Program Outcomes Assessment

BA/BS in History

Created on: 01/25/2010 02:13:00 PM CST
Last Modified: 09/10/2015 08:53:13 AM CST
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General Information (Program Outcomes Assessment)
Mission Statement

The mission of the Department of History at Indiana State University is to provide a high-quality educational experience for all those students who enroll in our courses. Our particular focus, however, is to provide for history majors an experience which will not only lead them to an understanding of the past and an appreciation of the great variety of uses of the past, but will also foster the fundamental skills of critical thinking, reading, and writing. We intend to deepen the students' understanding of the complex world in which they live and to stimulate effective participation in contemporary society.

Outcomes Library

BA/BS in History Outcome Set

<table>
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<th>BA/BS in History Learning Objectives</th>
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<td><strong>Outcome</strong></td>
<td><strong>Mapping</strong></td>
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</table>
| #1: Analytical and informational skills  
"Students will develop strong analytical, communication, quantitative, and informational skills (1)." | **Foundational Studies**: 10. Express themselves effectively, professionally, and persuasively both orally and in writing., 2. Critically evaluate the ideas of others. |
| #2: Hands-on experience | No Mapping |
| Students will receive "hands-on experience with the inquiry practices" of the discipline (1). | |
| #3: Intercultural knowledge | No Mapping |
| Students will develop intercultural knowledge and collaborative problem-solving skills (1). | |
| #4: Understanding of the historical context | No Mapping |
| Students will demonstrate an understanding of the historical context that shapes "individual, civic, and social choices." | |
#5: Habits of mind
Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."


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**Curriculum Map**

**Active Curriculum Maps**

- **BA/BS in History** (See appendix)
  - Alignment Set: BA/BS in History Outcome Set
  - Created: 05/04/2012 10:16:16 am CST
  - Last Modified: 05/14/2012 12:36:06 pm CST

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**Communication of Outcomes**
Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

**Archive**

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<td>2. Fall 2005 Assessment Committee Report regarding 2004-2005 Academic Year Graduates (See appendix)</td>
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2009-2010 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in History Outcome Set

BA/BS in History Learning Objectives

#1: Analytical and informational skills

"Students will develop strong analytical, communication, quantitative, and informational skills (1)."

- **Measure:** Portfolio
  - Direct - Student Artifact

- **Details/Description:**
  - **Target:** ?
  - **Implementation Plan (timeline):** Fall 2006 - Spring 2008
  - **Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

#2: Hands-on experience

Students will receive "hands-on experience with the inquiry practices" of the discipline (1).

- **Measure:** Portfolio
  - Direct - Student Artifact

- **Details/Description:**
  - **Target:** ?
  - **Implementation Plan (timeline):** Fall 2006 - Spring 2008
  - **Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

#3: Intercultural knowledge

Students will develop intercultural knowledge and collaborative problem-solving skills (1).

- **Measure:** Portfolio
  - Direct - Student Artifact

- **Details/Description:**
  - **Target:** ?
  - **Implementation Plan (timeline):** Fall 2006 - Spring 2008
  - **Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner
## #4: Pro-Active Sense of Responsibility

**Measure:** Portfolio  
**Direct:** Student Artifact

**Details/Description:**

**Target:** ?

**Implementation Plan (timeline):** Fall 2006 - Spring 2008

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner


## #5: Habits of Mind

**Measure:** Portfolio  
**Direct:** Student Artifact

**Details/Description:**

**Target:** ?

**Implementation Plan (timeline):** Fall 2006 - Spring 2008

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner


## Assessment Findings

### BA/BS in History Outcome Set

### BA/BS in History Learning Objectives

## #1: Analytical and Informational Skills

"Students will develop strong analytical, communication, quantitative, and informational skills (1)."

**Measure:** Portfolio  
**Direct:** Student Artifact

**Details/Description:**

**Target:** ?

**Implementation Plan (timeline):** Fall 2006 - Spring 2008

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner


**Findings for Portfolio**

**Summary of Findings:** 19 portfolios (52.8%) showed much evidence of achievement 17 portfolios (47.2%) showed some evidence of achievement

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**

#2: Hands-on experience
Students will receive "hands-on experience with the inquiry practices" of the discipline (1).


Details/Description:
Target: 
Implementation Plan (timeline): Fall 2006 - Spring 2008
Responsible Individual(s): David Nichols (chair), Isaac Land, Barbara Skinner

Findings for Portfolio

Summary of Findings: 11 portfolios (30.6%) showed much evidence of achievement 25 portfolios (69.4%) showed some evidence of achievement

Recommendations:
Reflections/Notes:

Substantiating Evidence:
- Assessment_Report_Chart,_2006-07.doc (Microsoft Word) (See appendix)
- Assessment_Report_Chart,_2007-08.doc (Microsoft Word) (See appendix)
- Assessment_Report_Chart,_Spring_-_Fall_2008_(Undergraduate).doc (Microsoft Word) (See appendix)

#3: Intercultural knowledge
Students will develop intercultural knowledge and collaborative problem-solving skills (1).


Details/Description:
Target: 
Implementation Plan (timeline): Fall 2006 - Spring 2008
Responsible Individual(s): David Nichols (chair), Isaac Land, Barbara Skinner

Findings for Portfolio

Summary of Findings: 14 portfolios (38.9%) showed much evidence of achievement 18 portfolios (50%) showed some evidence of achievement 4 portfolios (11.1%) showed no evidence of achievement

Recommendations:
Reflections/Notes:

Substantiating Evidence:
- Assessment_Report_Chart,_2006-07.doc (Microsoft Word) (See appendix)
- Assessment_Report_Chart,_2007-08.doc (Microsoft Word) (See appendix)
- Assessment_Report_Chart,_Spring_-_Fall_2008_(Undergraduate).doc (Microsoft Word) (See appendix)
## #4: Pro-active sense of responsibility

**Students will develop "a pro-active sense of responsibility for individual, civic, and social choices (1)."**


### Measure: Portfolio

**Direct - Student Artifact**

### Details/Description:

<table>
<thead>
<tr>
<th>Target:</th>
<th>?</th>
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</table>

### Implementation Plan (timeline):

Fall 2006 - Spring 2008

### Responsible Individual(s):

David Nichols (chair), Isaac Land, Barbara Skinner

### Findings for Portfolio

#### Summary of Findings:

1 portfolio (2.8%) showed much evidence of achievement
15 portfolios (41.7%) showed some evidence of achievement
20 portfolios (55.5%) showed no evidence of achievement

### Recommendations:

### Reflections/Notes:

### Substantiating Evidence:

- Assessment_Report_Chart_2006-07.doc (Microsoft Word) (See appendix)
- Assessment_Report_Chart_2007-08.doc (Microsoft Word) (See appendix)
- Assessment_Report_Chart_Spring_2008_Undergraduate.doc (Microsoft Word) (See appendix)

## #5: Habits of mind

**Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."**


### Measure: Portfolio

**Direct - Student Artifact**

### Details/Description:

<table>
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<th>Target:</th>
<th>?</th>
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</thead>
</table>

### Implementation Plan (timeline):

Fall 2006 - Spring 2008

### Responsible Individual(s):

David Nichols (chair), Isaac Land, Barbara Skinner

### Findings for Portfolio

#### Summary of Findings:

5 portfolios (13.9%) showed much evidence of achievement
25 portfolios (69.4%) showed some evidence of achievement
6 portfolios (16.7%) showed no evidence of achievement

### Recommendations:

### Reflections/Notes:

### Substantiating Evidence:

- Assessment_Report_Chart_2006-07.doc (Microsoft Word) (See appendix)
- Assessment_Report_Chart_2007-08.doc (Microsoft Word) (See appendix)
- Assessment_Report_Chart_Spring_2008_Undergraduate.doc (Microsoft Word) (See appendix)

## Overall Recommendations

*No text specified*
### Overall Reflection

*No text specified*
2010-2011 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in History Outcome Set

BA/BS in History Learning Objectives

#1: Analytical and informational skills
"Students will develop strong analytical, communication, quantitative, and informational skills (1)."


