Dear [Program Coordinator/Chair],

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: MA/MS

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 master's degree for students is to acquire advanced training in the discipline of history, that is, to acquire a deeper level of knowledge and more theoretically informed analytical skills than an historian with a BA/BS degree. In addition, the program should introduce students to the ways professional historians communicate the results of their research.

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.

Yes. Before undertaking the thesis project (518) or the historiographical project (595), students must take a written qualifying examination assessing their knowledge of historiography, historical theory, and methodology, including their ability to frame a research question, form a hypothesis, and design a research program to test the hypothesis. The qualifying exam was created by a departmental committee and is graded by a committee of three graduate faculty members.

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.

[Program Coordinator/Chair's signature]

[Date]

[Program Coordinator/Chair's contact information]
Please complete this page for each Student Learning Outcome (minimum of 3) for each of your degree programs.

Degree Program Title: History Degree Type: MA/MS
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.

Graduates students should be able to explain concepts in historiography and historical theory.

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?

All courses should support this LO, in particular History 590, “Historiography and Historical Theory.” All faculty members are part of the departmental curriculum committee, so they may use their experience as members of qualifying examination committees to suggest curriculum changes.

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.

Two of the three questions on the qualifying examination concern historiography and historical theory. The qualifying exam is taken near the end of the semester prior to a student’s enrollment in History 595 or 518. Each exam is evaluated by a committee of three graduate faculty in the History Department, selected by the graduate advisor.

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
Degree Type: BA/BS
Banner/CIP Code: 54.0101.00

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.

Graduate students should understand how to conduct historical research.

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?

All courses should support this LO, in particular History 591, “Historical Methods.” All faculty members are part of the departmental curriculum committee, so they may use their experience as members of Qualifying Examination Committees to suggest curriculum changes.

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.

One of the three questions on the Qualifying Examination concern historiography and historical theory. The Qualifying Exam is taken near the end of the semester prior to a student’s enrollment in History 595 or 518. Each exam is evaluated by a committee of three graduate faculty in the History Department, selected by the graduate advisor.

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.
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.

Graduate students should be able to conduct historical research and present their findings sufficiently well to be able to make contributions to the field in professional, academic venues.

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 courses should support this LO, especially 518 and 595. All faculty members are part of the departmental curriculum committee, so they may use their experience mentoring students to suggest curriculum changes.

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.

Students in this program will be encouraged by faculty to either submit a text for academic publication or present a paper at an academic conference, as these opportunities arise through Calls for Papers or other formats. The graduate students will report their participation to the department head at the close of each academic year and present documentation in the form of letters from editors or publishers, or conference programs.

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.

As graduate students may find it difficult to have their work accepted, we expect about 12% of the graduate students enrolled in an academic year to have a text accepted for publication or to make a conference presentation.
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 ________________________________