

Phase I: Program Baseline Template

June 3, 2005

I. Program Name: **History**

II. Unit Responsible for the Program: **College of Arts and Sciences**

III. Dates of faculty or committee meetings about the data reported: **History Department meetings on 3/28/05, 8/26/05, 9/30/05**

IV. Competencies/Expectations/Outcomes that all students must demonstrate to complete the program successfully:

The competencies introduced, developed and honed by the history curriculum fall under two broad headings: Effective use of the English language and Self knowledge in connection with the wider world.

Effective use of English

- 1. Critical readings skills – the ability to accurately summarize an argument and discuss it in the context of other arguments.**
- 2. Critical listening skills – the ability to listen to oral presentations, summarize the arguments made and discuss them in the context of other oral presentations or conversations.**
- 3. Critical writing skills – the ability to write clearly and coherently and to persuasively develop interpretations and arguments of one's own.**
- 4. Critical speaking skills – the ability to present oral presentations that are clear, coherent and persuasive.**

Self knowledge

- 5. Self knowledge – the ability to understand and articulate one's own identity in terms of race, gender and class, and to locate that identity in the wider world, both past and present.**

6. Understanding diversity – the ability to understand and articulate the diversity of identities and political and social systems that have shaped human behavior over time.

V. Courses

1000-2000 – Introductory courses introduce these competencies

3000 – Upper division courses develop these competencies

4000 – Advances courses – especially the Senior Seminar – hone these competencies

VI. Program level assessment

Assessment occurs in each course at each level. The Senior Seminar paper is the capstone experience, the point at which students do not simply study history but become practitioners themselves.

The department chair interviews all Senior Seminar students to determine how well (or poorly) the history curriculum has prepared them for the capstone experience. The results of these interviews are taken back to the department for discussion and possible revision of the curriculum. Most recently, as a result of this process of assessment, the history faculty agreed that all upper division courses must require a formal research paper.

At its March 28, 2005 meeting the history faculty discussed ways in which term papers could pass through a “revise and resubmit” process to further develop formal writing skills. At its August 26th meeting, the history faculty will discuss pedagogical rubrics to create clearer and more precise measures of competencies. At its September 30th meeting, the faculty will discuss the issue of assessment.