

**Framingham State University**  
**Program Assessment Plan for Department of History**  
**2020-2025**

|                         |                       |
|-------------------------|-----------------------|
| Assessment Coordinator: | Sarah Mulhall Adelman |
| Department Chair:       | Gregory Halfond       |
| Date Created/Updated:   | May 2021              |

**1) PROGRAM MISSION STATEMENT**

The Department of History is a community of accomplished teacher-scholars committed to preparing students for successful lives and careers in the 21<sup>st</sup> century through a program that values academic rigor and excellence in a liberal arts education and fosters responsible citizenship and ethical behavior. The Department does so by encouraging students to appreciate and understand the complexity of the human experience in all parts of the world, to engage successfully in critical and analytical thought and argumentation, and to respect diverse thoughts and opinions.

**2) PROGRAM LEARNING OBJECTIVES**

Department faculty have developed a set of goals for students who graduate with a degree in History from Framingham State University. Graduates of the History major will be able to:

1. Write an analytical thesis that demonstrates a concise, articulate argument, and sustain the argument through analysis of relevant evidence.
2. Develop clear, concise, and coherent oral and written arguments supported by relevant evidence.
3. Evaluate and analyze primary sources in relation to their historical context and means of production in order to draw sound conclusions.
4. Evaluate and analyze scholarly sources, with particular attention to argument, use of evidence, and place in the literature.
5. Use bibliographical and other research aids and technologies utilized by historians.
6. Analyze relevant social, economic, political, cultural, and intellectual changes in history and discuss how they relate to one another through time.
7. Appropriately and effectively employ the terminology, citation style, and other conventions of the field.

### 3) LEARNING OPPORTUNITIES

| Learning Objective        | HSTY 100-level* | HSTY 225 | HSTY 250 | HSTY 290 and 300-level** | HSTY 450 | HSTY 490 (optional independent study)** | HSTY 495 (optional internship)** |
|---------------------------|-----------------|----------|----------|--------------------------|----------|---|----------------------------------|
| 1. Thesis and development | I               | R        | E        | R/E**                    | E        | R/E**                                   | R/E**                            |
| 2. Arguments and support  | I               | R        | E        | R/E**                    | E        | R/E**                                   | R/E**                            |
| 3. Primary Sources        | I               |          | E        | R/E**                    | E        | R/E**                                   | R/E**                            |
| 4. Scholarly Sources      | I*              | I/E      | E        | R/E**                    | E        | R/E**                                   | R/E**                            |
| 5. Research Aids          | I*              | I/R      | E        | R/E**                    | E        | R/E**                                   | R/E**                            |
| 6. Historical Context     | I               |          |          | R/E**                    | R        | R/E**                                   | R/E**                            |
| 7. Conventions of Field   | I*              | I/E      | E        | R/E**                    | E        | R/E**                                   | R/E**                            |

I=Introduced  
R=Reinforced  
E=Emphasized

\* Those objectives with a I\* are introduced in some but not all 100-level courses

\*\*Intermediate courses, independent studies, and internships vary in which objectives they emphasize by course, by semester, and by instructor. Over the course of history majors' time at FSU each student takes a unique combination 6 of these courses, leading to a student having many opportunities to reinforce and receive intensive instruction and practice in all of the learning objectives. The specific combination of these courses that a student takes depends on the student's historical interests as well as scheduling.

#### 4) ASSESSMENT METHODS AND TIMELINE

Indicate when and how program learning objectives will be assessed. Refer to the curriculum map to draft a student learning outcomes assessment timeline. It is recommended that you outline a 5-year plan for assessment in which you will assess all of your PLOs.

