

# Program Outcomes Assessment

**MA/MS in History**

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## **General Information (Program Outcomes Assessment)**

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# Standing Requirements

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## ❖ Mission Statement

The primary mission of History's Graduate Program is to prepare and train students in the craft and work of historical scholarship - one of several missions of the modern university. This involves a refined understanding of the past, the acquisition of graduate level research techniques, the conduct of independent research involving the use of primary sources, a critical appreciation of historiography and relevant historical theories and interpretations, the ability to specialize in one or more areas of interest, and an awareness of professional obligations and opportunities. More precisely, the Graduate Program seeks to prepare students in: (1) a practical track leading directly to specialized careers in such areas as teaching, journalism, and other public and private service sectors; (2) an academic track leading to entry into advanced training and especially doctoral degree programs.

## ❖ Outcomes Library

### MA/MS in History Outcome Set

#### MA/MS in History Learning Objectives:

Our stated student learning outcomes are derived from the American Association of Colleges and Universities' 2004 report on assessment, "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission."

Outcome	Mapping
I: Analysis/Communication "Strong analytical, communication, quantitative, and information skills;"	No Mapping
II: Inquiry Practices A "deep understanding of and hands-on experience with the inquiry practices of" the discipline  Effective use of advanced inquiry practices, particularly independent collection, analysis, and critical assessment of a wide variety of primary and secondary sources.	No Mapping
III: Intercultural knowledge and collaborative problem solving skills Acquisition of "intercultural knowledge and collaborative problem-solving skills"	No Mapping
IV: Civic/Social Choices "A proactive sense of responsibility for individual, civic, and social choices"  Advanced knowledge of issues in their major field and familiarity with some issues in a wider world context.	No Mapping
V: Integrative Thinking "Habits of mind that foster integrative thinking and the ability to transfer skills and knowledge from one setting to another," displayed through advanced research projects	No Mapping

## Exit Interviews

Outcome	Mapping
Exit Interview - results and modifications	No Mapping

## Curriculum Map

### Active Curriculum Maps

- MA/MS in History Curriculum Map (See appendix)  
**Alignment Set:** MA/MS in History Outcome Set  
**Created:** 05/04/2012 8:33:08 am 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.)

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### Archive

#### File Attachments:

1. **Assessment GRADUATE Program Report 2012.docx** (See appendix)  
.....
2. **Assessment GRADUATE Program Report Spring, Summer 2014.docx** (See appendix)  
.....
3. **Assessment\_-\_Graduate\_Chart\_2005-08\_(3).pdf** (See appendix)  
.....
4. **History - Minutes 11 1 2010.pdf** (See appendix)  
.....
5. **History\_Graduate\_Assessment\_Plan\_2006** (See appendix)  
.....

## 2009-2010 Assessment Cycle

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### Assessment Plan

#### Outcomes and Measures

#### MA/MS in History Outcome Set

#### MA/MS in History Learning Objectives:

##### #1: Analysis/writing

Enhancement of analytical skills and argumentative writing founded on sound interpretation of evidence.

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

**Details/Description:** In Spring 2010, assessment completed on portfolios of all graduates from 2005-2008

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** History Department assessment coordinator

##### #2: Advanced Inquiry Practices

Effective use of advanced inquiry practices, particularly independent collection, analysis, and critical assessment of a wide variety of primary and secondary sources.

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

**Details/Description:** In Spring 2010, assessment completed on portfolios of all graduates from 2005-2008

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** History Department assessment coordinator

##### #3: New Trends and Methodologies

Conversant with new trends and methodologies in the field of History.

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

**Details/Description:** In Spring 2010, assessment completed on portfolios of all graduates from 2005-2008

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** History Department assessment coordinator

##### #4: Issues in the Field

Advanced knowledge of issues in their major field and familiarity with some issues in a wider world context.

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

**Details/Description:** In Spring 2010, assessment completed on portfolios of all graduates from 2005-2008

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** History Department assessment coordinator



### #5: Prof. and Civic Ethics

Understanding of the professional requirements of a historian, including ethical approaches, bibliographical conventions, and a sense of civic responsibility.

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

**Details/Description:** In Spring 2010, assessment completed on portfolios of all graduates from 2005-2008

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** History Department assessment coordinator

### Exit Interviews

#### Exit Interview - results and modifications

▼ **Measure:** Exit Interviews  
Indirect - Interview

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

## Assessment Findings

### Finding per Measure

### MA/MS in History Outcome Set

#### MA/MS in History Learning Objectives:

#### #1: Analysis/writing

Enhancement of analytical skills and argumentative writing founded on sound interpretation of evidence.

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

**Details/Description:** In Spring 2010, assessment completed on portfolios of all graduates from 2005-2008

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** History Department assessment coordinator

#### Findings for Portfolio

**Summary of Findings:** Average rating for 2005 - 2008 graduates (N = 12) was 3.9 (mean = 4.2) on a scale of 1 - 5.


Students performed well in all of our five areas of emphasis, most particularly in research, analysis, and writing. This result is hardly surprising considering the curriculum (heavy in research and writing) and the needs of students (many of whom go on to college-level teaching or Ph.D. programs).

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :** These data are shared with and discussed among the whole faculty at one of our spring department meetings

**Substantiating Evidence:**

 Assessment\_-\_Graduate\_Chart\_2005-08\_(3).pdf (Adobe Acrobat Document) (See appendix)

**#2: Advanced Inquiry Practices**

Effective use of advanced inquiry practices, particularly independent collection, analysis, and critical assessment of a wide variety of primary and secondary sources.

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

**Details/Description:** In Spring 2010, assessment completed on portfolios of all graduates from 2005-2008

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** History Department assessment coordinator

**Findings for Portfolio**

**Summary of Findings:** Average rating for 2005 - 2008 graduates (N = 12) was 3.9 (mean = 4.2) on a scale of 1 - 5.


Students performed well in all of our five areas of emphasis, most particularly in research, analysis, and writing. This result is hardly surprising considering the curriculum (heavy in research and writing) and the needs of students (many of whom go on to college-level teaching or Ph.D. programs).

**Results:** Target Achievement: Met

**Recommendations :** none at this time

**Reflections/Notes :** These data are shared with and discussed among the whole faculty at one of our spring department meetings

**Substantiating Evidence:**

 Assessment\_-\_Graduate\_Chart\_2005-08\_(3).pdf (Adobe Acrobat Document) (See appendix)

**#3: New Trends and Methodologies**

Conversant with new trends and methodologies in the field of History.

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

**Details/Description:** In Spring 2010, assessment completed on portfolios of all graduates from 2005-2008

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** History Department assessment coordinator

**Findings for Portfolio**


**Summary of Findings:** Average rating for 2005 - 2008 graduates (N = 12) was 3.8 (mean = 4.0) on a scale of 1 - 5.

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :** While students performed well in this area, they performed less well in this area than in research and writing. Innovative methods and theories is a difficult area to teach in a short (two-year) program.

**Substantiating Evidence:**

 Assessment\_-\_Graduate\_Chart\_2005-08\_(3).pdf (Adobe Acrobat Document) (See appendix)

#### #4: Issues in the Field

Advanced knowledge of issues in their major field and familiarity with some issues in a wider world context.

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

**Details/Description:** In Spring 2010, assessment completed on portfolios of all graduates from 2005-2008

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** History Department assessment coordinator

#### Findings for Portfolio


**Summary of Findings:** Average rating for 2005 - 2008 graduates (N = 12) was 3.9 (mean = 3.8) on a scale of 1 - 5.

**Results:** Target Achievement: Met

#### Recommendations :

**Reflections/Notes :** While students performed well in this area, they performed less well in this area than in research and writing. Issues in the field is a difficult area to teach in a short (two-year) program.

#### Substantiating Evidence:

 Assessment\_-\_Graduate\_Chart\_2005-08\_(3).pdf (Adobe Acrobat Document) (See appendix)

#### #5: Prof. and Civic Ethics

Understanding of the professional requirements of a historian, including ethical approaches, bibliographical conventions, and a sense of civic responsibility.

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

**Details/Description:** In Spring 2010, assessment completed on portfolios of all graduates from 2005-2008

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2010

**Responsible Individual(s):** History Department assessment coordinator

#### Findings for Portfolio


**Summary of Findings:** Average rating for 2005 - 2008 graduates (N = 12) was 3.0 (mean = 3.0) on a scale of 1 - 5.

**Results:** Target Achievement: Met

#### Recommendations :

**Reflections/Notes :** While students performed well in this area, they performed less well in this area than in research and writing. Professional and Civic ethics is a difficult area to teach in a short (two-year) program. This category deserves special notice since the Department faculty has worked to make those themes more explicit in our syllabi and pedagogy. We are working to discover if the data reflects less skilled student performance or, as some suspect, a lack of specificity and intentionality in our teaching.

#### Substantiating Evidence:

 Assessment\_-\_Graduate\_Chart\_2005-08\_(3).pdf (Adobe Acrobat Document) (See appendix)

## Exit Interviews

### Exit Interview - results and modifications

▼ **Measure:** Exit Interviews  
Indirect - Interview

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

#### Findings for Exit Interviews

**Summary of Findings:** The Department of History has made several curricular changes in response to information obtained through the exit interviews with graduates from the master's program. The department began offering a graduate internship course, History 504, for students interested in careers in public history, including museums, archives, national parks, historic preservation, and oral history. The department introduced a one-credit seminar, History 610, for students interested in teaching at a college or university. Course content includes oral reports, syllabus preparation, organizing and delivering class lectures, and facilitating discussion. The department has also begun providing graduate seminars on a rotating basis, alternating seminars in US and non-US history. In Fall 2010, for the first time the seminar will be offered through a blend of in-class and online delivery.

**Recommendations :**

**Reflections/Notes :**

## Overall Recommendations

*No text specified*

## Overall Reflection

*No text specified*

## 2010-2011 Assessment Cycle

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### Assessment Plan

#### Outcomes and Measures

#### MA/MS in History Outcome Set

#### MA/MS in History Learning Objectives:

##### #1: Analysis/writing

Enhancement of analytical skills and argumentative writing founded on sound interpretation of evidence.

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2011

**Responsible Individual(s):** History Department assessment coordinator

##### #2: Advanced Inquiry Practices

Effective use of advanced inquiry practices, particularly independent collection, analysis, and critical assessment of a wide variety of primary and secondary sources.

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2011

**Responsible Individual(s):** History Department assessment coordinator

##### #3: New Trends and Methodologies

Conversant with new trends and methodologies in the field of History.

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2011

**Responsible Individual(s):** History Department assessment coordinator

##### #4: Issues in the Field

Advanced knowledge of issues in their major field and familiarity with some issues in a wider world context.

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2011

**Responsible Individual(s):** History Department assessment coordinator

### #5: Prof. and Civic Ethics

Understanding of the professional requirements of a historian, including ethical approaches, bibliographical conventions, and a sense of civic responsibility.

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

**Details/Description:**

**Target:** Score of 3.0

**Implementation Plan (timeline):** Spring 2011

**Responsible Individual(s):** History Department assessment coordinator

### Exit Interviews

#### Exit Interview - results and modifications

▼ **Measure:** Exit Interviews  
Indirect - Interview

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

## Assessment Findings

### Finding per Measure

### MA/MS in History Outcome Set

#### MA/MS in History Learning Objectives:

#### #1: Analysis/writing

Enhancement of analytical skills and argumentative writing founded on sound interpretation of evidence.

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2011

**Responsible Individual(s):** History Department assessment coordinator

**Findings for Portfolio**

*No Findings Added*

#### #2: Advanced Inquiry Practices

Effective use of advanced inquiry practices, particularly independent collection, analysis, and critical assessment of a wide variety of primary and secondary sources.

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2011

**Responsible Individual(s):** History Department assessment coordinator

**Findings for Portfolio**

*No Findings Added*

### #3: New Trends and Methodologies

Conversant with new trends and methodologies in the field of History.

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2011

**Responsible Individual(s):** History Department assessment coordinator

**Findings for Portfolio**

*No Findings Added*

### #4: Issues in the Field

Advanced knowledge of issues in their major field and familiarity with some issues in a wider world context.

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2011

**Responsible Individual(s):** History Department assessment coordinator

**Findings for Portfolio**

*No Findings Added*

### #5: Prof. and Civic Ethics

Understanding of the professional requirements of a historian, including ethical approaches, bibliographical conventions, and a sense of civic responsibility.

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

**Details/Description:**

**Target:** Score of 3.0

**Implementation Plan (timeline):** Spring 2011

**Responsible Individual(s):** History Department assessment coordinator

**Findings for Portfolio**

*No Findings Added*

## Exit Interviews

### Exit Interview - results and modifications

▼ **Measure:** Exit Interviews  
Indirect - Interview

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Exit Interviews

*No Findings Added*

**Overall Recommendations**

*No text specified*

**Overall Reflection**

*No text specified*



## 2011-2012 Assessment Cycle

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### Assessment Plan

#### Outcomes and Measures

#### MA/MS in History Outcome Set

##### MA/MS in History Learning Objectives:

Our stated student learning outcomes are derived from the American Association of Colleges and Universities' 2004 report on assessment, "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission."

##### **I:** **Analysis/Communication**

"Strong analytical, communication, quantitative, and information skills;"

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

##### **Details/Description:**

The assessment committee collects graduate students' Master's Papers/Theses and other assignments from their instructors throughout the school year, and conducts exit interviews with them after they complete their degree requirements. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student.

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2012

**Responsible Individual(s):** History Department assessment coordinator

##### **II: Inquiry Practices**

A "deep understanding of and hands-on experience with the inquiry practices of" the discipline

Effective use of advanced inquiry practices, particularly independent collection, analysis, and critical assessment of a wide variety of primary and secondary sources.