Measure: Portfolio
Direct - Student Artifact

Details/Description:
Target: ?
Implementation Plan (timeline): Fall 2010 - Spring 2011
Responsible Individual(s): David Nichols (chair), Isaac Land, Barbara Skinner

#2: Hands-on experience
Students will receive "hands-on experience with the inquiry practices" of the discipline (1).


Measure: Portfolio
Direct - Student Artifact

Details/Description:
Target: ?
Implementation Plan (timeline): Fall 2010 - Spring 2011
Responsible Individual(s): David Nichols (chair), Isaac Land, Barbara Skinner

#3: Intercultural knowledge
Students will develop intercultural knowledge and collaborative problem-solving skills (1).


Measure: Portfolio
Direct - Student Artifact

Details/Description:
Target: ?
Implementation Plan (timeline): Fall 2010 - Spring 2011
Responsible Individual(s): David Nichols (chair), Isaac Land, Barbara Skinner
#4: Pro-active sense of responsibility
Students will develop "a pro-active sense of responsibility for individual, civic, and social choices (1)."


#5: Habits of mind
Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."


Assessment Findings

Finding per Measure

BA/BS in History Outcome Set

BA/BS in History Learning Objectives

#1: Analytical and informational skills
"Students will develop strong analytical, communication, quantitative, and informational skills (1)."


#2: Hands-on experience
Students will receive "hands-on experience with
the inquiry practices" of the discipline (1).


### #3: Intercultural knowledge

**Students will develop intercultural knowledge and collaborative problem-solving skills (1).**


### #4: Pro-active sense of responsibility

**Students will develop "a pro-active sense of responsibility for individual, civic, and social choices (1)."**


### #5: Habits of mind

**Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."**


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### Overall Recommendations

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<td><strong>Responsible Individual(s):</strong> David Nichols (chair), Isaac Land, Barbara Skinner</td>
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**Findings for Portfolio**

No Findings Added
**No text specified**

**Overall Reflection**

**No text specified**
## 2011-2012 Assessment Cycle

### Assessment Plan

#### Outcomes and Measures

**BA/BS in History Outcome Set**

**BA/BS in History Learning Objectives**

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<th>#1: Analytical and informational skills</th>
<th>Measure: Portfolio</th>
<th>Direct - Student Artifact</th>
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<tr>
<td>&quot;Students will develop strong analytical, communication, quantitative, and informational skills (1).&quot;</td>
<td>Details/Description: The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.</td>
<td>Target:</td>
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<th>#2: Hands-on experience</th>
<th>Measure: Portfolio</th>
<th>Direct - Student Artifact</th>
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<td>Students will receive &quot;hands-on experience with the inquiry practices&quot; of the discipline (1).</td>
<td>Details/Description: The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.</td>
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<table>
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<th>#3: Intercultural knowledge</th>
<th>Measure: Portfolio</th>
<th>Direct - Student Artifact</th>
</tr>
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<tr>
<td>Students will develop intercultural knowledge and collaborative problem-solving skills (1).</td>
<td>Details/Description: The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.</td>
<td>Target:</td>
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interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:**

**Implementation Plan (timeline):** Fall 2011 - Spring 2012

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

---

#4: Pro-active sense of responsibility

Students will develop "a pro-active sense of responsibility for individual, civic, and social choices (1)."


**Measure:** Portfolio

Direct - Student Artifact

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:**

**Implementation Plan (timeline):** Fall 2011 - Spring 2012

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

---

#5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."


**Measure:** Portfolio

Direct - Student Artifact

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:**

**Implementation Plan (timeline):** Fall 2011 - Spring 2012

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

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**Assessment Findings**

**Finding per Measure**

**BA/BS in History Outcome Set**

**BA/BS in History Learning Objectives**
#1: Analytical and informational skills
"Students will develop strong analytical, communication, quantitative, and informational skills (1)."


**Details/Description:** The assessment committee collects undergraduate major students’ papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students’ grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department’s stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:**

**Implementation Plan (timeline):** Fall 2011 - Spring 2012

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

---

**Findings for Portfolio**

**Summary of Findings:** Average 4.1
Scores ranged from 3 - 5 (where entered in whole numbers only.)

10 students displayed Much evidence of achievement; 2 displayed Some evidence of achievement.

Results for 12 students who graduated in the Summer or Fall of 2011 or Spring of 2012. (One student who graduated during the period was eliminated from the analysis due to insufficient data in the portfolio.)

For the remaining twelve, committee members ranked each student’s work from 1 (no evidence of achievement) through 5 (much evidence of achievement) for each category. The chair of the committee then averaged the committee members’ scores, rounding fractions to the nearest whole number then averaged the scores in each column.

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

**Substantiating Evidence:**
- History - Undergrad Assessment Table--Criteria Summarized 2011-2012.pdf (Adobe Acrobat Document) (See appendix)

---

#2: Hands-on experience
Students will receive "hands-on experience with the inquiry practices" of the discipline (1).


**Details/Description:** The assessment committee collects undergraduate major students’ papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students’ grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department’s stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:**

**Implementation Plan (timeline):** Fall 2011 - Spring 2012
#3: Intercultural knowledge
Students will develop intercultural knowledge and collaborative problem-solving skills (1).


Measure: Portfolio
Direct - Student Artifact

Details/Description: The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

Target:
Implementation Plan (timeline): Fall 2011 - Spring 2012

Responsible Individual(s): David Nichols (chair), Isaac Land, Barbara Skinner

Findings for Portfolio

Summary of Findings: Average 4.2
Scores ranged from 3 - 5 (where entered in whole numbers only.)
11 students displayed Much evidence; 1 displayed Some evidence.

Results for 12 students who graduated in the Summer or Fall of 2011 or Spring of 2012. (One student who graduated during the period was eliminated from the analysis due to insufficient data in the portfolio.)

For the remaining twelve, committee members ranked each student’s work from 1 (no evidence of achievement) through 5 (much evidence of achievement) for each category. The chair of the committee then averaged the committee members’ scores, rounding fractions to the nearest whole number then averaged the scores in each column.

Results: Target Achievement: Met

Recommendations:

Reflections/Notes:
#4: Pro-active sense of responsibility

Students will develop "a pro-active sense of responsibility for individual, civic, and social choices (1)."


