

Millikin University
College of Arts and Sciences
Annual History Major Assessment
2012-13
by
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2013

Executive Summary

In the 2012-13

again received student evaluation ratings that are above the division, college, and university averages. Our newest tenure-line faculty member, Dr. Brian Mullgardt, continued in his role as coordinator of the Social Science Education major; Dr. Mullgardt wrote our annual education assessment report, dispatched a letter to high school history teachers touting our program, and attended the Illinois Council for Social Studies annual conference. The department still lacks a tenure line in nonwestern history, a requirement of all History and Social Science Education majors, a position that needs to be filled before accreditation review. Professor Ellie Perelman offered excellent nonwestern history courses strong on content and popular with students; unfortunately, Dr. Perelman accepted a three-year appointment with the University of North Carolina-Chapel Hill. The department staged a farewell dinner for Dr. Perelman in Champaign in June.

students presented papers at the Conference on Illinois History in October 2012 (Jessica Knackstedt and Joe Kucznski), and History faculty also participated: Dan Monroe and Brian Mullgardt moderated sessions while Bob Sampson presented a paper on the origins of baseball in Central Illinois. The Millikin History Department remains one of the few, if not the only, undergraduate program in the region to sponsor student presentations at major scholarly conferences. Dr. Kovalcik again took students on a tour of Holocaust sites in May 2013, an immersion course that many students describe as life-changing. Over the summer 2012, Dan Monroe met with former congressman Thomas Ewing at his home in Pontiac, and the result of those meetings was the donation of the Ewing Papers to the Millikin history department. Millikin history students will organize and catalogue the holdings, an amazing opportunity for hands-on archival work. During the 2013 spring break, Dan Monroe and Tim Kovalcik traveled to Benton County,

Assessment Methods

Students are assessed in the content seminar HI 400, since all history majors must take this course. In the discipline of history, the seminar is typically the capstone course. It represents an opportunity for a credentialed faculty member to instruct students in a content area that has been a major focus of that faculty member's research and writing. Students are assigned advanced articles and scholarly monographs in the content area and are assessed via essay quizzes. Students also complete a research paper based on primary sources and present that paper to the class in a formal oral defense.

The spring 2013 seminar on the 1960s enrolled five students; the low enrollment may have been a product of the previously rather high enrollment in 2012 (16) when the department chair taught

the course. This suggests a need to keep enrollment at a reasonable level so that each faculty member can enjoy a decent class enrollment when the opportunity for seminar, which is shared among history faculty, arrives. The department chair collected and evaluated five research papers on whether the department's five learning goals were met.

Seminar Research Paper

Student papers that met department standards to a high degree were assigned 5 points, those to a moderate degree 3 points, those to an insufficient degree 1 point.

High degree: 1 students	5 points
Moderate degree: 4	12 points
Insufficient degree:	
TOTAL:	17 points

Analysis of Assessment Results

Because of the small sample size, final conclusions must be tempered. That said, the data

Appendix

History Department Assessment Rubrics

Long Research Paper

Department learning goals are met to a *high degree* when this paper meets the following criteria:

- *thoroughly researched, with an appropriate, extensive and relevant bibliography
- *clear and original thesis and argument supported by a wide variety of primary (when appropriate) and secondary sources, including journal articles
- *demonstrates a clear understanding of cause and effect in history
- *reflects a high degree of critical thought in making distinctions between and among sources
- *reflects an excellent ability to situate specific content in a relevant body of theory
- *Oral defense reflects an advanced ability to express in oral form an understanding of relevant issues and intellectual theories related to the paper

Department learning goals are met to a *moderate degree* when this paper meets the following criteria:

- *adequately researched, with an appropriate and relevant bibliography
- *clear thesis and argument supported by a moderate variety of primary (when appropriate) and secondary sources, including journal articles
- *demonstrates an adequate understanding of cause and effect in history
- *reflects some degree of critical thought in making distinctions between and among sources
- *reflects some ability to situate specific content in a relevant body of theory
- *Oral defense reflects some ability to express in oral form an understanding of relevant issues and intellectual theories related to the paper

Department learning goals are met to an *insufficient degree* when this paper meets the following criteria:

- *inadequately researched, with an incomplete bibliography
- *unclear and unoriginal thesis, with argument inadequately supported by a narrow and limited range of sources

*Oral defense reflects little or no ability to express in oral form an understanding of relevant issues and intellectual theories related to the paper