

Academic Assessment Report
Department of History
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JUNE 2020

The current numbers of undergraduate students (requires updates from freshmen enrollments during June Orientation 2020*):

Student Populations (as of 6/1/2020 – compared to numbers in 8/15/2019):

History Majors**	265 (-2)
History Minors	92 (-26)

Total: **357**

**Includes 32 (-9) College Honors and 19 (-7) Departmental Honors students

***As of the final draft of this document (June 25) I had the following number of freshmen declaring History major during their June orientation: 18, of which 5 honors. It is not possible yet to establish the number of new minors.**

History BA conferred in 2020 **76 (-3)**

This year has been an unusual one, due to the impact of COVID-19. The measurements of our department's teaching methods, performance, and support of our undergraduate cohorts have therefore been slightly modified, so that we could assess, among other things, our transition to a remote mode of teaching, while also adopting various measures of support for our students (see how the exit survey – **Appendix Doc. 1** - contained additional questions to help us evaluate that transition).

Secondly, this year's assessment includes our response - **Appendix Docs. 2 and 3** – to the Fulbright College General Education Core Curriculum Committee on how our University/State Core HIST classes will meet certain required Learning Outcomes (LOs). This will allow us to 1) certify our core courses + our capstone seminars and 2) design an eight semester plan (third portion of this assessment) that will effectively create an appropriate pathway to complete the University General Education Core Curriculum Committee's six undergraduate learning goals, along with attendant learning outcomes and learning indicators (*to earn a baccalaureate degree, each student will be required to accomplish all six goals described and achieve the learning outcomes associated with each goal*).

At the end of the spring semester, I asked the three instructors (two faculty and one Ph.D. lecturer) to administer exit surveys to graduating seniors enrolled in all their respective sections of the HIST 4893 Senior Capstone. The document in this Appendix Doc. 1 is the template questionnaire given to instructors.

As in the past seven years, I also asked the instructors to provide their own evaluations of the performance of their students and the feedback they received from them via their survey questionnaires. While thus providing an insight available only to the instructors administering the course, I am also preserving the ability to continue the widely acknowledged practice of assessment done independently from grading.

Unlike in the previous years, this time we are not evaluating the actual artifacts (final papers) of the students via rubrics. The particular circumstances caused by the pandemic emergency have prevented us from applying those same evaluation tools. Moreover, those measurements offered only minimal variations from one year to the next. The intent of this assessment, rather, is to **evaluate the effectiveness of our pedagogy and career orientation via exit surveys, our assessment of both the capstone and the honors methods classes** – and combine those results with the **proposed eight semester plan and Gen Ed course certification**.

In 2018 the Curriculum Core Committee had its new format for learning outcomes and learning indicators approved by the faculty senate for implementation starting in the fall of 2020. Under the headings of six undergraduate learning goals, along with attendant learning outcomes and learning indicators, our HIST curriculum will ensure that students complete their general education requirements. By incorporating this pathway in their degree, students will also be better able to define their acquired skills, stabilize their path to graduation (retention), and pursue a variety of careers.

Specifically, those learning outcomes are set to demonstrate, throughout the students' careers, these five goals (each applicable to different fields of study)

1. Strengthen written, oral, and multimodal communication abilities
2. Build core skills of quantitative literacy
3. Develop a working knowledge of how scholars and artists think and act in fundamental areas of study
4. Expand diversity awareness, intercultural competency, and global learning
5. Demonstrate critical thinking and ethical reasoning.

For the purposes of our capstone and honors methods seminars – we are interested in the fulfillment of the **sixth learning outcome, identified as “added value” learning outcome**, which the University’s General Education Curriculum Core Committee thus determined:

GOAL 6: Gain the ability to synthesize, integrate, and apply knowledge developed throughout the undergraduate years.

Learning Outcome 6.1. Upon reaching this goal, students will be able to reflect upon and explain how they use the skills and abilities embodied in Goals 1 through 5 in completing an integrative project in their major during their junior or senior year.

Learning Indicators for Learning Outcome 6.1:

To be certified as meeting this outcome, an assignment must require the student, as part of a credit-bearing course

- (a) to produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images;
- (b) to explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least three of the following sets of skills and abilities:
 - a. Written, oral, and/or multimodal communication abilities
 - b. Quantitative literacy
 - c. Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major
 - d. Diversity awareness and/or intercultural competency
 - e. Critical thinking and/or ethical reasoning

We remain confident that our capstone seminars meet **all the above goals, minus “b”**, which is specifically addressed by the scientific/quantitative disciplines. This is because the capstone and honors methods courses are designed for juniors/seniors and require them to use the historical knowledge they have gained over the course of their undergraduate experience to more fully demonstrate skills of **analysis, synthesis, and integration**. They are required to produce a **lengthy primary source-based research paper** – or **in the case of honors, a structured senior thesis** - which is based on **primary sources**, properly **contextualizes** the subject matter and deals effectively with differing **points of view** as expressed in the appropriate **historiography**, and thus also improves the students’ skills in diversity awareness, intercultural competency, and critical thinking.

The Senior Capstone varies in research topical focus from section to section, but each course shares the following activities and promotion of skill sets:

- the development of a testable research question or thesis
- analysis of primary sources
- effective written and oral communication
- production of a lengthy primary research-based paper.

The same Learning Outcomes apply to our Honors Methods class, HIST 3973H, with the understanding that their final assignment may consist of a research paper, or a thesis prospectus, or a historiographical paper, and that each student, as a general rule, enrolls in HIST 3973H **during his/her junior year (fall)**, so as to leave the final year and semester dedicated to the drafting of their theses.

History majors/honors, by the end of their curriculum, are tested to demonstrate proficiency with critical thinking and writing skills, and with historical research methods designed to support well-argued answers to historical questions utilizing primary and secondary sources.

Additional Learning Goals/Outcomes for HIST 4893/3973H

In addition to the Learning Outcome 6.1, our Undergraduate Studies Committee has now approved (pending the final vote of the faculty as a whole in September) the inclusion of these two additional Gen Ed. Learning outcomes for both HIST 4893 and HIST 3973H:

Learning Outcome 1.2: Upon reaching this goal, students will be able to communicate with a variety of audiences not only in writing but also by speaking and using a range of electronic and digital modes.

Learning Indicators for Learning Outcome 1.2: To be certified as meeting this outcome, a course or approved sequence of courses must accomplish all five of the following learning indicators.

In an approved course or approved sequence of courses, students will:

- a. engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise.
- b. complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work.
- c. integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose.
- d. incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness.
- e. incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations.

Learning Outcome 5.1: Upon reaching this goal, students will be able to demonstrate essential principles of critical thinking and ethical reasoning and apply them to the evaluation and construction of rational and moral arguments.

Learning Indicators for Learning Outcome 5.1: To be certified as meeting this outcome, a course or approved sequence of courses must incorporate at least three of the following five learning indicators. In an approved course or approved sequence of courses, students will:

(Please note the learning indicators selected for HIST 4893 and HIST 3973H are the three highlighted ones below)

- a. identify and describe key concepts and principles related to critical thinking.**
- b. explain and contrast competing ethical theories, each of which articulates at least one principle for ethical decision-making
- c. use recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing.**
- d. describe key fallacies and identify them in context.**
- e. demonstrate the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing

The description of the above learning outcomes 1.2 and 5.1 refers to a course or sequence of courses. We can easily discern that the cumulative knowledge students will have acquired by the time they participate in our Capstone or Honors Methods classes demonstrates their acquired skills, and concomitant learning indicators as a result of BOTH the entire curriculum (or eight semester plan) AND the specific requirements of their capstone/honors methods seminars.

NOTE on the potentially redundant assessment practices

This committee wishes to point out that the need to prove these learning outcomes in this case appears quite redundant. This could result in either a proliferation of assignments OR a condensation of those learning outcomes into overly complex assignments. This committee does not believe that the General Education and Core Curriculum Committee thought the combination of LOs (in this case 6.1 + 1.2 + 5.1) would have such result OR that it should place an undue burden on our instructors' labor and academic freedom.

In the **Appendix Doc. 2**, which includes “**Assessment Methods**” for “**Learning Outcomes**,” I am proposing flexible ways to provide such assessment without interfering with the pedagogical and academic freedom each instructor should be able to maintain.

General Goals for History students completing their Learning Outcomes

Stated learning outcomes for the B.A. in History (2015 Academic Assessment Plan- History - amended):

- Develop knowledge and skills necessary for careers requiring knowledge of history, critical analysis, and research, including teaching, law, and government
- Allow students to pursue their interest in a particular region, time, period, or culture
- Enhance understanding of the role played by diversity in the shaping of human experience
- Train students to communicate effectively in writing **and orally (new)**
- Train students to communicate effectively in class discussion
- Ensure that students understand the basic mechanics of historical research, including location and retrieval of information, correct usage of primary and secondary materials, and proper citation techniques
- Provide future generations of historians with the training necessary to allow them to continue the pursuit of the above goals

Capstone seminars general requirements techniques for B.A. in History (2015 Academic Assessment Plan – History - amended)

- Senior capstone seminar required for all History majors (HIST 4893)
- The Capstone seminar requires majors to conduct original archival research and produce article-length essays (the best of which are published in the *Ozark Historical Review* or occasionally in the *Arkansas Historical Quarterly*)
- Capstone seminars also introduce majors to the philosophy and methodology of the discipline
- Seniors enrolled in the capstone sections have already taken writing-intensive upper-level courses in their fields of specialization
- In some cases, seniors in capstone have also had previous enrollment in discussion-oriented seminars designed to enhance communication skills
- **(New)** Students are assisted in planning their post-graduation paths, whether toward grad school or other careers.

Honors Methods general requirements and techniques for B.A. in History

- Honors Methods is required for all History majors graduating with honors (HIST 3973H); it is highly recommended on their junior year, although they may also take it in their senior year
- The Honors Methods seminar requires students to conduct original archival research and produce either a prospectus for their honors thesis or some other equivalent major paper (historiographical or research)

- Students are expected to gain a firm grasp of the methodologies of the historical profession
- Students are expected to learn how to write honors theses during their senior year
- Students enrolled in the honors methods seminar are expected to have taken a number of honors colloquia or sections of History classes, with writing-intensive assignments
- In some cases, honors students have also had previous enrollment in discussion-oriented seminars designed to enhance communication skills
- **(New)** Students are assisted in planning their post-graduation paths, whether toward grad school or other careers.

