

Assessment Report of Student Learning Outcomes
Fall 2007
Due: February 1, 2008

Department/Program: History

Chair/Director: Dr. Barry Bergen

Assessment Coordinator: Dr. Barry Bergen

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Mission Statement

The History Department seeks to provide general education students and majors with a fundamental understanding of the world in which they live through the study of the diverse forces that have shaped the past, and through it the present. The Department seeks to teach students to understand and appreciate societies that are different from their own, and to view contemporary issues and problems in the context of history. We seek to enhance the critical thinking and communication skills that are at the core of a liberal arts education, employing written English and ASL, visual and printed communication. The Department is committed to exposing students to diversity, both in the United States and globally. To that end, we offer courses or units in courses for both general education students and majors including but not limited to Deaf history, women's history, GLBT history, African history, Latino/Latina history, and disability history. The members of the department seek to engage in scholarship, research, and creative activities which contribute to their field, and to maintain their competence in their areas of expertise. The members of the department also seek to undertake service to the department, the university, and the larger community.

History Goals

History majors who fulfill the department's academic requirements begin to acquire substantive knowledge of the past, and of history as a scholarly discipline. They practice utilizing the skills necessary for independent historical research, in particular critical thinking and communication skills. They begin to develop an understanding of the world that incorporates historical perspectives. The training that students receive as History majors prepares them for graduate study in History and other professional programs, or for careers in business, education, socially oriented vocations, public history, government service, or indeed any career requiring strong research, analytical, and communication skills.

Student Learning Outcomes/Goals at Program Level

1. Students will identify some significant concepts, events, people, and themes in the history studied in any given course. (*Knowledge & Inquiry*)
2. Students will describe how historians approach the past using debate or argument. (*Knowledge and Inquiry*)
3. Students will think critically as they learn to think historically. (*Critical Thinking, Knowledge & Inquiry*)
4. Students will apply historical methods to historical problems in research and writing. (*Knowledge & Inquiry*)
5. Students will describe diversity within and between cultures. (*Identity & Culture, Ethics & Social Responsibility*)

- 6. Students will demonstrate the application of historical approaches to historical issues and problems in written English, American Sign Language, or media applications. (*Language & Communication*)
- 7. Students will explain the importance of past cultures and societies, and show how changes occurred over time. (*Language & Communication, Identity & Culture, Knowledge & Inquiry*)
- 8. Students will demonstrate familiarity with some of the problem-solving and analytical methods of the historical profession: (*Knowledge & Inquiry*)
 - a) Students will demonstrate the ability to contextualize and evaluate primary source evidence. (*Critical Thinking*)
 - b) Students will demonstrate effective historical argumentation in written and signed forms. (*Language & Communication*)

Outcome(s) Assessed for Fall 2007

Students will think critically as they learn to think historically. (*Critical Thinking, Knowledge & Inquiry*)

Students will demonstrate effective historical argumentation in written and signed forms. (*Language & Communication*)

Learning Outcomes Linked to Student Learning Opportunities

Learning Outcome	Student Learning Opportunities (Write major learning opportunities.)
1. Think critically while learning to think historically.	1. Read books and articles. 2. Visit/Use of Library of Congress. 3. View video clips in Gallaudet Video Library. 4. Visit FDR and WWI Memorials.

	5. Write a 10-15 page research proposal.
2. Demonstrate effective historical argument in writing and ASL.	1. Lead Class Discussion. 2. Complete Homework Exercises. 3. Participate in Group Activities. 4. Visit/Use Campus Library. 5. Present research proposal in class.

Learning Outcomes and Assessment Methods

Learning Outcome (List the outcomes indicated above.)	Assessment Method (Indicate at least 2 multiple & varied assessment methods.)
1. Think critically while learning to think historically.	1. Write a 10-15 page research proposal. 2. Write test on mechanics of history. 3. Write test on library resources.
2. Demonstrate effective historical argument in writing and ASL.	1. Present research proposal to class. 2. Present video project to class.

Analysis and Use of Assessment Results

Learning Outcomes <i>Student will be able to:</i>	Direct/Indirect Assessment Measures	Analysis of Assessment Results	Use of Assessment Results (Action Taken)
1. Think critically while learning to think historically.	1. Essay examinations. 2. Assign grade to written quality of	Reflect on the link between class activities, assessment and outcomes.	Reassess and refine the activities to match desired outcomes.

	film and book reviews.		
2. Demonstrate effective historical argument in writing and ASL.	<p>1. Assess level of ability to summarize and present historical ideas and themes in a concise and clear manner.</p> <p>2. Assess and assign a value to the quality of multimedia presentation through well-developed ideas and arguments in writing and ASL.</p>	<p>Found that the process of peer and instructor reviews of works in progress led to a positive relationship between writing and communicating in English and ASL. Students paid close attention to each other's presentation and were highly involved in the critique and success of each presentation.</p>	<p>Used the Powerpoint Presentations to establish standards for future learning outcome opportunities. Also, they were helpful in refining rubrics to assess writing and ASL presentation assignments and exams.</p>

Sharing of Results

With whom will you share these results and why?

I will share these results with the Department Chair and Assessment Coordinator Dr. Barry Bergen. In addition, I will share these results with History colleagues at department meetings to discuss ways that we can improve our effectiveness in aiding students to meet the learning outcomes established for this course and other history courses. I believe that Learning Opportunities, Outcomes, and Assessment results are most likely to be successful and effective if it takes place in a collaborative setting. For this reason, it is vital that this information be shared between colleagues as we strive to improve our pedagogical methodology as well as fulfill the mission and goals of the department.

Closing Reflections

Please discuss these questions at a department meeting. The answers should reflect the thoughts of the department and note where there are different perspectives.

1. Did you have a positive or negative experience with assessment this semester? Please elaborate.

It was a positive experience because of the collaborative work between department colleagues. We all could have used more time to do a more thorough job.

2. Do you think that this kind of University-wide focus on assessment has the potential to improve teaching and learning? Please elaborate.

Yes---we can see the wisdom of implementing the results. We can also measure the effectiveness of our teaching and our students learning.

3. What would you change about the assessment process?

Allow more time for departments to meet so we have ample time to be more analytical and reflective about assessment.

4. What other thoughts come to mind that might not fall under the three questions above.

Supplemental Evidence of
Academic Rigor, Effective Pedagogy and Student Learning

Please share electronically other evidence of effective teaching, student learning, and assessment related to your department program's outcomes. This might include syllabi, curriculum mapping, a few (2 – 4) samples of student work, rubrics, etc.