Please complete this page for each degree program, graduate and undergraduate.

Student Learning Outcomes Check Sheet
Due 24 Feb 2012

Degree Program Title:  History
Degree Type:  BA/BS
Banner/CIP Code:  54.0101.00

Responsible Program Coordinator/Chair completing this form:  Judy Ann Ford

A. Program MISSION Statement:  What body of knowledge and/or what skills and qualities will graduates from this program possess upon completion of the degree?

The purpose of the bachelor's degree for students is to become trained in the discipline of history. The objectives of this program are to acquaint students with the human past; provide insight into the nature of the historic process; and teach students to analyze and think critically about historical works and issues, and to express their judgments clearly in writing.

B. Does this program have any culminating experience or capstone course that would capture the cumulative knowledge and accomplishments of graduates of your program? If so, please describe the process by which faculty participate in the design and evaluation of the course and its products/experiences.

No. (Although we are supposed to try to think of one, and are meeting on the February 21, 2012.)

In the attached pages, please provide the learning outcomes the faculty as a whole expects from graduates from the program. While you may choose as many outcomes as you wish, it is often a good strategy to focus on the most important goals for students in the first few years of your Student Assessment Program. For example, two or three of the most critical goals would be a good starting point. Please complete questions 1-6 for each Student Learning Outcome you are assessing or plan to evaluate in the next review period on the attached sheet.
Please complete this page for each Student Learning Outcome (minimum of 3) for each of your degree programs.

Degree Program Title: History Degree Type: BA/BS
Banner/CIP Code: 54.0101.00

STUDENT LEARNING OUTCOME # One

1. STUDENT LEARNING OUTCOME (SLO): What will a student be able to do, what knowledge, skills, values will they have, etc., upon graduation from the program that will be assessed? A Student Learning Outcome is a clear concise statement that describes how students can demonstrate their mastery of some element of the academic program goals.

Students will demonstrate an understanding of historiography, that is, a familiarity with a range of historical methods, theories, and schools of interpretation.

2. LINKS TO CURRICULUM & PROGRAM FACULTY. What courses support this SLO? How do all program faculty participate in setting the goals, content and learning outcomes of these courses? How do all program faculty participate in analyzing and making recommendations based on the results of student assessments?

History 253, the scope and methods course required of all students in this program. The faculty discussed and agreed to this learning outcome for 253 in a short series of emails exchanged on December 5th and 6th 2011. We have a meeting scheduled on the February 21, 2012 to discuss how we will participate in the analysis.

3. ACTION PLAN: STRATEGIES/METHODS FOR OBSERVING STUDENT LEARNING. How will data be collected, analyzed, shared? How will faculty observe the accomplishment of this outcome? Please provide specific descriptions for how, when, how often, what course(s), what student performances will be observed, collected and analyzed. Please provide or attach any descriptions of your ACTION PLAN OR PROCESS addressing the who, what, when, where questions for the assessment program.

The students will be evaluated on this LO using an instrument or instruments devised by the particular faculty member teaching a particular section of Hist. 253. The student work on those instruments, or a sample of those instruments, will be analyzed by a faculty committee of at least three members at the close of each fall and spring semester based on departmental rubrics.

4. CRITERIA FOR SUCCESS: MEASURES & TARGETS. What are the standards of progress or criteria used for judging success for the student learning assessment observations? Please attach any assessment tools, standards (rubrics) or other documents used to judge success or achievement of the outcome.

We have a meeting scheduled on the February 21, 2012, at which we will create these rubrics.
These two additional reports for questions 5&6 below will be due in May 11, 2012

5. ACHIEVEMENT SUMMARY: FINDINGS & RESULTS. What are the results of the assessment of this learning objective thus far? Be sure to include the year of the assessment, attach any relevant reports, data tables, etc. Please be specific in your descriptions. Indicating that n% students took a test or passed an oral exam is not an example of assessment findings.

6. PROGRAM ENHANCEMENT. How has assessment data been used? Please give examples over the last 3 years. What are the specific mechanisms for communicating results and changing courses, curriculum, learning activities within a course, etc?

Review and Approval Signatures & Date:
Program Coordinator if applicable ____________________________
Department Chair: ____________________________
Dean ____________________________
Please complete this page for each Student Learning Outcome (minimum of 3) for each of your degree programs.

Degree Program Title: History
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STUDENT LEARNING OUTCOME # Two

5. STUDENT LEARNING OUTCOME (SLO): What will a student be able to do, what knowledge, skills, values will they have, etc., upon graduation from the program that will be assessed? A Student Learning Outcome is a clear concise statement that describes how students can demonstrate their mastery of some element of the academic program goals.

Students will be able to research and write a thesis-driven paper of at least twelve pages on an historical topic, using appropriate sources.

6. LINKS TO CURRICULUM & PROGRAM FACULTY. What courses support this SLO? How do all program faculty participate in setting the goals, content and learning outcomes of these courses? How do all program faculty participate in analyzing and making recommendations based on the results of student assessments?

