.5% correct to 65.8% correct, which we consider to be an acceptable first use of the instrument. We will continue assessing the value of the instrument in FY 2009, including the creation of a pre-test/post-test for HIST 1302 and the establishment of benchmarks for the program.

Selected list of program-level intended student learning outcomes *(It is recommended that programs rotate through their entire set of outcomes over a multi-year period. Programs may focus on one or two outcomes each year, as deemed appropriate).*

1. Define and describe the foundations of the U.S. and world political systems and their effects on national development.
2. Recall and classify factors that relate to issues of gender, race, religion, and economic status in U.S. and world society.
3. Identify and explain how the United States interacted with the governments and peoples of other nations.
4. Discuss and explain connections between historical events as well as describe historical changes over time.
5. Analyze primary and secondary historical sources to demonstrate critical reading skills.
6. Develop written historical arguments in a variety of formats.

Section I: Planning and Implementation

Outcome(s)
Identify the outcome(s) that will be focused upon this year.

1. Define and describe the foundations of the U.S. and world political systems and their effects on national development.
2. Recall and classify factors that relate to issues of gender, race, religion, and economic status in U.S. and world society.
3. Identify and explain how the United States interacted with the governments and peoples of other nations.

☐ **Please indicate if the outcome(s) is (are) related to writing (QEP).**

Methods of assessment to be used: *The explanation should identify and describe the type of assessment(s) that will be used (e.g., survey, questionnaire, observation instrument, test, rubric to evaluate performance, standardized examination, action research, interviews, etc.), who will provide the information, and how the data will be obtained.*

The pilot pre-test/post-test program begun in the fall 2008 semester for HIST 1301(U.S. Survey to 1877) will be expanded to include HIST 1302 (U.S. Survey since 1877), as well as other instructors in addition to Drs. Blackwell and Duffy. The 30-question multiple-choice tests (written by Drs. Blackwell and Duffy) include ten questions that relate to each of the three learning objectives. Based on the results of this testing, we will create benchmarks for the program and hopefully gain insight into the significant DFW rates for the two courses.

Indicate when assessment(s) will take place

Pre-tests are administered during the first two weeks of each long semester, and post-tests are administered at the end of the semester.

Criteria/Benchmark(s): *[Specify, if deemed appropriate to assess outcome(s). Criteria/ benchmark(s) may be optional, especially if qualitative measures are used for data collection.]*

No benchmarks have been set as of yet, given that this assessment is still in its pilot stages (especially for HIST 1302). We will set benchmarks based on the data we collect in the FY 2010.

Section II: Analysis of Results

What were the results attained?
Describe the primary results or findings from your analysis of the information collected. This section should include an explanation of any strength(s) or weakness(es) of the program suggested by the results.

Of the 253 students who took the HIST 1301 pretest in the spring and fall 2009 semesters, the average total grade was 48.9% correct. On the 10 political questions (LO #1), the average score was 46.4% correct. On the 10 social questions (LO #2), the average score was 50.4% correct. On the 10 global history questions (LO #3), the average score was 48.9% correct.

Of the 216 students who took the HIST 1301 posttest in the spring and fall 2009 semesters, the average total grade was 68.8% correct. On the 10 political questions (LO #1), the average score was 67.0% correct. On the 10 social questions (LO #2), the average score was 69.2% correct. On the 10 global history questions (LO #3), the average score was 70.2% correct.

For HIST 1302, of the 490 students who took the pretest in the spring and fall 2009 semesters, the average total grade was 43.9% correct. On the 10 political questions (LO #1), the average score was 35.5% correct. On the 10 social questions (LO #2), the average score was 50.1% correct. On the 10 global history questions (LO #3), the average score was 46.1% correct.

Of the 480 students who took the HIST 1302 posttest in the spring and fall 2009 semesters, the average total grade was 56.1% correct. On the 10 political questions (LO #1), the average score was 50.1%

correct. On the 10 social questions (LO #2), the average score was 63.7% correct. On the 10 global history questions (LO #3), the average score was 54.4% correct.

These results suggest that the history faculty are seeing significant improvement between pretest and posttest scores in freshman History 1301, and that the balance of political, social, and global history is being maintained well.

What were the conclusions reached?
Should include a brief description of the procedure used for reaching the conclusion(s) based on the evidence collected and describe the process used to disseminate the information to other individuals. For example, if the discussion took place during the annual spring retreat, include a summary from those deliberations using the Meeting Minutes template found on the Project Integrate web page at http://www.tamiu.edu/integrate/docs/Minutes-Template.doc. Once completed, submit the minutes to assessment_@tamiu.edu.

This pilot program in testing freshman history students is showing good results for student performance (16.3% increase in overall scores) . The results also confirm anecdotal evidence of freshman students' lack of prior knowledge of American history and the quality of instruction in our program.

Describe the action plan formulated. (The plan may be multi-year in nature.)
Based on the conclusion(s), describe the action plan to be implemented to improve or maintain student learning, including a timeline for implementation.

The pretests and posttests will continue to be implemented in both HIST 1301 and 1302, with the addition of one instructor each year for the next two to three years. We will also begin experimenting with pre-test and post-test administration via Angel.

Section III: Resources

Resource(s) to implement action plan:
Describe the resources that will be needed to implement the action plan. Also indicate if the resources are currently available, or if additional funds will be needed to obtain these resources.

Funding
    X   New Resources Required
    ☐   Reallocation of current funds

Physical
    ☐   New or reallocated space

Other
    X   Primarily faculty/staff time
    ☐   University/rule procedure change only

Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)

History needs the ability to continue offering quality education to an increasing number of students. With initiatives like HB1 and ECHS adding to the increased number of regular freshmen, the history faculty resources are strained in offering the senior-level and graduate level coursework necessary for our growing number of majors and minors. This is consistent with Strategic Plan Goal 1.7: Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

Identify proposed outcomes for the next assessment cycle:

Continuation of present outcome(s) – (Indicate reason for continuation):

Continue evaluation of the pre-tests and post-tests for HIST 1301-1302; necessary to complete a full cycle of evaluation in order to have comparative results and to bring the remaining members of the History faculty into the assessment cycle. These results also help us address some of the ongoing concerns with DFW rates in HIST 1301.

New Outcome(s) – (List outcomes below):

Enter text here

Modification of present outcome(s) – (Indicate reason for modification):

Enter text here

Date Completed: February 11, 2010

Submit completed form to integrate@tamiu.edu.   Updated 09/03/2009