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

##### **Details/Description:**

The assessment committee collects graduate students' Master's Papers/Theses and other assignments from their instructors throughout the school year, and conducts exit interviews with them after they complete their degree requirements. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student.

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2012

**Responsible Individual(s):** History Department assessment coordinator

##### **III: Intercultural knowledge and collaborative problem solving skills**

Acquisition of "intercultural knowledge and collaborative problem-solving skills"

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

##### **Details/Description:**

The assessment committee collects graduate students' Master's Papers/Theses and other assignments from their instructors throughout the school year, and conducts exit interviews with them after they complete their degree requirements. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student.

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2012

**Responsible Individual(s):** History Department assessment coordinator

**IV: Civic/Social Choices**

"A proactive sense of responsibility for individual, civic, and social choices"

Advanced knowledge of issues in their major field and familiarity with some issues in a wider world context.

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

**Details/Description:**

The assessment committee collects graduate students' Master's Papers/Theses and other assignments from their instructors throughout the school year, and conducts exit interviews with them after they complete their degree requirements. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student.

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2012

**Responsible Individual(s):** History Department assessment coordinator

**V: Integrative Thinking**

"Habits of mind that foster integrative thinking and the ability to transfer skills and knowledge from one setting to another," displayed through advanced research projects

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

**Details/Description:**

The assessment committee collects graduate students' Master's Papers/Theses and other assignments from their instructors throughout the school year, and conducts exit interviews with them after they complete their degree requirements. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student.

**Target:** Score of 3.0

**Implementation Plan (timeline):** Spring 2012

**Responsible Individual(s):** History Department assessment coordinator

**Exit Interviews**

**Exit Interview - results and modifications**

▼ **Measure:** Exit Interviews  
Indirect - Interview

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

 **Assessment Findings**

**Finding per Measure**

**MA/MS in History Outcome Set**

**MA/MS in History Learning Objectives:**

Our stated student learning outcomes are derived from the American Association of Colleges and Universities' 2004 report on assessment, "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission."

**I: Analysis/Communication**

"Strong analytical, communication, quantitative, and information skills;"

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

**Details/Description:**



The assessment committee collects graduate students' Master's Papers/Theses and other assignments from their instructors throughout the school year, and conducts exit interviews with them after they complete their degree requirements. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student.

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2012

**Responsible Individual(s):** History Department assessment coordinator

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### Findings for Portfolio

**Summary of Findings:** Seven students graduated with a Master's degree in History in the Spring of 2012. 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.


The average level of achievement on this outcomes was 4.3. See attached data table

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :** Students performed well on this outcome. These results reflect the Department's (and the discipline of History's) strong emphasis on research and writing. They also reflect the needs of its students, most of whom go on to PhD programs, teach History at the college and/or secondary level, or are employed in writing and research-intensive fields.

**Substantiating Evidence:**

 History - Assessment Graduate Student Outcomes Grid Spring 2012.pdf (Adobe Acrobat Document) (See appendix)

## II: Inquiry Practices

A "deep understanding of and hands-on experience with the inquiry practices of" the discipline

Effective use of advanced inquiry practices, particularly independent collection, analysis, and critical assessment of a wide variety of primary and secondary sources.

### ▼ Measure: Portfolio Direct - Student Artifact

#### Details/Description:

The assessment committee collects graduate students' Master's Papers/Theses and other assignments from their instructors throughout the school year, and conducts exit interviews with them after they complete their degree requirements. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student.

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2012

**Responsible Individual(s):** History Department assessment coordinator

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### Findings for Portfolio

**Summary of Findings:** Seven students graduated with a Master's degree in History in the Spring of 2012. 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.

The average level of achievement on this outcomes was 4.4. See attached data table.


**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :** Students performed well on this outcome. These results reflect the

Department's (and the discipline of History's) strong emphasis on research and writing. They also reflect the needs of its students, most of whom go on to PhD programs, teach History at the college and/or secondary level, or are employed in writing and research-intensive fields.

**Substantiating Evidence:**

 History - Assessment Graduate Student Outcomes Grid Spring 2012.pdf (Adobe Acrobat Document) (See appendix)

**III: Intercultural knowledge and collaborative problem solving skills**

Acquisition of "intercultural knowledge and collaborative problem-solving skills"

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

**Details/Description:**

The assessment committee collects graduate students' Master's Papers/Theses and other assignments from their instructors throughout the school year, and conducts exit interviews with them after they complete their degree requirements. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student.

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2012

**Responsible Individual(s):** History Department assessment coordinator

**Findings for Portfolio**

**Summary of Findings:** Seven students graduated with a Master's degree in History in the Spring of 2012. 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.


The average level of achievement on this outcomes was 3.9. See attached data table.

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :** Students performed satisfactorily in this area. Most students demonstrated "intercultural knowledge and problem solving skills" because all graduate students take courses on European and Latin American History and the history of the Middle-East.

**Substantiating Evidence:**

 History - Assessment Graduate Student Outcomes Grid Spring 2012.pdf (Adobe Acrobat Document) (See appendix)

**IV: Civic/Social Choices**

"A proactive sense of responsibility for individual, civic, and social choices"

Advanced knowledge of issues in their major field and familiarity with some issues in a wider world context.

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

**Details/Description:**

The assessment committee collects graduate students' Master's Papers/Theses and other assignments from their instructors throughout the school year, and conducts exit interviews with them after they complete their degree requirements. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student.

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2012

**Responsible Individual(s):** History Department assessment coordinator

### Findings for Portfolio

**Summary of Findings:** Seven students graduated with a Master's degree in History in the Spring of 2012. 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.

The average level of achievement on this outcomes was 3.4. See attached data table.


**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :** Students performed less well in this area than on other outcomes, although the overall performance was still satisfactory. Because Master's students engage in research and writing and are expected to produce a Master's thesis/paper/project that demonstrates their mastery of those skills, it is most difficult for them to demonstrate "a proactive sense of responsibility for individual, civic, and social choices." They study events in history that analyze "individual, social, and civic choices," but it is more difficult to assess whether they are "proactive" in doing so themselves. We are working to discover if the data reflect less skilled student performance or whether our helping them develop a "proactive" sense of responsibility is measureable given the requirements of the program.

The department is also augmenting students' civic and community engagement by encouraging faculty members to include experiential learning projects in their courses, although this we have found is difficult to do in our reading and writing-intensive graduate courses and, for that reason, this criterion may need to be revisited for graduate students.

**Substantiating Evidence:**

 History - Assessment Graduate Student Outcomes Grid Spring 2012.pdf (Adobe Acrobat Document) (See appendix)

**These Findings are associated with the following Actions:**

**Civic and community engagement**  
(Action Plan; 2011-2012 Assessment Cycle)

### V: Integrative Thinking

"Habits of mind that foster integrative thinking and the ability to transfer skills and knowledge from one setting to another," displayed through advanced research projects

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

**Details/Description:**

The assessment committee collects graduate students' Master's Papers/Theses and other assignments from their instructors throughout the school year, and conducts exit interviews with them after they complete their degree requirements. The committee then compiles these interviews and assignments with students' grade records and other data to create an assessment portfolio for each major student.

