

# Historical Inquiry (H) General Education Assessment Report

Dr. Lisa Coulter, Director of Assessment

Dr. Emily Mieras, Chair of History and H GLOAC Chair

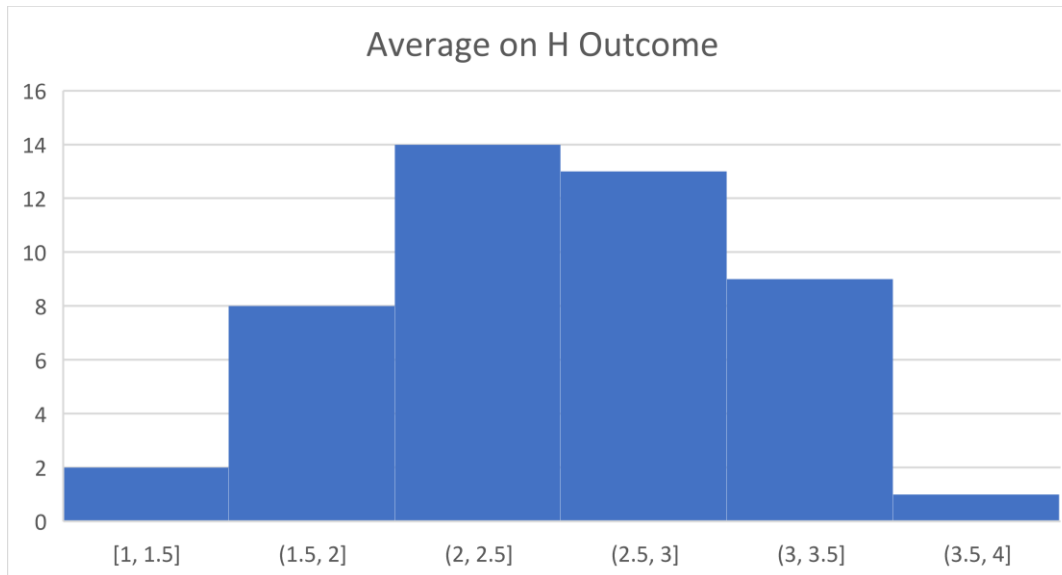
August 15, 2019

## Background and Methods

In October 2018 a team of faculty assessed a random sample of 49 artifacts from “H” courses from spring 2018. . This group included Emily Mieras, Eric Kurlander, Paul Croce, Leander Seah, and Christopher Bell.

As per best practices, the team first reviewed the rubric, then calibrated scores by using two sample essays for practice. The team achieved high interrater reliability during the calibration session. During the assessment portion, each sample was scored by two readers who did not see each other’s ratings.

## Results



Total greater than or equal to 2.5 are 26 ( $26/45 = 57.78\%$ )

Total great than or equal to 3 are 11 ( $11/47 = 23.40\%$ )

## Results by Dimension

Dimension	Mean	Median
Chronology	2.44	2.5
Historical Context	2.77	3
Historical Evidence	2.5	2.5
Historical Analysis	2.57	2.5
Geographical Context	2.26	2

The overall average on all samples was 2.51. The number of samples rated at an average of 2.5 or higher was  $26/47 = 55.32\%$ . Those rated 3 or higher are 11 ( $11/47 = 23.40\%$ )

## **Discussion and Analysis**

Thoughts on results: means and medians halfway between “approaching” and “milestone,” which is an acceptable result given the classes surveyed here (100- and 200-level courses w/ one 300-level History course). We do notice variability in results across different courses. In this sample, we note slightly lower averages across dimensions from the THEA course than the other courses with comparable number of artifacts in this sample.

The means and medians are relatively close across dimensions, which is a positive result, suggesting that these artifacts perform similarly in each of the qualities the rubric measures.

Overall, geographic context has the lowest average result across the sample; this is not surprising given that not all courses (or assignments scored for this assessment) put equal emphasis on geographic context (the rubric reads “if applicable” in the description for this dimension). To correct this issue, future assessors might discuss the meaning of this dimension in more depth before assessment (possibly, rather than not rating it, some just rated it low). Or we might consider refining the description of this dimension to provide more effective guidance.

The artifacts for this assessment varied widely. Some professors supplied short blue book essays; others supplied longer essays in response to take-home exam questions. Thus, one might assume that the more in-depth, longer answers would be more likely to yield stronger responses, and therefore, the comparisons across courses/artifacts are not that useful.

Also, it would be good to have more than 47 artifacts, but given the timing of the assessment and challenges with collecting samples, this number wasn’t terrible.

The rubric was updated in February, 2018. Thus, the new rubric was in use for the assessment but was implemented during the period in which the assessed courses were being taught. So, it’s quite possible that not all faculty teaching these courses were familiar with the new rubric.

### **Recommendations:**

--meeting of faculty members teaching courses in the “H” area to review the rubric and the dimensions.

--get faculty feedback on the rubric to see if there are areas that could be clarified

--clarify when to evaluate the “Geographic Context” dimension

--attempt to gather similar artifacts across assessed courses (For example, longer essays will work better to assess these dimensions than short exam answers)

-- It would be interesting to see whether different courses receive higher or lower scores, on average, in different dimensions, as that might provide useful feedback to instructors in those areas.

Historical Analysis Learning Outcome and Rubric . Updated 2.16.18.

**Learning Outcome Statement:**

Students analyze broad changes emerging over time in cultures, societies, ideas or institutions and/or the impact of central turning points, revolutionary moments or distinctive periods within their wider historical context.

