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>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>HISTORY</td>
</tr>
<tr>
<td>College</td>
<td>LIBERAL ARTS</td>
</tr>
<tr>
<td>Department Chair</td>
<td>ANDY KIRK</td>
</tr>
<tr>
<td>Assessment Coordinator</td>
<td>CIAN T. MCMAHON</td>
</tr>
<tr>
<td>Date Submitted</td>
<td>14 DECEMBER 2018</td>
</tr>
</tbody>
</table>

Contact Person for This Plan

<table>
<thead>
<tr>
<th>Name</th>
<th>CIAN T. MCMAHON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>(702) 895-4025</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:CIAN.MCMAHON@UNLV.EDU">CIAN.MCMAHON@UNLV.EDU</a></td>
</tr>
</tbody>
</table>

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
- 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 2018-2020 (Undergraduate B.A.)

Department Mission Statement

We seek to be a nationally and internationally recognized unit, known for the quality and variety of our scholarly production, the innovativeness and effectiveness of our degree programs, and the significance and durability of our engagement – with the campus, the southern Nevada community, the national and international scholarly community, and the general public, from the local to the international scale. The UNLV History Department provides students, our colleagues and the southern Nevada community with expertise and practical application of knowledge about the recorded human past. We achieve this through instruction, research and scholarship, and professional and community engagement by providing guidance to enable others to pursue informed and effective interaction the human past. This guidance includes proper handling of a wide variety of source materials, deployment of a wide range of methods of analysis and interpretation, mastery of multiple means of scholarly and public communication, and the fostering of an appreciation for the salience, significance, and meaning of the diverse languages, cultures and experiences that constitute the human experience.

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.

A. 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.
B. CURRICULUM MAP

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

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLOs)</th>
<th>SLO1 Broad knowledge of world history</th>
<th>SLO2 Knowledge of two of four geographic areas</th>
<th>SLO3</th>
<th>SLO4</th>
<th>SLO5</th>
<th>SLO6</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower division required and elective courses</td>
<td>B 3</td>
<td>B 3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>HIST 251</td>
<td>1</td>
<td>1</td>
<td>B 3</td>
<td>B 3</td>
<td>B 3</td>
<td>B 3</td>
</tr>
<tr>
<td>Upper division courses</td>
<td>M 3</td>
<td>M 3</td>
<td>M 2</td>
<td>M 2</td>
<td>M 2</td>
<td>M 2</td>
</tr>
<tr>
<td>HIST 451</td>
<td>2</td>
<td>2</td>
<td>E 3</td>
<td>E 3</td>
<td>E 3</td>
<td>E 3</td>
</tr>
</tbody>
</table>
C. WHICH LEARNING OUTCOMES WILL BE ASSESSED IN EACH CYCLE YEAR?

Over the next three years, our department's Assessment Plan will focus on SLOs 3, 4, 5 and 6 and rely on HIST 251, HIST 451, and our two new experimental 1-credit courses (tentatively entitled HIST 151A and HIST 351A) for its data.

2018 will focus on SLO 4 and 5 (UULO 2.1-6) in HIST 451.

2019 will focus on SLO 3 and 5 (UULO 2.1-6) in HIST 251.

2020 will focus on SLO 6 (UULO 3.1-2) in HIST 151A and HIST 351A.

D. HOW WILL THE LEARNING OUTCOMES BE ASSESSED?

--In 2018 and 2019, sample papers from HIST 451 and HIST 251 (respectively) will be reviewed by the Undergraduate Coordinator (ie, Assessment Officer) and by faculty teaching those courses. They will employ the same rubric used under the 2015-2018 Assessment Plan.

--In 2020, sample assignments from HIST 151A and HIST 351A will be reviewed by the Undergraduate Coordinator (ie, Assessment Officer) and by faculty teaching those courses. As those courses are still in the development stage (see BA Assessment Report 2018), no rubric has yet been created.

--Student surveys will be replaced by focus groups in which the Undergraduate Coordinator visits the classes being assessed to interview the students and learn from them what obstacles they face, what resources would help them the most, and what we—as a department—could do to better facilitate their learning experience.

E. WHAT UNIVERSITY UNDERGRADUATE LEARNING OUTCOME (ULLO) WILL BE ASSESSED?

UULO#2 (Inquiry/Critical Thinking) largely overlaps with our assessment of SLOs 3-5.

UULO#3 (Communication) overlaps with SLO 6.

F. WHAT IS THE PLAN FOR SHARING ASSESSMENT RESULTS AND ACTING ON THEM?

The work of the Assessment Officer and the Teaching Committee will be shared with the faculty in department meetings and other venues. The faculty will approve changes in assessment activities as appropriate.