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Is every five years often enough to make a determination of action steps that need to be taken. The goal is that everything be evaluated every three years.

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No identified Targets

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You need to have something specific that you look at here. Even if all courses are contributing to this outcome, what courses would you look at to determine that the outcome is being successfully achieved.--An obvious choice might be the capstone, or the capstone in conjunction with one or two other courses and their assignments.

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I agree with the general comment that this does not seem like a clear objective and it is unclear how it would be different from the first objective, unless you are trying to get at the idea of development, which is worthwhile, but could be more clearly stated. You'd also then have to have a clear means of assessing development or improvement of student knowledge.

**Department name**: History

**Department mission:** to better understand those who have come before us through free inquiry, experiential learning, dedicated teaching, and rigorous scholarship. We seek to better understand ourselves, the nature of humanity, and our role within creation. We thus strive not only to describe and explain the past but also to evaluate it from the perspective of Christian faith. Students graduating from our department carry with them skills that can be applied in a wide variety of workplace, community, and educational settings to lead lives of purpose and service.

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| **ULO** | **Associations** | **Student Learning Outcome / Objective**(Students will demonstrate the ability to+[Bloom’s action verb]+ [something] | **Courses** in which **students receive feedback** on this learning objective. | **Measure** (Method to gauge achievement of expected results. A measure can relate to multiple outcomes) | **Target** (Overall level for satisfactory performance on a Measure- Outcome/Objective combination.) | **Timeline** (How often will measure/data be collected?) | **Finding** (Assessment results for comparison of actual vs. expected achievement level.) | **Action Plan** (Based on your findings, plans to improve /maintain the level of accomplishment |
|  | **EXAMPLES →** | Students will be able to analyze political issues and phenomena using political science concepts, theories, and methods. | POLI 113, 204, 212, 213, 494 | Capstone senior project | 85% of politics majors will score a 3 or higher on the rubric. (Scored out of 4). | Every even year | 83 percent of senior politics majors scored a 3 or higher on their project. |  |
| **2. Breadth and depth of knowledge** Develop knowledge common to the liberal arts and sciences in the fields of arts, humanities, natural sciences, and social sciences. Students will also develop specialized knowledge and disciplinary expertise | **4.1 Breadth and depth of knowledge:** Understanding the foundational content and philosophical assumptions of one’s specialized area of study | To comprehend significant ideas, people, events, and social phenomena that have contributed to the formation of United States, Western, and World History | HIST 141, 142 (U.S.)HIST 101, 102 ORHIST 171, 172 (World Civ)HIST 401 Senior Capstone Seminar | Final exam blue books from HIST survey courses Is the final cumulative?Exit interview (indirect) Alumni Survey (indirect) |  |  Every 5 years | Note: these might also be pulled for Gen Ed. |  |
| 2 | Dept - Historical Knowledge *Would historical thinking better capture this idea?*4.1 | Students have a better historical understanding of political, social, cultural, economic, and religious practices and structures.How is this different from the ones above?*Consider rewriting objective to be specific to 300 level understanding, that would e assessed by a common, required 300 level assignment that is scored (for assessment) by a common rubric. (Instructors would grade using their own rubric)* | All HIST courses Upper division classes | Ongoing Assessment: Course Examinations Course Research Projects and Analysis Papers Summative Assessment: Biennial Senior Exit Interviews |  |  |  |  |
| 4.3 | 4.3 | Students demonstrate an historical understanding of causation, change, and continuity | HIST 258 | HIST 258 Research Paper Senior exit interviews |  |  |  |  |