History 253, the scope and methods course required of all students in this program. The faculty discussed and agreed to this learning outcome for 253 in a short series of emails exchanged on December 5th and 6th 2011. We have a meeting scheduled on the February 21, 2012 to discuss how we will participate in the analysis.

7. ACTION PLAN: STRATEGIES/METHODS FOR OBSERVING STUDENT LEARNING. How will data be collected, analyzed, shared? How will faculty observe the accomplishment of this outcome? Please provide specific descriptions for how, when, how often, what course(s), what student performances will be observed, collected and analyzed. Please provide or attach any descriptions of your ACTION PLAN OR PROCESS addressing the who, what, when, where questions for the assessment program.

The students will be evaluated on this LO using a research paper written in Hist. 253. The student work on those papers, or a sample of those papers, will be analyzed by a faculty committee of at least three members at the close of each fall and spring semester based on departmental rubrics.

8. CRITERIA FOR SUCCESS: MEASURES & TARGETS. What are the standards of progress or criteria used for judging success for the student learning assessment observations? Please attach any assessment tools, standards (rubrics) or other documents used to judge success or achievement of the outcome.

We have a meeting scheduled on the February 21, 2012, at which we will create these rubrics.
These two additional reports for questions 5&6 below will be due in May 11, 2012

5. ACHIEVEMENT SUMMARY: FINDINGS & RESULTS. What are the results of the assessment of this learning objective thus far? Be sure to include the year of the assessment, attach any relevant reports, data tables, etc. Please be specific in your descriptions. Indicating that n% students took a test or passed an oral exam is not an example of assessment findings.

6. PROGRAM ENHANCEMENT. How has assessment data been used? Please give examples over the last 3 years. What are the specific mechanisms for communicating results and changing courses, curriculum, learning activities within a course, etc.

Review and Approval Signatures & Date:
Program Coordinator if applicable ______________________________________
Department Chair: ________________________________________________
Dean __________________________________________________________
Please complete this page for each Student Learning Outcome (minimum of 3) for each of your degree programs.

Degree Program Title: History Degree Type: BA/BS  
Banner/CIP Code: 54.0101.00

STUDENT LEARNING OUTCOME # Three

9. **STUDENT LEARNING OUTCOME (SLO):** What will a student be able to do, what knowledge, skills, values will they have, etc., upon graduation from the program that will be assessed? A Student Learning Outcome is a clear concise statement that describes how students can demonstrate their mastery of some element of the academic program goals.

Students will demonstrate their knowledge of the human past.

10. **LINKS TO CURRICULUM & PROGRAM FACULTY.** What courses support this SLO? How do all program faculty participate in setting the goals, content and learning outcomes of these courses? How do all program faculty participate in analyzing and making recommendations based on the results of student assessments?

All the 300 and 400 level history courses, taught by all the history faculty, contribute to this outcome.

11. **ACTION PLAN: STRATEGIES/METHODS FOR OBSERVING STUDENT LEARNING.** How will data be collected, analyzed, shared? How will faculty observe the accomplishment of this outcome? Please provide specific descriptions for how, when, how often, what course(s), what student performances will be observed, collected and analyzed. Please provide or attach any descriptions of your ACTION PLAN OR PROCESS addressing the who, what, when, where questions for the assessment program.

Those students earning a BA/BS from the History Department who seek to become certified teachers will demonstrate their knowledge of historical content and their interpretive skills by passing the Texas state examination for teacher certification, or TExES, in History or Social Studies. These scores will be reported annually by the Certification Office of Texas A&M University--Commerce. (As I found out in my meeting with Dr. Hogan, the state exam isn’t a sufficient measure. It is what we have for now. If we are able to come up with another action plan in addition to the state exam at our meeting on Tuesday, we’ll add it in.)

12. **CRITERIA FOR SUCCESS: MEASURES & TARGETS.** What are the standards of progress or criteria used for judging success for the student learning assessment observations? Please attach any assessment tools, standards (rubrics) or other documents used to judge success or achievement of the outcome.

We expect at least 70% of our students to pass this state exam.
These two additional reports for questions 5 & 6 below will be due in **May 11, 2012**

| **5. ACHIEVEMENT SUMMARY: FINDINGS & RESULTS.** | What are the results of the assessment of this learning objective thus far? Be sure to include the year of the assessment, attach any relevant reports, data tables, etc. Please be specific in your descriptions. Indicating that n% students took a test or passed an oral exam is not an example of assessment findings. |
| **6. PROGRAM ENHANCEMENT.** | How has assessment data been used? Please give examples over the last 3 years. What are the specific mechanisms for communicating results and changing courses, curriculum, learning activities within a course, etc. |

Review and Approval Signatures & Date:
Program Coordinator if applicable ____________________________________________
Department Chair: _______________________________________________________
Dean: ___________________________________________________________________