Rubric associated with assignments for final papers in Capstone and Honors Methods Seminars:

Department of History Learning Outcomes Scoring Rubric

Competency	Excellent Mastery	Good Mastery	Some Mastery	Minimal Mastery	No Mastery
Historical Inquiry Detail and Contextualization (LO1)	The essay frames a significant historical question that is properly and consciously contextualized, with clear knowledge of the material, mastery of detail and periodization, while also providing a well-learned original insight	The essay frames question and the student makes an effort to explain its significance, with accurate periodization, and minimal flaws in either contextualization or detail. It demonstrates learning adding limited personal insight	The question is not framed clearly, and the student shows limited understanding of context, periodization, or logic. Significant flaws in or neglect of detail. Very limited, or derivative insight backed up by some learning.	No discernible understanding of the historical question. Unclear context and/or periodization. Severe flaws in detail. No personal insight or insight not derived by learning	The essay avoids the question. No information or very scattered information retained
Sources (LO2)	Student uses a wide range of sources, from lecture notes to course readings, to other sources and literature, as assigned by the instructor (scholarly databases may be included). All major works on the topic are addressed. Primary sources are clearly referenced	Good use of sources online or on paper. Some of the major works on the topic are missing. Most material is from the reading assignments in class. The distinction between primary and secondary sources is almost consistently clear	Limited use of sources, and all those that are used are from the assigned readings for class. Major works on the topic are missing. The distinction between primary and secondary sources is unclear	Very little evidence that the student checked a sufficient number of sources, primary, secondary, or from databases. Main sources on the topic unknown	No use of sources, or highly inaccurate use of only one or two. No knowledge of the distinction between primary and secondary sources
Critical Evaluation of sources (LO3)	Student demonstrates careful reading and thorough assessment of assigned primary sources and secondary literature, placing ideas and conflicting interpretations into perspective. The essay offers an original point of view within the historiographical debate	Demonstrates knowledge and adequate analysis of the historiographical debate, from at least a selected number of sources. An interpretation is offered, though not thoroughly consistent with the analyzed sources	Knowledge and accurate analysis of at least two interpretations. The personal interpretive analysis is weak though.	Little and/or flawed analysis of sources. No interpretive point of view offered	No analysis of sources, or awareness of interpretive differences

Argument and Organization (LO4)	The student develops and defends a clear argument, backed by evidence that engages research material, with primary sources also analyzed in an original and intentional way. The essay has a clear introduction, logical passages in argument, and supporting evidence. A conclusion brings everything together, also addressing broad implications	There's an argument, though not always clearly stated. All material is engaged, though the organization of the paper shows some flaws. It may show little evidence of an original interpretation of primary sources. The conclusion is adequate, though it misses some parts of the argument, and does not address broad implications	Little argument, even though the student attempts to make one, which is not followed up throughout the essay. Poor organization or engagement with research material. The conclusion is vague at best, absent at worst	No articulation of an argument. Poor or no knowledge of research material. No discernible organization or conclusion	No argument, no knowledge
Research Techniques (LO5)	Student consciously employs verification strategies as needed, demonstrates how research was conducted, and properly annotates all material. The organization is clear, showing how one source is logically followed by the next	Student employs some verification strategies. Demonstration of research and annotations is not always consistent. The organization of sources is adequate though not consistently logical	Little verification of sources. The essay shows little or no evidence of how research was conducted, or distinction among sources. The annotation is poor or missing. The ensuing argument is spotty	No verification of sources. Some sources are cited, but in random way. No annotations. No discernible argument	No sources, no annotations
Writing Style (LO6)	Clear thesis statement and argument. Points made in logic sequence. Paragraphs support solid topic sentences. Sentence structure, syntax, grammar and punctuation all excellent. No misuse of words, and correct interpretation of foreign terms. (Optional Plus): Elegance of style and original turns of phrase	Thesis statement may be slightly unclear. Logic flow of arguments. Paragraphs not consistently supporting topic sentences. Very occasional mistakes in structure, syntax, grammar and punctuation. Some words, in English or foreign languages may be misused. Little originality of phrase	Thesis is poorly stated. Argument tends to jump around though some points are identifiable. Many paragraphs without topic sentences. Some mistakes in structure, syntax, grammar, and punctuation. Misuse of words. No elegance of style	No discernible thesis. The writing is poor. The argument is fuzzy. Paragraphs lack topic sentences and fail to follow logically. Frequent mistakes in structure, syntax, grammar, and punctuation. Misuse of words. The essay is hard to follow	Shows no thesis, or effort to make one. The essay is full of mistakes and shows little or no knowledge of the mechanics of writing. The essay is hard to follow due to the poor writing

Considerations on CAPSTONE SEMINARS– Spring sections, including feedback from Instructors

Enrollment: the total number of students enrolled in the five sections of our capstone seminars during the fall and spring semesters was **65**, down six from 2018-2019. The number of students enrolled in the Honors Methods seminar in the fall was **17** which was the same number as in the fall of 2018.

The three sections that administered the exit surveys were:

- Dr. Laura Smith, *Race, Slavery, and the Civil War*
- Joel Gordon, *Social Bandits*
- Michael Pierce, *America since 1960*

The selection of topics reflects our effort to provide a variety of choices, fitting the variety of interest of students. Of course, students are not guaranteed to be able to select their favorite seminar topic (or teaching faculty), due to their potential conflicts of schedule. But generally students have been flexible enough, considering that the main purpose of our capstone classes is methodological, not topical.

Indeed, as one faculty acknowledged, “many of these students have specialized in particular times and places (most often US, but not always) and have retained a lot from their classes (subject content, major historiographical issues, etc.)” Sometimes students find themselves “shifting gears dramatically,” for example reading/learning in a particular sub-discipline of history (e.g., cultural history) in which they had not been trained before.

Syllabi from all three classes show a **cumulative process of learning**, through the production of short essays (two or three) during the semester; discussion sections and peer assessments of those preliminary steps; drafts of their final original research papers.

The drafting of major research papers is challenging, as widely recognized. Many students **have not yet anything like a uniform experience in terms of writing research papers** – “is this class really a capstone or,” one faculty commented on behalf of his students, “as it sometimes feels (for some, not all by any means) an intro writing course?”

There was also a marked **lack of originality** among a number of students. Some students, as another faculty reports “struggled with understanding the difference between crafting an argument and simply summarizing history.”

Research topics are often chosen too late; therefore, many students cram their research and writing in their last 3-4 weeks of class. This may also be a problem related to the fact that many students are slow to define manageable topics and develop sets of questions about them to guide their research. Not infrequently, students come up with an actual research topic late in the semester. Compare this to the same in our upper level classes. My colleagues will concur with me that a majority of students communicate to the instructor their final paper topic around the

last 2-3 weeks of class. But this is not acceptable for a Capstone Seminar that is supposed to revolve around that research project.

Writing style. Overall, students seem to have had relatively few problems with writing style. Sure, there is still an unfortunate occurrence of the “historian in bloom” who considers good, elegant writing a secondary, or even ancillary requirement in the craft of History. (see my point below in comment to the Honors Methods class).

Mechanics: It was also problematic for students to master certain mechanics, particularly **source finding and citations** were also identified as problematic. Some students still had trouble citing sources according to Chicago Manual of Style and did not fully understand the purpose of footnotes. Most of them reported that in their lower level (and even in some upper level) classes, they had been allowed to use MLA style or merely attach a “Works Cited” page.

Oral Presentations: For the most part (in two out of the three capstone sections), they went well. Having reached this level of maturity, students could provide cogent, organized arguments, engaging their audience. As one instructor commented “I was shocked and impressed by their dedication and ability to articulate their arguments and the arguments of their readings in person. Many of them will make excellent teachers and public speakers.” This, I should add, comes a bit as a surprise, because in my experience (see comments below on the Honors Methods seminar), this (the learning outcome 1.2) has been wanting. Either for lack of experience, or perhaps an unwillingness to engage forcefully a peer audience, **students haven’t seemed to master forensic skills** at levels that go barely above “sufficient.”

HONORS METHODS

Our Honors Methods class has presented fewer issues. Students come well prepared to these seminars, most of them after 2-3 years of training in History and other disciplines at the honors level.

Free choice of topics. The Honors Methods class is focused on Methods. In this case, adaptation is the main task of the instructor, not the students, whose areas of research span the entire chronological, geographical, and field of study spectrums of History.

The main issues that the Honors Methods class share with the Capstone seminars are the following:

- a) **Late choice of research topics**, resulting in a crash period of research+writing at the end of the semester. While perhaps more acceptable for honors students whose thesis projects will not be completed until a year later, the purpose of the Honors Methods class remains that of assisting them to focus on a given topic or area or research, while encouraging the expansion of their horizons to other disciplines or themes through the instruction material and the interaction with their peers.

- b) **Oral Presentations.** A good percentage of students still struggle articulating cogent, compelling arguments. Their oratory skills need development. This is particularly dismaying for a class that is expected to find honors students at a certain level of preparedness, so that the task of the class consists of honing, NOT building from scratch, their communication skills.
- c) **Writing style.** It is still worth underlining that, while competent in their writing, our “historians in bloom” often write with approximate syntax, or stiff/dry style. At best, they consider good, elegant writing a secondary, ancillary requirement in the craft of History. In some cases, students even displayed flawed diction, awkward sentence structure, and repetition. *Repetition* is, unfortunately, a frequent occurrence in History papers written by neophytes. With some guidance, the Honors Methods class has shown improvement. Besides assigning readings on writing style, the Honors Methods sections I have led for the past five years have done well with the assignment “*the best paragraph you have ever written*” – an assignment that invited them to explore whichever style is outside the academic standards they have always followed - in a way, “unleashing” their desire for free expression: free, while rigorous and structured.

EXIT SURVEYS (CAPSTONE SEMINARS ONLY)

Students are asked in senior capstone courses to reflect rigorously on what they have learned in their undergraduate education and offer their evaluations of the strengths and weaknesses of the program.

This year, out of the three sections of spring semester capstone only about 40% of the students filled out the exit survey - most of them from the section taught by Dr. Laura Smith. The lack of response is probably due to the remote mode of teaching, which gave faculty fewer incentives or leverage to ask students to report. The submitted surveys however are still useful to discern the students’ main concerns, suggestions, and aspirations.

In addition, this year’s survey asked students how the sudden change of mode of instruction (due to **COVID-19**) affected them, also asking for their feedback on our system of support during the emergency.

Most remarkably, answering the question “*On a scale of 1 to 10, how prepared did you feel for the work you did in the capstone based on your previous HIST coursework AND why?*” a large majority of the students scored their preparation at “10.” The overall average for that score this year is 9.2. This is an **increment of a full percentage point** compared to the average of the previous five years.

On the general questions addressing how the HIST Department could do to prepare you better or how do you connect HIST with your career plans, the answers this year have been relatively homogenous, probably because of the small sample mostly from one section. These are the most frequently cited issues:

- a) **Career Orientation sessions should be conducted earlier in their student curriculum.** The most striking recurrence is a complaint about the perceived usefulness of a career orientation this late in their student careers. **Almost unanimously students declared that the career portion – added this year as a pilot project in one of our HIST 4893 sections and in the HIST 3973H seminar – was not useful at all**, since most of them had already prepared their job applications, or had conducted interviews (this, more accurately, was stated by the capstone students, whereas the honors students found the career portion of the class marginally more useful to them -please note that members of the HIST3973H are mostly juniors). As one capstone student put it: *“By second semester senior year, most students like myself, already have post graduate plans and had already begun applications and taking other steps. I already had a resume constructed as well as a cover letter and had already been accepted into the MAT program. With all of this, the career planning aspect of the capstone I believe took away valuable class time when we could have been learning more material in our field of study. I understand the benefits of helping students after graduation and I do appreciate the sentiment, however doing it even a semester or two earlier would have been much more effective and helpful because ultimately, I felt like it was a waste of time and do think that other students share that idea.”*
- b) **More help with mechanics needed** (citation styles, rules widely observed in the historical profession) needed earlier in the student careers. A good number of students concurred with the faculty’s own evaluation of this as one of the notable weaknesses.
- c) **Need for a specific prequel to the capstone seminar.** (this year this critique was considerably less frequent than last year).
- d) **Need for a greater variety of courses** (also to allow a more **predictable course sequencing**) – please note this was the top feedback we received last year.
- e) A **limited understanding of career options** outside the teaching profession.