**Target:** Score of 3.0

**Implementation Plan (timeline):** Spring 2012

**Responsible Individual(s):** History Department assessment coordinator

### Findings for Portfolio

**Summary of Findings:** Seven students graduated with a Master's degree in History in the Spring of 2012. 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.


The average level of achievement on this outcomes was 4.3. See attached data table.

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :** Students performed well in this area. These results reflect the Department's (and the discipline of History's) strong emphasis on research and writing. They also reflect the needs of its students, most of whom go on to PhD programs, teach History at the college and/or secondary level, or are employed in writing and research-intensive fields. Students performed less well in areas that are more difficult to teach and are dependent upon the content they receive in a short, two-year program.

**Substantiating Evidence:**

 History - Assessment Graduate Student Outcomes Grid Spring 2012.pdf (Adobe Acrobat Document) (See appendix)

## Exit Interviews

### Exit Interview - results and modifications

▼ **Measure:** Exit Interviews  
Indirect - Interview

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for Exit Interviews

*No Findings Added*

## Overall Recommendations

*No text specified*

## Overall Reflection

### Graduate Outcome Assessment Summary

In the spring of 2013 the Department completed assessment on the portfolios of all graduates from 2012 (seven graduates). All students' portfolios were read by the members of the assessment committee and rated for their performance over time on a scale of one to five. The averages for each student and in each area of emphasis (from our assessment plan) are displayed in the table (included in a separate file). These data were shared with and discussed among the whole faculty at our April 2013 department meeting. From previous material we have made revisions to our graduate program, and are always considering changes based on students' feedback.

Students performed well in three of the five areas of emphasis, most particularly in analytical skills, "hands on experience with the inquiry practices" related to the study of history, and integrative thinking. They performed satisfactorily in the area of "intercultural knowledge and collaborative problem solving skills" and least well, although still satisfactorily, in the area of "pro-active sense of responsibility for individual, civic, and social choices." These results reflect the Department's (and the discipline of History's) strong emphasis on research and writing. They also reflect the needs of its students, most of whom go on to PhD programs, teach History at the college and/or secondary level, or are employed in writing and research-intensive fields. Students performed less well in areas that are more difficult to teach and are dependent upon the content they receive in a short, two-year program. Most demonstrated "intercultural knowledge and problem solving skills" because all graduate students take courses on European and Latin American History and the history of the Middle-East. Because Master's students engage in research and writing and are expected to produce a Master's thesis/paper/project that demonstrates their mastery of those skills, it is most difficult for them to demonstrate "a proactive sense of responsibility for individual, civic, and social choices." They

study events in history that analyze "individual, social, and civic choices," but it is more difficult to assess whether they are "proactive" in doing so themselves. We are working to discover if the data reflect less skilled student performance or whether our helping them develop a "proactive" sense of responsibility is measureable given the requirements of the program.

## 📄 Action Plan

### Actions

#### MA/MS in History Outcome Set

##### MA/MS in History Learning Objectives:

Our stated student learning outcomes are derived from the American Association of Colleges and Universities' 2004 report on assessment, "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission."

##### IV: Civic/Social Choices

"A proactive sense of responsibility for individual, civic, and social choices"

Advanced knowledge of issues in their major field and familiarity with some issues in a wider world context.

##### ▼ Action: Civic and community engagement

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

###### Findings for Portfolio

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

**Summary of Findings:** Seven students graduated with a Master's degree in History in the Spring of 2012. 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.

The average level of achievement on this outcomes was 3.4. See attached data table.

**Action Details:** The department is augmenting students' civic and community engagement by encouraging faculty members to include experiential learning projects in their courses, although this we have found is difficult to do in our reading and writing-intensive graduate courses and, for that reason, this criterion may need to be revisited for graduate students.

###### Implementation Plan (timeline):

###### Key/Responsible Personnel:

###### Measures:

###### Resource Allocations:

###### Priority:

## 📄 Status Report

### Action Statuses

#### MA/MS in History Outcome Set

##### MA/MS in History Learning Objectives:

Our stated student learning outcomes are derived from the American Association of Colleges and Universities' 2004 report on assessment, "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission."

##### IV: Civic/Social Choices

##### ▼ Action: Civic and community engagement

"A proactive sense of responsibility for individual, civic, and social choices"

Advanced knowledge of issues in their major field and familiarity with some issues in a wider world context.

**Action Details:** The department is augmenting students' civic and community engagement by encouraging faculty members to include experiential learning projects in their courses, although this we have found is difficult to do in our reading and writing-intensive graduate courses and, for that reason, this criterion may need to be revisited for graduate students.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

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**Status** for Civic and community engagement

*No Status Added*

### Status Summary

*No text specified*

### Summary of Next Steps

*No text specified*



## 2012-2013 Assessment Cycle

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### Assessment Plan

#### Outcomes and Measures

#### MA/MS in History Outcome Set

##### MA/MS in History Learning Objectives:

Our stated student learning outcomes are derived from the American Association of Colleges and Universities' 2004 report on assessment, "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission."

##### **I: Analysis/Communication**

"Strong analytical, communication, quantitative, and information skills;"

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

##### **II: Inquiry Practices**

A "deep understanding of and hands-on experience with the inquiry practices of" the discipline

Effective use of advanced inquiry practices, particularly independent collection, analysis, and critical assessment of a wide variety of primary and secondary sources.

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

##### **III: Intercultural knowledge and collaborative problem solving skills**

Acquisition of "intercultural knowledge and collaborative problem-solving skills"

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

##### **IV: Civic/Social Choices**

"A proactive sense of responsibility for individual, civic, and social choices"

Advanced knowledge of issues in their major field and familiarity with some issues in a wider world context.

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

**V: Integrative Thinking**

"Habits of mind that foster integrative thinking and the ability to transfer skills and knowledge from one setting to another," displayed through advanced research projects

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

**Details/Description:**

**Target:** Score of 3.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

**Exit Interviews**

**Exit Interview - results and modifications**

▼ **Measure:** Exit Interviews  
Indirect - Interview

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

 **Assessment Findings**

**Finding per Measure**

**MA/MS in History Outcome Set**

**MA/MS in History Learning Objectives:**

Our stated student learning outcomes are derived from the American Association of Colleges and Universities' 2004 report on assessment, "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission."

**I: Analysis/Communication**

"Strong analytical, communication, quantitative, and information skills;"

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

**Findings for Portfolio**

*No Findings Added*

**II: Inquiry Practices**

A "deep understanding of and hands-on experience with the inquiry practices of" the discipline

Effective use of advanced inquiry practices, particularly independent collection, analysis, and critical assessment of a wide variety of primary and secondary

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

sources.

**Findings for Portfolio**

*No Findings Added*

**III: Intercultural knowledge and collaborative problem solving skills**

Acquisition of "intercultural knowledge and collaborative problem-solving skills"

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

**Findings for Portfolio**

*No Findings Added*

**IV: Civic/Social Choices**

"A proactive sense of responsibility for individual, civic, and social choices"

Advanced knowledge of issues in their major field and familiarity with some issues in a wider world context.