**Definitions:**

The artifact 1) evaluates, interprets and describes (**analyzes**) historical phenomena in 2) broader socioeconomic, political and diplomatic, and/or cultural and intellectual forces); 3) the context of **change over time** (i.e., chronology, periodization, continuity vs. discontinuity) and 4) **geographic context** (regional, transnational, or global/comparative), while using 5) appropriate **evidence** (primary and/or secondary sources);

**and/or** 1) evaluates, interprets, and describes (**analyzes**) historical phenomena in 2) broader socioeconomic, political and diplomatic, and/or cultural and intellectual forces (**historical context**); the context of 3) **change over time** (the impact of turning points/revolutionary moments or distinctive periods); and 4) **geographic context** (regional, transnational, or global/comparative), while using 5) appropriate **evidence** (primary and/or secondary sources) to demonstrate the significance of the historical phenomenon the artifact describes.

Historical phenomena = historical events; historical institutions; or movements in the history of ideas

Evidence = (primary and/or secondary source materials)

	Capstone 4	Milestone 3	Approaching 2	Developing 1	No Basis For Review 0
<b>Chronology</b> (understanding of periodization, change over time, accurate expression of when historical phenomena occur in relation to each other)	Artifact clearly and accurately situates historical phenomena /topics in time and demonstrates sophisticated understanding of relationship between events/historical phenomena	Artifact clearly locates historical phenomena/topics in time and accurately situates events/topics in relation to one another. Demonstrates understanding of relationship between	Artifact places topic/historical phenomena in time but does not explore the relationship between time periods deeply and does not fully explore changes in the historical phenomenon/t	Artifact discusses a particular historical phenomenon/topic but either does not or inaccurately locates that phenomenon in time, including change over time and/or the importance of a	

	in different time periods and causation, including change over time and/or the importance of a specific turning point	events /historical phenomena across time periods, including change over time and/or the importance of a specific turning point	opic over time., including change over time and/or the importance of a specific turning point . Artifact may include some errors in chronology that interfere with understanding cause/effect	specific turning point. Understanding of cause/effect and relationship of historical phenomena over time is unexplored.	
<b>Historical Context</b> (broader socioeconomic and/or political and/or diplomatic and/or cultural and/or intellectual issues and movements)	Artifact demonstrates accurate understanding of the relevant context; artifact thoroughly explores and clearly explains relevant socioeconomic and/or political and/or diplomatic and/or cultural contexts/intellectual	Artifact effectively locates the example in historical context; artifact identifies and partially explores relevant socioeconomic and/or political and/or diplomatic and/or cultural /intellectual contexts	Artifact locates the example in historical context but does not explore that element in depth. Artifact identifies but does not thoroughly explain relevant socioeconomic and/or political and/or diplomatic and/or cultural / intellectual contexts. Interpretive logic might not be clear.	Artifact either does not identify or explore effectively explore relevant socioeconomic/and/or political and/or diplomatic and /or cultural/intellectual contexts. factual errors or faulty interpretive logic may be present .	
<b>Historical Evidence</b> (use of appropriate primary or secondary sources, as indicated by the assignment)	Artifact effectively uses appropriate primary or secondary sources as evidence and analyzes them in depth,	Artifact uses appropriate primary or secondary sources as evidence and effectively comments on them in the text.	Artifact uses some primary or secondary sources as evidence but does not fully explore their significance and/or does not use	Artifact uses few or inappropriate primary sources as evidence. Indicates faulty understanding and/or inability to effectively interpret and use the sources to	

	offering a sophisticated understanding of their content		adequate sources to explore the topic.	explore the paper's topic.	
<b>Historical Analysis</b> (evaluates, interprets, describes this historical example)	Artifact offers a sophisticated analysis of the topic that goes beyond summary and demonstrates a complex understanding of the topic and source material	Artifact describes topic effectively, offering some elements of interpretation that go beyond summary, and demonstrating clear understanding of topic and source material	Artifact offers a simple interpretation of the topic, including more summary than evaluation, and stops short of fully exploring the topic and source material. May reveal gaps in understanding .	Artifact offers summary more than analysis and does not go beyond description to interpretation.	
<b>Geographic Context (as applicable)*</b> (situating historical forces and phenomena in broader regional, transnational and/or global/comparative context)  *courses that focus on the history of ideas, for ex, might not engage geographic context	Artifact demonstrates accurate understanding of the relevant geographic context; artifact thoroughly situates and clearly explains historical phenomena in broader regional, transnational and/or global/comparative context	Artifact effectively locates the example in geographic context; artifact partially situates and somewhat clearly explains historical phenomena in broader regional, transnational and/or global/comparative context	Artifact may suggest some awareness of geographical context but does not situate and clearly explain historical phenomena in broader regional, transnational and/or global/comparative context	Artifact either does not show any awareness of geographic context; artifact does not situate and/or clearly explain historical phenomena in broader regional, transnational and/or global/comparative context	

(The old rubric:

Exemplary: Demonstrates exceptional analysis into the interpretation of appropriate evidence of broad changes over time in cultures, societies, ideas or institutions and/or into the impact of central turning points, revolutionary moments, or distinctive periods that were transformative within their wider historical context based on appropriate evidence;

Acceptable: Demonstrates adequate or satisfactory analysis of the impact of central turning points, revolutionary moments, or distinctive that were transformative within their wider historical context based on appropriate evidence

Developing: Demonstrates some adequate or satisfactory analysis of the impact of central turning points, revolutionary moments, or distinctive that were transformative within their wider historical context, but does not completely succeed in assessing findings based on the evidence or may not use appropriate evidence

Unacceptable: Demonstrates little or no adequate or satisfactory analysis of the impact of central turning points, revolutionary moments, or distinctive periods that were transformative within their wider historical context, and/or demonstrates the use of little or no appropriate evidence) ]