Details/Description: The assessment committee collects undergraduate major students’ papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students’ grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department’s stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

Target:

Implementation Plan (timeline): Fall 2011 - Spring 2012

Responsible Individual(s): David Nichols (chair), Isaac Land, Barbara Skinner

Findings for Portfolio

Summary of Findings: Average 3.75
Scores ranged from 3 - 5 (where entered in whole numbers only.)

7 students displayed Much evidence; 1 displayed Some evidence.

Results for 12 students who graduated in the Summer or Fall of 2011 or Spring of 2012. (One student who graduated during the period was eliminated from the analysis due to insufficient data in the portfolio.)

For the remaining twelve, committee members ranked each student’s work from 1 (no evidence of achievement) through 5 (much evidence of achievement) for each category. The chair of the committee then averaged the committee members’ scores, rounding fractions to the nearest whole number then averaged the scores in each column.

Results: Target Achievement: Not Met

Recommendations:

Reflections/Notes: The History Department has made a concerted effort to improve its students’ scores for Criteria IV and V. Not only has it collected enough information to evaluate students, it has also tailored its methods course (Hist 300) toward the development of these skills and actively encouraged faculty teaching 300 and 400-level courses to create assignments designed to do the same. The assessment committee has seen marked improvement in both since 2006 but still feels there is work to be done helping students “develop a proactive sense of responsibility for individual, civil, and social choices.” (Criterion IV)

These Findings are associated with the following Actions:

Ensure portfolios are complete
(Action Plan; 2011-2012 Assessment Cycle)

#5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."

1. Quoted sections within the "objectives" section derived from "Our Students’ Best Work: A
members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:**

**Implementation Plan (timeline):** Fall 2011 - Spring 2012

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

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**Findings for Portfolio**

**Summary of Findings:** Average 4.0

Scores ranged from 3 - 5 (where entered in whole numbers only.)

10 students displayed Much evidence; 2 displayed Some evidence.

Results for 12 students who graduated in the Summer or Fall of 2011 or Spring of 2012. (One student who graduated during the period was eliminated from the analysis due to insufficient data in the portfolio.)

For the remaining twelve, committee members ranked each student’s work from 1 (no evidence of achievement) through 5 (much evidence of achievement) for each category. The chair of the committee then averaged the committee members’ scores, rounding fractions to the nearest whole number then averaged the scores in each column.

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

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**Overall Recommendations**

No text specified

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**Overall Reflection**

No text specified

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**Action Plan**

**Actions**

**BA/BS in History Outcome Set**

**BA/BS in History Learning Objectives**

**#4: Pro-active sense of responsibility**

Students will develop "a pro-active sense of responsibility for individual, civic, and social choices (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A

**Action:** Ensure portfolios are complete

**This Action is associated with the following Findings**

**Findings for Portfolio**

(Assessment Plan and Assessment Findings; 2011-2012 Assessment Cycle)

**Summary of Findings:** Average 3.75

Scores ranged from 3 - 5 (where entered in whole numbers only.)

7 students displayed Much evidence; 1 displayed Some evidence.
Results for 12 students who graduated in the Summer or Fall of 2011 or Spring of 2012. (One student who graduated during the period was eliminated from the analysis due to insufficient data in the portfolio.)

For the remaining twelve, committee members ranked each student’s work from 1 (no evidence of achievement) through 5 (much evidence of achievement) for each category. The chair of the committee then averaged the committee members’ scores, rounding fractions to the nearest whole number then averaged the scores in each column.

**Action Details:** There were some areas of strengths and weaknesses; the citizenship category and the intercultural knowledge category seemed weak but perhaps we are not putting enough in the folders. Faculty members should include assignments along with the student work. The Assessment committee in the future proposes that they will only review folders once the folder includes both a History 300 paper and at least one 400-level paper. Unanimously approved.

In the future, the paper designated by the student as their “culminating experience” paper could serve for this. Some discussion followed about options for collecting samples of student work electronically.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:** High

**Supporting Attachments:**


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**BA/BS in History Learning Objectives**

**#4: Pro-active sense of responsibility**

Students will develop "a pro-active sense of responsibility for individual, civic, and social choices (1).


**Action:** Ensure portfolios are complete

**Action Details:** There were some areas of strengths and weaknesses; the citizenship category and the intercultural knowledge category seemed weak but perhaps we are not putting enough in the folders. Faculty members should include assignments along with the student work. The Assessment committee in the future proposes that they will only review folders once the folder includes both a History 300 paper and at least one 400-level paper. Unanimously approved.

In the future, the paper designated by the student as their “culminating experience” paper could serve for this. Some discussion followed about options for collecting samples of student work electronically.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:** High
Supporting Attachments:


**Status** for Ensure portfolios are complete

**Current Status:** Completed

**Resource Allocation(s) Status:** The History Department has made a concerted effort to improve its students' scores for Criteria IV (civic responsibility) and V (integrative thought). Faculty members have collected enough information to evaluate students, the Department has tailored its methods course (Hist 300) toward the development of these skills and has actively encouraged faculty teaching 300 and 400-level courses to create assignments designed to do the same. The department is also augmenting students' civic and community engagement by encouraging faculty members to include experiential learning projects in their courses. History 300 (Methods) provides students with the opportunity to conduct historical research both in the archives and via oral history (Outcomes IV and V). The assessment committee has seen improvement in both since 2006. (Information from the April 2013 Assessment Committee Report)

**Next Steps/Additional Information:**

**Substantiating Evidence:**

History - Assessment Report Undergraduate 2013.pdf (Adobe Acrobat Document) (See appendix)

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**Status Summary**

*No text specified*

**Summary of Next Steps**

*No text specified*
2012-2013 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in History Outcome Set

BA/BS in History Learning Objectives

#1: Analytical and informational skills
"Students will develop strong analytical, communication, quantitative, and informational skills (1)."


Measure: Portfolio
Direct - Student Artifact

Details/Description: The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

Target: 
Implementation Plan (timeline): Fall and Spring

Responsible Individual(s): David Nichols (chair), Isaac Land, Barbara Skinner

#2: Hands-on experience
Students will receive "hands-on experience with the inquiry practices" of the discipline (1).


Measure: Portfolio
Direct - Student Artifact

Details/Description: The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

Target: 
Implementation Plan (timeline): Fall, Spring

Responsible Individual(s): David Nichols (chair), Isaac Land, Barbara Skinner

#3: Intercultural knowledge
Students will develop intercultural knowledge and collaborative problem-solving skills (1).

Measure: Portfolio
Direct - Student Artifact

Details/Description: The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit

Interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:**?

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

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### #4: Pro-active sense of responsibility

Students will develop "a pro-active sense of responsibility for individual, civic, and social choices (1)."


**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:**?

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

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### #5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."


**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:**?

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

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**Assessment Findings**

**Finding per Measure**

**BA/BS in History Outcome Set**

**BA/BS in History Learning Objectives**
#1: Analytical and informational skills

"Students will develop strong analytical, communication, quantitative, and informational skills (1)."


