

Assessment Plan: History/History and History/Teaching Options

Mary Murphy, Fall 2013

Program Learning Outcomes

Our graduates will:

1. be able to present a clear thesis statement
2. be able to distinguish between primary and secondary sources
3. be able to marshal evidence from both primary and secondary sources to support an argument
4. be able to communicate effectively
5. be able to recognize that historical events are subject to multiple interpretations
6. be able to cite sources according to the conventions of the discipline

Curriculum Map

	Cr	Outcomes					
		1	2	3	4	5	6
HSTR 499R	3	M	M	M	M	M	M

Student Performance: Data Sources

	Cr	Outcomes					
		1	2	3	4	5	6
HSTR 499R: Historical Methodology	3	X	X	X	X	X	X

Response Threshold

At least 75% of students will be rated “Acceptable” or higher on every category of the scoring rubrics.
 Rubrics for each Learning Outcome will be: Excellent, Good, Acceptable, Unacceptable.

Schedules

Outcomes

Outcome	Year					
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
1		X		X		
2			X		X	
3			X		X	
4			X			X
5			X			X
6		X		X		

Process for Assessing the Data

Annual Assessment Process

1. Data is collected from identified course.
2. Random samples of collected assignments are scored by two faculty members using prepared scoring rubrics
3. The chair of the assessment committee tabulates the scores. Areas where acceptable performance threshold has not been met are highlighted.
4. The scores are presented to the faculty.
5. The faculty will review the assessment results and will respond with the appropriate changes to curriculum.
6. A summary of the year's assessment activities and faculty decisions is reported to the Provost's Office in your Department's Annual Assessment Activities report.

Submit Your Assessment Plan to

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