

HISTORY PROGRAM ASSESSMENT PLAN
UNIVERSITY OF WISCONSIN-RIVER FALLS

During fall semester 2006 the Department of History and Philosophy drafted the following Assessment Plan for the History Program. All members of the History Faculty contributed to the document: Roark Atkinson, Betty Bergland, Victoria Houseman, Kurt Leichtle, Kiril Petkov, and Zhiguo Yang. The final draft was assembled by Betty Bergland, Chair, Department of History and Philosophy, December 22, 2006. All questions should be addressed to her (betty.a.bergland@uwrf.edu or ext.3154). (The Plan was modified on May 11, 2007 (after consultation with the Department) in response to questions from Tim Buttles, Chair of the University Assessment Committee. See questions V, VI and VII.)

I. Student Learning Objectives/Outcomes/Goals

When students complete the history major they will be able to

1. demonstrate knowledge of college-level history;
2. analyze, interpret and critique primary and secondary sources;
3. conduct research on historical subjects in primary and secondary sources;
4. articulate arguments with clarity and coherence on historical subjects;
5. recognize the meaning and significance of historiography in the field of history;
6. meet standards of professional integrity.

II. Identification of Where Objectives/Outcomes are Achieved/Addressed

[See “Curriculum Map” (following) for clarification on where goals are introduced, expanded and/or achieved.]

Goal #1	101, 102, all 200, 300 level classes & 485
Goal #2	101, 102, 200-level; 30-level and 485
Goal #3	101,102, 200-level; 300-level, 485
Goal #4	All courses

Goal #5 300-level; 485

Goal #6 All classes

III. Assessment Tools used to Measure Objectives/Outcomes

1. The direct measure used to assess achievement of goals will be the Research Project in the History Seminar (485). See “Evaluation for Seminar Project.” (Attached.)

2. The Indirect measure to assess the achievement of goals will be an exit survey administered in the Senior Seminar (485). See “Exit Survey.” (Attached.)

IV. Timetable Indicating the Cycle of Assessment and Continuous Improvement

The members of the History faculty will meet annually during J-term (the week before spring semester begins) for a two-hour meeting to evaluate the History Seminar Projects from the preceding fall and spring semesters. Using the Direct and Indirect Measurement Tools, we will assess student achievement of all goals. The first Assessment Analysis will occur during J-Term, 2007-2008. Suggestions for improvement will be outlined in the Assessment Report submitted each spring to the Provost. Strategies for implementing changes will be discussed in the final Department meeting of the academic year and implemented the following year.

V. Data Presentation and Discussion process

All historians in the Department will be involved in each of the annual assessment meetings--during J-Term and during spring semester. Faculty that taught the Seminar during the preceding two semesters will present their data from the Direct and Indirect Measurements. (The teaching of the History Seminar rotates among all members of the history faculty.) An analysis of the data from the Direct and Indirect Measurements will be examined and compared. Goals that are met will be noted. In areas where students demonstrate less preparedness, faculty will discuss possible causes and propose strategies for change. Records will be kept to monitor achievement over the years..

VI. Implementation of Revisions based on Assessment Results

During the final meeting of the academic year, one meeting will be devoted to discussion of plans to revise the curriculum for majors to improve achievement, based on the analysis of assessment data. Faculty will be encouraged to incorporate (voluntarily) relevant changes in their course syllabi during the following academic year. Changes in achievement will be tracked over the years to monitor improvements and address accountability.

VII. Results Availability

Evaluation Rubric for Seminar Project

	3-4	3-2	1-0
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The results of the Assessment Plan will be available in the History Department Office and will be posted on the Department Website starting May 2008.

1. Demonstrate knowledge of college-level history	Demonstrates understanding of concepts, historical facts and causality relevant to research	Identifies concepts, historical facts and causality relevant to research.	Misses or misunderstands key concepts, facts and causality relevant to research.
2. Analyze, interpret and critique primary and secondary sources	Grasps well the perspectives, biases and contexts embedded in primary and secondary sources.	Conveys awareness of perspectives, biases and contexts embedded in sources.	Fails to grasp the perspectives, biases and contexts embedded in primary and secondary sources.
3. Conduct research on historical subjects in primary and secondary sources	Identifies parameters of research, locates and uses appropriate sources, primary and secondary.	Locates some relevant primary and secondary source materials	Fails to identify and locate important primary and secondary source materials.
4. Articulate arguments with clarity and coherence on historical subjects	Develops and supports a reasonable argument in research project.	Discusses a topic without mastering an argument and provides minimal clarity, coherence and supporting evidence.	Fails to develop an argument or give clarity, coherence or evidence to research project.
5. Recognize the meaning and significance of historiography in the field of history.	Identifies critical patterns in historiography and incorporates into argument of research paper	Conveys some understanding of shifting interpretations of material over time.	Excludes historiography in treatment of historical subject.

6. Meet standards of professional integrity	Mastered academic conventions of citations and objectivity.	Grasps some of the conventions of citations and objectivity but lacks mastery.	Unable to demonstrate knowledge of conventions of citations and objectivity.
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III. ASSESSMENT TOOLS

B. INDIRECT MEASURE: EXIT SURVEY

Below are statements that focus on the learning-outcomes that the Department of History and Philosophy has for their students graduating with a Bachelor's degree in History. Please read each of the statements and circle your response as to whether you strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) to the statement.

1. I am well prepared to write a historically focused research paper.	SA	A	D	SD
2. In the future I believe that I have the skills needed to give an oral presentation about historical issues.	SA	A	D	SD
3. I am able to analyze (identify parts) of primary and secondary resources.	SA	A	D	SD
4. I am able to interpret (establish meaning) of primary and secondary resources.	SA	A	D	SD
5. I am able to critique (situate in contexts of time, place and value system) primary and secondary sources.	SA	A	D	SD
6. I am well prepared to communicate in writing about historical subjects	SA	A	D	SD
7. I am able to recognize some major interpretations (historiography) in the discipline of history.	SA	A	D	SD
8. I am well prepared to meet important standards of professional integrity, such as acknowledging and citing sources .	SA	A	D	SD