**Measure:** Portfolio

**Direct - Student Artifact**

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall and Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

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**Findings for Portfolio**

**Summary of Findings:** In April of 2013, the committee assessed twelve students, all of them undergraduate majors who graduated between the summer of 2012 and the Spring 2013 term (table attached).

Learning Outcome I (Analysis/Communication): 7 students displayed Much evidence of achievement; 4 displayed Some evidence of achievement.

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**


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#2: Hands-on experience

Students will receive "hands-on experience with the inquiry practices" of the discipline (1).


**Measure:** Portfolio

**Direct - Student Artifact**

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

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**Findings for Portfolio**
**Summary of Findings:** In April of 2013, the committee assessed twelve students, all of them undergraduate majors who graduated between the summer of 2012 and the Spring 2013 term (table attached).

Learning Outcome II (Inquiry Practices): 9 students displayed Much evidence; 3 students displayed Some evidence of achievement

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

**Substantiating Evidence:**

History - Assessment Report Undergraduate Grid 2013.pdf (Adobe Acrobat Document) (See appendix)

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**#3: Intercultural knowledge**

Students will develop intercultural knowledge and collaborative problem-solving skills (1).


**Measure:** Portfolio

**Direct - Student Artifact**

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

**Findings for Portfolio**

**Summary of Findings:** In April of 2013, the committee assessed twelve students, all of them undergraduate majors who graduated between the summer of 2012 and the Spring 2013 term (table attached).

Learning Outcome III (intercultural knowledge, collaboration): All 12 students displayed Much evidence.

**Results:** Target Achievement: Exceeded

**Recommendations :**

**Reflections/Notes :**

**Substantiating Evidence:**

History - Assessment Report Undergraduate Grid 2013.pdf (Adobe Acrobat Document) (See appendix)

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**#4: Pro-active sense of responsibility**

Students will develop a pro-active sense of

**Measure:** Portfolio

**Direct - Student Artifact**
Details/Description: The assessment committee collects undergraduate major students’ papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students’ grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department’s stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

Target: ?

Implementation Plan (timeline): Fall, Spring

Responsible Individual(s): David Nichols (chair), Isaac Land, Barbara Skinner

Findings for Portfolio

Summary of Findings: In April of 2013, the committee assessed twelve students, all of them undergraduate majors who graduated between the summer of 2012 and the Spring 2013 term (table attached).

Learning Outcome IV (civic responsibility): 9 students displayed Much evidence; 3 displayed Some evidence.

Results: Target Achievement: Met

Recommendations:

Reflections/Notes:

Substantiating Evidence:

History - Assessment Report Undergraduate Grid 2013.pdf (Adobe Acrobat Document) (See appendix)

#5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."


Details/Description: The assessment committee collects undergraduate major students’ papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students’ grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

Target: ?

Implementation Plan (timeline): Fall, Spring

Responsible Individual(s): David Nichols (chair), Isaac Land, Barbara Skinner

Findings for Portfolio

Summary of Findings: In April of 2013, the committee assessed twelve students, all of them undergraduate majors who graduated between the summer of 2012 and the Spring 2013 term (table attached).

Learning Outcome V (integrative thought): 6 students displayed Much evidence; 6 displayed Some
evidence.  
**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**

[History - Assessment Report Undergraduate Grid 2013.pdf (Adobe Acrobat Document) (See appendix)]

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### Overall Recommendations

*No text specified*

### Overall Reflection

*No text specified*

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### Action Plan

#### Actions

**Action Plan**

**Outcome**

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**Action Plan**

**Action:** Maintain assessment

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** No changes to assessment methods or program identified. Reassess outcomes in 2013-14.

**Implementation Plan (timeline):** 2013-14

**Key/Responsible Personnel:** Assessment Committee

**Measures:**

**Resource Allocations:** None

**Priority:** High

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### Status Report

#### Action Statuses

**Action Plan**

**Outcome**
**Action Plan**

- **Action:** Maintain assessment
  
  **Action Details:** No changes to assessment methods or program identified. Reassess outcomes in 2013-14.

  **Implementation Plan (timeline):** 2013-14

  **Key/Responsible Personnel:** Assessment Committee

  **Measures:**

  **Resource Allocations:** None

  **Priority:** High

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**Status for Maintain assessment**

**Current Status:** Completed

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:** Outcomes were assessed in 2013-14. Findings reported for that cycle.

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**Status Summary**

*No text specified*

**Summary of Next Steps**

*No text specified*
2013-2014 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in History Outcome Set

BA/BS in History Learning Objectives

#1: Analytical and informational skills
"Students will develop strong analytical, communication, quantitative, and informational skills (1)."


**Measure:** Portfolio
**Direct:** Student Artifact

**Details/Description:** The assessment committee collects undergraduate major students’ papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students’ grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department’s stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?
**Implementation Plan (timeline):** Fall and Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

#2: Hands-on experience
Students will receive "hands-on experience with the inquiry practices" of the discipline (1).


**Measure:** Portfolio
**Direct:** Student Artifact

**Details/Description:** The assessment committee collects undergraduate major students’ papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students’ grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department’s stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?
**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

#3: Intercultural knowledge
Students will develop intercultural knowledge and collaborative problem-solving skills (1).

**Measure:** Portfolio
**Direct:** Student Artifact

**Details/Description:** The assessment committee collects undergraduate major students’ papers, exams, and other assignments from their instructors throughout the school year, and conducts exit...

interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

Target: ?
Implementation Plan (timeline): Fall, Spring
Responsible Individual(s): David Nichols (chair), Isaac Land, Barbara Skinner

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**#4: Understanding of the historical context**

Students will demonstrate an understanding of the historical context that shapes "individual, civic, and social choices."


Details/Description: The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

Target: ?
Implementation Plan (timeline): Fall, Spring
Responsible Individual(s): David Nichols (chair), Isaac Land, Barbara Skinner

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**#5: Habits of mind**

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."


Details/Description: The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

Target: ?
Implementation Plan (timeline): Fall, Spring
Responsible Individual(s): David Nichols (chair), Isaac Land, Barbara Skinner

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**Assessment Findings**

**Finding per Measure**

**BA/BS in History Outcome Set**

**BA/BS in History Learning Objectives**
#1: Analytical and informational skills

"Students will develop strong analytical, communication, quantitative, and informational skills." 


**Measure:** Portfolio  
**Direct:** Student Artifact

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall and Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

**Findings for Portfolio**

**Summary of Findings:** In April of 2014, the committee assessed eighteen students, all of them undergraduate majors who graduated between the summer of 2013 and the Spring 2014 term (table in attached below).

For Outcome #1, 8 students displayed "much evidence of achievement" (3.7 or above); 9 displayed "some evidence of achievement" (3 to 3.6); 1 displayed "little evidence of achievement" (under 3).

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**

- History - Assessment Rpt Undergrad 2014.docx (Word Document (Open XML)) (See appendix)
- History - Assessment Table for Report 2014.docx (Word Document (Open XML)) (See appendix)

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#2: Hands-on experience

Students will receive "hands-on experience with the inquiry practices" of the discipline (1).


**Measure:** Portfolio  
**Direct:** Student Artifact

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

**Findings for Portfolio**
**Summary of Findings:** In April of 2014, the committee assessed eighteen students, all of them undergraduate majors who graduated between the summer of 2013 and the Spring 2014 term (table in attached above).

For Outcome #2, 12 students displayed “much evidence” (3.7 or above); 4 students displayed “some evidence” (3 to 3.6); 2 displayed “little evidence of achievement” (under 3.0).

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

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#3: Intercultural knowledge

Students will develop intercultural knowledge and collaborative problem-solving skills (1).


**Measure:** Portfolio

Direct - Student Artifact

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

**Findings for Portfolio**

**Summary of Findings:** In April of 2014, the committee assessed eighteen students, all of them undergraduate majors who graduated between the summer of 2013 and the Spring 2014 term (table in attached above).

For Outcome #3, 14 students displayed “much evidence” (3.7 or above); 2 students displayed “some evidence” (3 to 3.6); 2 displayed “little evidence” (under 3.0).

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

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#4: Understanding of the historical context

Students will demonstrate an understanding of the historical context that shapes "individual, civic, and social choices."

1. Quoted sections within the "objectives" section derived from "Our Students’ Best Work: A Framework of Accountability Worthy of Our Mission"

**Measure:** Portfolio

Direct - Student Artifact

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members
then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

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### Findings for Portfolio

**Summary of Findings:** In April of 2014, the committee assessed eighteen students, all of them undergraduate majors who graduated between the summer of 2013 and the Spring 2014 term (table in attached above).

For Outcome #4, 14 students displayed "much evidence" (3.7 or above); 2 students displayed "some evidence" (3 to 3.6); 2 displayed "little evidence" (under 3.0).

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

These Findings are associated with the following Actions:

- Change outcome wording
  (Action Plan; 2013-2014 Assessment Cycle)

---

### #5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."


---

### Measure: Portfolio

**Direct - Student Artifact**

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

---

### Findings for Portfolio

**Summary of Findings:** In April of 2014, the committee assessed eighteen students, all of them undergraduate majors who graduated between the summer of 2013 and the Spring 2014 term (table in attached above).

For Outcome #5, 12 students displayed "much evidence" (3.7 or above); 5 students displayed "some evidence" (3 to 3.6); 1 displayed "little evidence of achievement" (under 3.0).

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**
Overall Reflection

No text specified

Action Plan

Actions

BA/BS in History Outcome Set

BA/BS in History Learning Objectives

#4: Understanding of the historical context

Students will demonstrate an understanding of the historical context that shapes "individual, civic, and social choices."


Action: Change outcome wording

This Action is associated with the following Findings

Findings for Portfolio
(Assessment Plan and Assessment Findings; 2013-2014 Assessment Cycle)

Summary of Findings: In April of 2014, the committee assessed eighteen students, all of them undergraduate majors who graduated between the summer of 2013 and the Spring 2014 term (table in attached above).

For Outcome #4, 14 students displayed "much evidence" (3.7 or above); 2 students displayed "some evidence" (3 to 3.6); 2 displayed "little evidence" (under 3.0).

Action Details: In the spring of 2014, the department approved a change to Criterion IV to read "demonstrates an understanding" rather than "shows a proactive sense of responsibility" for individual, civic, and social choices. After several years of evaluation, the department realized it was difficult to identify a "proactive sense of responsibility."

Implementation Plan (timeline): Spring 2014

Key/Responsible Personnel: Assessment Committee

Measures:

Resource Allocations: none

Priority: Low

Status Report

Action Statuses

BA/BS in History Outcome Set

BA/BS in History Learning Objectives

#4: Understanding of the historical context

Action: Change outcome wording
Students will demonstrate an understanding of the historical context that shapes "individual, civic, and social choices."


**Action Details:** In the spring of 2014, the department approved a change to Criterion IV to read "demonstrates an understanding" rather than "shows a proactive sense of responsibility" for individual, civic, and social choices. After several years of evaluation, the department realized it was difficult to identify a "proactive sense of responsibility."

**Implementation Plan (timeline):** Spring 2014

**Key/Responsible Personnel:** Assessment Committee

**Measures:**

**Resource Allocations:** none

**Priority:** Low

---

**Status for Change outcome wording**

**Current Status:** Completed

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:**

---

**Status Summary**

*No text specified*

---

**Summary of Next Steps**

*No text specified*
2014-2015 Assessment Cycle

Assessment Plan

Outcomes and Measures

BA/BS in History Outcome Set

BA/BS in History Learning Objectives

**#1: Analytical and informational skills**

"Students will develop strong analytical, communication, quantitative, and informational skills (1)."


**Measure:** Portfolio

- Direct - Student Artifact

**Details/Description:** The assessment committee collects undergraduate major students’ papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students’ grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department’s stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** 

**Implementation Plan (timeline):** Fall and Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

**#2: Hands-on experience**

Students will receive "hands-on experience with the inquiry practices" of the discipline (1).


**Measure:** Portfolio

- Direct - Student Artifact

**Details/Description:** The assessment committee collects undergraduate major students’ papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students’ grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department’s stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** 

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

**#3: Intercultural knowledge**

Students will develop intercultural knowledge and collaborative problem-solving skills (1).

**Measure:** Portfolio

- Direct - Student Artifact

**Details/Description:** The assessment committee collects undergraduate major students’ papers, exams, and other assignments from their instructors throughout the school year, and conducts exit

Interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students’ grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department’s stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

Target: ?
Implementation Plan (timeline): Fall, Spring
Responsible Individual(s): David Nichols (chair), Isaac Land, Barbara Skinner

4: Understanding of the historical context
Students will demonstrate an understanding of the historical context that shapes "individual, civic, and social choices."

Details/Description: The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students’ grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

Target: ?
Implementation Plan (timeline): Fall, Spring
Responsible Individual(s): David Nichols (chair), Isaac Land, Barbara Skinner

5: Habits of mind
Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."

Details/Description: The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students’ grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

Target: ?
Implementation Plan (timeline): Fall, Spring
Responsible Individual(s): David Nichols (chair), Isaac Land, Barbara Skinner

Assessment Findings
Finding per Measure

BA/BS in History Outcome Set
BA/BS in History Learning Objectives
#1: Analytical and informational skills
"Students will develop strong analytical, communication, quantitative, and informational skills (1)."


**Measure:** Portfolio
**Direct - Student Artifact**

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall and Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

**Findings for Portfolio**

**Summary of Findings:** 9 students displayed "much evidence of achievement" (3.7 or above); 5 displayed "some evidence of achievement" (3 to 3.6); 3 displayed "little evidence of achievement" (under 3). 2 students could not be assessed for lack of materials.

**Recommendations:**

**Reflections/Notes:**

#2: Hands-on experience
Students will receive "hands-on experience with the inquiry practices" of the discipline (1).


**Measure:** Portfolio
**Direct - Student Artifact**

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

**Findings for Portfolio**

**Summary of Findings:** 9 students displayed "much evidence" (3.7 or above); 5 students displayed "some evidence" (3 to 3.6); 3 students displayed "little evidence of achievement" (under 3.0). 2 students could not be assessed for lack of materials.