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

**Findings for Portfolio**

*No Findings Added*

**V: Integrative Thinking**

"Habits of mind that foster integrative thinking and the ability to transfer skills and knowledge from one setting to another," displayed through advanced research projects

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

**Details/Description:**

**Target:** Score of 3.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

**Findings for Portfolio**

*No Findings Added*

**Exit Interviews**

**Exit Interview - results and modifications**

▼ **Measure:** Exit Interviews  
Indirect - Interview

**Details/Description:**



**Target:**  
**Implementation Plan (timeline):**  
**Responsible Individual(s):**

.....  
**Findings** for Exit Interviews

*No Findings Added*

### Overall Recommendations

*No text specified*

### Overall Reflection

*No text specified*

### Action Plan

### Status Report

## 2013-2014 Assessment Cycle

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### Assessment Plan

#### Outcomes and Measures

#### MA/MS in History Outcome Set

##### MA/MS in History Learning Objectives:

Our stated student learning outcomes are derived from the American Association of Colleges and Universities' 2004 report on assessment, "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission."

##### **I: Analysis/Communication**

"Strong analytical, communication, quantitative, and information skills;"

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

##### **II: Inquiry Practices**

A "deep understanding of and hands-on experience with the inquiry practices of" the discipline

Effective use of advanced inquiry practices, particularly independent collection, analysis, and critical assessment of a wide variety of primary and secondary sources.

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

##### **III: Intercultural knowledge and collaborative problem solving skills**

Acquisition of "intercultural knowledge and collaborative problem-solving skills"

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

##### **IV: Civic/Social Choices**

"A proactive sense of responsibility for individual, civic, and social choices"

Advanced knowledge of issues in their major field and familiarity with some issues in a wider world context.

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

**V: Integrative Thinking**

"Habits of mind that foster integrative thinking and the ability to transfer skills and knowledge from one setting to another," displayed through advanced research projects

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

**Details/Description:**

**Target:** Score of 3.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

**Exit Interviews**

**Exit Interview - results and modifications**

▼ **Measure:** Exit Interviews  
Indirect - Interview

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

 **Assessment Findings**

**Finding per Measure**

**MA/MS in History Outcome Set**

**MA/MS in History Learning Objectives:**

Our stated student learning outcomes are derived from the American Association of Colleges and Universities' 2004 report on assessment, "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission."

**I: Analysis/Communication**

"Strong analytical, communication, quantitative, and information skills;"

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

**Findings for Portfolio**

**Summary of Findings:** Eight students graduated with a Master's degree in History in the Spring of 2014. 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.

The average level of achievement on this outcomes was 3.9. See attached data table


**Results:** Target Achievement: Not Met

**Recommendations :**

**Reflections/Notes :** As in previous years, students performed well in this area of emphasis. These results reflect the History Department's (and the discipline's) strong emphasis on research and writing. They also demonstrate that the History Department is responding to the

needs of its students, most of whom go on to PhD programs, teach History at the college and/or secondary level, or are employed in writing and research-intensive fields

**Substantiating Evidence:**

 History - Assessment Graduate Student Outcomes Grid Spring 2014 (Word Document (Open XML)) (See appendix)

**II: Inquiry Practices**

A "deep understanding of and hands-on experience with the inquiry practices of" the discipline

Effective use of advanced inquiry practices, particularly independent collection, analysis, and critical assessment of a wide variety of primary and secondary sources.

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

**Findings for Portfolio**

**Summary of Findings:** Eight students graduated with a Master's degree in History in the Spring of 2014. 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.


The average level of achievement on this outcomes was 4.3. See attached data table

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :** As in previous years, students performed well in this area of emphasis. These results reflect the History Department's (and the discipline's) strong emphasis on research and writing. They also demonstrate that the History Department is responding to the needs of its students, most of whom go on to PhD programs, teach History at the college and/or secondary level, or are employed in writing and research-intensive fields

**Substantiating Evidence:**

 History - Assessment Graduate Student Outcomes Grid Spring 2014 (Word Document (Open XML)) (See appendix)

**III: Intercultural knowledge and collaborative problem solving skills**

Acquisition of "intercultural knowledge and collaborative problem-solving skills"

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

**Findings for Portfolio**

**Summary of Findings:** Eight students graduated with a Master's degree in History in the Spring of 2014. 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.

The average level of achievement on this outcomes was 3.6. See attached data table

**Results:** Target Achievement: Not Met

**Recommendations :**

**Reflections/Notes :** As in previous years, students performed satisfactorily in this area. These results reflect the History Department's (and the discipline's) strong emphasis on research and writing. They also demonstrate that the History Department is responding to the needs of its students, most of whom go on to PhD programs, teach History at the college and/or secondary level, or are employed in writing and research-intensive fields.

#### IV: Civic/Social Choices

"A proactive sense of responsibility for individual, civic, and social choices"

Advanced knowledge of issues in their major field and familiarity with some issues in a wider world context.

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

**Details/Description:**

**Target:** Score of 4.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

#### Findings for Portfolio

**Summary of Findings:** Eight students graduated with a Master's degree in History in the Spring of 2014. 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.

The average level of achievement on this outcomes was 4.3. See attached data table

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :** As in previous years, students performed satisfactorily in this area. These results reflect the History Department's (and the discipline's) strong emphasis on research and writing. They also demonstrate that the History Department is responding to the needs of its students, most of whom go on to PhD programs, teach History at the college and/or secondary level, or are employed in writing and research-intensive fields.

#### V: Integrative Thinking

"Habits of mind that foster integrative thinking and the ability to transfer skills and knowledge from one setting to another," displayed through advanced research projects

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

**Details/Description:**

**Target:** Score of 3.0

**Implementation Plan (timeline):** Spring 2013

**Responsible Individual(s):** History Department assessment coordinator

#### Findings for Portfolio

**Summary of Findings:** Eight students graduated with a Master's degree in History in the Spring of 2014. 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.



The average level of achievement on this outcomes was 4.3. See attached data table

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :** As in previous years, students performed well in this area of emphasis. These results reflect the History Department's (and the discipline's) strong emphasis on research and writing. They also demonstrate that the History Department is responding to the needs of its students, most of whom go on to PhD programs, teach History at the college and/or secondary level, or are employed in writing and research-intensive fields

## Exit Interviews

### Exit Interview - results and modifications

▼ **Measure:** Exit Interviews  
Indirect - Interview

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**


#### Findings for Exit Interviews

**Summary of Findings:** Five out of the six expressed great satisfaction with their experience in the Master's Program. Most have gone on to PhD programs or to teach history at the secondary level, careers for which our department prepares students well. Some suggested we offer a wider range of courses, another suggested we make sure to replicate the seminar experience for in-coming distance students.

