



Texas Southern University  
Assessment Plan 2010-2013

Unit Assessment Plan

College of Liberal Arts & Behavioral Science

Bachelor of Arts in History

## Introduction

### **Texas Southern University's Mission**

Texas Southern University is a comprehensive metropolitan university. Building on its legacy as a historically black institution, the university provides academic and research programs that address critical urban issues and prepare an ethnically diverse student population to become a force for positive change in a global society.

*In order to achieve this mission, Texas Southern University provides:*

- quality instruction in a culture of innovative teaching and learning
- basic and applied research and scholarship that is responsive to community issues
- opportunities for public service that benefit the community and the world.

### **Texas Southern University's Vision**

Texas Southern University will become one of the nation's pre-eminent comprehensive metropolitan universities. We will be recognized by the excellence of our programs, the quality of our instruction, our innovative research, and our desire to be a contributing partner to our community, state, nation, and world.

### ***Accreditation Standards***

Accreditation by Southern Association of Colleges and Schools Commission on Colleges (SACS) Commission on Colleges signifies that the institution: (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.

*Source: The Principles of Accreditation: Foundations for Quality Enhancement, 5<sup>th</sup> edition*

## **Goal 1 Assessment Plan 2010-11 to 2012-13**

### **1 Goal Description**

Goal 1:

To provide students with the opportunity to acquire a broad knowledge of historical content in the areas of U.S. History and the history of Western Europe and the world.

### **2 SLO Student Learning Outcomes/Objectives**

SLO measurements will begin in 2011-2012, due to discontinuance of History Major Field Test (MFT) during 2010-2011.

SLO 1.1: Students will demonstrate knowledge of American, Modern European, and World History, as well as knowledge of minorities and non-western peoples.

SLO 1.2: Students will demonstrate knowledge of United States History.

SLO 1.3: Students will demonstrate knowledge of European History.

SLO 1.4: Students will demonstrate knowledge of African, Asian and Latin American History.

### **3 Metric**

Metrics will begin in 2011-12.

Metric 1.1

Scores from Educational Testing Service (ETS) History Major Field Test (MFT) scores (2007-2010).

Metric 1.2

Scores from Educational Testing Service (ETS) History Major Field Test (MFT) scores (2007-2010) in United States History.

Metric 1.3

Scores from Educational Testing Service (ETS) History Major Field Test (MFT) scores (2007-2010) scores for European History.

Metric 1.4

Scores from Educational Testing Service (ETS) History Major Field Test (MFT) scores (2007-2010).

\*\*\*2011-2012 Area Concentration Achievement Test (ACAT) exam used as MFT in History was discontinued.

### **4 Target 2010-11**

Targets will begin in 2011-12.

Target 1.1

At least 50 percent of students will score 140 or better on the MFT in History.

Target 1.2

At least 50 percent of students will score 140 or better on the MFT in History.

Target 1.3

At least 50 percent of students will score 140 or better on the MFT in History.

Target 1.4

At least 50 percent of students will score 140 or better on the MFT in History.

### **5 Findings 2010-11**

Findings will begin in 2011-12.

Field test discontinued abruptly prior to the end of the semester (i.e. no comprehensive exam was given)

### **6 Action Plan 2010-11**

SLO 1.1 Begin use of ACAT-Area Concentration Achievement Test for assessment purposes.

SLO 1.2 Begin use of ACAT-Area Concentration Achievement Test for assessment purposes.

SLO 1.3 Begin use of ACAT-Area Concentration Achievement Test for assessment purposes.

SLO 1.4 Begin use of ACAT-Area Concentration Achievement Test for assessment purposes.

**7 Target 2011-12**

At least 50 percent of students will score 350 or better on the ACAT History Exam.

The targets are set at this level as this is the department's first time using ACAT and we are anticipating a period of transition. On a 500 scale, 350 represents a score of 70% - passing.

**8 Findings 2011-12**

50% of the completing students scored above 350 on the ACAT History Exam.

Target met.

**9 Action Plan 2011-12**

As the Target of 50% was met, the Target for 2012-2013 will be increased to 70% of students will score at or above 350 on the ACAT Examine.

**10 Target 2012-13**

At least 70 percent of students will score 350 or better on departmental exam

**11 Findings 2012-13**

Of the 3 students who took the ACAT, 100% exceeded the 350 Target score.

Target Met

**12 Action Plan 2012-13**

Revisit the 350 score on the ACAT for new 2013-2014 Target

**13 Additional Reference Documents**

No Reference Documents provided for 2010-2011

No Reference Documents provided for 2011-2012

[History 2012\\_2013 ACAT Summary](#) [PDF 524 KB 4/28/15]

## **Goal 2 Assessment Plan 2010-11 to 2012-13**

### **1 Goal Description**

Goal 2:

To provide students opportunities to develop skills necessary to write historical essays reflecting selection of a topic noteworthy of historical examination; collect data on the topic selected; formulate an argument based on his/her finds; develop a coherent argument; and suggest new paths for historical exploration.

### **2 SLO Student Learning Outcomes/Objectives**

SLO 2.1: Students will demonstrate ability to select topic for historical research.

SLO 2.3: Students will demonstrate ability to write an abstract.

SLO 2.4: Students will demonstrate the ability to write a well-researched coherent historical essay.

SLO 2.5: Students will demonstrate the ability to share his or her findings through presentations.

### **3 Metric**

Metric 2.1

Scores from Capstone Paper as it relates to the ability to select topic for historical research

Metric 2.3

Scores from Capstone Paper as it relates to ability to write an abstract.

Metric 2.4

Scores from Capstone Paper as related to the ability to write a well-researched coherent historical essay.

Metric 2.5

Scores from Capstone Paper as related to the ability to share paper through presentation.

### **4 Target 2010-11**

Target 2.1

50% of students select an appropriate topic for historical research.

Target 2.3

50% Students demonstrate ability to write an abstract.

Target 2.4

50% Students demonstrate ability to write a well-researched, coherent historical essay.

Target 2.5

50% of students demonstrate the ability to share his or her findings through presentations.

Due to the low number of History majors, the target has historically been set at 50%.

### **5 Findings 2010-11**

Findings 2.1

70% of majors (4 of 6) selected an appropriate topic for historical research.

Findings 2.3

70% of majors (4 of 6) demonstrated ability to write an abstract.

Findings 2.4

70% of majors (4 of 6) demonstrated the ability to write a well researched, coherent historical essay.

Findings 2.5

70% of majors (4 of 6) demonstrated the ability to share his or her findings through presentations.

### **6 Action Plan 2010-11**

Based on findings, Target was met during 2010-2011 AY. As a result, new Target will reflect 80% of majors for each SLO.

**7 Target 2011-12**

At least 80% of majors who complete the course will produce an original research paper based on primary and secondary sources

**8 Findings 2011-12**

83% of students who completed the capstone course (10 of 12) produced an original research paper based on primary and secondary sources.

**9 Action Plan 2011-12**

Develop a rubric for assessing the Capstone Paper

**10 Target 2012-13**

At least 80% of majors who complete the course will produce an original research paper based on primary and secondary sources

**11 Findings 2012-13**

100% of students (3 of 3) produced a passing paper in the capstone class.

**12 Action Plan 2012-13**

Implement newly designed rubric in Fall 2013 semester.

New 2013-2014 target = 80% of students will score a 3 out of 5 on the capstone paper.

**13 Additional Reference Documents**

No Reference Documents provided for 2010-2011

No Reference Documents provided for 2011-2012

No Reference Documents provided for 2012-2013