NOTE on “Teaching History/Social Sciences is NOT your only option”

On this last point “e”, it should be noted that, once again, students indicated a career in teaching as their current choice. **The percentage of teachers or aspiring teachers produced by our department is still at about 70%** - with three of them indicating a graduate degree in History in their plans. Second rank came for Law/Law School, as usual; then museum curator; then ministry.

So, this committee is left wondering why we persist in showcasing to perspective students (orientation) our statistics/data with a table showing that just **about 20% of our HIST alumni went into Education careers** (vs. a variety of other employments, including Law, business,

NGOs, Federal agencies, Medical, etc...). **Either our data (provided by our Employer Relations Office) are mistaken; or the majority of our graduating students still have no clue about what job/career they will actually pursue.** Either way, there is something wrong in our career orientation of students; or, at least, we - the professionals – live in a “bubble of contrived pragmatism” that compels us to advertise HIST in too far-fetched ways: sure, some business, federal, think tank employers and others may see an advantage in hiring a HIST graduate. But let’s not kid ourselves: History is still, like other Humanities, the degree of choice for aspiring teachers. **(NOTE: these last remarks are repeated from last year’s assessment – the problem is persisting).**

HIGH MERITS AND ACHIEVEMENTS

The capstone course and the honors theses is typically where the best student work is done, and our department is right in celebrating those accomplishments. **Confirming** past years trends, **more than one third of students earned an “A” in the capstone seminars.** Whether published or not, the capstone papers and honors theses constitute writing samples that students can use in applications and that can help them achieve the kinds of successes in which our department can take pride.

Our research venues: as Prof. Pierce noted with re. to his “America since 1960” seminar, one of its major assets was the availability or plentiful archival resources from Mullins Library’s **Special Collections**, or the oral histories collected by the **Pryor Center**. Our collaboration with both venues (see also “initiatives” below) has been very productive indeed, providing not only research venues but also sponsored **funding and internships** for our grad and undergraduate students.

The portion of magna and summa cum laude theses in History has grown in the past two years. It’s a clear sign that the number of our honors cohorts has not only remained steady, but has also grown in quality of their projects, training, and personal skills.

Most students acknowledged the excellent work of mentorship offered by our faculty as well as our graduate instructors. I should highlight that the most frequently cited names (in answer to question n. 3: “What courses in HIST/types of skills learned in those courses helped you the most in the capstone”) were of our **junior faculty**. This is a good sign that, despite the need most junior faculty have to prioritize their research performance, they also provided excellent mentoring.

The Department is still singled out not only as one that is most accomplished in research, but also as the one department, within Fulbright, with the highest number of teaching and advising awards. These include the campus-wide **2016 Ferritor Award for Teaching Excellence** in the whole department.

On the two added questions referring to the COVID-19 emergency, students have shown a thorough appreciation of our efforts to adapt and to support them. Virtually none of them thought the History Department, or any of its individual faculty members fell short on the quality of

instruction from remote; almost all of them had very kind words in return for the material (our special emergency fund) and spiritual support we provided.

Proposals for Improvement

- A) **Recruit earlier:** Many (most?) students don't declare History as their primary or secondary major until their sophomore or junior years. So, it's hard to build the necessary/ideal "scaffolding." How can we even approach properly, let alone fully implement, an eight semester plan, if we can't work on a learning trajectory over the course of four years within the same discipline – or, at least, similar disciplines?
- B) **Diversity:** our initiatives taken this past year (from participation in monthly celebrations/displays with the Multicultural Center to the proposed co-taught one-credit course for the fall of 2020 highlighting the legacy of inequality in our nation from multiple perspectives) taught us that, like most everyone else, we need to do more. Proposals coming from the Diversity & Inclusion Committee include a **stronger commitment to recruit among African Americans and our growing Latinx communities**. As UGS Director, starting from this academic year, I will appoint two members of my committee to take such recruiting initiatives at our local high schools.
- C) **More research papers should be required in our 4000 level classes** (thus providing the building blocs/necessary training for the capstone seminar). A capstone is supposed to constitute the crowning achievement of their student careers, and yet, as one instructor noted, "they can't make advanced arguments if they don't have experience before this of crafting basic ones [in earlier classes]." So we seem to still have a bit of an issue with the building blocs leading to LO 6.1. Students have concurred in their exit surveys.
- D) **Improve options similar to HIST 1003.** What this department needs is an undergrad research and writing class to teach them to do these more basic aspects of history earlier in their college careers. HIST 1003 University Perspectives-History, a 3 credit hours class, has been successful, but not sufficient in this endeavor.
- E) **Require research topics earlier (addressing the late choice and cramming of research for most capstone students),** perhaps through "library day" sessions designed to explore potential topics and source materials with the instructor and with the assistance of our main reference librarians.
- F) **Methodology before topical arguments:** students should familiarize themselves with the nuts and bolts of methodology in the first weeks of the capstone classes (it is done so in the Honors Methods seminars). This might also help them with the above issue "D" and come up with feasible research topics and appropriate ways to formulate thesis questions earlier than in the post-fall/spring break period.
- G) **Improving Communications skills:** oral presentations OR group discussion should be mandated in every upper level History course; presenting one's work orally to co-

workers, clients, etc. will be a professional requirement for most graduates in any of the career paths they choose.

H) Introducing (for non-honors students only) a one credit-hour methodology course mandated in the second or third year, independently from the capstone seminar. This would be applied only to students who have not taken HIST 1003 (Univ. Perspectives-History), and/or who transfer to HIST as sophomores or juniors. Length of course: five or six weeks of instruction, OR instruction through the semester but just one academic hour per week. The class itself could be structured along lines such as (these are just a few examples):

- one class meeting devotes attention to the mechanics of footnoting
- one class meeting addresses issues of causation and variables
- one class focuses on how to frame a research question
- one class teaches how to interpret secondary sources
- etc.....

I) Writing. We often claim that our majors are trained in research, analytical skills, critical thinking, and excellent proficiency in writing – assets that any employer, and not just the Education profession, will find valuable, and, in some cases, even essential. But how can we have the courage to write letters of recommendation for students who showed to be incapable of even using good prose?

We propose that History faculty dedicate themselves more to critiquing our students writing. Our junior faculty members – we should add – have done a commendable job in **helping students work on their drafts**. We do not suggest faculty to help students re-write drafts lazily written in haste at the last minute. **Enforcement of draft-writing, with examples on how to edit and revise, should be clearly applied in Capstone seminars;** it is strongly encouraged in upper level classes. We cannot demand of faculty to mentor each student in a class of 30+ students, but a clear set of rules on draft writing, with sample and examples, should be applied in each 3000 and 4000 level class in our department.

HOW to alleviate the potential burden of draft-reading for instructors? And HOW to incentivize students to write GOOD drafts?

a) Focus on drafts could favor formative writing/learning processes over variety of assignments; in other words, instead of assigning a number of reviews, a 4000 level class could have each student focus on one theme that she/he carries on throughout the semester, through one or two drafts and final paper – while each student will also demonstrate the variety and scope of his/her knowledge through in class testing (mid-terms and finals);

b) each draft would receive a grade credited toward the final grade for the class, so as to motivate students to write fine drafts;

c) the drafts do not have to be necessarily of a complete paper; I, for one, have assigned “first five pages” drafts of 12 page papers, which was sufficient to provide feedback and guidance to students.

- J) Improve our interdisciplinary reach and scope.** Some progress has been made (as indicated below under “measures and changes undertaken..” And our record of cooperation with the Honors Program and their Honors Humanities Project (H2P) interdisciplinary course sequencing shows that. But we can still make more progress for non-honors students, offering a variety of co-managed courses or course sequencing with departments such as Classical Studies, International Studies, English, Business, etc.

SOME OF THE MEASURES/CHANGES ALREADY UNDERTAKEN BY THE HISTORY DEPARTMENT

Premise: The Decline in HIST majors nationwide

Over the last seven years (2012-2019), HIST has experienced a decline in Majors and Student Semester Credit Hours (SSCH) while the University itself has grown. The decline is much more pronounced in the number of majors (ca. 28%) than in the number of SSCH (ca. 5%). Especially when compared to other departments in the humanities, which have experienced a much greater loss in SSCH, History seems to offer a great service to the General Education curriculum with its introductory classes. Other Fulbright college departments, however, have experienced a notable growth, higher than the growth of overall student population at the UofA over the past six years: most notably, Psychology, Communications, and Biological Sciences.

The decline in HIST has been perhaps the most marked feature across the nation in the past ten years. With the exception of two notable Ivy League programs in History, academic institutions, especially the public ones, have experienced declines comparable or greater than ours. Data and sources discussed by the UGS Committee this past year included the following articles:

<https://www.insidehighered.com/admissions/article/2018/01/08/new-book-argues-most-colleges-are-about-face-significant-decline>

https://www.newyorker.com/news/news-desk/the-decline-of-historical-thinking?utm_brand=tny&utm_social_type=owned&mbid=social_facebook&utm_source=facebook&utm_medium=social&fbclid=IwAR19R4OWqgP9otFD6C0LTDcsJYn8JpTK6zm3NfAJOmm1dykNOe8L-ymvSKM

<https://www.chronicle.com/article/A-Moral-Stain-on-the/246197?key=K9RMtIzWwk9f4WCspEIEExxyOXr5eZz9HhixX8Ln2OqfluyzT1io6850xPH Tm9ubTXoyUW5GdW5nb25NbEo2ak1xQjhnX0JkYi1aanJtSW5oYzBfdTlldzJ3UQ>

https://www.chronicle.com/article/Can-You-Get-Students/247482?cid=wsinglestory_hp_1

https://www.chronicle.com/interactives/20190906-Conley?cid=wcontentgrid_hp_6

This EAB survey, which guided our administrative staff retreat in the fall of 2019:

file:///C:/Users/abrog1/Downloads/EAB_Arkansas_Aug%2019_1slidecolor.pdf

And this initiative from the office of the Chancellor:

<https://news.uark.edu/articles/49935/new-funding-provides-millions-of-new-reasons-to-attend-the-u-of-a>

INITIATIVES 2019-2020

Compared to last year, our initiatives aimed at improving our recruitment, retention, interdisciplinarity, and diversity have been on a decisive upswing. The results of these initiatives will take some time to manifest themselves, and they cannot be assessed in isolation, but in a context that includes even the most recent occurrences in the state of the economy and job market. We remain confident, however, that, within our means, we are taking positive steps to stem the decline in our student population, and perhaps to promote growth as well.

Here are the main initiatives taken by our department, categorized by each issue addressed as such: a) recruitment b) retention c) career development d) improving skills (or learning outcomes) of students e) improving our interdisciplinary outreach.