**Recommendations:**

**Reflections/Notes:**
#3: Intercultural knowledge

Students will develop intercultural knowledge and collaborative problem-solving skills (1).


**Measure:** Portfolio
**Direct - Student Artifact**

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

**Findings for Portfolio**

**Summary of Findings:** 5 students displayed "much evidence" (3.7 or above); 4 students displayed "some evidence" (3 to 3.6); 8 displayed "little evidence of achievement" (under 3.0). 2 students could not be assessed for lack of materials.

**Recommendations:**

**Reflections/Notes:**

---

#4: Understanding of the historical context

Students will demonstrate an understanding of the historical context that shapes "Individual, civic, and social choices."


**Measure:** Portfolio
**Direct - Student Artifact**

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

**Findings for Portfolio**

**Summary of Findings:** 4 students displayed "much evidence" (3.7 or above); 4 students displayed "some evidence" (3 to 3.6); 9 displayed "little evidence of achievement" (under 3.0). 2 students could not be assessed for lack of materials.

**Recommendations:**

**Reflections/Notes:**
#5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."


**Measure:** Portfolio
**Direct - Student Artifact**

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students’ grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

**Findings for Portfolio**

**Summary of Findings:** 8 students displayed "much evidence" (3.7 or above); 5 students displayed "some evidence" (3 to 3.6); 4 displayed "little evidence of achievement" (under 3.0). 2 students could not be assessed for lack of materials

**Recommendations:**

**Reflections/Notes:**

**Overall Recommendations**

*No text specified*

**Overall Reflection**

*No text specified*

**Action Plan**

**Status Report**
# 2015-2016 Assessment Cycle

## Assessment Plan

### Outcomes and Measures

<table>
<thead>
<tr>
<th>BA/BS in History Outcome Set</th>
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<tr>
<td><strong>BA/BS in History Learning Objectives</strong></td>
</tr>
</tbody>
</table>

### #1: Analytical and informational skills

Students will develop strong analytical, communication, quantitative, and informational skills (1).


#### Measure: Portfolio
- Direct - Student Artifact

**Details/Description:** The assessment committee collects undergraduate major students’ papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students’ grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall and Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

### #2: Hands-on experience

Students will receive "hands-on experience with the inquiry practices” of the discipline (1).


#### Measure: Portfolio
- Direct - Student Artifact

**Details/Description:** The assessment committee collects undergraduate major students’ papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students’ grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

### #3: Intercultural knowledge

Students will develop intercultural knowledge and collaborative problem-solving skills (1).

#### Measure: Portfolio
- Direct - Student Artifact

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit...
#4: Understanding of the historical context

Students will demonstrate an understanding of the historical context that shapes "individual, civic, and social choices."


**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** 

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

#5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."


**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** 

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

**Assessment Findings**

Finding per Measure

**BA/BS in History Outcome Set**

**BA/BS in History Learning Objectives**
#1: Analytical and informational skills
"Students will develop strong analytical, communication, quantitative, and informational skills (1)."


**Measure:** Portfolio
**Direct - Student Artifact**

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall and Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

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**Findings for Portfolio**

*No Findings Added*

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#2: Hands-on experience
Students will receive "hands-on experience with the inquiry practices" of the discipline (1).


**Measure:** Portfolio
**Direct - Student Artifact**

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

---

**Findings for Portfolio**

*No Findings Added*

---

#3: Intercultural knowledge
Students will develop intercultural knowledge and collaborative problem-solving skills (1).

1. Quoted sections within the "objectives" section derived from "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission"

**Measure:** Portfolio
**Direct - Student Artifact**

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some


Program Outcomes Assessment

BA/BS in History


evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

---

**Findings for Portfolio**

No Findings Added

---

#4: Understanding of the historical context

Students will demonstrate an understanding of the historical context that shapes "individual, civic, and social choices."


**Measure:** Portfolio

Direct - Student Artifact

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

---

**Findings for Portfolio**

No Findings Added

---

#5: Habits of mind

Students will develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another (1)."


**Measure:** Portfolio

Direct - Student Artifact

**Details/Description:** The assessment committee collects undergraduate major students' papers, exams, and other assignments from their instructors throughout the school year, and conducts exit interviews with graduating seniors twice per year. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student. Since December 2006 the committee has met each semester to review the portfolios of recently-graduated BA/BS students and to determine whether each student attained the department's stated learning outcomes. For each student, and for each outcome, committee members decide whether the assessment portfolio contains much evidence of achievement, some evidence of achievement, or no evidence of achievement. The assessment committee members then average their individual assessments to prepare an overall rating set for each student.

**Target:** ?

**Implementation Plan (timeline):** Fall, Spring

**Responsible Individual(s):** David Nichols (chair), Isaac Land, Barbara Skinner

---

**Findings for Portfolio**

No Findings Added
Overall Recommendations

*No text specified*

Overall Reflection

*No text specified*

❖ **Action Plan**

❖ **Status Report**
2016-2017 Assessment Cycle

Assessment Plan

Assessment Findings

Action Plan

Status Report
2017-2018 Assessment Cycle

Assessment Plan

Assessment Findings

Action Plan

Status Report
2018-2019 Assessment Cycle

- Assessment Plan
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- Action Plan
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2019-2020 Assessment Cycle

- Assessment Plan
- Assessment Findings
- Action Plan
- Status Report
Appendix

A. BA/BS in History (Curriculum Map)
B. Undergraduate Outcomes Assessment Summary, Spring 2007 – Fall 2007 (Microsoft Word)
C. Undergraduate Outcomes Assessment Survey, Dept. of History, Spring 2009 (Microsoft Word)
D. Assessment Report Spring 2008- Fall 2008 (Microsoft Word)
E. Fall 2005 Assessment Committee Report regarding 2004-2005 Academic Year Graduates (Microsoft Word)
F. History (Adobe Acrobat Document)
G. Assessment_Report_Chart_2006-07.doc (Microsoft Word)
H. Assessment_Report_Chart_2006-07.doc (Microsoft Word)
I. Assessment_Report_Chart_2006-07.doc (Microsoft Word)
J. Assessment_Report_Chart_2006-07.doc (Microsoft Word)
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O. Assessment_Report_Chart_Spring_--Fall_2008_(Undergraduate).doc (Microsoft Word)
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S. Assessment_Report_Chart_Spring_--Fall_2008_(Undergraduate).doc (Microsoft Word)
T. Assessment_Report_Chart_2007-08.doc (Microsoft Word)
U. Assessment_Report_Chart_2006-07.doc (Microsoft Word)
AF. History - Assessment Rpt Undergrad 2014.docx (Word Document (Open XML))
AG. History - Assessment Table for Report 2014.docx (Word Document (Open XML))
Undergraduate Outcomes Assessment Survey, Dept. of History, Spring 2009

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<th>Criterion 2 (Inquiry practices)</th>
<th>Criterion 3 (Intercultural knowl.)</th>
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</tbody>
</table>

