A. **Brief Introductory Statement:**
Please review the Introductory Statement and contact information for your department displayed on the assessment site: [http://www.weber.edu/portfolio/departments.html](http://www.weber.edu/portfolio/departments.html) - if this information is current, please place an ‘X’ below. No further information is needed. We will indicate “Last Reviewed: [current date]” on the page.

___ **X** Information is current; no changes required.
___ Information is not current; updates below.

Update:
B. Mission Statement
Please review the Mission Statement for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If the information is not current, please provide an update:

___X___ Information is current; no changes required.
___ Information is not current; updates below.
C. Student Learning Outcomes
Please review the Student Learning Outcomes for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If they are not current, please provide an update:

_X__ Information is current; no changes required.
___ Information is not current; updates below.

D. Curriculum
Please review the Curriculum Grid for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.
If the curriculum grid is not current, please provide an update:

___X__ Information is current; no changes required.
___ Information is not current; updates below.
E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: [http://www.weber.edu/portfolio/departments.html](http://www.weber.edu/portfolio/departments.html) - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

*Please be sure to include your planned assessment of any general education courses taught within your department.* This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Assessment plan:

Here is our time table for assessing class for the next four years (including the current year):

**COURSES**

**Evaluation Schedule**

**Required Courses**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Evaluation Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 1700 American Institutions</td>
<td>every semester</td>
</tr>
<tr>
<td>HIST SS1500 World History to 1500 C.E.</td>
<td>every semester</td>
</tr>
<tr>
<td>HIST SS/DV1510 World History from 1500 C.E.</td>
<td>every semester</td>
</tr>
<tr>
<td>HIST 2700 History of the U.S. to 1877</td>
<td>every semester</td>
</tr>
<tr>
<td>HIST 2710 History of the U.S. since 1877</td>
<td>every semester</td>
</tr>
<tr>
<td>HIST 3000 Investigating History</td>
<td>every semester</td>
</tr>
<tr>
<td>HIST 4990* Senior Seminar</td>
<td>every semester</td>
</tr>
</tbody>
</table>

° North American History

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Evaluation Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST DV3010 American Indian History</td>
<td>Fall 2015/Fall 2018</td>
</tr>
<tr>
<td>HIST DV3030 African-American History</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>HIST DV3050 History of U.S. Latinos</td>
<td>Fall 2015/Fall 2017</td>
</tr>
<tr>
<td>HIST DV3070 Women in American History</td>
<td>Fall 2015/Fall 2017</td>
</tr>
<tr>
<td>HIST DV3090 American Social History</td>
<td>Fall 2015/2017</td>
</tr>
<tr>
<td>HIST 3110 American Ideas &amp; Culture</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>HIST 3130 U.S. Urban History</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>HIST 3210 U.S. Constitutional History</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>HIST 3230 American Foreign Relations</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>HIST 3250 Religion in American History</td>
<td>Spring 2019</td>
</tr>
</tbody>
</table>
HIST 3270 American Environmental History  Spring 2017
HIST 3280 American Military History to 1917  Fall 2017
HIST 3290 American Military History since 1917  Fall 2015/Spring 2018
HIST 4010 Colonial America  Fall 2017
HIST 4020 Era of the American Revolution  Spring 2016, Spring 2018
HIST 4030 New Nation: 1800-1840  Fall 2016
HIST 4040 Era of the Civil War & Reconstruction  Spring 2016
HIST 4050 U.S. Gilded Age & Progressive Era  Fall 2016
HIST 4060 United States: 1919-1945  Fall 2016
HIST 4070 United States since 1945  Spring 2016
HIST DV4110 American West to 1900  Fall 2015/Fall 2016
HIST 4120 The American West since 1900  Spring 2016
HIST 4130 History of Utah  Spring 2016
HIST 4710 Special Issues & Topics American History  whenever taught

