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| **History, M.A.** **College of Social Sciences** |
| **Student Outcomes Assessment Plan (Soap)** |
| 1. **Mission Statement**
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| The Department of History has offered a Master of Arts degree since 1958. The M.A. program in History offers graduate student seminars on a wide range of historical periods and approaches. The program also provides the conscientious student with the requisite research skills to ensure success in future academic or related pursuits. An energetic community of graduate students has developed with our department, and our graduates have become successful teachers at the high school and community college level. Many have also moved on to pursue their career at the doctoral level.Since its inception in 1958, the M.A. program has served the University and the community by concentrating on three tasks: 1.) Providing post-baccalaureate professional training for teaching in secondary schools and community colleges; 2) preparing students for graduate work at the doctoral level; and 3) meeting the needs of interested students for further intellectual development and personal enrichment in the field of History. In order to accomplish this goal, the department has developed a rigorous and well-rounded program that enables students to obtain a broad-based education at the master’s level. |

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| 1. **Goals and Student Learning Outcomes**
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* 1. Expand upon undergraduate foundations while enhancing professional competencies in historical content, methods, and historiography.
		1. Students will demonstrate advanced content knowledge in specified areas of concentration.
		2. Students will demonstrate a mastery of historiographical debates related to the specific areas of concentration.
	2. Acquire or enhance the skills necessary to think critically and conduct advanced research. Students must have an advanced proficiency in information literacy, writing and critical thinking as it pertains to creating valid evidence based arguments.
1. Students will identify relevant sources and use data or information from sources appropriately to support evidence based arguments.
2. Students will conduct a critical analysis of primary and secondary sources.
3. Students will demonstrate critical thinking skills by developing a valid evidence based argument with relevant and specific examples linked to key points.
4. Students will demonstrate their advanced proficiency in written communication by producing written works that have a valid argument, an effective methodology, and are well organized and written. (Research papers, M.A. Exams, Projects, and Theses).
	1. Students will demonstrate their proficiency in oral communication.
5. Students will give a presentation during class or at either a conference or an HGSA (History Graduate Students Association) Meeting.

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| 1. **Curriculum Map (Matrix of Courses X Learning Outcomes)**
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| Courses: | SLO 1 | SLO 2 | SLO 3 | SLO 4 | SLO 5 | SLO 6 | SLO 7 |
| HIST 200A | I | I | I | I | I | I | I |
| HIST 200B | I | I | I | I | I | I | I |
| HIST 210T | I/R | R | R | R | R | R | R |
| HIST 220T | I/R | R | R | R | R | R | R |
| HIST 230T | I/R | R | R | R | R | R | R |
| HIST 296 | E | E | E | E | E | E | E |
| HIST 297 | E | E | E | E | E | E | E |
| HIST 298 | M | M | M | M | M | M | M |
| HIST 299 A/B | M | M | M | M | M | M | M |

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**I – Introduced R-Reinforced E-Emphasized M-Mastered**

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| 1. **Assessment Methods**
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| * 1. **Direct Measures**
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| * + 1. **Oral Presentation** – Faculty will use a rubric to assess the oral presentations that students give as part of the requirements for a specific course or will use the rubric to assess a presentation given at a conference or HGSA meeting. The ability of students to effectively identify key points and analyze sources will be evaluated. Student presentations at the Graduate Student Symposium may also be used to evaluate both effective oral communication and adherence to professional standards of conduct.
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| * + 1. **Paper/Thesis/or Exam Proposal** – Graduate faculty will evaluate a written assignment turned in by each student according to a rubric that focuses on the content knowledge, research methods, and level of writing. Students will write a 15 page paper in 200B and this will be kept by the graduate coordinator and compared to the culminating experience or project. This assignment will be compared to the students culminating work (either a comprehensive exam, project, or thesis) in order to judge the extent to which their skills have improved between their entering the program and their graduating.
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| * + 1. **Bibliography** – The discussion of sources and/or bibliography from one research paper or their M.A. Exams or Thesis will be evaluated using a rubric to determine how proficient the students are in information literacy.
		2. **Comprehensive Exam/Final Project/Thesis** – The culminating exams or project of a student will be evaluated according to the standards of the discipline and evaluated to determine the extent to which they demonstrate a mastery of content knowledge OR for critical thinking OR for historical methodology.
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| * 1. **Indirect Measures**
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| * + 1. Exit Survey – each student will complete a survey regarding the graduate program during the semester they have applied for graduation.
		2. Alumni Survey – graduates will complete a survey that asks them to indicate and evaluate the ways in which the program prepared them for further education or a career in a field related to the discipline.
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| 1. **Student Learning Outcomes X Assessment Methods Matrix**
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| Measures: | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 | Outcome 6 | Outcome 7 |
| Oral Presentations |  | X | X |  | X |  | X |
| Essay/Paper | X | X | X |  |  | X |  |
| Exam/Project/Thesis | X | X | X | X |  | X |  |
| Annotated Bibliography |  | X |  |  |  | X |  |
| Exit Survey | X | X | X | X |  |  |  |
| Alumni Survey | X | X | X | X |  |  |  |

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| 1. **Timeline for Implementation of Assessment Methods and Summary Evaluations**
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| **Year 2011 to 2012** |
| Collected and assessed History 200B papers (These papers will be compared to student’s culminating work in order to measure improvement while in the program)Created an Alumni Survey |
| **Year 2012 to 2013** |
| Collect History 200B papers to assessAssess Culminating works for students who completed a thesis in 2012 and 2013Administer Alumni Survey |
| **Year 2013 to 2014**Assess Oral PresentationsCollect History 200B PapersAssess Bibliographies and one page assessments**Year 2014-2015**Collect History 200B Papers |
| Compare 200B Papers to culminating projectsAdminister Senior Exit Survey**Year 2015-2016**Collect History 200B Papers**Year 2016-2017**Assess Theses for critical thinking and evidence based arguments**Year 2017-2018**Assess Theses (Citations and Bibliographies for Information Literacy)**Year 2018-2019**Oral Presentations**Year 2019-2020**History 200B Papers**Year 2020-2021**M.A. Exams |

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| 1. **Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting**
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| The Department of History has changed its assessment plan in order to more clearly state key outcomes and to adjust assessment measures in order to be able to more effectively measure aspects of the program that have a direct impact on students in terms of the knowledge, skills, and professional ethics that they acquire while in the M.A. program. The program has reduced its outcomes and continues to review the outcomes, assignments and rubrics used to evaluate them to make sure they are as closely aligned as possible. The department also continually makes slight adjustments to the curriculum in order to make sure that graduate students are as prepared as possible for careers and doctoral programs. The Graduate Committee reviews the SOAP and analyzes assessment results and then the Graduate coordinator presents this information at a department meeting. The graduate committee has also previously discussed assessment results and one specific result has been the slight revision of History 200A and History 200B. All of the faculty who teach graduate courses and especially those who were had reviewed assignments for graduate assessment noticed that students who did not choose their thesis or exam topics until the end of the Spring Semester of their first year were often unable to complete their degree in two years. Adjustments were made to History 200A and 200B and students were required to contact their potential advisors much earlier in the program, by midway through the Fall semester, in order to enable them to successfully narrow their focus and begin working on their final projects sooner. The graduate committee and department will continue to conduct and carefully analyze assessments and make the necessary adjustments to improve student learning and enable students to graduate in a timely manner.  |