The following initiatives were taken this past academic year (2019-2020) in addition to the last two years' initiatives which include (please refer to last year's report for details):

2018-19

- a) For Skills and Retention, a Topical History Perspectives (3 credit hrs) course, taught by faculty;
- b) for Retention, increased number of faculty teaching the capstone seminar;
- c) for Recruitment and Retention: large sections of survey courses taught by faculty, with two or three TAs mentored;
- d) For Careers, undergraduate director working with the Employer Relations Office as "Career Champion";
- e) for Careers, aggressive promotion of internships;
- f) for Recruitment, UGS director joined the Arkansas Council for the Social Studies, to help our department stay informed on their initiatives and to promote, through school teachers of social studies, our department and major among high school cohorts
- g) for Recruitment, Retention, and Careers, we finalized our collaboration project, aligning our program with the College of Education and Health Profession and their B.A.T. program;
- h) For Retention and Skills: revised the requirements for HIST majors, making foreign language optional, and replacing those 12 hours of language with an Intercultural Competency requirement comprising a varied list of introductory classes across the disciplines;
- i) For Recruitment, introduced new course, HIST 2093 Animals in History, to be included in the State Core list for Social Studies requirements;

2019-2020

1. **Recruitment and Retention:** The Proposal of a **History Minor online**. With the collaboration of Global Campus. The minor will design a series of "Paths" consisting of curricula fulfilling up to 12 credit hours of upper level classes (our requirement for the minor). The proposed paths are: a) Diversity Path (Race, Gender, etc.) - with good

potential of being linked to the Sociology and Political Science minors b) a Global Studies Path - with good potential of being linked to area studies, Spanish, Communications, Event Management; c) Other suggestions that came up at our meeting at Global Campus were: Leadership Studies Path; Interdisciplinary Studies Path. **Target date for start of the program: Fall of 2021.**

2. **Retention: Un-tethering courses from academic calendar** through the introduction of **eight-week modules**. We launched a “pilot” or “demo” with one 8-week long US II class in the spring 2020 semester, taught by one of our instructors – the program seems particularly adaptable to the needs of our Bridge Students or TAP students. Eventually, splitting the semester into two sessions can be workable for some upper level classes with a popular appeal.
3. **Retention: helping students to maintain their scholarship eligibility**. Related to the above, the pilot course taught this spring by our instructor was connected with the new UARK Student Success program, since it aims at providing an **alternate pathway for students to make degree progress despite having academic setbacks at the beginning of the semester**. This need is especially apparent for those who would otherwise experience graduation delays under a traditional academic calendar. Students facing a “D” or “F” in a course typically either stay in that course to sustain scholarship eligibility or drop the course, leaving them behind in their path towards graduation. **By offering HIST 2013, a general education core curriculum course, in the second-eight week session, students can continue to make degree progress and maintain scholarship eligibility** without either damaging their GPAs or extending their time to graduation. **HIST 2013 was the only general education core curriculum course offered in an eight-week session in the 2019-20 academic year.**
4. **Recruitment, Skills, Interdisciplinarity**: this past year we proposed a number of new 1000-level courses designed to attract students who normally would not take HIST courses. The courses will be designed by HIST faculty to appeal to a broad non-honors undergraduate audience, especially those in other colleges. We have already received approval for two courses - **History of Football** (taught by Prof. Cleveland) and **History of Beer** (taught by Prof. Brubaker) – which will start in Spring 2020 (History of Beer) and Fall 2020 (History of Football). To these two new courses, faculty has been invited to propose other topical introductory courses of wide appeal that would include (interdisciplinary) **issues of Gender, Technology, Environment**, and to be inaugurated in 2022 – after the two year cycle/experimentation with HIST of Football and HIST of Beer. A course proposed by Professor Michael Pierce on **Business History** has been approved by our faculty. To incentivize instructors to develop these new courses and curricula, the department is offering \$4,000 in research incentive funds for each proposed course. The main purpose should be clear: it is our intention to engage more students and convert them into history minors or majors as these courses would count towards both; improve the education of our potential majors/minors through courses that, while topically focused, still provide the set of skills that will work well as introduction to the craftsmanship of History; **increase our SSCH distribution;**

through the online sections, attract more non-traditional students, and obtain more **funding opportunities for HIST from Global Campus, which in turn will benefit faculty's research funding.**

5. **Careers:** In collaboration with the Fulbright Office of Employer Relations, our Department has launched a series of **instructional modules for Career Development to be incorporated in our Honors Methods and History Capstone seminars.** The purpose of dedicating portions of the capstone and honors methods seminars to career development is to help students – through the incentive of credited assignments - to think about their history degree in a larger context, better understanding the skills they learned, and marketing them to potential employers. The assignments include job resumes, personal statements for graduate school, and LinkedIn profiles as deliverables planned for their job applications. The Career Development modules were piloted in the fall of 2019, and will continue to constitute one of the main features in our capstone and honors methods seminars.
6. **Recruitment, Retention, Diversity, and Careers:** In the summer of 2019, the HIST Dept started its collaboration with the Accelerate Student Achievement Program (ASAP) to **create a specially designed course for ASAP students to support their transition into college.** All ASAP Scholars earn the opportunity to complete three courses during a summer session before their freshman year. The Program is designed to help first-generation and Pell-eligible students from the Arkansas Delta accelerate academic success, college completion, and career readiness. The program is now planning its expansion.
7. **Retention and Recruitment:** In the fall of 2019, the department **partnered with the 360 Advising Program and Office of Student Success** to create a **combined student learning community.** Twenty-five students simultaneously enrolled in a specially designed U.S. History course and a University Perspectives course taught by a veteran instructor. The program will continue in fall 2020.
8. **Recruitment and Diversity:** As UGS Director, I participated, coupled with area specialists from our department, in **each month's First Friday events** organized by the Center for Multicultural and Diversity Education at the **Multicultural Center** of the UARK Union. First Friday celebrates each History months. Our department's presence has been notable starting from this past October celebrating LGBTQ month (deferred from June to October). With this initiative we aim at promoting further diversity within our department.
9. **Recruitment and Diversity:** A return of our Department's involvement with the **District History Day event (with five of our faculty members attending the event this past March)** and planning organization (currently managed by NWACC). The main purpose is for our department (and flagship institution) to become a primary sponsor of the event and provide faculty judges to it as well as solicit faculty for involvement in some teacher-in-service workshops. Recruitment can be achieved through contact with students as well as teachers. Providing contact and hospitality to

teachers in particular may prove useful to recruiting. The teachers will eventually become our main communication venue to promising students who however may not have much knowledge of the potentials of history major.

10. **Recruitment through scholarships:** our recruitment efforts have expanded also thanks to the addition of scholarships opportunities. In conjunction with the above plan to connect with History Day, we also will offer (from next year) a scholarship to the student who wins the district competition; the Glenn Newkirk award (begun last year) is also an addition to our already remarkable list of awards to students based on merit.
11. **Recruitment:** On the occasion of the **100th Anniversary of the History Honors Society Phi Alpha Theta**, founded at the University of Arkansas campus of Fayetteville, our department has begun, in cooperation with the Fulbright Honors Program, to organize an interregional undergraduate conference to take place on the centennial date in the spring of 2021.
12. **Recruitment, Interdisciplinarity:** launching of **one-credit online course titled “COVID-19 and the History of Pandemics”** as joint endeavor of eight faculty members, taught during the first eight weeks of fall 2020. The course is taught through a topical approach, looking at previous pandemics and then showing how the historical context of those pandemics can be used to interpret and make recommendations for COVID. The course will further assist our interdisciplinary outreach with students involved in pre-med, pre-law, area studies.
13. **Recruitment and Diversity:** the UGSC contributed to the discussion that led to the **Diversity & Inclusion Committee’s Ten Year Plan of Action** presented for approval by all faculty this past fall. The plan’s aim is to have our Department aim **exceed diversity benchmarks** for the state of Arkansas and peer universities nationally.
14. **Recruitment and Diversity:** The Department, in conjunction with the Diversity & Inclusion Committee is planning a co-taught **one-credit course** for the fall of 2020 highlighting the **legacy of inequality** in our nation from multiple perspectives.
15. **Recruitment and Diversity:** The History Department has sponsored the “Attracting Intelligent Minds” (AIM) Conference from the Graduate School in the fall of 2019. This conference attracts prospective graduate students from underrepresented groups.
16. **Retention:** Six of our instructors working through the summer to cement a **partnership between the Department of History and the Library’s OER Team**. OER is “Free and openly licensed educational materials that can be used for teaching, learning, research, and other purposes.” This will help **further reduce textbook costs** in these required introductory courses and ensure access to all undergraduate students to our courses. The partnership is jointly funded by the Department of History and the

University Libraries. It is estimated that OER will save students close to \$50,000 in textbooks costs over the academic year 2020-2021.

17. **Recruitment and Retention:** The Department of History has developed a **partnership with the Pryor Center for Arkansas Oral and Visual History**, giving four grants (\$1500 each) to support HIST activities in the classroom to further the use of the Pryor Center's vast collections, engaging students with these materials through specific assignments in a course next academic year. Four of our instructors are involved in this endeavor.

18. **Retention:** Correspondence with students. As UGS Director, I have made it customary to communicate to students each and every event sponsored by or connected with our department. My email blasts to our listservers for HIST majors and minors have become famous (or notorious). It was, after all, by request of the students themselves, when we had our Program Review in 2017: the need to stay informed. I have noticed a slight increase of student participation in these events (including career-related events). Perhaps the comments by some students about "not reading emails" are a bit misleading. We have, in any case, to take into account the reluctance of students to read extensive emails. – and fliers should be posted well in advance of events or class offerings.

Statement from our promotion material of our Department

At the University of Arkansas, the flagship land-grant institution of Arkansas, the History Department ranks among the ten top programs. Like the other top programs at the UofA, it has drawn students from the surrounding states as well, and beyond, including some international students worldwide. With a 32 full-time faculty specialized in most time periods and geographic areas, it is known for its high quality of teaching (being the recipient of numerous prizes, including, in 2018, a campus wide award for Excellence in Teaching), and for its prolific scholarship, with over 60 books published in the past ten years, a record that includes two Pulitzer prize finalists.

Under the generous guidance of these scholars, students can explore traditional and new areas of study, from Colonial America to LGBTQ+, from Ancient Greece to Modern China, from International Relations to Environmental History. Through numerous agreements with overseas institutions, and an interdisciplinary university-owned campus in Rome, Italy, students have the option of affordably spending time studying abroad, whether for two weeks or a whole semester.

Thanks to its strong partnership with all the Social Sciences, Humanities, and the College of Education, the History Department prides itself in its interdisciplinary approach to its craft. Its professional training has proven very strong, preparing students for careers in education, government, law, media and communication, social services, business, and nonprofits. Besides producing a few national leaders in political, military, and business areas, we also count as proud products of our department bankers, lawyers, medical doctors, librarians, teachers, journalists, museum directors, poets, park rangers, software entrepreneurs, helicopter pilots.

Finally, with 40 Ph. D. students, the Department's graduate program has for a long time been among the nation's most successful in placing its candidates in academic jobs. You can check about our department on our website ([link here](#)) and facebook page ([link here](#)).

CONCLUSION

Our students continue to have adequate training throughout their History coursework, especially at their upper level, but further steps need to be taken to improve the students' skills set in all aspects involving research, analysis, written and oral expression. The department is also taking steps to further improve course offerings and the research components in them (this paragraph is a repeat from last years assessments).

A comparison between our Capstone and Honors Methods seminars – conducted for the first time this year – provides a more accurate index than one just based on capstone courses of how we are meeting our learning outcomes. It also shows that our mentoring has been one of the most rigorous and productive in Fulbright College.

Career mentoring has been one of the most notable improvements, thanks to our cooperation with the Employer Relations Office.

Recruitment is already experiencing a marginal growth, in part thanks to our renewed involvement with initiatives such as History Day, the Multicultural Center, Involvement in the ASAP program. It remains to be seen how the introduction of a HIST Minor Online and of Intro courses as the one launched this coming fall – HIST of Football – are going to affect our numbers.

Recruitment is also benefitting from our interdisciplinary collaboration with the College of Education and Health Professions, in their new B.A.T. curriculum, remains our potentially most productive way to contribute to our growth and to the professional orientation of our undergraduates.

Our cooperation with the Office of Student Success remains strong, as we have often piloted some of their initiatives associated with curriculum design, assessment, online teaching, financial aid opportunities.

Our mentoring is made strong not only by our faculty, but by our graduate instructors and assistants as well. Students often have no clue of who is who, and they give enviable evaluations of our doctoral candidates. Their teaching record is stellar. Overall the mentorship record of our department brings the recent testimony of the Campus wide Daniel E. Ferritor Award for Departmental Excellence in Teaching.

And, of course, our research record remains one of the most accomplished ones in Fulbright College and campus-wide, often placing us on the national and international spotlights.

APPENDIX 1

University of Arkansas History Department

Graduation Survey (Undergraduates)

[to be administered in required capstone course, HIST 4893]

Name _____

Expected graduation date _____

Questions on your experience as a major in History:

1. What surprised you the most about what skills you needed in order to complete the capstone?

2. On a scale of 1 to 10, how prepared did you feel for the work you did in the capstone based on your previous HIST coursework AND why?

3. What courses in HIST/types of skills learned in those courses helped you the most in the capstone?

4. What could the HIST department do to help you over the course of your academic career to help prepare you for the capstone better?

5. What suggestions would you make for the future of the History degree program?

6. Other comments on strengths and weaknesses of the History degree program.

7. Do you feel like the history major has prepared you for your intended career? Why or why not?

8. What are your short-term plans (next 2 years)?

9. What are your longer-term plans?

10. Contact address/e-mail after graduation

11: The year 2020 has had a very unusual metamorphosis, to say the least. As you have faced difficult circumstances, can you briefly tell us in what ways you have felt the History department assisted you academically or in other ways?

12. In the transition from person-to-person to remote that the current pandemic has forced on us, do you think your History courses (not just the capstone) made an adequate adjustment? Please let us know if you have any suggestions on how to improve your online academic experience with History.

APPENDIX 2

HISTORY PLAN FOR GENERAL EDUCATION AND CORE CURRICULUM ASSESSMENT

LEARNING OUTCOMES, INDICATORS, AND ASSESSMENT METHODS

HIST 1113 General Education Assessment Plan			
LEARNING OUTCOME 3.2			
Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 3.2: Upon reaching this goal, students will be able to articulate a minimum of three vital concepts of aesthetic, humane, and ethical sensibilities embodied in the humanities.</p> <p><u>Must meet at least three learning indicators</u></p>	identify fundamental concepts, structures, themes, and principles of the discipline being introduced	The course introduces the main world civilizations in a broad global context. Students will learn the basics of humanistic inquiry and historical methodology.	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme
	analyze texts and other created artifacts using theories and methods of the discipline	N/A	N/A
	produce a reasonable short essay about the material introduced in the course	Students are introduced on how to interpret, connect, and contextualize primary sources	Interpretation of one or multiple primary or secondary sources via short essay.
	interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts	HIST 1123 examines multiple interpretations and contexts, giving students an introduction to historical methods and their broad spectrum of analysis and critical thinking.	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme
	draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities	By showing the historical connections among world civilizations, the course helps students to properly highlight and contextualize global trends in politics, economics, religion, race, and sexual identities.	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme

HIST 1113 General Education Assessment Plan
LEARNING OUTCOME 3.3

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 3.3 Upon reaching this goal, students will be able to articulate and use the basic principles of human interactions—of individuals, groups, and institutions—in a variety of contexts.</p> <p><u>Must meet at least three learning indicators</u></p>	articulate the key concepts, principles, and overarching themes to a social science discipline	N/A	N/A
	apply social scientific reasoning and techniques	N/A	N/A
	analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions	HIST 1113 introduces students to the application of social theories, using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative	Class or take home essay tests and/or combination of identification questions
	apply critical thinking and use scientific reasoning to evaluate claims about the social world	Students use scientific reasoning to understand what is general in the unique facts of history, acquiring an interpretive stance on the development of political, economic, cultural, and ethnic history of early civilizations to the dawn of the modern era, within a global context	Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students are expected to develop an ability to interweave primary and secondary sources
	integrate and use evidence-based theories to explain various types of human interaction through written and oral communication	Idem	Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.

HIST 1113 General Education Assessment Plan
LEARNING OUTCOME 4.1

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 4.1: Upon reaching this goal, students will have developed knowledge and abilities aimed at interacting appropriately within intercultural contexts and engaging with complex global systems and issues.</p> <p><u>Must meet at least three learning indicators</u></p>	examine and interpret an intercultural experience from both one's own and another's worldview	HIST 1113 examines a long span of history, including cultural, political, and social aspects that informed early and medieval civilizations until the 1500. In so doing, the course helps students comprehend and promote notions of diversity and inclusion	Class or take home essay tests and/or combination of identification questions
	articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices	By both contextualizing those experiences in a global context and explaining their diverse political interpretations, the course trains students to comprehend and promote notions of diversity and inclusion	Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.
	identify and participate in cultural differences in verbal and nonverbal communication	N/A	N/A
	identify and analyze significant global challenges and opportunities in the human and natural world.	Problem-solving becomes an integral part of the analytical skills acquired through the course. By learning to articulate the similarities and differences over time and across space, students will learn how to apply this critical as well as empathetic thinking to multiple contexts not just limited to historical sources	Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students are expected to develop an ability to interweave primary and secondary sources
	identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.	In developing these research and analytical skills, students will find them applicable to the exploration of the historical record as well as to other professional endeavors	Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.

HIST 1123 General Education Assessment Plan
LEARNING OUTCOME 3.2

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 3.2: Upon reaching this goal, students will be able to articulate a minimum of three vital concepts of aesthetic, humane, and ethical sensibilities embodied in the humanities.</p> <p><u>Must meet at least three learning indicators</u></p>	identify fundamental concepts, structures, themes, and principles of the discipline being introduced	HIST 1123 introduces the main world civilizations in a broad global context of the modern era since 1500. Focus on cultural histories of different societies, including analysis of politics, economics, religion, race, and gender. Students are introduced to historical methodology through the analysis of primary and secondary sources	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme
	analyze texts and other created artifacts using theories and methods of the discipline	N/A	N/A
	produce a reasonable short essay about the material introduced in the course	Students are taught how to interpret, connect, and contextualize primary sources	Interpretation of one or multiple primary or secondary sources via short essay.
	interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts	HIST 1123 examines multiple interpretations and contexts, giving students an introduction to historical methods and their broad spectrum of analysis and critical thinking.	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme
	draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities	By showing the historical connections among world civilizations, the course helps students to properly highlight and contextualize global trends in politics, economics, religion, race, and sexual identities	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme

HIST 1123 General Education Assessment Plan
LEARNING OUTCOME 3.3

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 3.3 Upon reaching this goal, students will be able to articulate and use the basic principles of human interactions—of individuals, groups, and institutions—in a variety of contexts.</p> <p><u>Must meet at least three learning indicators</u></p>	articulate the key concepts, principles, and overarching themes to a social science discipline	N/A	N/A
	apply social scientific reasoning and techniques	N/A	N/A
	analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions	HIST 1123 introduces students to the application of social theories, using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative	Class or take home essay tests and/or combination of identification questions
	apply critical thinking and use scientific reasoning to evaluate claims about the social world	Students use scientific reasoning to understand what is general in the unique facts of history, acquiring an interpretive stance on the development of political, economic, cultural, and ethnic history of civilizations since 1500, in a global context	Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students are expected to develop an ability to interweave primary and secondary sources
	integrate and use evidence-based theories to explain various types of human interaction through written and oral communication	Idem	Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.

HIST 1123 General Education Assessment Plan
LEARNING OUTCOME 4.1

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 4.1: Upon reaching this goal, students will have developed knowledge and abilities aimed at interacting appropriately within intercultural contexts and engaging with complex global systems and issues.</p> <p><u>Must meet at least three learning indicators</u></p>	<p>examine and interpret an intercultural experience from both one's own and another's worldview</p>	<p>HIST 1123 delivers content and analysis on the major political, social, cultural, and international developments of the main world civilizations since 1500. In so doing, the course helps students comprehend and promote notions of diversity and inclusion</p>	<p>Class or take home essay tests and/or combination of identification questions</p>
	<p>articulate the essential tenets of a cultural worldview other than one's own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices</p>	<p>By both contextualizing those experiences in a global context and explaining their diverse political interpretations, the course trains students to comprehend and promote notions of diversity and inclusion</p>	<p>Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.</p>
	<p>identify and participate in cultural differences in verbal and nonverbal communication</p>	<p>N/A</p>	<p>N/A</p>
	<p>identify and analyze significant global challenges and opportunities in the human and natural world.</p>	<p>Problem-solving becomes an integral part of the analytical skills acquired through the course. By learning to articulate the similarities and differences over time and across space, students will learn how to apply this critical as well as empathetic thinking to multiple contexts not just limited to historical sources</p>	<p>Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students are expected to develop an ability to interweave primary and secondary sources</p>
	<p>identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.</p>	<p>In developing these research and analytical skills, students will find them applicable to the exploration of the historical record as well as to other professional endeavors</p>	<p>Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.</p>

HIST 2003 General Education Assessment Plan
LEARNING OUTCOME 3.2

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 3.2: Upon reaching this goal, students will be able to articulate a minimum of three vital concepts of aesthetic, humane, and ethical sensibilities embodied in the humanities.</p> <p><u>Must meet at least three learning indicators</u></p>	identify fundamental concepts, structures, themes, and principles of the discipline being introduced	HIST 2003 introduces US History, from the Colonial era to Reconstruction. The evidence and analysis will be geared to demonstrating the social, political, and constitutional evolution of the United States in the broad global context. Students are introduced to historical methodology through the analysis of primary and secondary sources	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme
	analyze texts and other created artifacts using theories and methods of the discipline	N/A	N/A
	produce a reasonable short essay about the material introduced in the course	Students are taught how to interpret, connect, and contextualize primary sources	Interpretation of one or multiple primary or secondary sources via short essay.
	interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts	HIST 2003 examines multiple interpretations and contexts, giving students an introduction to historical methods and their broad spectrum of analysis and critical thinking.	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme
	draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities	By casting a broad analysis of various aspects of US society, students learn also how to properly highlight/ contextualize elements of politics, economics, religion, race, and gender	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme

HIST 2003 General Education Assessment Plan
LEARNING OUTCOME 3.3

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 3.3 Upon reaching this goal, students will be able to articulate and use the basic principles of human interactions—of individuals, groups, and institutions—in a variety of contexts.</p> <p><u>Must meet at least three learning indicators</u></p>	articulate the key concepts, principles, and overarching themes to a social science discipline	N/A	N/A
	apply social scientific reasoning and techniques	N/A	N/A
	analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions	HIST 2003 introduces students to the application of social theories, using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative	Class or take home essay tests and/or combination of identification questions
	apply critical thinking and use scientific reasoning to evaluate claims about the social world	Students use scientific reasoning to understand what is general in the unique facts of history, acquiring an interpretive stance on the development of political, economic, and cultural relations in the American experience, within a global context	Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students are expected to develop an ability to interweave primary and secondary sources
	integrate and use evidence-based theories to explain various types of human interaction through written and oral communication	Idem	Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.

HIST 2003 General Education Assessment Plan
LEARNING OUTCOME 4.2

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 4.2: Upon reaching this goal, students will have developed familiarity with concepts of diversity in the United States.</p> <p><u>Must meet at least three learning indicators</u></p>	<p>identify and describe examples of historical and present day issues related to diversity and inclusion in the United States</p>	<p>HIST 2003 delivers content and analysis on the major political, social, cultural developments up to the end of the Reconstruction Era. By examining the tension between consensus and conflict, students learn to comprehend and articulate the historical trends leading to diversity and inclusion</p>	<p>Through a set of critical written assignments, consisting of primary and secondary sources analyses, mid-term and final exams which will have a combination of identification questions and/or multiple choice questions essay test, students demonstrate an ability to comprehend and articulate the trends of consensus or conflict during the ages of revolution, continental expansion, secession, and consolidation of the United States.</p>
	<p>explain the historical and/or contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, and their roles in fostering discrimination and inequalities in the United States, whether cultural, legal, political, or social.</p>	<p>By both contextualizing those experiences in a global context and explaining their diverse political interpretations, the course trains students to comprehend and promote notions of diversity and inclusion</p>	<p>Class essay tests and/or take home analytical essays examining especially primary documents.</p>
	<p>describe the advantages of inclusion by identifying and analyzing notions of inclusivity and pathways for cultivating inclusion at all levels of society, whether cultural, legal, political, or social</p>	<p>Adopting a multidisciplinary approach, HIST 2003 trains students to address issues of social inequality from all angles, providing them with tools to exercise awareness, empathy, and analytical skills to understand fully the historical record and to utilize in other professional endeavors as well.</p>	<p>Class essay tests and/or take home analytical essays examining primary and/or secondary sources. The oral assignments may include role playing in which students, by way of impersonation, will enhance their empathic understanding of the past and its relevance to the present.</p>
	<p>analyze the historical and/or contemporary development of group agency and assess its role in addressing discrimination and inequalities in the United States.</p>	<p>By learning to articulate the similarities and differences over time and across space, students will learn how to apply this critical as well as empathetic thinking to multiple contexts not just limited to historical sources</p>	<p>Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students will be evaluated based on their ability to make a coherent argument, displaying critical thinking, and supporting each point with evidence. The evidence and analysis will be mainly geared to demonstrating the constitutional evolution of the United States in the broad global context.</p>
	<p>demonstrate problem-solving and change management skills for achieving social equity</p>	<p>N/A</p>	<p>N/A</p>

HIST 2013 General Education Assessment Plan
LEARNING OUTCOME 3.2

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 3.2: Upon reaching this goal, students will be able to articulate a minimum of three vital concepts of aesthetic, humane, and ethical sensibilities embodied in the humanities.</p> <p><u>Must meet at least three learning indicators</u></p>	identify fundamental concepts, structures, themes, and principles of the discipline being introduced	HIST 2013 introduces US History since post-Civil War Reconstruction in a broad global context. Lectures focus on the various aspects of US society, including analysis of politics, economics, religion, race, and gender. Students are introduced to historical methodology through the analysis of primary and secondary sources	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme
	analyze texts and other created artifacts using theories and methods of the discipline	N/A	N/A
	produce a reasonable short essay about the material introduced in the course	Students are taught how to interpret, connect, and contextualize primary sources	Interpretation of one or multiple primary or secondary sources via short essay.
	interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts	HIST 2013 examines multiple interpretations and contexts, giving students an introduction to historical methods and their broad spectrum of analysis and critical thinking.	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme
	draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities	By casting a broad analysis of various aspects of US society, students learn also how to properly highlight and contextualize elements of politics, economics, religion, race, and gender	Class essay tests and/or take home analytical essays examining primary and secondary documents, and contextualizing them in the broad outlines of the main secondary sources on a given theme

HIST 2013 General Education Assessment Plan
LEARNING OUTCOME 3.3

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 3.3 Upon reaching this goal, students will be able to articulate and use the basic principles of human interactions—of individuals, groups, and institutions—in a variety of contexts.</p> <p><u>Must meet at least three learning indicators</u></p>	articulate the key concepts, principles, and overarching themes to a social science discipline	N/A	N/A
	apply social scientific reasoning and techniques	N/A	N/A
	analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions	HIST 2013 introduces students to the application of social theories, using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative	Class or take home essay tests and/or combination of identification questions
	apply critical thinking and use scientific reasoning to evaluate claims about the social world	Students use scientific reasoning to understand what is general in the unique facts of history, acquiring an interpretive stance on the development of political, economic, and cultural relations in the American experience, within a global context	Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students are expected to develop an ability to interweave primary and secondary sources
	integrate and use evidence-based theories to explain various types of human interaction through written and oral communication	Idem	Class essay tests and/or take home analytical essays examining especially primary documents. Class or online discussion.

HIST 2013 General Education Assessment Plan
LEARNING OUTCOME 4.2

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 4.2: Upon reaching this goal, students will have developed familiarity with concepts of diversity in the United States.</p> <p><u>Must meet at least three learning indicators</u></p>	<p>identify and describe examples of historical and present day issues related to diversity and inclusion in the United States</p>	<p>HIST 2013 delivers content and analysis on the major political, social, cultural developments from the end of the Reconstruction Era to the Present. By examining the tension between consensus and conflict, students learn to comprehend and articulate the historical trends leading to diversity and inclusion</p>	<p>Through a set of critical written assignments, consisting of primary and secondary sources analyses, mid-term and final exams which will have a combination of identification questions and/or multiple choice questions essay test, students demonstrate an ability to comprehend and articulate the trends of consensus or conflict, placing contemporary trends in the recent historical perspective of the U.S. within a global context.</p>
	<p>explain the historical and/or contemporary construction of difference through analysis of power structures, privilege, and explicit or implicit prejudice, and their roles in fostering discrimination and inequalities in the United States, whether cultural, legal, political, or social.</p>	<p>By both contextualizing those experiences in a global context and explaining their diverse political interpretations, the course trains students to comprehend and promote notions of diversity and inclusion</p>	<p>Class essay tests and/or take home analytical essays examining especially primary documents.</p>
	<p>describe the advantages of inclusion by identifying and analyzing notions of inclusivity and pathways for cultivating inclusion at all levels of society, whether cultural, legal, political, or social</p>	<p>Adopting a multidisciplinary approach, HIST 2013 trains students to address issues of social inequality from all angles, providing them with tools to exercise awareness, empathy, and analytical skills to understand fully the historical record and to utilize in other professional endeavors as well.</p>	<p>Class essay tests and/or take home analytical essays examining primary and/or secondary sources. The oral assignments may include role playing in which students, by way of impersonation, will enhance their empathic understanding of the past and its relevance to the present.</p>
	<p>analyze the historical and/or contemporary development of group agency and assess its role in addressing discrimination and inequalities in the United States.</p>	<p>By learning to articulate the similarities and differences over time and across space, students will learn how to apply this critical as well as empathetic thinking to multiple contexts not just limited to historical sources</p>	<p>Class essay tests and/or take home analytical essays examining primary and/or secondary sources. Students will be evaluated based on their ability to make a coherent argument, displaying critical thinking, and supporting each point with evidence. The evidence and analysis will be mainly geared to demonstrating the constitutional evolution of the United States in the broad global context.</p>
	<p>demonstrate problem-solving and change management skills for achieving social equity</p>	<p>N/A</p>	<p>N/A</p>

HIST 4893 General Education Assessment Plan
LEARNING OUTCOME 1.2

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 1.2: Upon reaching this goal, students will be able to communicate with a variety of audiences not only in writing but also by speaking and using a range of electronic and digital modes.</p> <p><u>Must meet all five learning indicators</u></p>	<p>engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise</p>	<p>Through either the training for paper presentations or the career development modules, HIST 4893 hones the students' written and rhetorical proficiency in addressing a variety of audiences, whether they consist of academic mentors, peers, or various professional venues</p>	<p>Instructors can select one of, or a combination of two or all the following assessment tools:</p> <ul style="list-style-type: none"> - Evaluation of oral presentation - Evaluation of career packets - Evaluation of multi-media presentation
	<p>complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work</p>	<p>Through a combination of either final paper drafts, or separate book reviews, or bibliographical and other research tools, students learn how organize a coherent sequence of multi-media presentations.</p>	<p>HIST 4893 will assess the outcome through at least three of the following: 1) written research question and discussion of the same; 2) primary source presentation 3) single book review; 4) annotated bibliography and discussion; 5) crafting of a finely written paragraph in optional style - literary prose, poetry, scholarly, analytical, scientific - subject to peer critique; 6) rough draft of paper for peer critique; 7) final draft of research or historiographical paper for mock defense.</p>
	<p>integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose</p>	<p>HIST 4893 includes class sections dedicated to career development, in which students can diversify their multi-modal communication and target audience, tailored to their selected career possibilities. Providing them with the tools to craft both an online profile and prepare for job applications and interviews, the class aims at improving their career planning</p> <p>In alternative to the career development modules, Honors methods may also provide alternative modes of presentations, tailoring them to a variety of audiences</p>	<p>Career Development modules include at least three of the following. One or more can be used for assessment purposes.</p> <ul style="list-style-type: none"> - personal summary statement - cover letter - resume (in two versions: one for academic jobs, and one for other job venues) - an online profile <p>In alternative to the career development assignments, an assessment may also be conducted via the evaluation of one of the following:</p> <ul style="list-style-type: none"> - Oral presentation - Powerpoint presentation - Audio-visual material
	<p>incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness</p>	<p>As the exercises prepare students for their paper presentations, the pedagogical method offers them to prepare a mock defense with their peer, receiving their critique as well as guidance and evaluation from the instructor</p>	<p>Assessment can be conducted via one of the following:</p> <ul style="list-style-type: none"> - Evaluation of second draft - Evaluation of second oral presentation - Evaluation of peer editing proficiency
	<p>incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations</p>	<p>Capstone seminars assist student master the mechanics of historical data and source citations, whether primary or secondary, in print or online.</p>	<p>Assessment of the mechanics of citation through either bibliographical essay or through evaluation of the student's proficiency in citation styles in one of their papers.</p>