° European History

HIST 4210 Ancient History  when taught next
HIST 4220 History of the Middle Ages  Fall 2015
HIST 4230 Renaissance & Reformation - Europe  Spring 2018
HIST 4240 Absolutism, Enlightenment, Revolution  Fall 2016
HIST 4250 19th Century Europe  Fall 2015/Fall 2017
HIST 4260 20th Century Europe  Spring 2016/Spring 2017
HIST 4280 Hist of Christianity in Europe  Spring 2016
HIST 4310 History of Russia to 1917  Fall 2015/Fall 2017
HIST 4320 Russia since 1917  Fall 2015/Fall 2017
HIST 4330 History of England to 1485  Fall 2016/2018
HIST 4335 Tudor and Stuart England 1485-1714  Spring 2017/2019
HIST 4340 History of England since 1714  Spring 2016
HIST DV4350 History of Modern Germany  Spring 2016/Fall 2017
HIST 4370 Modern France 1789-pres.  Fall 2015/Fall 2017
HIST 4410 History of Spain & Portugal  when taught next
HIST 4430 History of Scandinavia  when taught next
HIST 4450 Modern Eastern Europe since 1815  Spring 2017
HIST 4720 Special Issues & Topics in European History  when taught next
° Global, Comparative, and General

HIST 3350 History & Philosophy of Science  
Spring 2016/Fall 2017
HIST DV4510 Twentieth-Century World  
Fall 2017
HIST DV4530 Far Eastern History  
Fall 2015/Spring 2018
HIST DV4550 Southeast Asian History  
Spring 2016/Spring 2018
HIST DV4590 Middle Eastern History  
Spring 2016/Spring 2019
HIST 4610 History of Africa  
Fall 2016
HIST 4630 Ancient & Colonial Latin American  
Fall 2016/Fall 2017
HIST DV4650 Modern Latin America  
Spring 2018
HIST DV4670 History of Mexico  
Spring 2017
HIST 4730 Special Issues & Topics in Global & Comparative History when next taught

Other Electives
May be taken to meet credit hour requirements.

HIST 3400 Principles of Public History  
Spring 2016
HIST 3500 Historical Preservation  
Spring 2016
HIST 4810 Experimental Courses (1-3)  
when taught
HIST 4830 Directed Readings (1-3)  
when taught
HIST 4890 Cooperative Work Experience (1-6)  
when taught
HIST 4920 Short Courses, Workshops, and Special Programs  
when taught
HIST 4930 History Workshop (1-5)  
when taught

METHODS OF ASSESSMENT:
We have several methods of assessment, many of them new this year. For History 1700, 2700, and 2710, we are using standardized pre and post tests for all sections of these courses and are aggregating the data. We began that process in the Spring of 2015 for 1700 and the Fall of 2015 for 2700/2710, and we’ll continue it for the foreseeable future. The questions are tagged by learning outcome. The World Historians are in the process of redesigning their assessment tools. They are developing a new measure to see how well the classes meet the new general education outcomes. Those instruments will be used starting this spring. The Department developed a new grid for upper division courses, which is attached below. This grid lists all learning outcomes for the dept. Faculty choose an assignment from the upper division course they are assessing, link it to the appropriate learning outcomes, and measure how many students’ assignments demonstrate mastery (4 pts), strength (3), met expectations (2), or needed work (1) on a particular outcome. In addition, we have developed specific new grids for 4985 and 4990. Some faculty use additional methods such as portfolios to supplement these approaches. We also survey students in all
upper division courses as to whether the courses met learning outcomes. Finally, we continue to use our exit interview for graduating seniors, which is tagged to all 23 learning outcomes.

Here is the form we have started to use for upper division assessment. Faculty choose an assignment from their class, tag it with appropriate learning outcomes, and measure how many students show mastery, strength, meet expectations, or need work. Those ratings are correlated to a numerical scale with 4 being mastery, 1 needing work. A 2 is the acceptable threshold for performance.
## Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student will be able to:</th>
<th>Mastery</th>
<th>Strength</th>
<th>Met Expectations</th>
<th>Needs Work</th>
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</thead>
<tbody>
<tr>
<td>1. Identify the key events which express/define change over time in a broad range of places and regions.</td>
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<td>2. Identify how change occurs over time.</td>
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<td>3. Explain historical continuity and change.</td>
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<tr>
<td>4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events.</td>
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<td>7. Explain what influence the past has on the present.</td>
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<td>9. Compare eras and regions in order to define enduring issues.</td>
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<tr>
<td>10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence.</td>
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<tr>
<td>11. Recognize a range of viewpoints.</td>
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<td>12. Compare competing historical narratives.</td>
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<tr>
<td>13. Challenge arguments of historical inevitability.</td>
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<tr>
<td>15. Evaluate debates among historians.</td>
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</tbody>
</table>
16. Differentiate between historical facts and historical interpretations.
17. Assess the credibility of primary and secondary sources.
18. Formulate historical questions.
19. Obtain historical data from a variety of sources.
20. Identify gaps in available records.
21. Recognize the discipline’s standards for accurate and ethical research.
22. Construct a well-organized historical argument.
23. Support an interpretation with historical evidence from a variety of primary and secondary sources.
F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

A. Evidence of Learning: Courses within the Major

Lower Division Courses:

**HISTORY 1500/1510**: World historians evaluated sections of History 1500 and 1510 using our new grid. The results are as follows:

**Fall 2014, History 1500**, 24 student writing samples were evaluated. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.**

The assignment was tagged to the following outcomes. Average student competency is listed below.

