

Program Assessment Plan
American University
Academic Program: CAS: History - BA

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Contact Person for Lisa Leff

Assessment:

Unit Website Address: <http://www.american.edu/cas/history/>

Unit's Primary Department: History

COLA Reader -1: Younghee Sheen

COLA Reader -2: Rachel Borchardt

Learning Outcome: Historical Literacy

Students will gain an understanding of the scope, breadth and richness of historical studies.

Outcome Year: 2010-2011

2011-2012

Start Date: 11/01/2011

Outcome Status: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Indirect: Student Survey. Students in the course "Major Seminar" will fill out a survey in which they assess what they have learned over the course of their history studies at AU Measure Type: Survey	80% of students will deem themselves to have "met expectations" in the area of "Historical Literacy"	Annually. Survey administered in Major seminar course at the end of spring semester. Reviewed by Undergraduate Committee every October.	Yes
Curriculum of courses offered over a two year cycle will be reviewed to ensure that sufficient topical, chronological and geographical breadth is available to all students during a typical program of study Measure Type: Focus Group	Consensus reached between Chair and Undergraduate Director	Every other October, in meeting between Chair and Undergraduate Director	Yes
Direct: One-time review by History Council of distribution requirements for major to ensure that all students had opportunity to meet this learning objective. Measure Type: Focus Group	No target identified.	One time, October 27, 2010, History Council. We will return to this in 2014 once new distribution requirements are in place and a group of students has had the opportunity to go through our major with the new requirements in place. History Council will be responsible for re-assessing this Learning Outcome.	No

Learning Outcome: Historiographical Literacy

Students will be able to identify and describe the contours and stakes of conversations among historians within defined historiographical fields

Outcome Year: 2012-2013

Start Date: 09/01/2013

Outcome Status: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Paper assigned in HIST 299: Conversations in History that asks students to explain and evaluate a defined historiographical debate	70% of students will meet or exceed expectations on this assignment	Data to be collected each semester from faculty teaching HIST 299, and analyzed together	Yes

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Measure Type: Written Assignment		by Undergraduate Committee every other year, in September	

Learning Outcome: Critical Thinking

Students will learn to apply historical methods to evaluate critically the record of the past and how historians and others have interpreted it.

Outcome Year: 2010-2011
2011-2012

Start Date: 11/01/2011

Outcome Status: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Direct: Major seminar faculty survey. Faculty teaching the year-long major seminar course will complete a survey assessing students' work in their sections of the course. Measure Type: Survey	70% of students will be deemed to have "met expectations" or better in the area of "Critical thinking"	Annually. Major seminar professors will complete the surveys each spring, one on each student. Undergraduate committee will review survey data every October.	Yes
Indirect: Student survey. Measure Type: Survey	80% of students will deem themselves to have "Met expectations" or better in the area of critical thinking	Annually. Students will complete the surveys each spring, on the last day of class. Undergraduate committee will review survey data every October.	Yes

Learning Outcome: Research Skills

Students will acquire basic historical research skills, including (as appropriate) the effective use of libraries, archives, and databases.

Outcome Year: 2010-2011
2011-2012

Start Date: 11/01/2011

Outcome Status: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Direct: major seminar faculty survey. Professors will complete one survey per student assessing their performance in the class. Measure Type: Survey	70% of students will be deemed to have "Met expectations" or better in the area of "research skills"	Annually, each spring; reviewed by Undergraduate Committee every October.	Yes
Indirect: Student Survey. Students enrolled in Major seminar will complete a survey each spring, on the last day of class, in which they assess their own learning in the major. Measure Type: Survey	80% of students will deem themselves to have "met expectations" or better in the area of "research skills"	Annually, on the last day of class, reviewed by Undergraduate Committee every October.	Yes
Faculty teaching 480 will review student assignments for evidence of the ability to conduct historiographical analysis. This will be evidenced, in part, through the student's ability to write effective literature reviews. Measure Type: Other			Yes

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Faculty teaching 481 will review the final research paper for evidence of the ability to complete a comprehensive research project of approximately 50 pages. Measure Type: Written Assignment		This assessment will be done every other fall.	Yes

Learning Outcome: Communication Skills

Students will learn to organize and express their thoughts clearly and coherently both in writing and orally.

Outcome Year: 2010-2011
2011-2012

Start Date: 11/01/2011

Outcome Status: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Direct: Faculty and graduate student assessment of student paper and presentation at "History day", through filling out an evaluation form on each paper/presentation. Measure Type: Final Paper/ Final Project	70% of students will be deemed to have "met expectations" or better in the area of "communication skills"	Annually, commentators will evaluate presentations/papers at history day each spring; reviewed by Undergraduate Committee every October.	Yes
Indirect: Student Survey. Measure Type: Survey	80% of students will deem themselves to have "Met expectations" or better in the area of "communication skills"	Annually, at end of spring semester in Major Seminar; reviewed by Undergraduate Committee every October.	Yes

Learning Outcome: Writing and Intellectual Integration

Students should demonstrate their mastery of the knowledge and skills involved in historical practice by conceptualizing and executing a significant piece of original research.

Outcome Year: 2010-2011
2011-2012

Outcome Status: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Major Seminar faculty Measure Type: Final Paper/ Final Project	70% of students will be deemed to have "met expectations" or better on their final paper in Major Seminar	Annually; reported on major seminar faculty survey; reviewed by Undergraduate Committee every October	Yes
Direct: Faculty and graduate student commentator assessment of student papers they read at history day Measure Type: Final Paper/ Final Project	70% of students will be deemed to have "met expectations" or better in the area of "Writing and Intellectual Integration"	Annually, filled out at History day in spring, reviewed by Undergraduate Committee every October.	Yes
Indirect: Student Survey. Measure Type: Survey	80% of students will deem themselves to have "met expectations" or better in the area of "writing and Intellectual Integration" on the survey they complete at the end of Major Seminar in the spring.	Survey completed annually, reviewed by Undergraduate Committee every October.	Yes

