GCU Academic Program Assessment Plan (Updated Fall 2016)

Program: History

Learning Outcomes: Upon successful completion of the program of studies for the History Major, the student will earn a Bachelor of Arts degree and will have given evidence of the following program outcomes:

Goal 1 Use historical knowledge and evidence to craft and sustain an historical argument [ISLG 3a, 3b, 5, 10]

Goal 2 Communicate effectively verbally and in writing [ISLG 1, 2]

Goal 3 Research and write research assignments [ISLG 2]

Goal 4 Demonstrate understanding of Mercy core values as they pertain to key historical events and actors [ISLG 4]

Goal 1: Use historical knowledge and evidence to craft and sustain an historical argument

LO1:

Through coursework in all History courses, students will use historical evidence to craft and sustain a persuasive historical argument.

Goal 2: Communicate effectively verbally and in writing

LO2:

Through coursework in all History courses, students will communicate effectively in both oral presentations and written assignments.

Goal 3: Research and write research assignments

LO3:

Students will submit research assignments that demonstrate the ability to research, write, and document a research assignment based on primary and secondary sources with the following components: research question, argument, conclusion, endnotes, and bibliography, all in Chicago Manual of Style.

Goal 4: Demonstrate understanding of Mercy core values as they pertain to key historical events and actors

LO4:

In select History Electives, students will demonstrate, in an oral presentation and / or a written essay, understanding of how a person of Mercy might react to a particular historical event or dilemma.

Program:	LO 1 : Use historical knowledge and evidence	LO 2: Communicate effectively	LO 3: Research and write research	LO 4: Demonstrate understanding of Mercy core values
Related ISLG (Undergraduate)	3a, 3b, 5, 10	1, 2	2	4
Program Courses and Experiential Learning Mapping to Program Outcomes				
How do students learn this? In what course(s) and/or co-curricular experience(s)?	All History courses	History courses at 200, 300, and 400 levels	History courses at 200, 300, and 400 levels	Historian's Craft and History Seminar
How and in what course(s) do they demonstrate that they have achieved this outcome.				
Formative Assessment will occur in …	Historian's Craft (HST 302 pending approval)	Historian's Craft (HST 302 pending approval)	Historian's Craft (HST 302 pending approval)	Historian's Craft (HST 302 pending approval)
Summative Assessment will occur in…	History Seminar (HST 450 pending approval)	History Seminar (HST 450 pending approval)	History Seminar (HST 450 pending approval)	History Seminar (HST 450 pending approval)
Assessment Protocol				
How and when do you assess the achievement of *all students* in your program before they graduate and record the results of your assessment?				
Formative Assessment				

Program:	LO 1 : Use historical knowledge and evidence	LO 2: Communicate effectively	LO 3: Research and write research	LO 4: Demonstrate understanding of Mercy core values
Direct Evidence	In Historian's Craft, as sophomore or first-semester junior, students will complete a research paper based on primary sources and grounded in the secondary literature. This will be evaluated by a rubric for historical knowledge.	In Historian's Craft, as sophomore or first-semester junior, students will make an oral presentation based on a research paper evaluated by a rubric.	In Historian's Craft, as sophomore or first-semester junior, students will complete a research paper based on primary sources and grounded in the secondary literature. This will be evaluated by a rubric for adherence to research requirements.	In Historian's Craft, as sophomore or first-semester junior, students will demonstrate, in an oral presentation and / or a written essay, understanding of how a person of Mercy might react to a particular historical event or dilemma. This will be evaluated by a rubric.
Indirect Evidence				
Summative Assessment				
Direct Evidence	In History Seminar, students will complete a capstone research assignment based on primary sources and grounded in the secondary literature. This will be evaluated by a rubric for historical knowledge.	In History Seminar, students will orally present research from their capstone assignment assessed by a rubric.	In History Seminar, , students will complete a capstone research assignment based on primary sources and grounded in the secondary literature. This will be evaluated by a rubric for adherence to research requirements.	In History Seminar, students will demonstrate, in an oral presentation and / or a written essay, understanding of how a person of Mercy might react to a particular historical event or dilemma. This will be evaluated by rubric.