5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives: 2.8
6. Explain how people have existed, acted, and thought in the past: 3.5
8. Interpret the complexity and diversity of situations, events, and past mentalities: 2.8
9. Compare eras and regions in order to define enduring issues: 2.7
10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence: 3.1

**Spring 2015, History 1500**, 34 student writing samples were evaluated. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.**

The assignment was tagged to the following outcomes. Average student competency is listed below.

5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives: 3.1
6. Explain how people have existed, acted, and thought in the past: 2.85
8. Interpret the complexity and diversity of situations, events, and past mentalities: 3.6
9. Compare eras and regions in order to define enduring issues: 2.6
10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence: 3.1

Fall 2014, History 1510, 24 student writing samples were evaluated. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. The threshold for acceptable performance was a 2.

The assignment was tagged to the following outcomes. Average student competency is listed below.
5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives: 2.45
6. Explain how people have existed, acted, and thought in the past: 3.5
8. Interpret the complexity and diversity of situations, events, and past mentalities: 3.5
9. Compare eras and regions in order to define enduring issues: 3.3
10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence: 2.8

Spring 2015 History 1510, 27 student writing samples were evaluated. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. The threshold for acceptable performance was a 2.

The assignment was tagged to the following outcomes. Average student competency is listed below.

6. Explain how people have existed, acted, and thought in the past: 3.5
8. Interpret the complexity and diversity of situations, events, and past mentalities: 2.9
9. Compare eras and regions in order to define enduring issues: 3.4
10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence: 3.0

HISTORY 2700/2710: We also redesigned the assessment for this course, and have implemented a pre and post test, which students began taking in Fall 2015. During Academic year 2014-15, we used our new grid to assess selected sections of the course. The results are as follows:

History 2700: Kathryn MacKay used her first midterm in Spring 2015 to assess her 2700 section. 22 students exams were assessed. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. The threshold for acceptable performance was a 2.

The assignment was tagged to the following outcomes. Average student competency is listed below.
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: 2.7
6. Explain how people have existed, acted, and thought in the past: 2.7
9. Compare eras and regions in order to define enduring issues: 2.7

**History 2710**: John Sillito used an essay assignment to assess the following learning outcomes. 44 student essays were assessed. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. The **threshold for acceptable performance was a 2**. The assignment was tagged to the following outcomes. Average student competency is listed below.

1. Identify the key events which express/define change over time in a broad range of places and regions: 3.6
2. Identify how change occurs over time: 3.6
3. Explain historical continuity and change: 3.6
4. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives: 3.6
6. Explain how people have existed, acted, and thought in the past: 3.6
7. Explain what influence the past has on the present: 3.6
8. Interpret the complexity and diversity of situations, events, and past mentalities: 3.6
9.
10.
11. Recognize a range of viewpoints: 3.6
12. Compare competing historical narratives: 3.6
13. Challenge arguments of historical inevitability: 3.6
14. Analyze cause-and-effect relationships and multiple causation: 3.6
15.
16. Differentiate between historical facts and historical interpretations 3.6
17.
18. Formulate historical questions: 3.6
19.
20. Recognize the discipline's standards for accurate and ethical research: 3.6
21. Construct a well-organized historical argument: 3.6
Upper-Division Courses:

**HIST 3270.** Sara Dant assessed 9 research papers. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.** The assignment was tagged to the following outcomes. Average student competency is listed below.

