

# Academic Degree Programs Assessment

BA/BS in History



**Northern Illinois  
University**

Accreditation, Assessment and Evaluation (AAE)

College of Liberal Arts and Sciences

Department of History

History

Bachelor of Arts/Bachelor of Science

September 2019

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## 1. Introduction

Current History Department assessment practices, including program goals, student learning outcomes, and methods of evaluation, were put in place during the Spring 2013 semester. In response to the university's efforts to promote undergraduate retention, History faculty established an assessment taskforce to design a comprehensive set of program goals, student learning outcomes, and a new system for targeting performance levels and assessing student learning and achievement in the History Department. Designed to facilitate student success in lower and upper division courses leading up to our senior capstone class (HIST 495/Senior Thesis), the new assessment plan made it possible for the Chair and Director of Undergraduate Studies to aggregate data on student performance and measure success in classroom and engaged learning. Since 2013, the Director of Undergraduate Studies has worked with members of the Undergraduate Committee to compile data and evaluate student performance in HIST 495 each year. This assessment plan was utilized in our 2015 program review and in the annual update reports for academic programs since 2013.

## 2. Student Learning Outcomes

The BA/BS program in the Department of History pursues four main goals, aligned with the Northern Illinois University's Baccalaureate Student Learning Outcomes (Critical Thinking, Creativity, and Communication) with an additional goal of Context. Below each goal statement is series of objectives.

Goal 1. Context: Students gain a broad, comparative understanding of the human past. Graduates with a BA/BS from the Department of History:

1.1 Change and Continuity: Demonstrate both broad and deep knowledge of long-term historical developments.

1.2 Diversity: Understand how societies have constructed and experienced history across time, place, and person.

1.3 Explanation: Explain distinctions between different historical periods, places, actors, events, and forces by using disciplinary categories of analysis and academic language.

Goal 2. Critical Thinking: Students learn to think critically about the past and develop the curiosity needed to pursue in-depth knowledge of particular historical subjects. Graduates with a BA/BS from the Department of History:

2.1 Consciousness: Display an appreciation of causation, chronology, contingency, complexity, multiple perspectives, historical empathy, and contemporary relevance.

2.2 Curiosity: Develop the ability to ask historical questions in the language of the discipline.

2.3 Historical Scholarship: Read works of historical scholarship for argument, historiographical context, and perspective.

2.4 Historical Record: Use primary sources to address historical questions.

Goal 3. Creativity: Students develop original and complex interpretations of the past. Graduates with a BA/BS from the Department of History.

3.1 Research and Engaged Learning: Use libraries, archives, museums, databases, reference works, and other research resources to locate primary and secondary sources.

3.2 Discovery: Design, research, and write original interpretations that are based on evidence from the historical record and situated within relevant scholarly literatures.

Goal 4. Communication: Students express historical interpretations both orally and in writing. Graduates with a BA/BS from the Department of History:

4.1 Expression: Convey oral and written explanations of the past in clear and grammatically correct language.

4.2 Convention: Write in the conventions of the discipline of history and conform to the profession's current practices of citation and quotation.

### 3. Program-by-Baccalaureate Student Learning Outcomes Matrix

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/skills creatively
1.1 <u>Change and Continuity</u>	S	S		S				
1.2 <u>Diversity</u>	S	S		S				
1.3. <u>Explanation</u>	S	S		S				
2.1 <u>Consciousness</u>	S	S		S				
2.2 <u>Curiosity</u>	S	S		S				
2.3 <u>Historical Scholarship</u>	M	M		M				
2.4 <u>Historical Record</u>	M	M		M				
3.1 <u>Research and Engaged Learning</u>					S	S		S
3.2 <u>Discovery</u>					S	S		S
4.1 <u>Expression</u>					S			
4.2 <u>Convention</u>					S			
Overall	S	S		S	S	M		S

#### 4. Curriculum Map

Course/Level	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	4.1	4.2
Lower-Division	B	B	B	B	B	B	B	B	B	B
HIST 395	B	B	B	B	B	B	B	B	B	B
Upper-Division	D	D	D	D	D	D	D	D	D	D
HIST 495/496	P	P	P	P	P	P	P	P	P	P

#### 5. Assessment Methods

Assessment Method	Explanation				
	Description	Student-Level Achievement <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible
HIST 495 Assessment	All papers from HIST 495 Senior Thesis are assessed using the BABS SLOs as a rubric. Papers are scored as 1) Does not meet expectations; 2) Meets expectations; 3) exceeds expectations.	2-Meets Expectations	80 percent	Each semester	Director of Undergraduate Studies
HIST 495 Exit Survey	Students are asked to measure their own level of acquisition of the SLOS.	N/A	N/A	Each semester	Department Chair

*Note.* <sup>a</sup> Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. <sup>b</sup> Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.

**Assessment Methods-by-Outcomes Matrix**

Assessment Method	Program Student Learning Outcome						
	All SLOs						
HIST 495 Assessment	D, S						
HIST 495 Exit Survey	I, S						
<i>Note.</i> F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment							