

Department of History Assessment Plan

Program Name: History (LA) Department: History
Adolescent Education (7-12)/Social Studies
Childhood Education (B-2, 1-6)/History

Assessment Year: 2003-04 Plan Contributors: History Faculty

Step One : Who are you and how do you do what you do?

I. A. Mission Statement: (Who are you and what do you do?)

The Department of History has three core and interrelated ‘missions’:

1. Advocacy of the study of the past as a vital element in a liberal education and, correspondingly, preparation of students to read and analyze documents critically and to develop sharp, coherent arguments, both orally and in writing. The department does this by providing a variety of courses to meet General Education requirements, by providing plans of study for three majors, by offering research and internship opportunities for advanced students, and by providing courses for graduate students seeking their teaching certification in the School of Education.
2. Encouraging the research programs of colleagues.
3. Participating actively in the civic life of SUNY—New Paltz through, for instance, contributions to faculty governance and the curriculum review process.

I.B. Scope of your program: (What are the boundaries of your program?)

What we are: Instructors, historians, colleagues, and advisors to students.

The programs of the Department of History enable students to hone their research, analytical, and writing skills, to fulfill their ‘USST’, ‘WORLD’, and ‘WEST’ categories for GEIII and various categories for GEII, to develop an in-depth understanding and appreciation of the past, and to meet requirements for undergraduate degrees offered in conjunction with the School of Education.

I.C. What activities/processes contribute to the program? (How you do what you do?)

1. Qualified, trained professional historians with doctoral degrees
2. Ongoing publication of scholarly research in our respective disciplines.
3. Outstanding teaching.
4. Curricular advancement through new and revised courses and plans of study.
5. Involvement in faculty governance.

Step Two: Where are you heading and what performances show your progress?

II. A. *What are your priority goals for the next five years (5-8 total)?*

1. *What do you want graduates to know? Be able to do? To believe?*

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1. To demonstrate a sophisticated understanding of how to study the past.
2. To demonstrate a solid foundation of historical knowledge.
3. To craft historical arguments.
4. To read and interpret historical documents ('primary sources').

2. *What goals do you have for your program? (e.g. out of class experiences, advising, curriculum, faculty development)*

1. To maintain excellence in faculty.
2. To maintain excellence in curriculum.
3. To continue collaboration with colleagues in other departments.
4. To continue to improve student advising.
5. To continue to provide service to the institution and community.
6. Increase the number of full-time, tenure-track faculty.
7. Meet with LA&S dean to negotiate a reduction in class sizes.
8. Review curriculum and revise major plans of study.
9. Create 100-level preceptorials for first-year students and 400-level research seminars for advanced majors.
10. Demonstrate an integrated curriculum.
11. Meet with dean of Student Advising to clarify new guidelines for GEIII and other advising issues.
12. Maintain departmental presence in faculty governance constituencies.

II. B. *What is the performance you desire to gauge your progress?*

1. *Student Learning Performances (outcomes)*

1. Demonstrate an ability to
 - a. write historically
 - b. think historically
 - c. critically evaluate arguments and information
 - d. use primary sources effectively
 - e. employ secondary literature

2. *Program Performances*

1. curriculum advancement: to develop new 100 level freshmen preceptorials and 400 level research seminars as part of curriculum revision
2. student advising: to evaluate student advising and satisfaction of advisees by reviewing pre-graduation essays
3. Active research programs: to develop and support active faculty research programs
4. Teaching: to demonstrate teaching effectiveness and continued development
5. Service: to participate actively in University and community service

Step Three: Describe your methodology

II. B. 1 and 2 <i>Desired Performance (from previous step)</i>	III. A. <i>What aspects of the performance are critical to measure?</i>	III. B. <i>How (by what means) will you gather the data?</i>	III. C. <i>When will Assessment Begin?</i>	III. C. <i>Who is Responsible for What?</i>
<p>1. Student Learning Performances (outcomes)</p> <p>Demonstrate an ability to</p> <ul style="list-style-type: none"> a. write historically b. think historically c. critically evaluate arguments and information d. use primary sources effectively e. employ secondary literature 	<p>Gathering and assessing of historical evidence; marshalling that evidence into a coherent historical argument; understanding historiography</p>	<p>Essays on their experiences with our department submitted by majors when they petition to be graduated; in-depth essays submitted by majors in the Seminar in History to be required of all History majors from Fall 2004 (rubrics for assessing essays will be developed in 2004); data collected by Institutional Research from graduating majors; essays on their experiences with our department submitted by majors when they petition to be graduated</p>	<p>Ongoing from Fall 2004</p>	<p>Assessment Committee (Department) and Seminar instructors review essays and report to department; department chair assists with review and includes it in self-study. (Assessment Committee is currently developing rubrics for measuring performance outcomes on senior seminar essays.)</p>

<p>2. Program performance</p> <p>a. Curriculum advancement</p>	<p>Courses that cultivate students' historical knowledge and interest in the past</p>		<p>Ongoing</p>	<p>Department chair reviews curriculum and invites improvements; department members also identify gaps and problems and submit course proposals and revisions to resolve them</p>
<p>b. Student advising</p>	<p>Satisfaction of advisees</p>	<p>Essays on their experiences with our department submitted by majors when they petition to be graduated; data collected by Institutional Research from graduating majors</p>	<p>Ongoing</p>	<p>Assessment Committee (Department) reviews essays and reports to department; department chair reviews data and reports and includes them in self-study</p>

c. Active research programs	Contributions to scholarship	Publications, conference appearances, grants obtained	Ongoing	Department chair reviews members' annual reports documenting research activities, provides assessment in self-study; department members pursue research agendas
d. teaching	Effective teaching	Student Evaluations of Instruction (SEIs); peer observations	Ongoing	Department chair reviews SEIs, observes classroom instruction, provides assessment in self-study; department members observe and assess teaching of peers

e. Service	Contributions to faculty governance and the historical knowledge and interest of the community	Participation in faculty governance, involvement with community history programs	Ongoing	Department chair reviews annual reports documenting service activities, provides assessment in self-study; department members respond to needs for service and to community requests dealing with respective areas of expertise

D. What additional resources will you need to complete your plan?

1. N/A.