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| **4.2 Specialized scholarship.** Become proficient in the scholarship of their discipline and demonstrate specialized skills needed to pursue a career and/or graduate school | **4.2 Scholarship:** Engaging in scholarship in one’s specialized area of study; | To examine and learn to interpret the array of primary sources relevant to different sub-fields of history | HIST 258 Methodology | *Consider a department- wide assignment on interpreting a primary source (5 page) in 300 level courses using a common rubric to assess those skills for assessment purpose.* |  |  |  |  |
| 4.2 | 4.2 | To understand the diverse methods and interpretive models employed in contemporary historical research | HIST 258 Methodology | Course paper |  |  |  |  |
| 4.2 | 4.2 | To understand the historiographical traditions important to the modern discipline of history | HIST 401 | Paper from course Biennial Senior Exit InterviewsAlumni Survey |  |  |  |  |
| 4.2 | 4.2 | To become familiar with modern historical interpretations of different sub-fields | HIST 401 |  |  |  |  |  |
| 4.2 | 4.2 | To write substantial research and analysis papers based on primary sources and contextualized in terms of relevant historiographical discussions | HIST 401 |  |  |  |  |  |
| 4.2 | 4.2 | To learn how to manage the challenges and opportunities of teaching history within the secondary school social studies construct (for students pursuing social studies certification) | HIST 390HIST 407 |  |  |  |  |  |
|  | 4.6 Writing Instruction that emphasizes the type of writing, information search methods, and forms of documentation appropriate to the major discipline and the procedures for pursuing research in the major discipline | To conduct basic historical research and to communicate research results and analysis in effective written communication. 4.2? | HIST 258All Upper Division Courses HIST 401 | Philosophy of History Essay from HIST 401 Biennial Senior Exit InterviewsAlumni Survey |  | 5 years |  |  |
|  | 4.6 | To learn the methods of historical documentation of primary and secondary | HIST 258All Upper Division Courses | 5 yr.Philosophy of History |  |  |  |  |



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What specific courses and papers are you looking at.

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|  | **Associations** | **Student Learning Outcome / Objective**(Students will demonstrate the ability to+[Bloom’s action verb]+ [something] | **Courses** in which **students receive feedback** on this learning objective. | **Measure** (Method to gauge achievement of expected results. A measure can relate to multiple outcomes) | **Target** (Overall level for satisfactory performance on a Measure- Outcome/Objective combination.) | **Timeline** (How often will measure/data be collected?) | **Finding** (Assessment results for comparison of actual vs. expected achievement level.) | **Action Plan** (Based on your findings, plans to improve /maintain the level of accomplishment |
|  |  | sources 4.2? | HIST 401 | Essay from HIST 401 Biennial Senior Exit InterviewsAlumni Survey |  |  |  |  |
| 4.2 | 4.2 | Students demonstrate an ability to conduct basic historical analysis of primary and secondary sources, | All HIST courses | HIST 258 Research Paper Course Research Projects and Analysis Papers Course Examinations Summative Assessment: Biennial Senior Exit Interviews |  |  |  |  |
| 4.2 | 4.2 | Students demonstrate an ability to communicate that analysis in effective written and oral communication. | All HIST courses | Ongoing Assessment: Course Research Projects and Analysis Papers Course Examinations Summative Assessment: Biennial Senior Exit Interviews |  |  |  |  |
| **4.3 Specialized skills** Become proficient in the scholarship of their discipline and demonstrate specialized skills needed to pursue a career and/or graduate school | **4.3 Specialized skills:** Developing proficiency in one’s specialized area of study sufficient to pursue a career and/or continue education at the graduate level | To gain a general knowledge of the basic narratives of United States, European, and World History, including the most significant people, events, and social phenomena. | All history courses at Grantham Study abroadInternshipsGraduate Study Sessions HIST 401 | 5 yr.Student Papers from HIST 258 & HIST 401Biennial Senior Exit InterviewsAlumni Survey |  |  |  |  |
| 4.3 | 4.3 | To conduct basic historical analysis of primary and secondary sources and to communicate that analysis in effective written and oral communication. | All history courses at Grantham Study abroadInternshipsGraduate Study Sessions HIST 401 | 5 yr.Student Papers from HIST 258 & HIST 401Biennial Senior Exit InterviewsAlumni Survey | *Consider a common exam for 300 level courses that is scored using a common rubric.* |  |  |  |
|  | Coherence:Historical Interpretation | By learning to interpret texts and other cultural resources, students learn to make sense of the past and understand the motivations of individuals and societies. | All HIST courses | Ongoing Assessment: Course Research Projects and Analysis Papers Course Examinations Summative Assessment: |  |  |  |  |

