

**NEASC INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
UNDERGRADUATE PROGRAMS
HISTORY - 2015-2016**

DEGREE GRANTING PROGRAM NAME	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) What are the results/findings/conclusion(s) of program assessment conducted during the last assessment cycle?	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes/improvements have been made as a result of using the data/evidence?	(6) Date of most recent program review
<p>List each degree program offered by the department:</p> <p>1. History Major</p>	<p>1. Write an analytical thesis that demonstrates a concise, articulate argument, and sustain the argument through analysis of relevant evidence.</p> <p>2. Develop clear, concise, and coherent oral and written arguments supported by relevant evidence.</p> <p>3. Evaluate and analyze primary and secondary sources and draw sound conclusions from these sources.</p> <p>4. Use bibliographical and other research aids and technologies</p>	<p>Direct: Assessment of papers written at 4 points in progression of the major: 100-level, Historical Research and Writing (sophomore methods class), 300-level, and Capstone Seminar</p> <p>Indirect: Observations and conversations about student performance and work</p>	<p>Data from 2012-2016 was combined to create large enough sample sizes for reliable analysis.</p> <p>Students demonstrate increased mastery of skills as they progress through the major. Students in 300-level classes scored higher in every category than did students in 100-level classes and the same is true for the students in the capstone Seminar over students in the introduction to research class (HRW). This is clear evidence of often substantial improvement in student mastery of critical skills as they progress through the major.</p>	<p>The program assessment coordinator oversees collection and assessment of artifacts, and interpretation of resulting data. Other members of the department contribute to the assessment of artifacts, particularly for research papers. All findings are shared with all members of the department and discussed at department meetings and/or retreats.</p>	<p>The department redesigned the major in 2015-2016, to take effect in 2016-2017, including the addition of a new class designed to focus on improving students' ability to critically and effectively engage with scholarly literature.</p> <p>Individual faculty members have made changes to assignments and pedagogy in existing courses.</p>	<p>2012-2013</p>

	<p>utilized by historians.</p> <p>5. Analyze relevant social, economic, political, cultural and intellectual changes in history and discuss how they relate to one another through time.</p> <p>6. Appropriately and effectively employ the terminology, citation style, and other conventions of the field.</p>		<p>Many history majors (approximately 20%) exceeded expectations for an undergraduate program, conducting original research that demonstrates sophisticated mastery of all elements of the craft of the historian.</p> <p>Students demonstrated the highest level of achievement in crafting strong and insightful thesis statements, conducting original research using primary and secondary sources, and citing according to professional standards.</p> <p>Students demonstrated improvement in clarity of writing, building an argument from the evidence, situating their own argument in relation to the arguments and work of other scholars, and analyzing events and evidence in relation to the broader historical context but demonstrated the potential for further growth in these areas.</p>			
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