HIST 4893 General Education Assessment Plan
LEARNING OUTCOME 5.1

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 5.1: Upon reaching this goal, students will be able to demonstrate essential principles of critical thinking and ethical reasoning and apply them to the evaluation and construction of rational and moral arguments.</p> <p><u>Must meet at least three learning indicators</u></p>	identify and describe key concepts and principles related to critical thinking	Students hone their understanding of and skills in historical methodology through the analysis of primary and secondary sources that involve an array of interpretations that stimulate both their critical and their ethical thinking	A test, consisting of a book review, or a primary source analysis, or the discussion of a historical methods text will measure the student's proficiency in critical thinking
	explain and contrast competing ethical theories, each of which articulates at least one principle for ethical decision-making	N/A	N/A
	use recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing	Using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative, students apply scientific reasoning and ethical consideration to understand what is general in the unique facts of history, and what is unique in the moral contextualization of individual or collective behavior at a given time in history, thus acquiring an interpretive stance on the development of political, economic, cultural, and ethnic history, with their moral and rational implications	The Assessment can be conducted through the evaluation of one of the following: <ul style="list-style-type: none"> - Student's research questions assignment - Comparison of two or more primary sources - Comparison of two secondary accounts - Role-playing through enactment of historical events - Oral arguments on the pros or cons of certain historical choices involving ethical questions - Online forum peer discussion
	describe key fallacies and identify them in context	In examining past historical interpretations of the same events in history, students are trained in understanding the difference between evolving views of rational and ethical developments in history and actual fallacies of interpretation or methods of analysis. Learning how the craft of historical analysis has evolved also reveals the socio-political context that nurtured both the merits and the fallacies of each given times	Possible assessment methods include the evaluation of at least one of the following: <ul style="list-style-type: none"> - Comparative reviews - Historiographical paper - Bibliographical essay - Analysis of a sample of historical artifact or interpretation from relatively distant past - Multiple choice quiz - Role-playing through enactment of historical events - Oral arguments on the pros or cons of certain historical choices involving ethical questions - Online forum peer discussion
	demonstrate the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing	N/A	N/A

HIST 4893 General Education Assessment Plan
LEARNING OUTCOME 6.1

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 6.1: Upon reaching this goal, students will be able to reflect upon and explain how they use the skills and abilities embodied in Goals 1 through 5 in completing an integrative project in their major during their junior or senior year</p> <p>A) produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images</p> <p>B) explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least THREE of the following sets of skills and abilities:</p> <p><u>Must meet at least three learning indicators</u></p>	<p>Written, oral, and/or multimodal communication abilities</p>	<p>The course is designed to assist students in producing a major paper based on primary and secondary sources, including methods of inquiry drawn from social sciences in LO 3.3, applying critical thinking and scientific reasoning to explain various types of human interaction through written (paper) and oral communication (presentation of the paper's findings and thesis).</p>	<p>The personal statement that demonstrates how the student acquired the learning outcome will consist of, by choice of the instructor,</p> <ul style="list-style-type: none"> - either a separate document describing it in the form of an exit survey/questionnaire - or a document merging at least two previous assignments (e.g. research questions document; annotated bibliography document; reviews; draft of paper and/or personal statement prepared for career planning)
	<p>Quantitative literacy</p>	<p>N/A</p>	<p>N/A</p>
	<p>Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major</p>	<p>The course is designed to assist students in producing a major paper based on primary and secondary sources, including methods of inquiry drawn from social sciences in LO 3.3, applying critical thinking and scientific reasoning to explain various types of human interaction through written (paper) and oral communication (presentation of the paper's findings and thesis).</p>	<p>The personal statement that demonstrates how the student acquired the learning outcome will consist of, by choice of the instructor,</p> <ul style="list-style-type: none"> - either a separate document describing it in the form of an exit survey/questionnaire - or a document merging at least two previous assignments (e.g. research questions document; annotated bibliography document; reviews; draft of paper and/or personal statement prepared for career planning)
	<p>Diversity awareness and/or intercultural competency</p>	<p>Idem</p>	<p>The personal statement that demonstrates how the student acquired the learning outcome will consist of, by choice of the instructor,</p> <ul style="list-style-type: none"> - either a separate document describing it in the form of an exit survey/questionnaire - or a document merging at least two previous assignments (e.g. research questions document; annotated bibliography document; reviews; draft of paper and/or personal statement prepared for career planning)
	<p>Critical thinking and/or ethical reasoning</p>	<p>Idem</p>	<p>The personal statement that demonstrates how the student acquired the learning outcome will consist of, by choice of the instructor,</p> <ul style="list-style-type: none"> - either a separate document describing it in the form of an exit survey/questionnaire - or a document merging at least two previous assignments (e.g. research questions document; annotated bibliography document; reviews; draft of paper and/or personal statement prepared for career planning)

HIST 3973H General Education Assessment Plan
LEARNING OUTCOME 1.2

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 1.2: Upon reaching this goal, students will be able to communicate with a variety of audiences not only in writing but also by speaking and using a range of electronic and digital modes.</p> <p><u>Must meet all five learning indicators</u></p>	<p>engage primarily in learning how to generate written, spoken, or multi-media presentations, receiving explicit instruction in how to analyze audiences and rhetorical situations, how to follow the example of model presentations, and how to revise</p>	<p>Through either the training for paper presentations or the career development modules, HIST 3973H hones the students' written and rhetorical proficiency in addressing a variety of audiences, whether they consist of academic mentors, peers, or various professional venues</p>	<p>Instructors can select one of, or a combination of two or all the following assessment tools:</p> <ul style="list-style-type: none"> - Evaluation of oral presentation - Evaluation of career packets - Evaluation of multi-media presentation
	<p>complete at least 12 pages of prose collected in at least three assignments or at least three oral or multi-media presentations that last a total of at least 20 minutes or some combination of written, oral, or multi-media presentations that constitute a commensurate amount of student work</p>	<p>Through a combination of either final paper drafts, or separate book reviews, or bibliographical and other research tools, students learn how to organize a coherent sequence of multi-media presentations.</p>	<p>HIST 4893 will assess the outcome through at least three of the following: 1) written research question and discussion of the same; 2) primary source presentation 3) single book review; 4) annotated bibliography and discussion; 5) crafting of a finely written paragraph in optional style - literary prose, poetry, scholarly, analytical, scientific - subject to peer critique; 6) rough draft of paper for peer critique; 7) final draft of research or historiographical paper for mock defense.</p>
	<p>integrate effective content to be presented in a written, oral, or multi-media presentation that is appropriate to a specific context, audience, and purpose</p>	<p>Honors methods includes class sections dedicated to career development, in which students can diversify their multi-modal communication and target audience, tailored to their selected career possibilities. Providing them with the tools to craft both an online profile and prepare for job applications and interviews, the class aims at improving their career planning</p> <p>In alternative to the career development modules, Honors methods may also provide alternative modes of presentations, tailoring them to a variety of audiences</p>	<p>Career Development modules include at least three of the following. One or more can be used for assessment purposes.</p> <ul style="list-style-type: none"> - personal summary statement - cover letter - resume (in two versions: one for academic jobs, and one for other job venues) - an online profile <p>In alternative to the career development assignments, an assessment may also be conducted via the evaluation of one of the following:</p> <ul style="list-style-type: none"> - Oral presentation - Powerpoint presentation - Audio-visual material
	<p>incorporate specific feedback into written, oral, or multi-media presentations, revising and editing them for clarity, force, and correctness</p>	<p>As the exercises prepare students for their oral defense, the pedagogical method offers them to prepare a mock defense with their peer, receiving their critique as well as guidance and evaluation from the instructor.</p>	<p>Assessment can be conducted via one of the following:</p> <ul style="list-style-type: none"> -Evaluation of second draft -Evaluation of second oral presentation -Evaluation of peer editing proficiency
	<p>incorporate and cite sources gathered from primary (observational) or secondary (bibliographic) research in written, oral, or multi-media presentations</p>	<p>By casting a broad analysis of various aspects of US society, students learn also how to properly highlight and contextualize elements of politics, economics, religion, race, and gender</p>	<p>Assessment of the mechanics of citation through either bibliographical essay or through evaluation of the student's proficiency in citation styles in one of their papers.</p>

HIST 3973H General Education Assessment Plan
LEARNING OUTCOME 5.1

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 5.1: Upon reaching this goal, students will be able to demonstrate essential principles of critical thinking and ethical reasoning and apply them to the evaluation and construction of rational and moral arguments.</p> <p><u>Must meet at least three learning indicators</u></p>	identify and describe key concepts and principles related to critical thinking	Students hone their understanding of and skills in historical methodology through the analysis of primary and secondary sources that involve an array of interpretations that stimulate both their critical and their ethical thinking	A test, consisting of a book review, or a primary source analysis, or the discussion of a historical methods text will measure the student's proficiency in critical thinking
	explain and contrast competing ethical theories, each of which articulates at least one principle for ethical decision-making	N/A	N/A
	use recognized principles of critical thinking or ethical reasoning to analyze, evaluate, and respond to rational and moral argumentation presented orally and/or in writing	Using an integral approach of critical thinking developed by the various methodological approaches to the crafts of historical analysis and narrative, students apply scientific reasoning and ethical consideration to understand what is general in the unique facts of history, and what is unique in the moral contextualization of individual or collective behavior at a given time in history, thus acquiring an interpretive stance on the development of political, economic, cultural, and ethnic history, with their moral and rational implications	The Assessment can be conducted through the evaluation of one of the following: <ul style="list-style-type: none"> - Student's research questions assignment - Comparison of two or more primary sources - Comparison of two secondary accounts - Role-playing through enactment of historical events - Oral arguments on the pros or cons of certain historical choices involving ethical questions
	describe key fallacies and identify them in context	In examining past historical interpretations of the same events in history, students are trained in understanding the difference between evolving views of rational and ethical developments in history and actual fallacies of interpretation or methods of analysis. Learning how the craft of historical analysis has evolved also reveals the socio-political context that nurtured both the merits and the fallacies of each given times	Possible assessment methods include the evaluation of at least one of the following: <ul style="list-style-type: none"> - Comparative reviews - Historiographical paper - Bibliographical essay - Analysis of a sample of historical artifact or interpretation from relatively distant past - Multiple choice quiz - Role-playing through enactment of historical events - Oral arguments on the pros or cons of certain historical choices involving ethical questions
	demonstrate the use of recognized principles of critical thinking or ethical reasoning to construct complex rational and moral arguments orally and/or in writing	N/A	N/A

