

HISTORY ASSESSMENT PLAN

Department/Program: HISTORY

Student Learning Objectives (SLO) for MAJORS

1. Students will develop excellent writing and speaking skills exemplified by the ability to use primary and secondary sources, distinguish biases, and construct historical arguments.
2. Students will demonstrate methods of historical analysis, historical veracity, and an understanding of historiography.
3. Students will develop global perspectives or, in classes in US history, develop their appreciation of cultural diversity.
4. Students will historically contextualize faith systems and issues of social justice.

Outcome Measure	SLO's	Description of Departmental Use of Data
Senior seminar papers & evaluations of them	1, 2, 3, 4	Each semester's sr. sem. uses the same template for required criteria for student papers. Each instructor rates each essay on the same 13 required elements of the essay; ratings are archived. Dep't. assesses how the essays score across semesters, to try to assess areas of weakness or strength.
Bauer Award Competition	1, 2	Sub-committee for annual Bauer competition for best student research paper keeps dep't. abreast of how capstone essays do or do not reflect desirable departmental standards.
Course evaluations	3,4	Evaluations ask about SLO 3. Chair discusses evaluations individually with faculty members. Chair reports emerging trends, if any, at Department meetings.
Senior exit surveys	1, 2, 3, 4	Exit surveys address SLOs directly. Chair archives them; reports emerging trends to Department and to University's Assessment Committee. Discussion occurs.
Syllabi review	1, 2, 3, 4	Every Department member attends this meeting each semester. Department discusses each faculty member's courses individually, e.g., teaching innovations, inclusiveness, methods of assessment/evaluation of

		student learning, course requirements, anticipated challenges of implementation.
Nat'l. grants: #applications/ #awards to majors	1, 3	Department members brainstorm annually about promising rising juniors who should apply.
Comparison to peer departments	1, 2, 3, 4	Chair periodically assesses Department's curriculum as compared to peer institutions as part of Program Review and in response to directives/initiatives from the American Historical Association (AHA). Reports to Department on findings. Discussion occurs.

1. **Results**—Review activities and findings by completing the Assessment Activities Table below. You can also provide a brief discussion afterward if you feel it would help the committee understand your assessment activities and findings during this cycle.

Assessment Activities Table

This year we assessed SLO(s)... (list each SLO in its own row)	...using Outcome Measure(s) (OMs). (See Report Instructions for description and example) Direct OM(s): Indirect OM(s):	Findings: program-performance for these SLOs, as indicated by these OMs, is: Excellent/Satisfactory/Needs Improvement (See Report Instructions for description and example)	Strategies for Improvement (in selected areas): (See Report Instructions for description and example)
SLO1			
SLO2			
SLO3			
SLO4			

Discussion (Optional):

2. What **revisions**, if any, to current SLOs and/or outcome measures did you make from previous plan?

3. **Plans**- What learning objectives will you be assessing in the next cycle?