**Recommendations :**

**Reflections/Notes :**

**Substantiating Evidence:**

 Exit Interview Responses for MA Students (Adobe Acrobat Document) (See appendix)

## Overall Recommendations

*No text specified*

## Overall Reflection

In the fall of 2014 the Department completed assessment on the portfolios of all graduates from spring 2014 (eight graduates). All students' portfolios were read by the members of the assessment committee and rated for their performance over time on a scale of one to five. The averages for each student and in each area of emphasis (from our assessment plan) are displayed in the table (included in a separate file). Exit interviews were conducted with six of the eight graduates. These data were shared and discussed among the faculty. From previous material we have made revisions to our graduate program, and are always considering changes based on students' feedback.

As in previous years, students performed well in three of the five areas of emphasis, most particularly in analytical skills, "hands on experience with the inquiry practices" related to the study of history, and integrative thinking. They performed satisfactorily in the areas of "intercultural knowledge and collaborative problem solving skills" and in their ability to "demonstrate an understanding of the historical context that shapes individual, civic, and social choices." These results reflect the History Department's (and the discipline's) strong emphasis on research and writing. They also demonstrate that the History Department is responding to the needs of its students, most of whom go on to PhD

programs, teach History at the college and/or secondary level, or are employed in writing and research-intensive fields. One student wrote, "I can honestly say that the entire staff, from my first semester on, was willing to work with me and dedicate considerable amounts of time to helping me succeed at the MA level so I could go on to the PhD. From in class to out of class advice on approaching programs, conducting research, teaching, and presenting oneself as a professional historian I received much help and advice." Another said, "the seminar paper process proved most helpful to me. I wrote my thesis on my place of employment, which helped me gain new knowledge of my site and more skills in performing my job [as a park ranger]." Most students demonstrated "intercultural knowledge and problem solving skills" through their coursework in European and Latin American History and the history of the Middle-East. If they chose projects that analyzed a social movement or moral or ethical decision-making in a historical context, they did well on that criterion. Responses from the exit interviews confirm the assessment data. Five out of the six expressed great satisfaction with their experience in the Master's Program. Most have gone on to PhD programs or to teach history at the secondary level, careers for which our department prepares students well. Some suggested we offer a wider range of courses, another suggested we make sure to replicate the seminar experience for in-coming distance students.

### **Action Plan**

### **Status Report**

## 2014-2015 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

 **Action Plan**

 **Status Report**

## 2015-2016 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

 **Action Plan**

 **Status Report**

## 2016-2017 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

 **Action Plan**

 **Status Report**

## 2017-2018 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

 **Action Plan**

 **Status Report**


## 2018-2019 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

 **Action Plan**

 **Status Report**


## 2019-2020 Assessment Cycle

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 **Assessment Plan**

 **Assessment Findings**

 **Action Plan**

 **Status Report**



# Appendix

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- A. **MA/MS in History Curriculum Map** (Curriculum Map)
  - B. **Assessment GRADUATE Program Report Spring, Summer 2014.docx** (Word Document (Open XML))
  - C. **Assessment\_-\_Graduate\_Chart\_2005-08\_(3).pdf** (Adobe Acrobat Document)
  - D. **History - Minutes 11 1 2010.pdf** (Adobe Acrobat Document)
  - E. **History\_Graduate\_Assessment\_Plan\_2006** (Adobe Acrobat Document)
  - F. **Assessment GRADUATE Program Report 2012.docx** (Word Document (Open XML))
  - G. **Assessment\_-\_Graduate\_Chart\_2005-08\_(3).pdf** (Adobe Acrobat Document)
  - H. **Assessment\_-\_Graduate\_Chart\_2005-08\_(3).pdf** (Adobe Acrobat Document)
  - I. **Assessment\_-\_Graduate\_Chart\_2005-08\_(3).pdf** (Adobe Acrobat Document)
  - J. **Assessment\_-\_Graduate\_Chart\_2005-08\_(3).pdf** (Adobe Acrobat Document)
  - K. **Assessment\_-\_Graduate\_Chart\_2005-08\_(3).pdf** (Adobe Acrobat Document)
  - L. **History - Assessment Graduate Student Outcomes Grid Spring 2012.pdf** (Adobe Acrobat Document)
  - M. **History - Assessment Graduate Student Outcomes Grid Spring 2012.pdf** (Adobe Acrobat Document)
  - N. **History - Assessment Graduate Student Outcomes Grid Spring 2012.pdf** (Adobe Acrobat Document)
  - O. **History - Assessment Graduate Student Outcomes Grid Spring 2012.pdf** (Adobe Acrobat Document)
  - P. **History - Assessment Graduate Student Outcomes Grid Spring 2012.pdf** (Adobe Acrobat Document)
  - Q. **Exit Interview Responses for MA Students** (Adobe Acrobat Document)
  - R. **History - Assessment Graduate Student Outcomes Grid Spring**

- 2014** (Word Document (Open XML))
  - S. **History - Assessment Graduate Student Outcomes Grid Spring 2014** (Word Document (Open XML))
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**GRADUATE Program**  
**Master's Graduates Spring/Summer 2014**  
**Assessment Committee Entry**  
**For History Dept. Chair's Report**

*Question 1: How are your stated learning outcomes appropriate to your mission, programs, and degrees?*

Our stated student learning outcomes are derived from the American Association of Colleges and Universities' 2004 report on assessment, "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission." These outcomes are as follows:

- I. "Strong analytical, communication, quantitative, and information skills;"
- II. A "deep understanding of and hands-on experience with the inquiry practices of" the discipline;
- III. Acquisition of "intercultural knowledge and collaborative problem-solving skills;"
- IV. "Demonstrate an understanding of the historical context that shapes individual, civic, and social choices;"
- V. "Habits of mind that foster integrative thinking and the ability to transfer skills and knowledge from one setting to another," displayed through advanced research projects.

The assessment committee selected these stated outcomes (which the department formally adopted in February 2006) because they are consistent both with the department's mission and that of the College of Arts and Sciences. The History Department has long sought to develop students' reading, writing, and communications skills (Outcome I); introduce them to the "inquiry practices of" professional historians (Outcome II); impart "intercultural knowledge" to them through our World History and Wider World course requirements (Outcome III); and provide them with opportunities to conduct advanced historical research (Outcome V) in our 500-level classes and 600-level seminars. The department is also augmenting students' civic and community engagement by encouraging faculty members to include experiential learning projects in their courses, although this we have found is difficult to do in our reading and writing-intensive graduate courses and, for that reason, the History Department modified Outcome IV in the Spring of 2014 to better reflect what historical research (rather than social activism) entails.

*Question 2: What evidence do you have that students achieve your stated learning outcomes?*

The assessment committee collects graduate students' Master's Papers/Theses and other assignments from their instructors throughout the school year, and conducts exit interviews with them after they complete their degree requirements. 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 MA/MS 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.

In the Fall of 2014, the committee assessed eight students, all of them MA/MS students who graduated in the Spring 2014 term (table in separate file). From this process, we determined the following:

Learning Outcome I (Analysis/Communication): 7 students displayed “much” evidence of achievement; 1 displayed “some” evidence of achievement.

