

## Degree Program Assessment Plan

Name of Department     Social Sciences    

Name of Degree Program     History    

Date Plan Submitted     3/5/08    

Dean's Approval \_\_\_\_\_  
(Dean's signature)

List of learning outcomes to be assessed and the methods of assessment to be used for each. Also establish a timetable for conducting assessment for the next 6 years.

(Each program must identify a minimum of three student learning objectives that it is committing to assess on an ongoing basis. Assessments of learning objectives may be scheduled at intervals of up to three years, but departments must complete at least one formal assessment of one program learning objective each year.)

Learning Objectives	Methods of Assessment	Direct or Indirect	Time-Table 2006 - 2012
<p>1. The cultivation of an historical awareness of the United States' development, including a knowledge of its defining periods, an appreciation its regional, ethnic, and racial diversity, and a sense of how its culture and institutions have changed over time.</p>	<p><b>Under 2006 Assessment Proposal:</b>            Instructor of HIST 3390 compiled forms documenting whether individual students achieved outcome.</p> <p>Assessment coordinator, working in connection with QEP, correlated questions on HIST 1305 finals with course learning outcomes.</p> <p><b>Under Current Proposal</b>            Instructors of HIST 1305 and HIST 1306 will administer comprehensive final exams containing a selection of multiple choice questions from a database of questions keyed to learning outcomes.</p> <p>Student Survey of whether Course achieved its learning outcomes. Administered in all US History courses</p>	<p>Direct</p> <p>Direct</p> <p>Direct</p> <p>Indirect</p>	<p>Data gathered, Spring '07</p> <p>Results Reported, Fall 07</p> <p>Implement Spring 08-Fall 08</p> <p>Data to be gathered every semester, and reviewed by May.</p>



<p>4. The development of the research skills necessary for historical study, including the ability to locate and use a variety of primary sources, and to organize secondary sources according to historiographical school, and to weigh conflicting evidence or historical interpretations.</p>	<p><b>Under 2006 Assessment Proposal:</b> Instructor of HIST 3390 compiled forms documenting whether individual students achieved outcome.</p> <p><b>Under Current Proposal</b> Papers written for HIST 3390 and HIST 3385 (required courses for all majors) assessed by a committee of disciplinary faculty according to a common rubric.</p> <p>Student survey of whether Course achieved relevant learning outcomes administered in all upper-level history courses.</p>	<p>Direct</p> <p>Direct</p> <p>Indirect</p>	<p>Data gathered, Spring '07</p> <p>Results Reported, Fall 07</p> <p>Currently being implemented</p> <p>Data gathered whenever courses taught (every semester) and reviewed by May of each academic year.</p>
<p>5. And the development of a mastery of written and spoken English and of the academic conventions appropriate to historical study.</p>	<p><b>Under 2006 Assessment Proposal:</b> Instructor of HIST 3390 compiled forms documenting whether individual students achieved outcome.</p> <p><b>Under Current Proposal</b> Papers written for HIST 3390 and HIST 3385 (required courses for all majors) assessed by a committee of disciplinary faculty according to a common rubric.</p> <p>Student survey of whether Course achieved relevant learning outcomes administered in all upper-level history courses.</p>	<p>Direct</p> <p>Direct</p> <p>Indirect</p>	<p>Data gathered, Spring '07</p> <p>Results Reported, Fall 07</p> <p>Currently being implemented</p> <p>Data gathered whenever courses taught (every semester) and reviewed by May of each academic year.</p>