

CWU Student Learning Outcome Assessment Plan Preparation Form

Department: History
 Program: Master of Arts
 Date: November 8, 2013

NOTE: all data collected at Ellensburg campus.

Student Learning Outcomes (knowledge, skills, attitudes)	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses – population)**	When Assessed (term, dates) ***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
1. Students will describe and analyze the variety of historical methods. KNOWLEDGE	Students produce written, analytical work (papers, exams, projects, and/or theses) describing and comparing historical methods, e.g., oral history, statistics, semiotics, ethnology, gender theory.	History 511 (Historiography) students; History 512 (reading seminar) students	Students ordinarily enroll in History 511 in fall quarter of their first year. Assessment takes the form of book reviews and analytical (historiographical) papers.	Must clearly delineate each historical method and identify their strengths and weaknesses.
2. Students will describe and analyze the development of historical periodization, e.g., “Early Modern Europe.” KNOWLEDGE	Students produce written, analytical work (papers, exams, projects, and/or theses) describing the historical periodization, e.g., “Early Modern Europe.”	History 511 (Historiography) students; History 512 (reading seminar) students	Students ordinarily enroll in History 511 in fall quarter of their first year. Assessment takes the form of book reviews and analytical (historiographical) papers.	Must clearly delineate the concept and definition of historical periods and identify the strengths and weaknesses of such paradigms.
3. Students will describe and compare scholarly interpretations of a particular field of historical investigation. KNOWLEDGE	Students produce written, analytical work (papers, exams, projects, and/or theses) comparing and describing historical interpretations of specific historical periods and/or	History 512 (reading seminar); History 596 (independent study); History 700 (thesis/exam), and “layered courses” (undergraduate lecture courses with a	Students enroll in “layered courses,” History 512, and History 596 throughout their graduate careers. These courses comprise the bulk of their education.	Must clearly delineate different historical interpretations of a specific event and/or theme. Events and themes vary greatly but may include, e.g., World War I; early modern witchcraft

	themes, e.g., the French Revolution.	graduate component).	Students enroll in History 700 (thesis/exam) at the end of their graduate careers; that course is a capstone.	trials; comparative colonialism; the industrial revolution.
4. Students will produce original interpretations of a historical period or theme. SKILL	Students produce written, analytical work—based on primary sources—in the form of papers or theses that construct and defend an original hypothesis of interest to professional historians and/or that tests an existing hypothesis of interest to professional historians.	History 512 (reading seminar); History 596 (independent study); History 700 (thesis/exam), and “layered courses” (undergraduate lecture courses with a graduate component).	Students enroll in “layered courses,” History 512, and History 596 throughout their graduate careers. These courses comprise the bulk of their education. Students enroll in History 700 (thesis/exam) at the end of their graduate careers; that course is a capstone. In History 700, either a thesis or a written exam answer may be assessed; both require students to construct original interpretations or to test existing hypothesis, though only the thesis does so via original research from primary sources.	Must construct a clear and original interpretation (hypothesis) of an historical event and/or theme. Themes vary greatly but may include, e.g., the cause of Russia’s entry into World War I; the gender implications of early modern witchcraft trials; the relationship between the industrial revolution on racial thought; etc.
Students will canvass and make full use of historical resources whether digital, print, or other, and will cite that work in appropriate scholarly format. SKILL	Students will demonstrate the depth and breadth of their investigation of historical resources via their written work: papers, projects, and theses. They will also demonstrate correct citation styles.	History 512 (reading seminar); History 596 (independent study); History 700 (thesis/exam), and “layered courses” (undergraduate lecture courses with a graduate component).	Students enroll in “layered courses,” History 512, and History 596 throughout their graduate careers. These courses comprise the bulk of their education. Students enroll in	Must demonstrate full use of historical resources in interpreting an historical event and/or theme. Themes vary greatly but may include, e.g., the cause of Russia’s entry into World War

			<p>History 700 (thesis/exam) at the end of their graduate careers; that course is a capstone. In History 700, only students who choose the thesis option will be expected to demonstrate full use of historical resources; students taking the exam are largely tested on their knowledge of published historical articles and books.</p>	<p>I; the gender implications of early modern witchcraft trials; the relationship between the industrial revolution on racial thought; etc.</p>
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*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature

**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers)

***Timing of assessment should be identified at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)