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<td>Students can understand historical evidence and interpretations, assess their strengths and weaknesses, and situate both in broader scholarly debate.</td>
<td><strong>Direct Measure</strong> Data will be collected via questions and feedback during advising and by periodic, selective comparison of written work in the sophomore basic methods course (HIST 290) and the capstone senior seminar (HIST 495 [401]).</td>
<td><strong>Direct Benchmarks</strong> Comparison of data collected for HIST 290 and HIST 495.</td>
<td><strong>Direct Findings</strong> We based direct findings upon a sample of research papers/projects from our benchmark classes: HIST 290 and HIST 495. We used these artifacts to assess the following learning outcomes: LO3 and LO5. For HIST 290, our results were: LO3 = 0% exemplary; 30% competent; 60% developing; 10% insufficient; LO5 = 0% exemplary; 20% competent; 70% developing; 10% insufficient. For HIST 495, our results were: LO3 = 10% exemplary; 60% competent; 30% developing; 0% insufficient; LO5 = 0% exemplary; 70% competent; 30% developing; 0% insufficient. Here the results varied from the benchmark.</td>
<td>As before, the Department has connected its assessment program with a diagnosis of campus-wide recruitment/retention efforts. Last year, the Department introduced a new one-credit course to our undergraduate curriculum, which is called: HIST 100, “What Is the Study of the Past?” We now are piloting this course in fall 2016. The course introduces students to the study of history and talks about the variegated methods and styles of historical research. It is team-taught by all regular faculty members and the department chair will assess student progress. The class introduces students to our curriculum and learning outcomes,</td>
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<td>Aligns with University Learning Outcome(s): Learn and Integrate Think and Create Communicate</td>
<td><strong>Indirect Measure</strong> Data will be collected from the annual graduating senior survey and a separate, department administered survey of students in benchmark classes which focuses specifically on the learning goals and the degree to which the students feel they have attained them. Students will also be asked to make suggestion for changes and improvements.</td>
<td><strong>Indirect Benchmarks</strong> Quantified results from the department surveys (administered in benchmark classes) and university senior survey should show student response to our new Learning Outcomes.</td>
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<td>Students demonstrate command of formal language and can exchange ideas in a cogent, coherent, and respectful manner.</td>
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percentages we originally established for our students. In general, this year’s artifacts suggested that our students are in the developing and competent assessment percentages; however, Department continues to identify three concerns. First, students struggle in recognizing historical arguments. Further, they struggle to use primary sources. Lastly, students struggle to develop their own historical arguments.

Indirect Findings
As always, our indirect findings were highly positive (if not flattering). The graduating senior survey shows that our majors are overwhelmingly satisfied with the quality of education that they have received in the Department of History. The numbers are significantly higher — often 20 percent or

basic library resources, study abroad programs, internships, and research opportunities. We will assess the class at the end of the semester and refine as needed, offering it again in fall 2017. Furthermore, we shall try to diversify our curriculum further. One of our new junior faculty members are revamping a considerable amount of the American history field this fall (2016), and we will teach our first lower-division seminar class (HIST 200) in spring 2017 in order to introduce undergraduate better to the world of independent research and writing. We are also introducing a series of courses, at the lower-division level, centered on topical/thematic issues across history: “Food through the Ages,” “Race and Ethnicity through the Ages,” “Gender and
more — than University and College survey results. We could surely use these results in our recruitment efforts. A small percentage wished for greater internship/independent research opportunities, and we can do a better job in referring students to career services for greater professional mentoring. We also note that students sometimes express frustrations with advising on the university, college, and department level. This seems to be a key area for recruitment and retention, not just assessment, and so the Department is outlining steps to address these campus-wide concerns on the ‘local level’ of the program unit.

Face-to-Face Findings
As per our standard practice, we conducted a focus group meeting of ‘Sexuality through the Ages,’ and ‘War and Conflict through the Ages.’ Again, we’ll also continue to offer greater numbers of internships and directed research opportunities to address better student need and demand. Lastly, the Department has resolved to use our advising sessions to reach out to students and help emphasize our undergraduate learning outcomes in these face-to-face sessions. All faculty have already contacted their advisees directly and reiterated their willingness to mentor students outside of the normal fall and spring advising schedule.
graduating seniors (May 2016). Again, our undergraduate majors report that they are highly satisfied with the degree they've chosen, and they feel that they have received a very high quality of education. They are fond of their professors and feel that the Department is an accommodating and energetic place (double-majors contrasted their experiences with their other programs). We conducted a second focus group specifically for graduating women. This happened because we’ve been concerned about the persistent gender imbalance amongst history majors (with men far outweighing women). Overall, female students reported favorably about climate issues in the Department, but some wished for more diverse coverage in our curriculum, especially with women.
and gender studies. This is consistent with previous findings.
Students can explain the historical context that shapes human consciousness and action, and they can identify those factors which shape continuity and change in diverse human communities.