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|  | **Associations** | **Student Learning Outcome / Objective** | **Courses** in which **students** | **Measure** (Method to | **Target** (Overall level for | **Timeline** (How | **Finding** | **Action Plan** |
|  |  | (Students will demonstrate the ability to | **receive feedback** on this learning | gauge achievement of | satisfactory performance on a | often will | (Assessment results | (Based on your |
|  |  | +[Bloom’s action verb]+ [something] | objective. | expected results. A | Measure- Outcome/Objective | measure/data be | for comparison of | findings, plans to |
|  |  |  |  | measure can relate to | combination.) | collected?) | actual vs. expected | improve /maintain |
|  |  |  |  | multiple outcomes) |  |  | achievement level.) | the level of |
|  |  |  |  |  |  |  |  | accomplishment |
|  |  |  |  | Biennial Senior Exit Interviews |  |  |  |  |
| **5. Self-Awareness** Gain awareness of identity, character, and vocational calling | **4.4 Intrapersonal Awareness:** Gaining an awareness of options for employment, voluntary service, and/or graduate education in one’s specialized area of study | To become familiar with the various careers in | HIST 401 | 5 yr. |  |  |  |  |
| 5 | 4.4 | To learn about the opportunities for graduate study in history | HIST 401InternshipsGraduate School and Career | 5 yr.Philosophy of History Essay from HIST 401 |  |  |  |  |
| 5 | 4.4 | To be | familiar with the resources (online, print) | HIST 401 | 5 yr. |  |  |  |  |
|  |  | for finding employment related to the historical discipline | Internships | Philosophy of History |
|  |  | Graduate School and Career | Essay from HIST 401 |
| 5 | 4.4 | To become familiar with potential career paths | HIST 401 | 5 yr. |  |  |  |  |
|  |  | available to undergraduates who major in | Internships | Philosophy of History |
|  |  | history | Graduate School and Career | Essay from HIST 401 |
|  | Career: | Students have a clear understanding of the | HIST 401 Graduate School and | Summative Assessment: | Same obj. exists earlier |  |  |  |
|  | Transferable Skills Awareness and | potential career paths available to | Career Sessions | Senior Capstone Seminar |  |
|  | Vocational Exploration | undergraduates who major in history, in the |  | Philosophy of History |  |
|  |  | context of discerning their own emerging sense |  | Essay |  |
|  |  | of vocation. |  | Biennial Senior Exit |  |
|  |  |  |  | Interviews |  |
| **3. Faith knowledge & application** Develop informed and mature convictions about Christian faith and practice | **4.5 Faith knowledge & application:** Articulating how faith connects to one’s specialized area of study and to potential career options in that area of study | To be familiar with historical and contemporary discussions by Christians about the | Upper-division courses in United States, European, and World | 5 yr.Philosophy of History |  |  |  |  |

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|  | **Associat*i*ons** | **Student Learning Outcome / Objective**(Students will demonstrate the ability to+[Bloom’s action verb]+ [something] | **Courses** in which **students receive feedback** on this learning objective. | **Measure** (Method to gauge achievement of expected results. A measure can relate to multiple outcomes) | **Target** (Overall level for satisfactory performance on a Measure- Outcome/Objective combination.) | **Timeline** (How often will measure/data be collected?) | **Finding** (Assessment results for comparison of actual vs. expected achievement level.) | **Action Plan** (Based on your findings, plans to improve /maintain the level of accomplishment |
|  | potential career options in that area of study. | intersections between faith, scholarship, and vocation. | History.Faculty, Visiting Scholar, and Alumni Presentations | Essay from HIST 401 Biennial Senior Exit InterviewsAlumni Survey |  |  |  |  |
|  | Compass:Historical Convictions | Students become more thoughtful, curious, and empathetic due to their evaluation of the historical complexity of human identities, cultures, and societies from the perspective of Christian faith. | All HIST courses | Ongoing Assessment: Course Research Projects and Analysis Papers Course Examinations Summative Assessment: Biennial Senior Exit Interviews |  |  |  |  |