| <b>Academic Years</b>       | <b>Outcome(s)</b>  | <b>Course(s)</b>   | <b>Assessment Evidence (direct/indirect)</b>   | <b>Assessment Method</b>  | <b>Responsibility</b>   |
|-----------------------------|--|--|--|---|---|
| WHEN                        | WHICH outcome(s) will you examine in each period (Use number)?   | WHERE will you look for evidence of student learning (i.e., list course(s) that will generate evidence for each objective. | WHAT student work or other evidence will you examine in order to assess each objective?  | HOW will you look at the evidence; what means will you use to analyze the evidence collected for each objective | WHO will oversee collecting, analyzing, reporting, results? List names or titles. |
| <b>Year 1<br/>2020-2021</b> | This year will be devoted to designing and testing a worksheet and rubric to be used to assess the learning objective on scholarly sources. During this time, artifacts from HSTY 225 and HSTY 250 will be collected to be part of the pilot test in summer 2021. No results will be reported this year. |  |  |   |   |
| <b>Year 2<br/>2021-2022</b> | 4 (Scholarly Sources)  | HSTY 225 (Historiography)<br>HSTY 250 (HRW)  | Completed scholarly source worksheets (direct)<br><br>*Additionally, 2 surveys (one for majors and one for students in Gen Ed courses) will be used as part of indirect assessment of the program (program as a whole, not focused on a single learning objective) | Rubric  | Department assessment coordinator   |
| <b>Year 3<br/>2022-2023</b> | 4 (Scholarly Sources)  | HSTY 3xx (assortment of 300-level courses, including 290s)<br>HSTY 450 (Seminar)   | Completed scholarly source worksheets (direct)   | Rubric  | Department assessment coordinator   |
| <b>Year 4<br/>2023-2024</b> | This year will be devoted to designing and testing a worksheet and rubric to be used to assess the learning objective on primary sources. During this time, artifacts will be collected to be part of the pilot test in summer 2021. No results will be reported this year.                              |  |  |   |   |

|                             |                     |  |  |        |                                   |
|-----------------------------|---------------------|--|--|--------|-----------------------------------|
| <b>Year 5<br/>2024-2025</b> | 3 (Primary Sources) | HSTY 1xx (assortment of 100-level courses) | Completed primary source worksheets (direct) | Rubric | Department assessment coordinator |
|-----------------------------|---------------------|--|--|--------|-----------------------------------|

**Program Size and Sampling Technique**

- a. State the number of students in the program or the number who graduate each year.  
As of Spring 2021, there were 81 History majors. On average around 15 students graduate from FSU each year with a history major.
- b. Describe the sampling technique to be used  
Sampling for artifacts submitted will be determined based on the number of artifacts submitted each year. If more artifacts are submitted than is necessary to achieve a reliable sample, then artifacts to be assessed will be chosen at random from those submitted.

**5) PLAN FOR ANALYZING RESULTS**

- List who is responsible for distributing results and who will receive results?  
The department assessment coordinator will distribute full results to all members of the department. The department assessment coordinator and department chair will submit an annual assessment report to the Office of Institutional Assessment each fall.
- State how and at which forums discussion of results will take place.  
Via email or at department meeting.

**6) DISTRIBUTION.** The program will distribute or publish these items in the following ways:

| <i>ITEM</i> | <i>Distribution Method</i>                    |                                 |                       |                  |                       |  |
|-------------|---|---------------------------------|-----------------------|------------------|-----------------------|--|
|             | <b>FSU Catalog</b><br>(provide section title) | <b>Website</b><br>(provide URL) | <b>Annual Reports</b> | <b>Brochures</b> | <b>Course Syllabi</b> | <b>Other</b><br>(please describe, e.g. department meeting, advising session) |
|             |   |                                 |                       |                  |                       |  |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Program Mission                         |  | Department website:<br><a href="https://www.framingham.edu/academics/colleges/arts-and-humanities/history/mission-and-objectives/index">https://www.framingham.edu/academics/colleges/arts-and-humanities/history/mission-and-objectives/index</a>   |  |  |  |  |
| Program Learning Objectives             |  | Department website:<br><a href="https://www.framingham.edu/academics/colleges/arts-and-humanities/history/mission-and-objectives/index">https://www.framingham.edu/academics/colleges/arts-and-humanities/history/mission-and-objectives/index</a>   |  |  |  |  |
| Learning Opportunities (Curriculum Map) |  | Office of Assessment website:<br><a href="https://www.framingham.edu/about-fsu/office-of-assessment/undergraduate-program-assessment/college-of-arts-and-humanities">https://www.framingham.edu/about-fsu/office-of-assessment/undergraduate-program-assessment/college-of-arts-and-humanities</a> |  |  |  |  |
| Assessment Plan                         |  | Office of Assessment website:<br><a href="https://www.framingham.edu/about-fsu/office-of-assessment/undergraduate-program-assessment/college-of-arts-and-humanities">https://www.framingham.edu/about-fsu/office-of-assessment/undergraduate-program-assessment/college-of-arts-and-humanities</a> |  |  |  |  |

Attached please see the secondary source worksheet created by the department. A primary source worksheet and rubrics to be used to assess each will be created as part of the work done over the next 5 years.