1. Identify the key events which express/define change over time in a broad range of places and regions: 2.7
2. Identify how change occurs over time: 2.7
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: 2.9
7. Explain what influence the past has on the present: 2.7
13. Challenge arguments of historical inevitability: 2.5
14. Analyze cause-and-effect relationships and multiple causation: 3.1
17. Assess the credibility of primary and secondary sources: 3.1
19. Obtain historical data from a variety of sources: 3.1
20. Identify gaps in available records: 2.8
21. Recognize the discipline's standards for accurate and ethical research: 3.2
22. Construct a well-organized historical argument: 2.7
23. Support an interpretation with historical evidence from a variety of primary and secondary sources: 3.1

**HIST 3350.** Professor Eric Swedin evaluated a timeline assignment. He assessed 12 timelines. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.** The assignment was tagged to the following outcomes. Average student competency is listed below.

1. Identify the key events which express/define change over time in a broad range of places and regions: 3.7
2. Identify how change occurs over time: 2.6
3. Explain historical continuity and change: 3.2
5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives: 3.7
7. Explain what influence the past has on the present: 3
HIST 4060: Susan Matt used the final exam for her seminar 4060 to assess the following outcomes. 10 essay exams were assessed. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. The threshold for acceptable performance was a 2. The assignment was tagged to the following outcomes. Average student competency is listed below.

1. Identify the key events which express/define change over time in a broad range of places and regions: 2.8
2. Identify how change occurs over time: 3
3. N/A
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: 3.1
5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives: 3.5
6. Explain how people have existed, acted, and thought in the past: 3.1
7. Explain what influence the past has on the present: 3.3
8. N/A
9. N/A/
10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence: 2.9
11. Recognize a range of viewpoints: 3.2
12. Compare competing historical narratives: 3.4

HIST 4120. Professor Sara Dant analyzed 6 final exams. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. The threshold for acceptable performance was a 2. The assignment was tagged to the following outcomes. Average student competency is listed below.

1. Identify the key events which express/define change over time in a broad range of places and regions: 3.2
2. Identify how change occurs over time: 3
8. Explain historical continuity and change: 3.2
9. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: 3.3
10.
11.
12. Explain what influence the past has on the present: 3.2
13.
14. Compare eras and regions in order to define enduring issues: 3.2
15. Construct a well-organized historical argument: 3.2
HIST 4130. Professor Kathryn MacKay used the second exam to assess the following learning outcomes. 20 exams were assessed.

The assignment was tagged to the following outcomes. Average student competency is listed below.
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: 3.85
6. Explain how people have existed, acted, and thought in the past: 3.85
8. Interpret the complexity and diversity of situations, events, and past mentalities: 3.85

Professor MacKay also used an analysis assignment in the same class to evaluate outcome 17. 20 assignments were assessed.

17. Assess the credibility of primary and secondary sources: 2.45

HIST 4335. Professor Stephen Francis assessed an essay question. 12 essays were assessed. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. The threshold for acceptable performance was a 2. The assignment was tagged to the following outcomes. Average student competency is listed below.

2. Identify how change occurs over time: 2.5
3. Explain historical continuity and change: 3.2
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: 3.1
5. Explain how people have existed, acted, and thought in the past: 2.9
6.
7.
8. Compare eras and regions in order to define enduring issues: 3.1
9.
10.
11. Compare competing historical narratives: 2.8
12.
13.
14. Evaluate debates among historians: 2.8
15. Differentiate between historical facts and historical interpretations 2.8
16. Assess the credibility of primary and secondary sources: 3.1
17.
HIST 4550. Professor Greg Lewis assessed 29 exams. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.** The assignment was tagged to the following outcomes. Average student competency is listed below.

1. Identify the key events which express/define change over time in a broad range of places and regions: 2.5
2. Identify how change occurs over time: 2.2
3. Explain historical continuity and change: 2.2
4. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: 2.6
5. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives: 2.1
6. Explain how people have existed, acted, and thought in the past: 1.86
7. Explain what influence the past has on the present: 2.5
8. Interpret the complexity and diversity of situations, events, and past mentalities: 2.6
9. Compare eras and regions in order to define enduring issues: 2.6
10. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence: 2.6
11. Recognize a range of viewpoints: 1.83
12. Compare competing historical narratives: 1.83
13. Challenge arguments of historical inevitability: 2.75
22. Construct a well-organized historical argument: 1.7
23. Support an interpretation with historical evidence from a variety of primary and secondary sources: 1.7
CAPSTONE SEQUENCE: We assessed both History 4985 and 4990. Results are as follows:

HIST 4985: Fall 2014—Susan Matt used students’ final paper proposals and bibliography to assess the following learning outcomes. 11 proposals were assessed. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.**
The assignment was tagged to the following outcomes. Average student competency is listed below.

