

Assessment Plan, 2014-20

Department of History

July 2015

Introduction and Goals

During the previous four-year assessment cycle (2010-14), the Department of History assessed all of the courses offered in the major and minor at least once. Our main objective was to effectively translate the core components of historical methodology into clear and concise learning outcomes, and to test students' mastery of these skills. We have worked diligently—often through trial and error—to develop specific learning outcomes and curriculum maps that most accurately reflect our pedagogical goals. In addition, we developed a robust direct assessment process to examine student learning, and used the results to make significant changes to our core curriculum.

Our principal goal for the next five-year assessment cycle is to continue strengthening our assessment process and improving the value of our data. To this end, we have two primary objectives. The first is to incorporate a new student knowledge survey in our four core classes for Global History majors (HIS 150, 250, 300, and 425). This mode of indirect assessment will allow us to collect more information about students' own understanding of the foundational skills that they are learning as Global History majors, and how these skills intersect with the program learning outcomes. We believe that these surveys will provide a useful complement to our existing practice of direct assessment of student work.

Second, we hope to get a better sense of how History majors and minors are learning and growing as they progress through their coursework. We are going to begin coding student work collected for direct assessment in our new introductory class, HIS 150, and then follow a cohort of students through the core major classes to assess how effectively we have scaffolded our skills curriculum.

Program Mission Statement and Learning Outcomes

Mission Statement: Global History Major and History Minor

The Global History Major and History Minor provides students with the knowledge and research skills to better understand their place in the world; to think critically about past, present, and future forces shaping facing their families and communities.

Global History Major Learning Outcomes

1. Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern world history.

2. Identify, locate, contextualize, and evaluate the usefulness of different forms of historical evidence (primary sources).
3. Effectively read historical scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.
4. Identify different theories and methods used in the historical profession.
5. Construct a historical argument grounded in evidence from primary and secondary sources and be able to provide a coherent defense of this thesis orally and in writing.

History Minor Learning Outcomes

1. Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern world history.
2. Identify, locate, contextualize, and evaluate the usefulness of different forms of historical evidence (primary sources).
3. Effectively read historical scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.
4. Construct a historical argument grounded in evidence from primary and secondary sources and be able to provide a coherent defense of this thesis orally and in writing.

Curriculum Map- Global History B.A.

	Program Learning Outcomes				
	1 Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern world history.	2 Identify, locate, contextualize, and evaluate the usefulness of different forms of historical evidence (primary sources).	3 Effectively read historical scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.	4 Identify different theories and methods used in the historical profession.	5 Construct a historical argument grounded in evidence from primary and secondary sources and be able to provide a coherent defense of this thesis orally and in writing.
Courses	Course Learning Outcomes				
HIS 150 Doing History		Identify and analyze primary source documents.	Read works of historical scholarship and identify the thesis, source base, organizational structure, and conclusions.	Identify basic categories of historical theory and methodology.	Write an argumentative essay grounded in evidence.
HIS 203-204-205	Identify and				Write an

Global History Survey	explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.				argumentative essay grounded in evidence.
HIS 2xx 200-level Electives	Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.	Identify and analyze primary source documents.			Write an argumentative essay grounded in evidence.
HIS 240 Historiography			Read and compare diverse works of scholarly literature.	Identify differences among theoretical and methodological processes used in the historical profession.	
HIS 300 Research Methods		Locate a primary source archive and analyze the evidence in order to answer an independent research question.		Apply appropriate historical theories and methods when analyzing primary source evidence.	Use a primary source archive to construct and answer a historical research question in an oral presentation and written paper.
HIS 3xx 300-level Electives	Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.	Identify and analyze primary source documents.	Read and compare diverse works of scholarly literature.		Write an argumentative essay grounded in evidence.
HIS 425 Senior Seminar in History	Explain the historical significance of a critical event, trend, or theme in an independent research project.	Locate a primary source archive and analyze the evidence in order to answer an independent research question.	Read and summarize a body of scholarly literature related to an independent research question.	Write an independent research paper that evaluates existing scholarly approaches to a particular topic and analyzes primary source evidence using appropriate historical theories and methods.	Use primary and secondary sources to answer an independent research question in an oral presentation and written paper.