**Aligns with University Learning Outcome(s):**
- Learn and Integrate
- Think and Create
- Communicate
- Clarify Purpose and Perspective
- Practice Citizenship

**Assessment Tools and Procedures**

**Direct Measure**
Direct Measure: Outcome will be continuously assessed via required coursework, particularly via comparison of written work in the sophomore basic methods course and the capstone senior seminar. Formal student portfolios may be added if deemed necessary. Focus Discussion: A focus group of 6-10 graduating seniors will be randomly selected each spring. The group discussion will be led by a non-departmental facilitator. Students will be asked to respond to three basic questions: 1. How well have you achieved each of the four learning goals of the Department? 2. Which aspects of your education as a History major helped most
with your learning? Why were these helpful? Which helped the least or hindered your learning? 3. What might the Department do differently to make such learning more effective? Indirect Measure: Outcome will be assessed via a required general graduating senior survey administered each semester. Program specific questions will be developed by December 2007.

Indirect Measure

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| Students will be able to frame relevant research questions and conduct research appropriate to the undergraduate level. | **Direct Measure**  
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To maintain and enhance were indicated the scope and quality of undergraduate History education. | **Direct Findings** | **Indirect Findings** |
| **Aligns with University Learning Outcome(s):** Think and Create Communicate | **Indirect Benchmarks** | **Face-to-Face Findings** | | |
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<td>Students will be able to express their learning and research findings and generally communicate effectively in writing.</td>
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| Students can recognize the rich diversity of human artifacts; reflect upon how they illuminate the historical past; and use them to make meaning of the human experience. | **Direct Measure**  
Samples of written work: i) 2,000-3,000 word research project (taken from HIST 290); ii) 6,000-7,000 word research paper (taken from HIST 401).  
**Indirect Measure**  
a) University senior survey / questionnaire; b) Departmental survey (administered to students in HIST 290 and HIST 495). | **Direct Benchmarks**  
HIS 290 ("The Historian's Craft") (sophomore-level methods course, required for all history undergraduate majors); and, HIS 495 ("History Senior Survey") (required for all history undergraduate measures) | **Direct Findings** |
| **Aligns with University Learning Outcome(s):**  
Learn and Integrate  
Think and Create  
Communicate  
Clarify Purpose and Perspective | **Face-to-Face Measures**  
a) informal focus group meeting with graduating seniors b) informal dialogue, conducted by major advisor in advising session, from prepared questions based upon student learning outcomes | **Indirect Benchmarks**  
departmental survey administered at the end of both HIST 290 and 495 | **Indirect Findings** |

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Think and Create
Communicate
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Practice Citizenship

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Clarify Purpose and Perspective
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**Aligns with University Learning Outcome(s):**
Learn and Integrate
Think and Create
Communicate

Students can apply historical knowledge so they can reflect, in more global terms, upon human experience and complexity.

**Aligns with University Learning Outcome(s):**
Practice Citizenship
Close the Loop Questions

Discuss your progress on the actions identified in your Assessment plan for 2014-15.

Over the past four years, the Department has continued to work and refine upon its new assessment program. By and large, the system has been internalized by faculty and the Department has worked diligently to implement changes indicated by our assessment results. We continue to diversity our curriculum, adding more lower-level courses; we have been working on more effective means of advising and communication with our students; and we continue to assess the gender imbalances in our undergraduate enrollment. In addition, we are providing greater opportunity for student research and internships.

In what ways were the changes you made in 2014-15 effective in improving your program?

Students express satisfaction with greater research and internship possibilities; we hopeful that the more diversified curriculum, at the lower-division level, will help students internalize better our learning outcomes, as well as to help recruit and retain students into our program. We should add that the Department continues its amazing track record of placing students in top-notch graduate and professional programs. Last year, we placed students in Princeton, Harvard, and Oxford, amongst other institutions.

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