15. Evaluate debates among historians: 4.2
16. Differentiate between historical facts and historical interpretations: 4.5
17. Assess the credibility of primary and secondary sources: 4.5
18. Formulate historical questions: 4.2
19. Obtain historical data from a variety of sources: 4.1
20. Identify gaps in available records: 4.8
22. Construct a well-organized historical argument: 4.4
23. Support an interpretation with historical evidence from a variety of primary and secondary sources: 4.5

HIST 4985: Summer 2015—John Sillito used students’ final proposals to assess the following learning outcomes. 13 proposals were assessed. Artifacts were scored from 1-4, with 4 equating with mastery, 3 strength, 2, meeting expectations, and 1 needing work. **The threshold for acceptable performance was a 2.**
The assignment was tagged to the following outcomes. Average student competency is listed below.

15. Evaluate debates among historians: 3.7
16. Differentiate between historical facts and historical interpretations: 3.5
17. Assess the credibility of primary and secondary sources: 3.5
18. Formulate historical questions: 3
19. Obtain historical data from a variety of sources: 3
20. Identify gaps in available records: 2.84
22. Construct a well-organized historical argument: 2.61
23. Support an interpretation with historical evidence from a variety of primary and secondary sources: 2.92
**HIST 4985: Spring 2015**—Vikki Deakin used a slightly different assessment tool for her 4985 students. She assessed student paper proposals and tagged that assignment to learning outcomes 15, 16, 17, 18, 19, 20, 22, 23. She used a 0-2 scale, with 0 being insufficient, 1 showing competency, and 2 showing mastery. **Students averaged a 1.3**

**HISTORY 4990—Fall 2014**: Stephen Francis assessed senior capstone papers. 13 senior capstone theses were assessed. We used a slightly different grid for assessing these. We assessed the papers on the basis of A) their thesis, B) their structure, C) their evidence, D) their analysis, E) their logic and argumentation, and F) their mechanics. These corresponded to the following learning outcomes. Scores are listed below. **AN ACCEPTABLE THRESHOLD IS 3.**

- Thesis (learning outcomes 2, 3, 4, 6, 11, 13, 15, 18, 22, 23): 4.3
- Structure (learning outcomes 18 and 22): 4
- Evidence (learning outcomes 11, 12, 15, 16, 17, 19, 20, 23): 3.5
- Analysis (learning outcomes 3, 4, 5, 6, 8, 11, 12, 13, 14, 15, 16, 21, 23) 3.5
- Logic/Argumentation (learning outcomes 22, 23) 3.6
- Mechanics (learning outcomes 22) 3.7

**HISTORY 4990—Spring 2015**: Susan Matt assessed 17 senior capstone theses. We used a slightly different grid for assessing these. We assessed the papers on the basis of A) their thesis, B) their structure, C) their evidence, D) their analysis, E) their logic and argumentation, and F) their mechanics. These corresponded to the following learning outcomes. Scores are listed below. **AN ACCEPTABLE THRESHOLD IS 3.**

- Thesis (learning outcomes 2, 3, 4, 6, 11, 13, 15, 18, 22, 23): 4.5
- Structure (learning outcomes 18 and 22): 4.3
- Evidence (learning outcomes 11, 12, 15, 16, 17, 19, 20, 23): 4.3
- Analysis (learning outcomes 3, 4, 5, 6, 8, 11, 12, 13, 14, 15, 16, 21, 23) 4.3
- Logic/Argumentation (learning outcomes 22, 23) 4.3
- Mechanics (learning outcomes 22) 4.3
SURVEY ANALYSIS: In addition to doing artifact assessment, we surveyed students in upper-division courses, to see if they felt the learning outcomes were being met. The brief questionnaire corresponds to learning outcomes 1, 15, 22, 23.

History 2700—100% positive response
History 2710—96% positive response
History 3210—75% positive response
History 3270—100% positive response
History 3280—100% positive response
History 3290—100% positive response
History 4060—100% positive response
History 4110—100% positive response
History 4120—100% positive response
History 4130—88% positive response
History 4210—25% positive response
History 4240—96% positive response
History 4330—96% positive response
History 4335—96% positive response
History 4550—100% positive response
History 4550—96% positive response
History 4630—100% positive response
History 4650—100% positive response
History 4710—80% positive response
History 4730—100% positive response
History 4810—90% positive response
History 4985—100% positive response
Exit Interviews
We continue to collect exit interviews from our graduating seniors.
The threshold for acceptable results is a 3 or higher.

On a scale of 1-5 ( 1 being poor, 5 being excellent), rate how well the History Program has taught you to:

1. Identify the key events which express/define change over time in a broad range of places and regions: 4.5
2. Identify how change occurs over time: 4.5
13. Explain historical continuity and change: 4.7
14. Describe the influence of political ideologies, economic structures, social organization, cultural perceptions, and natural environments on historical events: 4.5
15. Discuss the ways in which factors such as race, gender, class, ethnicity, region, and religion influence historical narratives: 4.3
16. Explain how people have existed, acted, and thought in the past: 4.4
17. Explain what influence the past has on the present: 4.5
18. Interpret the complexity and diversity of situations, events, and past mentalities: 4.3
19. Compare eras and regions in order to define enduring issues: 3.9
20. Develop an international perspective on the past that addresses the cumulative effects of global exchange, engagement, and interdependence: 3.9
21. Recognize a range of viewpoints: 4.4
22. Compare competing historical narratives: 4.1
23. Challenge arguments of historical inevitability: 4.1
25. Evaluate debates among historians: 4.1
26. Differentiate between historical facts and historical interpretations: 4.4
27. Assess the credibility of primary and secondary sources: 4.4
28. Formulate historical questions: 4.2
29. Obtain historical data from a variety of sources: 4.4
30. Identify gaps in available records: 3.8
31. Recognize the discipline's standards for accurate and ethical research: 4.5
32. Construct a well-organized historical argument: 4.5
33. Support an interpretation with historical evidence from a variety of primary and secondary sources: 4.4
b. Evidence of Learning: High Impact or Service Learning

If you provide students with high impact or service learning opportunities briefly describe those opportunities and explain how you assess their impact on student learning. This excerpt from George D. Kuh provides a brief overview of high-impact practices.

**Five students** participated in the Undergraduate Research Symposium in the Spring of 2015. 2 were accepted to present at NCUR, however only one was able to.

**Nine students** participated in the Phi Alpha Theta regional conference, presenting their research. Phi Alpha Theta is the national history honor society. One of our students, Bronson Pace, was awarded best undergraduate paper for the region.

**Fifteen** of our students were involved in internships, working in and for a variety of institutions. Some of these were for credit; others were volunteer positions; some were paid. Internship positions included:

- The LDS Church Archives
- The Virtual Museum of Utah History
- Union Station
- Brigham City Art Museum
- University Archives
- University Special Collections
- East Canyon State Park

For those students doing internships for credit, we use the following rubric. We keep the completed portfolios in the History Department.

**Internships in Historical Studies**

Internships are supervised learning experiences outside the classroom which are relevant to the educational process. What distinguishes internships from other forms of active learning is that there is a degree of supervision and self-study that allows students to “learn by doing” and to reflect upon that learning in a way that achieves certain learning goals and objectives.

6 credit hours of Internship in Historical Studies is required of Public History minors, but is available to all students.

**Learning goals:**

**Historical Skills**

- Develop skills in critical thinking and reading
  - Assess credibility of primary and secondary sources
• Develop research skills
  o Identify gaps in available records

The Internship is also intended to help students with career development.

**Activities which help student achieve learning goals:**
   There are a variety of activities dependent on the organization (archive, museum, library, historical society, oral history project) in which student has internship.

**Assessment/Evaluation:**

**Portfolio:**
- Time record
- Examples of projects: research, reports, meetings
- Bibliography of reading assignments

<table>
<thead>
<tr>
<th>Overall Organization and Appearance of Portfolio</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Assessment/Self Reflection</td>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Exceeds expectations</td>
</tr>
<tr>
<td>Work Samples</td>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Exceeds expectations</td>
</tr>
</tbody>
</table>

**Letter of evaluation from site supervisor**

Completed Internship Portfolios are kept on file in the History department.
c. Evidence of Learning: General Education Courses

Our biggest general education course is History 1700. During 2014-15, we inaugurated a new pre and post test system, working in coordination with our colleagues in Political Science. The resulting test was a compromise—first between 2 departments, who approach the subject somewhat differently, and then within the Dept. itself, for different faculty in the History Department teach the class in their own manner. All this to say—nobody is particularly enthralled with the testing instrument, but for the time being, we will use it. **An acceptable threshold of performance is 60%,** as that is what is required to become a citizen in the United States and the purpose of the course is teach civics.

