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, IDE-A 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