

**ASSESSMENT PLAN
FOR STUDENTS MAJORING IN *HISTORY*
(REVISED MAY 2012)**

Instructors collect from students in history courses data in the form of graded student work evaluated by them to be of excellent, satisfactory, and unsatisfactory quality. The files are submitted to the department chair. Members of the department then review and discuss the material at department meetings in order to offer suggestions and implement changes to improve success in student learning. Evaluation of Assessment Criteria also takes place at CART meetings, especially those of Civilizations, American Studies, and Contemporary Global Studies, to which History Department members belong.

GOAL: an explicit description of the content and/or skill to be assessed in order to show student learning and mastery of their education. The King's College history department believes that its majors should be able to:

1. Read critically.
2. Research scholarly literature and primary sources.
3. Communicate clearly.
4. Develop the historical skills necessary for success in life after graduation.
5. Practice "Historical Mindedness."

These goals are in support of more general learning outcomes and skills, namely:
King's College's Institutional Transferable Skills of Liberal Learning (TSLL):

- I. Critical Thinking
- II. Effective Writing
- III. Effective Oral Communication
- IV. Information Literacy
- V. Technology Competency

While individual assignments may develop any or all competencies, these Department goals and Transferable Skills of Liberal Learning overlap each other in particular as follows:

1. Read critically = I. Critical Thinking, IV. Information Literacy, and V. Technology Competency.
2. Research scholarly literature and primary sources = I. Critical Thinking, II. Effective Writing, IV. Information Literacy, and V. Technology Competency).
3. Communicate clearly = II. Effective Writing , III. Effective Oral Communication , IV. Information Literacy, and V. Technology Competency.
4. Develop the historical skills necessary for success in life after graduation = I. Critical Thinking, II. Effective Writing , III. Effective Oral Communication , IV. Information Literacy, and V. Technology Competency.
5. Practice "Historical Mindedness" = I. Critical Thinking, IV. Information Literacy.

EVIDENCE: assignments which build skills and content knowledge and for which students produce concrete work to be graded and otherwise evaluated. While individual assignments may cover one or all of the goals, sufficient different assignments should be provided so that all goals are covered over the duration of the course.

MEASUREMENT METHODS: specific points that should be evident within student work as evaluated by the instructor. While individual assignments may cover one or all of the methods, sufficient different assignments should be provided so that all methods are covered over the duration of the course.

GOAL	EVIDENCE	MEASUREMENT METHODS
<p>1. Read critically</p>	<p>Evaluated primarily through classroom discussion, exams, and course assignments such as book reports and reviews, and historiographical essays.</p> <p>CORE history classes: various assignments such as</p> <ul style="list-style-type: none"> — micro-themes; — source analyses; — quiz summaries of chapters and sources <p>HIST 261 Research & Methods: used as the Sophomore Diagnostic</p> <ul style="list-style-type: none"> — analysis of methodology readings — annotated bibliographies to practice evaluation of materials and author’s credentials, (using Library Study Guide #14 <u>Abstracts & Annotations</u>) — questions prepared for student papers and presentations <p>Various HIST courses:</p> <ul style="list-style-type: none"> — preparation of questions for class discussion — papers and discussion on assigned books and articles — research for papers <p>HIST 420-469 Seminar course(s):</p> <ul style="list-style-type: none"> — preparation of questions for class discussion — annotated bibliography <p>HIST 415 Senior Seminar : used as the Senior Assessment</p> <ul style="list-style-type: none"> — assigned historiographical readings — annotated bibliography — research for major project 	<p>As demonstrated through evidence provided, the student</p> <ul style="list-style-type: none"> — recognizes of the central theme of an historical source, article, or book; — expresses that theme succinctly; — compares and contrasts it with related ideas; and — evaluates its validity. <p>The student passes the required courses.</p>

GOAL	EVIDENCE	MEASUREMENT METHODS
<p>2. Research scholarly literature and primary sources:</p>	<p>Evaluated primarily through bibliographies for reports and research papers</p> <p>CORE history classes: — library session; — short research papers — brief source analyses — source papers — micro-themes</p> <p>HIST 261 Research & Methods: — library session: use of the King’s Library, the internet and library databases along with in-depth evaluation — annotated bibliographies — citation worksheets; — analysis of methodology readings — historiography discussions — thesis paper</p> <p>Various HIST courses: — research papers — assigned readings</p> <p>HIST 420-469 Seminar course(s): — annotated bibliography — thesis paper</p> <p>HIST 415 Senior Seminar: — annotated bibliography — thesis paper</p>	<p>As demonstrated through evidence provided, the student</p> <p>— explains the relationship among bibliographic, primary, and secondary, and tertiary sources and materials;</p> <p>— notes the difference between general and specific dictionaries and encyclopedias;</p> <p>— utilizes indexes, catalogs, and search engines, consulting librarians as resource guides and interpreters;</p> <p>— develops and assembles a thorough and critical bibliography of appropriate historical monographs, scholarly books, and articles in principle journals from both print and computerized formats;</p> <p>— evaluates information for appropriateness, currency, depth, and authority of source;</p> <p>— presents information in correct form; and</p> <p>— locates and accesses appropriate primary source documents and collections;</p> <p>— investigates, interprets, and evaluates a specific problem through the historical method, or documentary research, using primary material;</p> <p>— synthesizes data from a variety of sources and presents it in a logical and appropriately documented manner;</p>

