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Assessment of Student Learning Reports

Assessment of Student Learning Committee
(Inactive)

Fall 2016

History Discipline 5-Year Assessment Plan 2016-2021

History Discipline

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Academic Program: History

Academic Division: Social Science

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In the space below, list your Program Student Learning Outcomes (PSLOs):

- (1) Students are introduced to the study of the human past across a diverse range of contexts.
- (2) Students learn to think critically through analysis of a variety of primary and secondary source materials.
- (3) Students learn to communicate their ideas effectively in writing and through oral presentation.
- (4) Students are exposed to the ethical frameworks within which historians pursue their work, both individually and collectively.
- (5) Students understand the construction of historical knowledge and gain exposure to a broad range of approaches used by historians.

Enter Academic Program Name:				
Program Student Learning Outcome(s) to be assessed	How will you measure the outcome?	Where will the data be collected and by whom?	When will the data be collected?	Overlap with CSLOs?*
<p>2016-17</p> <p>#3 Students learn to communicate their ideas effectively in writing and through oral presentation.</p>	<p>In January 2017, we are going to collect senior seminar papers from spring and fall 2016. The senior seminar instructors will submit the papers with identifying data removed, and each member of the discipline will contribute to assessing and discussing them. We will apply two rubrics: the AACU writing rubric and a discipline-specific rubric for historical writing and analysis.</p> <p>(This assessment builds on the 2015-2016 assessment of writing as distributed throughout the history curriculum. We want to see how well students are communicating through writing in this capstone experience)</p>			<p>Yes: (2) Intellectual and Practical Skills</p>
<p>2017-18</p> <p>#3 Students learn to communicate their ideas effectively in writing and through oral presentation.</p>	<p>In the fall of 2017, each faculty member will select a course to assess in terms of emphasis upon oral presentation. We will ensure that we have a representative range of courses, from intro to capstone and across our chronological and regional categories. Faculty will submit materials in January of 2018, including syllabi, pedagogical materials, and assignments/instructions. We will then apply the AACU rubric for oral presentation and evaluate how consistently and thoroughly our curriculum helps students develop presentation skills.</p>			<p>Yes: (2) Intellectual and Practical Skills</p>
<p>2018-19</p> <p>#3 Students learn to communicate their ideas effectively in writing and through oral presentation.</p>	<p>Since history faculty always attend the 20-minute capstone presentations in December and April, we will use this opportunity to assess the actual performance of our majors. Each faculty member will be asked to evaluate student oral presentation skills based on the AACU rubric, which we will then align with our own discipline's expectations for communication skills. We will combine the findings in a report for spring 2019.</p> <p>(This assessment builds on the 2017-2018 assessment of oral presentation as distributed through the history curriculum. We want to see how well students are communicating orally in this capstone experience)</p>			<p>Yes: (2) Intellectual and Practical Skills.</p>

<p>2019-20</p> <p>4. Students are exposed to the ethical frameworks within which historians pursue their work, both individually and collectively.</p>	<p>In fall of 2019, the discipline will discuss the AACU Ethical Values rubric. Each faculty member will choose a course to assess, and the full array must represent different course levels, regions, and chronological periods. Faculty will submit a syllabus and other assignment materials, which the coordinator will compile and evaluate based on the ethical values rubric. We will then discuss the findings as a discipline in the spring of 2020 and determine whether to make changes.</p>	<p>Yes: (3) Understanding roles of individuals in society</p>
<p>2020-21</p> <p>5. Students understand the construction of historical knowledge and gain exposure to a broad range of approaches used by historians.</p>	<p>In the fall of 2020, the discipline will develop or adopt a rubric for evaluating the core elements of the construction of historical knowledge. We will then each select a course to evaluate in terms of how we introduce these concepts. Those courses will represent a range of course levels, geographical regions, and chronological periods.</p> <p>In 2021-2022, we will collect and evaluate student work pertaining to the construction of historical knowledge and exposure to broad range of approaches, and how students integrate this knowledge into their work.</p>	<p>Yes: (4) Capacity for integrative learning</p>

*Your PSLOs need not overlap with CSLOs, but if your PSLO does reinforce or overlap with a CSLO, please report that information.

Please report any other planned assessment for your academic program in the space below: