1. What student learning outcomes were assessed this year, and why?
In answering this question, please identify the specific student learning outcomes you assessed this year, reasons for assessing these outcomes, with the outcomes written in clear, measurable terms, and note how the outcomes are linked to department, college and university mission and goals.

1. The History faculty reviewed the goals and rubrics established in 2007-08 and renewed their application for 2009-10.
2. Faculty evaluated the key student learning outcomes in the capstone course, History 481, using a common rubric.
3. Faculty disseminated a senior student satisfaction survey in the capstone course and compiled results.
4. Faculty created and disseminated a survey to newly-declared history majors in His 302 for winter 2010. The course was not offered in spring 2010, but the survey will be distributed whenever it is taught in future.
5. Faculty evaluated MA Program Capstone Assessments for the seven MA students who completed their theses, projects or exams, to determine whether the five key goals were met upon completion.

2. How were they assessed?
In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

A) What methods were used?
1) A five-point rubric was applied to all final original research papers by graduating seniors in History 481: Capstone Course.

2) A 13-questions satisfaction survey was circulated at the end of the senior capstone course (His 481) in spring 09, fall 09, winter 10 and spring 10. Responses were tabulated for faculty reference. In fall 10, history faculty will formally dissect the results.

3) five-point rubric was applied to each MA Thesis, Project, or Exam upon completion.
B) Who was assessed?
Senior history majors were assessed for two quarters and seven MA candidates were assessed upon completion of their degree during summer 2009 – June 2010.

C) When was it assessed?
Seniors were assessed at the end of winter 10 and spring 10 quarter. MA candidates were assessed in June 2010.

3. What was learned?
In answering this question, please report results in specific qualitative or quantitative terms, with the results linked to the outcomes you assessed, and compared to the standard of mastery (criterion) you noted above. Please also include a concise interpretation or analysis of the results.

Collective tabulations of rubric assessments yield a generally positive portrait of student mastery of essential skills. Surveys by students report general satisfaction with their major, although autumn 2009 seniors neglected the invitation to provide feedback online. Students appreciated our variety of course offerings, and will miss the massive loss of courses by departing tenured and tenure-track professors Thomas Wellock, Michael Ervin, and Maurice Amutabi. Students continued to complain that the His 302: Introduction to History for beginning majors and His 481: Understanding History, the capstone course for graduating seniors, required too much work for 3 credits.

See attached sheets for 481 and MA totals.

4. What will the department or program do as a result of that information?
In answering this question, please note specific changes to your program as they affect student learning, and as they are related to results from the assessment process. If no changes are planned, please describe why no changes are needed. In addition, how will the department report the results and changes to internal and external constituents (e.g., advisory groups, newsletters, forums, etc.).

History will press to replace the loss of three tenured lines as soon as the budget emergency permits.

5. What did the department or program do in response to last year’s assessment information?
In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

In response to student complaints about the workload in His 302 and His 481, faculty increased the course credits from 3 to 5 for His 302 and from 3 to 4 for His 481. In order to strengthen the essential skills listed in our rubrics, we successfully petitioned the Curriculum Committee to increase our undergraduate Large Plan Major from 60 credits to 74 credits, beginning in fall 2010.
In order to press MA candidates to build essential skills efficiently, we enforced the requirement that a prospectus be created and approved by the middle of the fourth quarter of graduate study.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University: