

II. Educational Program Learning Outcome Assessment Plan – Master of Secondary Education in History

<p>Learning Outcome <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p>Data Collection and Analysis <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p>Results of Evaluation <i>What were the findings of the analysis? List any specific recommendations.</i></p>	<p>Use of Evaluation Results <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Students should demonstrate a graduate-level proficiency at articulate expression of sound critical analysis of historical issues and historical literature.</p>	<p>Portfolio assessment (See Note 1)</p>	<p>See Note 2</p>	<p>Pending development of a course in historical analysis (see Note 2 below) HIS 500 will expand and emphasize assignments related to critical analysis of historical issues.</p>

Note 1

To monitor student progress, the department maintains portfolios (including book reviews and term papers as well as sample exams and quizzes) for all M. Ed. candidates. At the end of the academic year, those portfolios are reviewed to monitor student performance and progress. For 2005-06, particular attention was paid to student performance in HIS 500, which is specifically designed to introduce students to the practice of historical research and analysis.

Note 2

Despite the recent introduction of a departmentally developed and administered writing exam as a requirement for admission, students continue to struggle in HIS 500, and beyond, with critical analysis of historical issues and arguments. The graduate committee was asked to explore development of an additional introductory graduate course dealing exclusively with historical and critical analysis, leaving HIS 500 to focus primarily on historical methods.