Learning Outcome II (Inquiry Practices): 7 students displayed “much” evidence; 1 students displayed “some” evidence of achievement

Learning Outcome III (intercultural knowledge, collaboration): 5 students displayed “much” evidence; 3 displayed “some” evidence.

Learning Outcome IV (civic and social choices): 7 students displayed “much” evidence; 1 displayed “some” evidence.

Learning Outcome V (integrative thought): 7 students displayed “much” evidence; 1 displayed “some” evidence.

We should note that these data are from the 2013-2014 assessment cycle. The History Department has made a concerted effort to improve its students’ scores for Criteria IV and V. The assessment committee has seen marked improvement in Criterion V since 2006 and in Criterion IV over the last year since it was modified.

*Question 3: In what ways do you analyze and use evidence of student learning?*

We have described our analytical process under the heading of Question 2, above. The assessment committee shared these outcomes with the Department.

*Question 4: How do you ensure shared responsibility for assessment of student learning?*

All department members are responsible for providing the assessment committee with exams, essays, and other student assignments for inclusion in students' portfolios. Graduate students' portfolios consist of seminar papers and their culminating Master's paper or thesis. All history faculty are responsible for implementing changes the department may deem necessary to address deficiencies in either assessment data collection or educational outcomes.

*Question 5: How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?*

Assessment committee members discuss their data collection process with one another during each semester's portfolio assessment meeting, and will, in addition, seek advice on improvement of the assessment process from other members of the department.

**GRADUATE Program, Spring 2012**  
**Assessment Committee Entry**  
**For History Dept. Chair's Report**

*Question 1: How are your stated learning outcomes appropriate to your mission, programs, and degrees?*

Our stated student learning outcomes are derived from the American Association of Colleges and Universities' 2004 report on assessment, "Our Students' Best Work: A Framework of Accountability Worthy of Our Mission." These outcomes are as follows:

- I. "Strong analytical, communication, quantitative, and information skills;"
- II. A "deep understanding of and hands-on experience with the inquiry practices of" the discipline;
- III. Acquisition of "intercultural knowledge and collaborative problem-solving skills;"
- IV. "A proactive sense of responsibility for individual, civic, and social choices;"
- V. "Habits of mind that foster integrative thinking and the ability to transfer skills and knowledge from one setting to another," displayed through advanced research projects.

The assessment committee selected these stated outcomes (which the department formally adopted in February 2006) because they are consistent both with the department's mission and that of the College of Arts and Sciences. The History Department has long sought to develop students' reading, writing, and communications skills (Outcome I); introduce them to the "inquiry practices of" professional historians (Outcome II); impart "intercultural knowledge" to them through our World History and Wider World course requirements (Outcome III); and provide them with opportunities to conduct advanced historical research (Outcome V) in our 500-level classes and 600-level seminars. The department is also augmenting students' civic and community engagement by encouraging faculty members to include experiential learning projects in their courses, although this we have found is difficult to do in our reading and writing-intensive graduate courses and, for that reason, this criterion may need to be revisited for graduate students.

*Question 2: What evidence do you have that students achieve your stated learning outcomes?*

The assessment committee collects graduate students' Master's Papers/Theses and other assignments from their instructors throughout the school year, and conducts exit interviews with them after they complete their degree requirements. 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 MA/MS 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.

In April of 2013, the committee assessed seven students, all of them MA/MS students who graduated in the Spring 2012 term (table in separate file). From this process, we determined the following:

Learning Outcome I (Analysis/Communication): 6 students displayed Much evidence of achievement; 1 displayed Some evidence of achievement.

Learning Outcome II (Inquiry Practices): 6 students displayed Much evidence; 1 student displayed Some evidence of achievement

Learning Outcome III (intercultural knowledge, collaboration): 6 students displayed Much evidence; 1 displayed Some evidence.

Learning Outcome IV (civic responsibility): 3 students displayed Much evidence; 4 displayed Some evidence.

Learning Outcome V (integrative thought): 6 students displayed Much evidence; 1 displayed Some evidence.

We should note that these data are from the 2011-12 assessment cycle. The History Department has made a concerted effort to improve its students' scores for Criteria IV and V. 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)

*Question 3: In what ways do you analyze and use evidence of student learning?*

We have described our analytical process under the heading of Question 2, above. The assessment committee shared these outcomes with the whole Department in April of 2013.

*Question 4: How do you ensure shared responsibility for assessment of student learning?*

All department members are responsible for providing the assessment committee with exams, essays, and other student assignments for inclusion in students' portfolios. All history faculty will eventually be responsible for implementing such changes as the department may deem necessary to address deficiencies in either assessment data collection or educational outcomes.

*Question 5: How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?*

Assessment committee members discuss their data collection process with one another during each semester's portfolio assessment meeting, and will, in addition, seek advice on improvement of the assessment process from other members of the department.

Department minutes October 27, 2010

present: Chris Olsen, Bill Giffin, Barb Skinner, Ann Chirhart, Isaac Land, Dan Clark, Chris Fischer, Anne Foster, Jennifer Ryan, David Nichols, Lisa Philips, Rich Schneirov, Steve Stofferahn, Tim Hawkins

absent: Bob Hunter

approval of minutes: 13-0 approved

Announcements:

--Olsen and Foster will be representatives on the CAS workload committee, first meeting Friday October 29; please send comments and suggestions to one of them before Friday

--African American Cultural Center is showing of *Love of Liberty* (in the library events center); related activities including presentations by Chris Olsen, Ann Chirhart, Lisa Philips, and Terry Clark on Nov. 1 and Nov. 8 in the Cultural Center

--book orders due Monday Nov. 1

--spring schedule ready to go

Committee reports:

--AFRI: No meeting yet; will meet in November; working on assessment; proposals for targeted minors have not made it through various levels of faculty governance so will be revised

--Assessment: Nichols sharing the assessment data with the faculty in order to help improve programs based on that data; today will share the graduate program data based on standards developed by Land and Skinner based in part on undergraduate criteria; 12 students assessed; compiled ratings of 1-5 by each committee member for each of the five criteria. Criterion 1 (Analysis/writing) received an averaged rating of 3.9; Criterion 2 (Advanced Inquiry Practices) received an average rating of 3.9; Criterion 3 (New Trends and Methodologies) received an average rating of 3.8; Criterion 4 (Issues in the Field) received an average rating of 3.9; Criterion 5 (Professional and Civic Ethics) received an average rating of 3.0. Expected standards are under discussion, committee expects to recommend a Department goal of 4.0 on Criteria 1-4 and 3.0 on Criterion 5

--Budget: Hawkins reported that monies remain to be disbursed for conference travel and requests that faculty submit formal requests for conferences known or proposed, even if the participation is not yet known, so that funds can be distributed equitably and encumbered.