		<ul style="list-style-type: none"> — compares and contrasts sources and discovers points of agreement and disagreement; — validates information, when necessary, through outside sources; — recognizes and author’s ownership of an idea or opinion; — distinguishes popular from scholarly materials; and — categorizes the historiographical viewpoints and theories in an evolving discipline. <p>The student passes the required courses.</p>
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GOAL	EVIDENCE	MEASUREMENT METHODS
<p>3. Communicate clearly:</p>	<p>Evaluated primarily through research papers, classroom discussions, exams, and oral presentations.</p> <p>CORE 100 Liberal Arts Seminar</p> <p>CORE 110 Effective Writing</p> <p>CORE 115 Oral Communication</p> <p>CORE history classes:</p> <ul style="list-style-type: none"> — short research papers — micro-themes — exams — short written assignments — classroom question and answer <p>HIST 261 Research & Methods:</p> <ul style="list-style-type: none"> — short writing assignments — thesis paper — paper presentations — final exam 	<p>As demonstrated through evidence provided, the student</p> <ul style="list-style-type: none"> — selects and uses correctly appropriate books, periodicals, newspapers, and internet sources, in several short research papers; —utilizes periodical and newspaper indexes, film and book reviews, and conducts internet searches; — buttresses when appropriate with scholarly notations in a recognized style; — demonstrates proper citation of sources in a format appropriate for history assignments; and — uses content that is factually accurate; and — uses specialized vocabulary

	<p>Various HIST courses:</p> <ul style="list-style-type: none"> — written assignments to outline, analyze, evaluate specific articles in appropriate journals — research papers — exams — classroom question and answer — discussions — paper presentations <p>HIST 420-469 Seminar course(s):</p> <ul style="list-style-type: none"> — thesis paper <p>HIST 415 Senior Seminar:</p> <ul style="list-style-type: none"> — thesis paper — discussion — poster presentation 	<p>correctly.</p> <p>For written assignments, the student</p> <ul style="list-style-type: none"> — presents personal or scholarly ideas in clear, correct, and cogent prose. <p>For oral assignments, the student</p> <ul style="list-style-type: none"> — is poised, natural, controlled and expressive; — verbally communicates complex ideas to other people; and — clearly articulates main points; and — maintains appropriate eye contact with the audience; — anticipates the audience’s questions; and — answers questions clearly and directly <p>For visual assignments, the student</p> <ul style="list-style-type: none"> — presents information that is logical, structured and easy to follow. <p>The student passes the required courses.</p>
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GOAL	EVIDENCE	MEASUREMENT METHODS
<p>4. Develop the historical skills necessary for success in life after graduation:</p>	<p>Evaluated primarily through classroom discussions, exams and reports. Specific career strategies developed in:</p> <p>HIST 261 Research & Methods: — career assignment</p> <p>CARP 412 course (optional)</p> <p>HIST 415 Senior Seminar: — career assignment</p> <p>EDUC Courses (for students on Secondary Education Certification for Citizenship Education track)</p> <p>HIST 499 Internship*: — weekly record and reflection logs to the faculty supervisor explaining in detail the research engaged in and the competencies acquired and enhanced through these activities; — supervisor evaluation; — formal summary paper</p> <p>Study Abroad Experience*</p> <p>*For the regular History Major track either a study abroad experience as approved by the chair or an internship is required.</p>	<p>As demonstrated through evidence provided, the student</p> <ul style="list-style-type: none"> — masters the verbal and written skills, as well as the methodological and content expertise, to gain employment in fields such as education, law, government, social and public service, business, museum and historical agency operation, and for graduate study in history, law, museum studies, business, and related fields; — becomes acquainted with the needs and demands of teaching in secondary education; and — familiarizes self with various options available to history majors. <p>The student passes the required courses.</p>

GOAL	EVIDENCE	MEASUREMENT METHODS
<p>5. Practice “Historical Mindedness:”</p>	<p>Evaluated primarily through classroom discussion, exams, and reports.</p> <p>CORE history classes:</p> <ul style="list-style-type: none"> — exams — short research papers — short source analyses — micro-themes <p>HIST 261 Research & Methods:</p> <ul style="list-style-type: none"> — thesis paper — quizzes on historical data — lectures and discussions on historical interpretation, thesis and historiography <p>Various HIST courses:</p> <ul style="list-style-type: none"> — research papers — class discussion — guided individual research on a particular topic <p>HIST 420-469 Seminar course(s):</p> <ul style="list-style-type: none"> — thesis paper — lectures and discussions on historical interpretation, thesis and historiography <p>HIST 415 Senior Seminar:</p> <ul style="list-style-type: none"> — research papers — lectures and discussions on historical interpretation, thesis and historiography 	<p>As demonstrated through evidence provided, the student</p> <ul style="list-style-type: none"> can complete a twelve page research paper that involves - research (primary and secondary) - understanding of the topic - clarity of writing - documentation of sources - thesis presentation - oral defense <p>In addition, the student</p> <ul style="list-style-type: none"> — knows essential historical facts and fundamental themes of historical development; — understands how and why history affects the contemporary world; — comprehends how historical circumstances change; — recognizes the existence of multiple causation; and — demonstrates caution about single fact explanations; — identifies problems; — frames paths of investigation; and — applies appropriate social science paradigms and theories. <p>The student passes the required courses.</p>