3-Year Academic Assessment Plan Cover Sheet

Assessment plans are due February 16, 2015
Email to: assessment@unlv.edu

Program Information:

<table>
<thead>
<tr>
<th>Program Assessed</th>
<th>History BA</th>
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<tbody>
<tr>
<td>Department</td>
<td>History</td>
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<tr>
<td>College</td>
<td>Liberal Arts</td>
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<tr>
<td>Department Chair</td>
<td>Paul Werth</td>
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<tr>
<td>Assessment Coordinator</td>
<td>Elspeth Whitney</td>
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<tr>
<td>Date Submitted</td>
<td>2/3/15</td>
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Contact Person for This Plan

<table>
<thead>
<tr>
<th>Name</th>
<th>Elspeth Whitney</th>
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<tbody>
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<td>(702) 895-3350</td>
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<td>Email</td>
<td><a href="mailto:elspeth@unlv.nevada.edu">elspeth@unlv.nevada.edu</a></td>
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Please address the following items:

- What are the student learning outcomes? Please provide a numbered list.
- **Plans must include a curriculum map showing which courses will address which learning outcomes.** Examples can be found here: [http://provost.unlv.edu/Assessment/map.html](http://provost.unlv.edu/Assessment/map.html)
- Which learning outcomes will be assessed in each cycle year (i.e., assessment timeline)?
- How will the learning outcomes be assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What is your plan for sharing the assessment results and acting on them (i.e., closing the loop)?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
HISTORY DEPARTMENT ACADEMIC ASSESSMENT PLAN  2015-2018
Undergraduate B.A.

DEPARTMENT MISSION STATEMENT

The UNLV History Department supplies a critical component of a liberal arts education by providing a historically informed perspective on the contemporary world and the challenges that it faces.

The Department’s broader objectives include: (1) transmitting the accumulated knowledge of the human past through formal teaching by tenured and tenure-track faculty at all levels of the curriculum; (2) generating and disseminating new knowledge of the past through innovative research; (3) training students in the skills of research, critical analysis and effective communication; (4) contributing fundamentally to the university’s efforts to promote understanding of global, multicultural, and international issues; (5) providing services to the local community as part of a robust relationship based on interdependence and reciprocity.

1. STUDENT LEARNING OBJECTIVES

By the time students complete the program, they will be able to:

1. Demonstrate a broad knowledge of the development of world history from antiquity to the present.

2. Demonstrate knowledge of two of the four geographical areas including United States, Latin America, Europe and Asia.

3. Demonstrate training in the collection, analysis and evaluation of historical sources and information through the identification, analysis, and citation of the historical arguments of other scholars.

4. Demonstrate an awareness of the changing nature of historical interpretation; the ability to make independent judgments about conflicting historical interpretations; and recognize where they are in history.

5. Demonstrate training in critical thinking and the ability to construct a reasoned and effective argument on the basis of historical evidence that has been selected, arranged, and analyzed.

6. Demonstrate training in clarity of expression orally and in writing.
### 2. CURRICULUM MAP

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO)</th>
<th>SLO 1 Broad knowledge world history</th>
<th>SLO2 Knowledge of two of four geographical areas</th>
<th>SLO3</th>
<th>SLO4</th>
<th>SLO5</th>
<th>SLO6</th>
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<tbody>
<tr>
<td>COURSE</td>
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<tr>
<td>Lower division required and elective courses</td>
<td>B 3</td>
<td>B 3</td>
<td>1</td>
<td>1</td>
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<td>1</td>
</tr>
<tr>
<td>HIST 251</td>
<td>1</td>
<td>1</td>
<td>B 3</td>
<td>B 3</td>
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<tr>
<td>Upper division courses</td>
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<td>HIST 451</td>
<td>2</td>
<td>2</td>
<td>E 3</td>
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**KEY**

- **B** = outcome introduced in beginning of development, such as in introductory course
- **M** = outcome covered in middle stages of development
- **E** = outcome fully developed at the end of career, such as in the capstone course

1=minor emphasis
2=moderate emphasis
3=significant emphasis
3. Assessment over the next three years will be focused on SLO 3, 4, 5 and 6 and attention will be paid primarily to HIST 251 and 451. 
2015 will focus on SLO 3 and 5. (UULO 2.1-6)
2016 will focus on SLO 4 and 5. (UULO 2.1-6)
2017 will focus on SLO 6. (UULO 3.1-2)

4. Learning outcomes will be assessed in the following ways. Sample papers from HIST 251 and 451 will be reviewed by the Assessment Officer and faculty on the Teaching Committee according to a rubric developed by the Assessment Officer in conjunction with the Department and based on the SLOs. A new system of rubrics rating student performance will be developed and applied. A new student survey will be designed and put into practice.

5. University Undergraduate Learning Outcome 2 will be assessed in conjunction with assessment of SLO 3-5. These outcomes largely overlap.

6. Plan for sharing results and acting on them. The work of the Assessment Officer and the Teaching Committee will be shared with the Department in Department meetings and other venues. The Department will approve changes in assessment activities as appropriate.