--Curriculum: Fischer reports that committee met a few weeks ago; discussed and tabled a motion about requiring a minor for all majors; discussed issues related to AP/IB/College

Challenge. The Curriculum Committee recommends the Department accept a score of 4 or better for the IB history course/exams and that students get credit for History 113 (formally proposed and accepted 14-0).

--AP/College Challenge: Indiana law requires every university accept a 3 on AP for credit but seems to allow departments more flexibility in designing their majors. Higher Education Commission is likely to re-write to be more specific so better for us to wait. Curriculum had recommended that students coming in with AP credit get credit for the survey but have to take courses to replace them at the 300/400 level. Department will wait to take further action until the issue has been settled at the state level.

--Democracy as a Way of Life: Curriculum committee sends forward to Department with 4-0 vote; Department votes 15-0 to send to Foundational Studies (Mr. Hunter delivered a proxy vote via email to the chair before the meeting).

--Graduate: Stofferahn elected to chair the committee. The committee will work on Elluminate version of the grad seminar. TA evaluations will be sent to relevant faculty members shortly. Committee will also work on improved communication regarding standards for defense of the seminar paper. Faculty wishing to observe History 660 via Elluminate may attend on Wed. evenings. This may be especially valuable for those who may teach it in the future. Technology is clunky but seems still worth exploring.

--Retention/tenure: Giffin reports that the P&T has concluded its work for the year, but R&T has review of special purpose faculty and 3<sup>rd</sup> year and beyond TT faculty to complete.

Old Business:

--Final report on Local History and Culture Center due Friday; grant has ended but Center need not; recommendation is commitment level needs to increase if Center to is to achieve its full potential.

--Foundational Studies: African-American history since 1890 being revised to be proposed for Ethics and Social Responsibility category; department recommends that this be proposed for FS ESR. Vote was 14-0.

--Post-tenure review document: A long discussion, with many questions and comments, ensued. Send comments and suggestions to Schneirov or Hawkins.

--Announcement of proposed CAS semester-long event celebrating the history, literature, culture, science of Terre Haute, likely in spring 2012

Meeting adjourned at 4:32 pm

Submitted, Anne Foster



Department of History  
Plan for Graduate Students Outcomes Assessment  
2007  
(Effective, Fall 2007)

The primary mission of History's Graduate Program is to prepare and train students in the craft and work of historical scholarship – one of several missions of the modern university. This involves a refined understanding of the past, the acquisition of graduate level research techniques, the conduct of independent research involving the use of primary sources, a critical appreciation of historiography and relevant historical theories and interpretations, the ability to specialize in one or more areas of interest, and an awareness of professional obligations and opportunities. More precisely, the Graduate Program seeks to prepare students in: (1) a practical track leading directly to specialized careers in such areas as teaching, journalism, and other public and private service sectors; (2) an academic track leading to entry into advanced training and especially doctoral degree programs. The students will complete requirements for an M.A. or an M.S. as specified in the current Graduate Handbook.

***Criteria for Assessment***

To measure success in achieving the history graduate program objectives, the Department will assess students upon the completion of their degree according to the following criteria:

1. Enhancement of analytical skills and argumentative writing founded on sound interpretation of evidence.
2. Effective use of advanced inquiry practices, particularly independent collection, analysis, and critical assessment of a wide variety of primary and secondary sources.
3. Conversant with new trends and methodologies in the field of History.
4. Advanced knowledge of issues in their major field and familiarity with some issues in a wider world context.
5. Understanding of the professional requirements of a historian, including ethical approaches, bibliographical conventions, and a sense of civic responsibility.

***Assessment Methodology***

1. The department requires that graduate students keep a portfolio containing work they have completed over the course of their graduate program. The portfolio must include the following: the major research paper completed in the second semester of the year-long seminar; the paper completed for History 650 (Method and Theory); and two papers from other courses. The students must turn in the portfolio upon completion of the requirements for the master's degree.

2. Members of the Graduate Committee will administer written and/or oral exit interviews of students just prior to their graduation. If oral, the interviewers will write brief reports of their findings and add all exit interview material to the student's portfolios.
3. The department requires graduate students to complete an oral defense either of their Master's thesis or of their research seminar paper before a committee of Graduate School faculty, who will file the results with the Department. A copy of these results will be placed into the student's portfolio.
4. Three years following the students' graduation from the program, the Department will mail questionnaires to them or conduct telephone interviews regarding the students' careers and assessing retrospectively the strengths and weaknesses of the program.

### *Use of Data*

The most important role of this committee is to report its 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 the department's 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 are not to be used for the evaluation of individual faculty members.

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

Approved – April 25, 2007

	<b>Criterion 1 (Analysis/writing)</b>	<b>Criterion 2 (Adv. Inquiry practices)</b>	<b>Criterion 3 (New Trends &amp; Methodologies)</b>	<b>Criterion 4 (Issues in Field)</b>	<b>Criterion 5 (Prof. and Civic Ethics)</b>
Student A	4.2	4.2	3.8	3.6	2.8
Student B	3.6	4	3	3.2	3
Student C	3.4	3.6	3.4	3.6	2.8
Student D	4.2	4.2	4.4	4.8	3.2
Student E	4.6	4.4	4.6	4.8	3.6
Student F	3.4	2.8	3.2	3.4	2.8
Student G	4.2	4.4	4.2	4.4	3.6
Student H	4.2	4.6	4.4	4.6	3.6
Student I	4	3.4	3.4	3.6	2.6
Student J	2.6	2.4	2.2	2.4	1.4
Student K	3.8	4.4	4.2	4	3
Student L	4.2	4.4	4.4	4.4	3.4
<b>Median</b>	<b>4.2</b>	<b>4.2</b>	<b>4.0</b>	<b>3.8</b>	<b>3.0</b>
<b>Average</b>	<b>3.9</b>	<b>3.9</b>	<b>3.8</b>	<b>3.9</b>	<b>3.0</b>

## Summary of Data

In the spring of 2010 the Department completed assessment on the portfolios of all graduates from 2005 to 2008. These were completed using the new assessment plan adopted by the Department in 2008 (which aligns with our previously revised undergraduate assessment plan). All students' portfolios were read by the entire assessment committee and rated for their performance over time on a scale of one to five. The averages for each student and in each area of emphasis (from our assessment plan) are displayed in the table above. These data are shared with and discussed among the whole faculty at one of our spring department meetings. From previous material we have made revisions to our graduate program, and are always considering changes based on students' feedback.

Students performed well in all of our five areas of emphasis, most particularly in research, analysis, and writing. This result is hardly surprising considering the curriculum (heavy in research and writing) and the needs of students (many of whom go on to college-level teaching or Ph.D. programs). Students performed less well in areas that are more difficult to teach in a relatively short, two-year program: innovative methods and theories; issues in the field; and professional and civil ethics. The final category deserves special notice since the Department faculty has worked to make those themes more explicit in our syllabi and pedagogy. We are working to discover if the data above reflects less skilled student performance or, as some suspect, a lack of specificity and intentionality in our teaching. In either case, of course, the assessment process has formed the foundation of our own self-study and reflection, with an eye toward improving students' experiences in the classroom.