Here are the results. 454 students took the pretest; 384 took the post-test.
- The Pre-test average is 53%; the Pretest median is 52%.
- The Post-Test average is 59%; the Post-test median is 60%

See below for graph and division by learning outcome.

Some comments on the History 1700 findings: We are bringing students to our threshold of acceptable performance, or very close to it. I think we are doing a better job than these findings suggest, however, for the questions were not derived from our courses themselves, nor crafted by individual faculty. Rather, they were taken from a variety of test banks. Although the general education committee encouraged us to adopt the test, this somewhat artificial instrument is not the type of testing which the American Historical Association endorses.

We made a variant of the test for History 2700/2710 and began to use it this fall.
History 1500 and 1510
Our other general education is the World History sequence: history 1500 and 1510. This year, while we assessed these courses against departmental learning outcomes (see above), we did not do a general education assessment. The World Historians have been redesigning the gen ed assessment and are using it this academic year.
Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

The biggest recommendations from our five year review was to hire a Middle Eastern historian, increase faculty pay and reduce faculty teaching loads, and to continue assessment efforts. We have lobbied for a Middle Eastern historian, and will continue to do so. The absence of one seems glaring given recent current events. We have also lobbied on the issues of work load and pay, but obviously our power is somewhat limited in this regard.

One other area we have been working on is career and graduate school advisement. Often students have noted in past years’ exit interviews that they needed more guidance about career options. This past year we worked to rectify it. In February 2015, we held a career day, with teachers, museum experts, archivists, librarians, business people, and public administration experts all present to talk about what to do with a history degree. Based on student comments, this was a very successful event. In the Fall of 2015, we held a session on applying to graduate school. We had each independently been counseling interested students in grad school options; but this afternoon event represented a more coordinated introduction to the ins and outs of applying.
Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
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</tr>
<tr>
<td>Full-time Non-Tenured (includes tenure-track)</td>
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<tr>
<td>Part-time</td>
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</tr>
<tr>
<td>With Master’s Degrees</td>
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<tr>
<td>Full-time Tenured</td>
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</tr>
<tr>
<td>Full-time Non-Tenured</td>
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</tr>
<tr>
<td>Part-time</td>
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</tr>
<tr>
<td>With Bachelor’s Degrees</td>
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</tr>
<tr>
<td>Full-time Tenured</td>
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</tr>
<tr>
<td>Full-time Non-tenured</td>
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</tr>
<tr>
<td>Part-time</td>
<td></td>
</tr>
<tr>
<td>Other</td>
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</tr>
<tr>
<td>Full-time Tenured</td>
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<tr>
<td>Full-time Non-tenured</td>
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</tr>
<tr>
<td>Part-time</td>
<td></td>
</tr>
<tr>
<td>Total Headcount Faculty</td>
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</tr>
<tr>
<td>Full-time Tenured</td>
<td>12</td>
</tr>
<tr>
<td>Full-time Non-tenured</td>
<td>1</td>
</tr>
<tr>
<td>Part-time</td>
<td>13</td>
</tr>
</tbody>
</table>
Please respond to the following questions.

1) Based on your program’s assessment findings, what subsequent action will your program take?
   The assessments yielded interesting information: Students do seem to score higher in meeting the learning outcomes the further they go in the history program. By the time they are in 4985 and 4990, the numbers are generally higher than they were in some of the introductory classes. Next year, by the way, we will refine our senior thesis scale so that it will better align with the 4985 scale (right now the first is a 1-5 scale; the second a 1-4; next year everything will be 1-4). These findings indicate that students are acquiring skills over the course of the major.

   We do plan on adding a new course to help further. We have been drafting a 1 credit course proposal for History 2000, which would introduce students to the faculty and their varying perspectives; offer them help in making an argument and researching and writing papers; teach them about scholarly ethics; and develop a sense of a cohort among them.

2) Are there assessment strategies within your department or program that you feel are particularly effective and/or innovative? If so, what are those strategies and what do you learn about your students by using them?

   We adapted our new grid from one developed by the American Historical Association, our discipline’s governing body. That body also was behind the creation of the 23 learning outcomes which we use in our department. Using one grid across the curriculum has made
it easier to track student progress.