**2009 History Report**

**Step1: Department/Program Mission (Due May 15, 2009)**

Department began discussions of "our mission" a year ago, but moved on to other issues. Will discuss asap with department.

**Step 2: List goals/outcomes (Due May 15, 2009)**

1. Written communication skills
	1. Writes coherent and cogent prose
	2. Uses correct grammar
2. Content outcomes
	1. Knows main events, personages, historical dynamics shaping societies from at least three regions of the world
	2. Understands how the histories of different societies are interconnected

3.     Historical thinking and analysis

a.       Understands what it means to say that historical narratives are constructed and knows that historical narratives and interpretations change over time.

b.      Understands how to analyze secondary sources.

c.       Understands the difference between a primary and secondary source and that what is “primary” depends on how you are using it (e.g., a textbook is a primary source if you are doing a history of textbooks)

d.      Understands how to analyze the content of primary sources, to properly contextualize them their place and time, and to draw culturally and historically appropriate conclusions from them.

e.       Knows the difference between a personal reaction to historical materials and an intellectual analysis of them.

1. Knowledge production
	1. Knows how to formulate a historical thesis and develop it with proper use of evidence and suitable documentation. Knows why this is important, and knows how a paper structured around an analytical thesis differs from a paper that simply arranges data.
	2. Knows how to carry out historical research

 **Step 3: Identify program components (Due May 15, 2009)**

*A minimum of eight units in history, including three units from European and United States history (with at least one course in each field) and three units from African, Asian, and Latin American history (with courses taken in at least two fields). A minimum of one unit selected from courses numbered 370 to 402 (excluding 388, 389, 391, 392).*

**Step 4: Select methods/data sources and instruments (Due May 15, 2009)**

*History Majors create portfolios that include writing samples and self-assessment essays that reflect upon their progress in meeting the departmental learning goals. History Assessment Committee faculty will evaluate the portfolios to create quantitative data.*

*DLG (Departmental Learning Goals)*

*Portfolio Contents:*

*I)                   Front Matter*

*a.       Title page (name, student number, and year of graduation)*

*b.      Table of Contents*

*c.       Major information form: List of History Courses taken at Albion College (updated) Geographical distribution highlighted somehow*

*d.      Copy of Departmental Learning Goals (DLG)*

*e.       Copy of Assessment Portfolio rubric*

*II)                Required Exemplars*

*a.       100 level/first year history paper* ***intended as a ‘diagnostic’ tool for all our DLG***[*?*](https://docs.google.com/a/albion.edu/view.php?id=334&page=intended+as+a+%E2%80%98diagnostic%E2%80%99+tool+for+all+our+DLG) *(1, 3-4)*

*b.      200-300 level history paper* ***tracking progress in DLG***[*?*](https://docs.google.com/a/albion.edu/view.php?id=334&page=tracking+progress+in+DLG) *(1, 3-4)*

*c.       370+ research paper* ***summative evaluation of DLG***[*?*](https://docs.google.com/a/albion.edu/view.php?id=334&page=summative+evaluation+of+DLG) *1-4) –does this explicitly include analysis of primary sources?*

*III)             Self-Assessment Essays*

*a.       Short essay (1 page) re: the student’s first classes and consideration of  DLG* ***end of sophomore year***[*?*](https://docs.google.com/a/albion.edu/view.php?id=334&page=end+of+sophomore+year)

*b.      Short essay (1-2 pages) highlighting progress toward achieving DLG* ***final semester***[*?*](https://docs.google.com/a/albion.edu/view.php?id=334&page=final+semester)

*IV)             Faculty Assessment Form*

*a.       A standardized evaluation form for the portfolio as an indicator of achievement in DLG, reducible to quantitative data—purview of History Assessment Committee*