

History Department Assessment Plan

Learning Objectives—overview

Historical Knowledge

Historical Thinking

Historical Skills

History Majors (BA/BS) and History Teaching Major (BA/BS)

Measures of Success (HISTORY MAJOR):

- Learning objectives incorporated into “PREMAJOR” required courses
-Chart for intro course goals
- History methods course (HIST 3000) provides entry to MAJOR
- Survey of students' self-assessment
-Qualitative faculty assessment of parts of Learning Objectives (see Rubric for lower-division survey course)
- Upper-division courses use rubric based on learning objectives
-Faculty evaluate learning outcomes for individual assignments for particular Learning Objectives (see Rubric for upper-division course)
-Students show competency for graduation by completing HIST 4990 – Senior Capstone (survey)
-4990 capstone papers are evaluated using a rubric that rates students' success in all three main Learning Objectives – without demonstrating success in these objectives, one may not complete the class
-Students show competency by presenting original research in oral (conference) and written (20-25 page paper) forms
-Employment data, IDEA scores, and degree qualification profiles provide additional evidence of success

Measures of Success (HISTORY TEACHING MAJOR):

- Learning objectives incorporated into “PREMAJOR” required courses
- Chart for intro course goals
Upper-division courses use rubric based on learning objectives.
-Students show competency for graduation by completing a teaching capstone course
-Students show competency by passing the PRAXIS exam

Measures of Success (HISTORY GRADUATE PROGRAM):

- Learning objectives incorporated into required graduate seminars in research methods and theory
-Students demonstrate competency by successful completion of these seminars
- Thesis or Project at completion of degree
-Students demonstrate competency with written product and oral defense of original research
-Placement data provide outcomes information