Notes: All ten of the above students graduated in the Spring 2009 semester. Committee members assigned each student’s assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest whole number except in the case of the column averages).
Undergraduate Outcomes Assessment Survey, Dept. of History, Summer 2009 – Spring 2010

<table>
<thead>
<tr>
<th></th>
<th>Criterion 1 (Analysis/comm.)</th>
<th>Criterion 2 (Inquiry practices)</th>
<th>Criterion 3 (Intercultural knowl.)</th>
<th>Criterion 4 (Civic/social respons.)</th>
<th>Criterion 5 (Integrative Thought)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Student B</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Student C</td>
<td>4</td>
<td>4</td>
<td>No data</td>
<td>3</td>
<td>No data</td>
</tr>
<tr>
<td>Student D</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>(Student E – not included)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student F</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Student G</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>3.7</strong></td>
<td><strong>3.5</strong></td>
<td><strong>4.0</strong></td>
<td><strong>2.8</strong></td>
<td><strong>3.2</strong></td>
</tr>
</tbody>
</table>

Notes: All seven of the above students graduated in the Summer 2009, Fall 2009, or Spring 2010 terms. For one of the seven, the assessment committee determined there was insufficient data in the portfolio. For the remaining six, committee members assigned each student’s assessment portfolio a rating of 1 (no evidence of achievement) to 5 (much evidence of achievement) for each category; the chair then averaged each set of ratings (rounding fractions to the nearest whole number except in the case of the column averages). Column averages include the average of the scores for Students A-D, F, and G, excluding Student C where no appropriate data existed for that criterion.
### Undergraduate Outcomes Assessment Summary, Spring 2007 – Fall 2007

<table>
<thead>
<tr>
<th>Student</th>
<th>Objective I (Analysis/Communication)</th>
<th>Objective II (Inquiry practices)</th>
<th>Objective III (Intercultural Knowledge)</th>
<th>Objective IV (Civic/Social Responsibility)</th>
<th>Objective V (Integrative Thought)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>Student B</td>
<td>Much</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>Student C</td>
<td>Much</td>
<td>Much</td>
<td>Much</td>
<td>None</td>
<td>Some</td>
</tr>
<tr>
<td>Student D</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>Student E</td>
<td>Much</td>
<td>Much</td>
<td>Much</td>
<td>Some</td>
<td>Much</td>
</tr>
<tr>
<td>Student F</td>
<td>Much</td>
<td>Much</td>
<td>Much</td>
<td>None</td>
<td>Much</td>
</tr>
<tr>
<td>Student G</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>Student H</td>
<td>Much</td>
<td>Much</td>
<td>None</td>
<td>None</td>
<td>Much</td>
</tr>
<tr>
<td>Student I</td>
<td>Much</td>
<td>Some</td>
<td>None</td>
<td>None</td>
<td>Some</td>
</tr>
<tr>
<td>Student J</td>
<td>Much</td>
<td>Some</td>
<td>None</td>
<td>None</td>
<td>Some</td>
</tr>
<tr>
<td>Student K</td>
<td>Some</td>
<td>Some</td>
<td>None</td>
<td>None</td>
<td>Some</td>
</tr>
<tr>
<td>Student L</td>
<td>Some</td>
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<td>None</td>
<td>None</td>
<td>Some</td>
</tr>
<tr>
<td>Student M</td>
<td>Some</td>
<td>Some</td>
<td>None</td>
<td>Some</td>
<td>None</td>
</tr>
<tr>
<td>Student N</td>
<td>Some</td>
<td>Some</td>
<td>None</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>Student O</td>
<td>Some</td>
<td>Some</td>
<td>None</td>
<td>None</td>
<td>Some</td>
</tr>
<tr>
<td>Student P</td>
<td>Much</td>
<td>Some</td>
<td>None</td>
<td>None</td>
<td>Some</td>
</tr>
<tr>
<td>Student Q</td>
<td>Some</td>
<td>Some</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Student R</td>
<td>Some</td>
<td>Some</td>
<td>Much</td>
<td>None</td>
<td>Some</td>
</tr>
<tr>
<td>Student S</td>
<td>Much</td>
<td>Some</td>
<td>Some</td>
<td>None</td>
<td>Some</td>
</tr>
</tbody>
</table>

**Summary:** Objective I: 9 Much, 10 Some; Objective II: 4 Much, 15 Some; Objective III: 5 Much, 11 Some, 3 None; Objective IV: 8 Some, 11 None; Objective V: 3 Much, 14 Some, 2 None

**Notes:** Students A-E graduated in the Spring 2007 semester; students F-M graduated in the Summer 2007 term; students N-S graduated in the Fall 2007 semester. The terms "much," "some," and "none" refer to available evidence in each student's assessment portfolio; a rating of "none" indicates that there is no evidence that the student achieved that particular outcome. Each committee member ranked each student separately, and the chair then averaged the ratings, giving "none" a numeric value of 0, "some" a numeric value of 1, and "much" a value of 2.
The assessment committee has recently completed analysis of portfolios collected of all students who graduated as history majors during the Fall 2004, and Spring and Summer 2005. On the whole, we find that by graduation our students have largely achieved the academic goals outlined in the recent Report on Assessment written by the American Association of Colleges and Universities (AACU).

Our findings show that the majority of the graduates (75% or more) show the ability to do the following (or have achieved the following):

1. Write essays in clear English (Category I)
2. Utilize multiple primary and secondary sources (Category II)
3. Learned about multiple “cultures” both within the United States and abroad, and illustrated significant improvement in the ability to understand and write about the histories of groups other than “their own” (Category III)
4. Appropriately utilize class and gender analysis as effective analytical tools, leading to a richer understanding of the historical context of contemporary social issues (Category IV)
5. Summarize and identify the thesis of both popular and scholarly histories (Category I)

Our findings indicate that the majority of our students have not demonstrated the ability to do the following:

1. Utilize book reviews and journal articles (Category II)

We do not have strong evidence within the portfolios to indicate the extent to which students have developed “the ability to transfer skills and knowledge from one setting to another.” However, the committee believes that, based on some comments in exit interviews and our own observations of students, the graduates have most likely achieved these skills, but the nature of the portfolios does not provide adequate evidence to make an informed assessment. The creation of our internship class will further help us assess our students’ achievement in this category.