Curriculum Map- History Minor

	Program Learning Outcomes			
	1	2	3	4
	Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern world history.	Identify, locate, contextualize, and evaluate the usefulness of different forms of historical evidence (primary sources).	Effectively read historical scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.	Construct a historical argument grounded in evidence from primary and secondary sources and be able to provide a coherent defense of this thesis orally and in writing.

Courses	Course Learning Outcomes			
HIS 150 Doing History		Identify and analyze primary source documents.	Read works of historical scholarship and identify the thesis, source base, organizational structure, and conclusions.	Write an argumentative essay grounded in evidence.
HIS 2xx 200-level Electives	Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.	Identify and analyze primary source documents.		Write an argumentative essay grounded in evidence.
HIS 3xx 300-level Electives	Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.	Identify and analyze primary source documents.	Read and compare diverse works of scholarly literature.	Write an argumentative essay grounded in evidence.

Assessment Philosophy

Guiding Principles

- The mission statement and learning outcomes for the Global History major and History minor are determined by the faculty of the History Department, and all faculty members are encouraged to participate in the assessment process.
- The History Department Curriculum Committee is responsible for coordinating and overseeing assessment efforts.
- Student learning will be evaluated using direct and indirect assessment tools.
- All data collected shall remain confidential and be used only for the purpose of program assessment.
- The assessment process should be consistently reviewed and improved to maximize effectiveness.

Assessment Schedule

Course Timeline

Academic Year	Courses	Major Learning Outcomes	Minor Learning Outcomes	Assessment Tools¹
2014-2015	HIS 203-204-205 (Survey)	1, 5	n/a	Essay
	HIS 425 (Senior Seminar)	1, 2, 5	n/a	Oral Presentation

¹ For the four core courses, we assess work submitted from every student. For the Global History Sequence and elective courses, we assess a sample of student work from multiple sections.

2015-2016	HIS 150 (Doing History)	2, 3, 4, 5	2, 3, 4	Essay, Student Survey
	HIS 240 (Historiography)	1, 2, 3	n/a	Essay, Student Survey
	HIS 300 (Research Methods)	2, 4, 5	n/a	Essay, Student Survey
	HIS 425 (Senior Seminar)	1, 2, 5	n/a	Oral Presentation, Student Survey
2016-2017	HIS 150 (Doing History)	2, 3, 4, 5	2, 3, 4	Essay, Student Survey
	HIS 240 (Historiography)	1, 2, 3	n/a	Essay, Student Survey
	HIS 300 (Research Methods)	2, 4, 5	n/a	Essay, Student Survey
	HIS 425 (Senior Seminar)	1, 2, 3, 4, 5	n/a	Thesis, Oral Pres., Student Survey
2017-2018	HIS 240 (Historiography)	1, 2, 3	n/a	Essay, Student Survey
	HIS 300 (Research Methods)	2, 4, 5	n/a	Essay, Student Survey
	HIS 425 (Senior Seminar)	1, 2, 3, 4, 5	n/a	Thesis, Oral Pres., Student Survey
2018-2019	HIS 2xx (Electives)	1, 2, 5	1, 2, 4	Essay, Syllabus Review
	HIS 3xx (Electives)	1, 2, 3, 5	1, 2, 3, 4	Essay, Syllabus Review
	HIS 425 (Senior Seminar)	1, 2, 5	n/a	Oral Presentation, Student Survey
2019-2020	HIS 203-204-205 (Survey)	1, 5	1, 5	Essay, Syllabus Review
	HIS 150 (Doing History)	2, 3, 4, 5	2, 3, 4	Essay, Student Survey
	HIS 425 (Senior Seminar)	1, 2, 5	n/a	Oral Presentation, Student Survey

Assessment Process Review

Each Spring Semester, the History Department Curriculum Committee will review current assessment strategies and tools, and, as necessary, implement revisions. The Committee will also consider new strategies and/or tools that might improve the effectiveness of the assessment process.