Program:	LO 1 : Use historical knowledge and evidence	LO 2: Communicate effectively	LO 3: Research and write research	LO 4: Demonstrate understanding of Mercy core values
Indirect Evidence	The span of grades for all courses related to the outcome	The span of grades for all courses related to the outcome	The span of grades for all courses related to the outcome	The span of grades for all courses related to the outcome
What do you consider satisfactory achievement of this outcome? WHY?				
Formative Assessment				
Direct Evidence	In Historian's Craft's research assignment, 80% of the students will achieve at or above the developing level in all rubric criteria related to the outcome, and 15% will achieve at the proficient or exemplary level for most criteria. Those criteria not meeting the above standard will be further analyzed.	In Historian's Craft's oral presentation of research assignment, 80% of the students will achieve at or above the developing level in all rubric criteria related to the outcome, and 15% will achieve at the proficient or exemplary level for most criteria. Those criteria not meeting the above standard will be further analyzed.	In Historian's Craft's research assignment, 80% of the students will achieve at or above the developing level in all rubric criteria related to the outcome, and 15% will achieve at the proficient or exemplary level for most criteria. Those criteria not meeting the above standard will be further analyzed.	In Historian's Craft's oral presentation and / or a written essay related to Goal 4, 80% of the students will achieve at or above the developing level in all rubric criteria related to the outcome, and 15% will achieve at the proficient or exemplary level for most criteria. Those criteria not meeting the above standard will be further analyzed.
Indirect Evidence				
Summative Assessment				

Program:	LO 1 : Use historical knowledge and evidence	LO 2: Communicate effectively	LO 3: Research and write research	LO 4: Demonstrate understanding of Mercy core values
Direct Evidence	In History Seminar, the Program's capstone course, 80% of the students will achieve at or above the accomplished/ proficient level in all rubric criteria related to the outcome, and 15% will achieve at the exemplary level for most criteria. Those criteria not meeting the above standard will be further analyzed.	In History Seminar, the Program's capstone course, 80% of the students will achieve at or above the accomplished/ proficient level in all rubric criteria related to the outcome, and 15% will achieve at the exemplary level for most criteria. Those criteria not meeting the above standard will be further analyzed.	In History Seminar, the Program's capstone course, 80% of the students will achieve at or above the accomplished/ proficient level in all rubric criteria related to the outcome, and 15% will achieve at the exemplary level for most criteria. Those criteria not meeting the above standard will be further analyzed.	In Historian's Craft's oral presentation and / or a written essay related to Goal 4, 80% of the students will achieve at or above the accomplished/ proficient level in all rubric criteria related to the outcome,and 15% will achieve at exemplary level for most criteria. Those criteria not meeting the above standard will be further analyzed.
Indirect Evidence	80% of student course grades related to the outcome are at a C- or better, while 15% are A grades.	80% of student course grades related to the outcome are at a C- or better, while 15% are A grades.	80% of student course grades related to the outcome are at a C- or better, while 15% are A grades.	80% of student course grades related to the outcome are at a C- or better, while 15% are A grades.
Program Assessment Time Frame				
Time Frame for Assessing the outcome.	Year 1	Year 2	Year 1	Year 3

GCU Program Assessment <u>Report</u> Form

GCU Academic Program Assessment Annual Report
Program: *Division:*   *Date:*   *Program Assessment Liaison:*
Based on the above plan and the designated outcome(s) assessed for the academic year, the major program submits a Program Assessment Report annually that contains the program assessment plan, assessment data and analysis, and action steps to be taken by the program based on these results. See below for the outline of this report.
Learning Outcome(s) Assessed:
Description of the Assessment Protocol.
Assessment Data and Findings.
Analysis of Data:
Are these results satisfactory? Why or Why not?
Action Plan based on Assessment Results and Analysis:
Time Frame for Action Plan:
What actions have been taken since the previous assessment of these outcomes?
Comments:

Assessment Data: Please include the data that you used to complete the above report. Attach rubrics, tallies, and method of validation.