HIST 3973H General Education Assessment Plan
LEARNING OUTCOME 6.1

Learning Outcome	Learning Indicators	HIST Lesson Goal	Assessment Methods
<p>Learning Outcome 6.1: Upon reaching this goal, students will be able to reflect upon and explain how they use the skills and abilities embodied in Goals 1 through 5 in completing an integrative project in their major during their junior or senior year</p> <p>A) produce a significant written paper, as defined by his or her major, or an equivalent project incorporating performance and/or multi-modal text and/or images</p> <p>B) explain in an additional document of at least 1250 words the degree to which the completed assignment involves at least THREE of the following sets of skills and abilities:</p> <p><u>Must meet at least three learning indicators</u></p>	Written, oral, and/or multimodal communication abilities	The course is designed to assist students in producing a major paper based on primary and secondary sources (most generally the honors thesis prospectus), including methods of inquiry drawn from social sciences in LO 3.3, applying critical thinking and scientific reasoning to explain various types of human interaction through written (paper) and oral communication (presentation of the paper's findings and thesis).	The personal statement that demonstrates how the student acquired the learning outcome will consist of, by choice of the instructor, - either a separate document describing it in the form of an exit survey/questionnaire - or a document merging at least two previous assignments (e.g. research questions document; annotated bibliography document; reviews; draft of paper, and/or personal statement prepared for career planning)
	Quantitative literacy	N/A	N/A
	Characteristics of inquiry and action in the major and in one of the Learning Outcomes under Goal 3 besides the disciplinary area of the major	The course is designed to assist students in producing a major paper based on primary and secondary sources (most generally the honors thesis prospectus), including methods of inquiry drawn from social sciences in LO 3.3, applying critical thinking and scientific reasoning to explain various types of human interaction through written (paper) and oral communication (presentation of the paper's findings and thesis).	The personal statement that demonstrates how the student acquired the learning outcome will consist of, by choice of the instructor, - either a separate document describing it in the form of an exit survey/questionnaire - or a document merging at least two previous assignments (e.g. research questions document; annotated bibliography document; reviews; draft of paper, and/or personal statement prepared for career planning)
	Diversity awareness and/or intercultural competency	Idem	The personal statement that demonstrates how the student acquired the learning outcome will consist of, by choice of the instructor, - either a separate document describing it in the form of an exit survey/questionnaire - or a document merging at least two previous assignments (e.g. research questions document; annotated bibliography document; reviews; draft of paper, and/or personal statement prepared for career planning)
	Critical thinking and/or ethical reasoning	Idem	The personal statement that demonstrates how the student acquired the learning outcome will consist of, by choice of the instructor, - either a separate document describing it in the form of an exit survey/questionnaire - or a document merging at least two previous assignments (e.g. research questions document; annotated bibliography document; reviews; draft of paper, and/or personal statement prepared for career planning)

APPENDIX 3

EIGHT SEMESTER PLAN

History B.A.

Eight-Semester Degree Program

Students who elect to follow the eight-semester degree plan should see the [Eight-Semester Degree Policy](#) for university requirements of the program. University/state minimum core may vary by individual, based on placement and previous credit granted. Once all university/state minimum core requirements are met, students may substitute general electives in its place.

Our General Education and Core Curriculum provided guidelines indicating which courses satisfy learning outcomes in the Curriculum. At the end of their academic career, prior to graduation, students will be able to recognize, synthesize, integrate, and apply knowledge developed throughout the undergraduate years. They will have gained the ability to convey (via portfolio or research project or other forms of synthesis, depending on their respective majors' requirements) to potential employers the skills set earned through their degree.

Each Learning Goal, with its specific Learning Outcomes, is as follows, and the Core Curriculum courses, plus the Capstone, are listed in the Eight Semester Plan with the Learning Outcome attained through their completion.

GOAL 1: Strengthen written, oral, and multimodal communication abilities.

Learning Outcome 1.1: Upon reaching this goal, students will be able to write clear, correct, and effective prose, crafted to achieve a range of purposes and address a variety of audiences, incorporating and citing sources gathered from primary (observational) or secondary (bibliographic) research.

Learning Outcome 1.2: Upon reaching this goal, students will be able to communicate with a variety of audiences not only in writing but also by speaking and using a range of electronic and digital modes.

GOAL 2: Build core skills of quantitative literacy.

Learning Outcome 2.1: Upon reaching this goal, students will have the ability and habit of mind to search out quantitative information, critique it, reflect upon it, and apply it in their public, personal, and professional lives; formulate decisions and problem solving based on critical reasoning and analysis; synthesize quantitative information from a variety of sources to solve problems and interpret results; perform and solve basic function operations, and solve algebraic problems using appropriate vocabulary.

GOAL 3: Develop a working knowledge of how scholars and artists think and act in fundamental areas of study.

Learning Outcome 3.1: Upon reaching this goal, students will be able to articulate and apply concepts from one of the fine and/or performing arts.

Learning Outcome 3.2: Upon reaching this goal, students will be able to articulate a minimum of three vital concepts of aesthetic, humane, and ethical sensibilities embodied in the humanities.

Learning Outcome 3.3: Upon reaching this goal, students will be able to articulate and use the basic principles of human interactions—of individuals, groups, and institutions—in a variety of contexts.

Learning Outcome 3.4: Upon reaching this goal, students will be able to articulate and use, through experiment and observation, the basic principles that govern natural phenomena.

GOAL 4: Expand diversity awareness, intercultural competency, and global learning
(Requires one course that meets Learning Outcome 4.1 and one course that meets Learning Outcome 4.2).

Learning Outcome 4.1: Upon reaching this goal, students will have developed knowledge and abilities aimed at interacting appropriately within intercultural contexts and engaging with complex global systems and issues.

Learning Outcome 4.2: Upon reaching this goal, students will have developed familiarity with concepts of diversity in the United States.

GOAL 5: Demonstrate critical thinking and ethical reasoning.

Learning Outcome 5.1: Upon reaching this goal, students will be able to demonstrate essential principles of critical thinking and ethical reasoning and apply them to the evaluation and construction of rational and moral arguments.

GOAL 6: Gain the ability to synthesize, integrate, and apply knowledge developed throughout the undergraduate years.

Learning Outcome 6.1: Upon reaching this goal, students will be able to reflect upon and explain how they use the skills and abilities embodied in Goals 1 through 5 in completing an integrative project in their major during their junior or senior year.

Please note: Students may double dip across two different general GOALS: e.g., HIST 1113 can be used to demonstrate the achievement of LO 3.2, within the General Goal of “Develop a working knowledge of how scholars and artists think and act in fundamental areas of study,” and LO 4.1, within the General Goal of “Expand Diversity awareness, intercultural competency, and global learning”; but HIST 1113 cannot be used by one student to demonstrate the achievement of both LO 3.2 and 3.3, within the same General Goal).

Students can have more than one course fulfilling the same Learning Outcome.

Eight Semester Plan		
First Year	Units	
	Fall	Spring
ENGL 1013 Composition I (ACTS Equivalency = ENGL 1013) – LO 1.1	3	
MATH 1313 Quantitative Reasoning (ACTS Equivalency = MATH 1113) or MATH 1203 College Algebra (ACTS Equivalency = MATH 1103) – LO 2.1	3	
or any MATH course numbered higher than MATH 1203 – LO 2.1		
HIST 1113 Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113) – LO 3.2 or LO 3.3, and LO 4.1	3	
Non-HIST Social Sciences university/state minimum core course ANTH 1023 fulfills LO 3.3, and LO 4.1 ANTH 1033 fulfills LO 3.2, and LO 4.1 All Core ECON classes at the 2000 level fulfill LO 3.3 EDST 2003 fulfills LO 3.3 ALL Core HDFS fulfill LO3.3.3, 4.1 or 4.2. and 5.1 INST 2013 fulfills LO 3.3, LO 4.1, and LO 5.1 All Core PLSC classes 2000 level fulfill LO 3.3 SOCI classes 2000 level fulfill LO 3.3 SOCI 3193 fulfills LO 4.2	3	
Introductory course from list of world languages, area studies, and other related disciplines All Core Area Studies fulfill LO 3.2 or LO 3.3, and LO 4.1 or 4.2 HIST 2093 fulfills LO 3.3, LO 4.1, and LO 5.1	3	

ENGL 1023 Composition II (ACTS Equivalency = ENGL 1023) – LO 1.1		3
HIST 1123 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123) – LO 3.2 or 3.3, and LO 4.1		3
Fine Arts university/state minimum core course LO 3.1 THTR 1003 and 1013 fulfill LO 3.1 or LO 3.2		3
Introductory course from list of world languages, area studies, and other related disciplines All Core Area Studies fulfill LO 3.2 or LO 3.3, and LO 4.1 or 4.2 HIST 2093 fulfills LO 3.3, LO 4.1, and LO 5.1		3
Natural Sciences university/state minimum core lecture and corequisite lab All Core ASTR, BIOL, CHEM, ENSC, ENTO, GEOS, and PHYS classes fulfill LO 3.4		4
Year Total:	15	16
Second Year	Units	
	Fall	Spring
HIST 2003 History of the American People to 1877 (ACTS Equivalency = HIST 2113) - LO 3.2 or 3.3, and LO 4.2	3	
Humanities university/state minimum core course ARHS 1003 fulfills LO 3.1 CLST 1003 or 1013 fulfill LO 3.2, LO 4.1, and LO 5.1 COMM 1003 and 1023 fulfill LO 3.1 and LO 4.2 COMM 1233 fulfills LO 3.2 and LO 4.2 COMM 1313 fulfills LO 1.2 and 5.1 ENGL 1213 or 2023 fulfill LO 3.2 Core PHIL classes at the 2000 level fulfill LO 3.2 PHIL 1003 fulfills LO 5.1 Core WLIT/WLLC classes at the 1000 or 2000 levels fulfill LO 3.2 and 4.1 HIST 2093 fulfills LO 3.3, LO 4.1, and LO 5.1	3	
Introductory course from list of world languages, area studies, and other related disciplines All Area Studies fulfill LO 3.2 or LO 3.3, and LO 4.1 or 4.2 HIST 2093 fulfills LO 3.3, LO 4.1, and LO 5.1	3	
Natural Science university/state minimum core lecture and corequisite lab All Core ASTR, BIOL, CHEM, ENSC, ENTO, GEOS, and PHYS classes fulfill LO 3.4	4	

General Electives	3	
HIST 2013 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123) - LO 3.2 or 3.3, and LO 4.2		3
HIST 3000 or 4000 level (from Groups 1, 2, or 3 as needed)		3
Introductory course from list of world languages, area studies, and other related disciplines All Core Area Studies fulfill LO 3.2 or LO 3.3, and LO 4.1 or 4.2 HIST 2093 fulfills LO 3.3, LO 4.1, and LO 5.1		3
40-hour Rule Electives		3
General Electives		3
Year Total:	16	15
Third Year	Units	
	Fall	Spring
HIST 3000 or 4000 level (from Groups 1, 2, or 3 as needed)	6	
40-hour Rule Electives	4	
General Electives HIST 3973H for Honors (fulfills LOs 1.2, 5.1, and 6.1)	3	
University Residency Requirement Electives	3	
HIST 3000 or 4000 level (from Groups 1, 2, or 3 as needed)		3
HIST 4000 level (from Groups 1, 2, or 3 as needed)		3
40-hour Rule Electives		3
General Electives		6
Year Total:	16	15

Fourth Year	Units	
	Fall	Spring
HIST 4893 Senior Capstone Seminar (fulfills LOs 1.2, 5.1, and 6.1)	3	
HIST 4000 level (from Groups 1, 2, or 3 as needed)	3	
General Electives	9	
HIST 4000 level (from Groups 1, 2, or 3 as needed)		3
HIST 4000 level (from Groups 1, 2, or 3 as needed)		3
General Electives		6
Year Total:	15	12
Total Units in Sequence:		120