

## FORM 201B: ASSESSMENT PLAN

**Program / Department:** History M.A. / GSHAA Dept.

### Department Mission

The Department of Geography, Sociology, History, African American Studies, and Anthropology (GSHAA) at Chicago State University is a multi-disciplinary academic unit which is committed to providing a rigorous, positive, and transformative educational experience for both undergraduate and graduate students. The department fosters an inclusive, collegial environment which promotes scholarly achievement, research productivity, and service to its diverse student, faculty, and staff population. GSHAA is focused on extending the educational experience outside the walls of the university through teacher training, the promotion of social justice, and community involvement in Chicago and the region.

### Program Objectives

1. Meet the needs of in-service secondary school teachers
2. Prepare students for the teaching of history at the community college level
3. Prepare students to continue study leading to an advanced degree

### Student Outcomes

- a. Students will demonstrate knowledge of the significance of a variety of historical topics with reference to broader historical contexts, historiographic trends, or contemporary relevance.
- b. Students will produce written work that incorporates consideration of the relevant historiography along with the theory that informs it.
- c. Students will construct original historical arguments based on primary source material research.
- d. Students will demonstrate a superior quality of writing both in terms of mechanics and in development of an argument.

### Curriculum Map

	<b>Core Courses (Listed in approximate chronological order)</b>					
<b>Student Learning Outcomes</b>	HIST 5400 Historical Methods	HIST 53xx Elective Classes (Advanced Lecture / Discussion)	HIST 54xx Research Seminars	HIST 5410 Advanced Readings in Historiography (Capstone)	HIST 5420/5421 Independent Research (prior to HIST 5499)	HIST 5499 M.A. Thesis
a. Students will demonstrate knowledge of the significance of a variety of historical topics with reference to broader historical contexts, historiographic trends, or contemporary relevance.	K	K	K, A	K, A	K	K, A

b. Students will produce written work that incorporates consideration of the relevant historiography along with the theory that informs it.	A, S	A	A	A, S	A	A, S
c. Students will construct original historical arguments based on primary source material research.	K, A, S	K, A, S	K, A, S	K, A, S	K, A, S	K, A, S
d. Students will demonstrate a superior quality of writing both in terms of mechanics and in development an argument effectively.	A, S	A, S	A, S	A, S	A, S	A, S

K= Knowledge/Comprehension  
A=Application/Analysis  
S=Synthesis/Evaluation

### Assessment Plan Detail

Program Objectives	Student Outcomes	Assessment Instruments	Criteria
1. Meet the needs of in-service secondary school teachers	a. Students will demonstrate knowledge of the significance of a variety of historical topics with reference to broader historical contexts, historiographic trends, or contemporary relevance.	a. Direct Assessment Instrument 1: <b>M.A. History Thesis</b>	<ul style="list-style-type: none"> <li>a. argument/thesis based on primary sources</li> <li>b. primary sources are relevant and appropriate to the topic</li> <li>c. ability to form historical questions; make historical connections based on source material</li> <li>d. make an effective written argument</li> <li>e. understand plagiarism and has knowledge of when to cite primary and secondary sources</li> <li>f. use proper bibliographic forms in citation from History Department Style Guide and <i>Chicago Manual of Style</i></li> </ul>

2. Prepare students for the teaching of history at the community college level	b. Students will produce written work that incorporates consideration of the relevant historiography along with the theory that informs it.	b. Direct Assessment Instrument 2: <b>Capstone Paper/Project</b>	<ul style="list-style-type: none"> <li>a. paper or project uses primary and secondary sources</li> <li>b. argument based on reading of primary sources</li> <li>c. ability to identify the thesis of secondary authors</li> <li>d. ability to analyze the validity of the author's argument</li> <li>e. ability to compare secondary sources</li> <li>f. ability to form historical questions</li> <li>g. make an effective written argument</li> <li>h. understand plagiarism and knows when to include citation of authorities</li> <li>i. use proper bibliographic forms in citation</li> </ul>
3. Prepare students to continue study leading to an advanced degree	c. Students will construct original historical arguments based on primary source material research.	c. Indirect or Reflective Assessment Instrument 1: <b>Annual Faculty Evaluation of Students</b>	Instrument under construction
	d. Students will demonstrate a superior quality of writing both in terms of mechanics and in development of an argument.	d. Indirect or Reflective Assessment Instrument 2: <b>Annual Grad Student Satisfaction Survey</b>	Instrument under construction
		e. <b>Annual Meeting of Grad Students and Faculty</b>	Criteria to be determined