---

1 Please see our assessment plan for details regarding the content and collection methods of the portfolio.
2 See 2004-2005 Assessment Committee Goals and Achievement Report for a summary of this report, and details regarding the five categories of academic achievement.
3 Categories in parentheses indicate the AACU achievement demonstrated
# Undergraduate Outcomes Assessment Summary, Spring 2008 – Fall 2008

<table>
<thead>
<tr>
<th>Objective I (Analysis/Communication)</th>
<th>Objective II (Inquiry practices)</th>
<th>Objective III (Intercultural Knowledge)</th>
<th>Objective IV (Civic/Social Responsibility)</th>
<th>Objective V (Integrative Thought)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>None</td>
</tr>
<tr>
<td>Student B</td>
<td>Some</td>
<td>Much</td>
<td>Much</td>
<td>Some</td>
</tr>
<tr>
<td>Student C</td>
<td>Some</td>
<td>Some</td>
<td>None</td>
<td>Some</td>
</tr>
<tr>
<td>Student D</td>
<td>Some</td>
<td>Much</td>
<td>Much</td>
<td>Much</td>
</tr>
<tr>
<td>Student E</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>None</td>
</tr>
<tr>
<td>Student F</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>None</td>
</tr>
<tr>
<td>Student G</td>
<td>Some</td>
<td>Some</td>
<td>Much</td>
<td>None</td>
</tr>
<tr>
<td>Student H</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>None</td>
</tr>
<tr>
<td>Student I</td>
<td>Much</td>
<td>Much</td>
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<td>None</td>
</tr>
<tr>
<td>Student J</td>
<td>Some</td>
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</tr>
<tr>
<td>Student K</td>
<td>Much</td>
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<td>None</td>
</tr>
<tr>
<td>Student L</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Student M</td>
<td>Some</td>
<td>Some</td>
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<td>None</td>
</tr>
<tr>
<td>Student N</td>
<td>Some</td>
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<td>None</td>
</tr>
<tr>
<td>Student O</td>
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<td>Some</td>
<td>Much</td>
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</tr>
<tr>
<td>Student P</td>
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</tr>
<tr>
<td>Student Q</td>
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<td>None</td>
</tr>
<tr>
<td>Student R</td>
<td>Some</td>
<td>Some</td>
<td>Much</td>
<td>Some</td>
</tr>
<tr>
<td>Student S</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>Student T</td>
<td>Some</td>
<td>Some</td>
<td>Some</td>
<td>None</td>
</tr>
</tbody>
</table>

**Summary:** Objective I: 3 Much, 17 Some; Objective II: 3 Much, 16 Some, 1 None; Objective III: 7 Much, 11 Some, 2 None; Objective IV: 1 Much, 5 Some, 14 None; Objective V: 19 Some, 1 None

**Notes:** Students A-F graduated in the Spring 2008 semester; students G-I graduated in the Summer 2008 term; students J-T graduated in Fall 2008. The terms "much," "some," and "none" refer to available evidence in each student's assessment portfolio; a rating of "none" indicates that there is no evidence that the student achieved that particular outcome. Each committee member ranked each student separately, and the chair then averaged the ratings, giving "none" a numeric value of 0, "some" a numeric value of 1, and "much" a value of 2.
Department of History Student Based Outcomes Assessment Plan

Adopted: January 27, 2006

Preamble

The mission of the Department of History at Indiana State University is to provide a high-quality educational experience for all those students who enroll in our courses. Our particular focus, however, is to provide for history majors an experience which will not only lead them to an understanding of the past and an appreciation of the great variety of uses of the past, but will also foster the fundamental skills of critical thinking, reading, and writing. We intend to deepen the students’ understanding of the complex world in which they live and to stimulate effective participation in contemporary society.

The History Department’s Plan for Assessment of Undergraduate Student Outcomes is designed to measure the extent to which we have achieved the above goals, and to provide substantive information which will guide us both in improving our performance in areas where we may fall short, and in addressing the changing goals of students who choose specialization in history as the main focus of their undergraduate careers. The main elements of the plan are focused on assessing our success in fostering student achievement through several specific steps. Our new objectives have been developed while taking into careful consideration the findings of the American Association of Colleges and Universities presented in their 2004 report on assessment, “Our Students’ Best Work: A Framework of Accountability Worthy of Our mission.” Washington, DC: American Association of Colleges and Universities, 2004.

Objectives

I. History majors should develop "strong analytical, communication, quantitative, and informational skills"

II. History majors should receive "hands-on experience with the inquiry practices" of the discipline

III. History majors should develop intercultural knowledge and collaborative problem-solving skills

IV. History majors should develop "a pro-active sense of responsibility for individual, civic, and social choices"

V. History majors should develop "habits of mind that foster integrative thinking and the ability to transfer skills from one setting to another"

**Methodology**

In order to assess the progress of each cohort of students, the following data shall be collected in the portfolio of each history major:

1. If available, the student’s relevant standardized test scores (e.g. SAT I verbal, ACT, etc.) at the time of his/her admission to the university.

2. A sample or samples of work from History 101, 102, 201, and 202. (It is recognized that there are practical difficulties in obtaining this data from all students; some students place out of these courses or declare their major after completing them, etc.)

3. A standardized, in-class writing assignment administered in History 300. This writing sample can be excluded or included as part of the formal curriculum and grading of History 300 at the teacher’s discretion. The assignment shall be created by the assessment committee in consultation with the department. This writing sample is intended to provide baseline data on the in-class writing, analytical, reading, and interpretive skills of each cohort of graduates at the beginning of their upper-level coursework.

4. An example of at least one other assignment, preferably research based, from history 300, to serve as baseline data of students’ abilities regarding assignments requiring revision and research.

5. Samples of work, preferably both take home and in-class assignments (essays and exams), from 300 and 400 level courses.

6. A list of all history courses taken. If feasible, this list will include grades received.
7. A report from a standardized exit interview conducted during the semester in which the student intends to graduate.

**The following data will also be collected by the committee:**

8. Graduation/retention rates of declared history majors, including GPA figures (within major and overall),

**Portfolio Review**

During the fall semester, the assessment committee shall review the portfolios of all majors who graduated during the previous academic year to gauge the progress of the cohort based on the goals outlined in this document and other goals that seem relevant to the department. Given the changing nature of history as a discipline, the assessment committee and department shall retain the option to consider outcomes and factors not listed in this document.

There will be variation in the data collected in each portfolio, particularly based on the timing in which a student enrolls in History 300. (The department strongly encourages completing this course as soon as possible after completion of the 101-102, 201-202 sequence.) As a general guideline, items 1-4 shall be used as baseline data to determine the general abilities and training of the cohort as a whole before embarking on upper level work. If the data are sufficient, we can also use these items to help assess the effectiveness of our 100 and 200 level history program.

The committee will focus on the improvement (or lack thereof) demonstrated in the work collected from the students’ upper level courses. The list of courses will help the committee to see the range of experiences the students’ have experienced within the major. The exit interviews provide a powerful tool for learning the students’ perceptions of the strengths and weaknesses of our program.

Item 8 will help us determine our effectiveness in improving student retention, a vital university goal.

**Use of data**

The most important role of this committee is to report our findings to the overall department and relevant departmental committees. Preferably, this report should be
made in the fall at a departmental meeting and the data should be made easily available to all faculty members. The data can be effectively used by individual professors to understand weaknesses of our students and program and address them, as appropriate, within their classes. Further, the data should be used by the department to help make decisions on a variety of issues, both in terms of the need for change and knowledge of areas in which our current policies seem to be highly effective. When appropriate, the committee shall make specific recommendations to the department. However, the recommendation of specific changes is not viewed as the primary purpose of this committee.

The committee may use the data to help determine nominations for student awards. Otherwise, the data are not intended to be used to evaluate individual students. The data is not to be used for the evaluation of individual faculty members.

The annual reports will be made available to university administrators and NCATE officials. The findings will be made available to the general public as appropriate.

**FERPA Statement**
In recognition of students’ right to privacy as well as the FERPA law, all student portfolios shall be kept confidential.