

**Academic Assessment Plan**

**University of Florida**

**Academic Affairs**

**Academic Colleges**

**College of Liberal Arts & Sciences**

**History**

**History (BA)**

**B.A. History Mission**

The History Department provides important skills to its students in analytical reading, critical thinking and writing, and reconstructing the past through the use of primary source evidence and established scholarship. As active scholars themselves, the History Department's faculty shares their intellectual mission with students by constructing a battery of challenging courses that offer a wide variety of geographical, chronological, and methodological approaches. Over time, history students develop the ability to analyze complex problems and provide solutions through a combination of research and writing; this expertise goes far beyond the particular content of their field of study to inform the student's interaction with historical, contemporary, and future problems. By introducing students to the world of historical scholarship in the History Practicum, requiring writing assignments that help develop and polish persuasive writing in a diverse range of classes, and providing students the opportunity to analyze, synthesize, and reconstruct the past themselves in the capstone Senior Seminar, the History Department allows students from all backgrounds to acquire this critical set of skills in a rigorous, but supportive, academic environment.

The College of Liberal Arts and Sciences' mission is "to lead the academic quest to understand our place in the universe" and "to ensure equitable access for all of its constituencies present, drawing strength from our rich heritage of racial, ethnic and gender diversity." The University of Florida's mission is to create the "broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century." The History Department contributes to these goals by doing more than simply providing access to a finite body of knowledge concerning the past; it empowers students at the University of Florida to refine those analytical qualities of critical thinking and expression necessary to succeed in their chosen educational, professional, or vocational field. The Department thus weds the intellectual talent, experience, and energy of its faculty with students' needs to acquire essential skills that will serve them over a lifetime of personal, educational, and vocational challenges. In doing so, it is solidly in line with the Florida Board of Governors' strategic plan for the University of Florida that "nurtures young people from diverse backgrounds to address the needs of our societies while creating new knowledge and the pursuit of new ideas." By analyzing the past, then, UF's history students hone abilities that can improve their futures as well as those of the citizens of Florida, the nation, and the world.

**Responsible Roles:** Assoc Professor (Wise, Benjamin)

**Program:** History (BA)

**Progress:** Ongoing

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**PG 1: Independent Research**

To graduate students who are prepared to be independent researchers.

**Evaluation Method**

Capstone statement written at the end of 4930 Research Seminar.

**Responsible Role:** Assoc Professor (Wise, Benjamin)

**Progress:** Ongoing

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**2015-16 SLO 1: Critical Thinking - Research**

Acquire and apply basic research skills learned through use of print and electronic resources of the library and web

**SLO Area (select one):** Critical Thinking (UG)

**Responsible Role:** Assoc Professor (Wise, Benjamin)

**Progress:** Ongoing

**Assessment Method**

Skill set exam administered at end of HIS 3942 and Capstone statement written at end of HIS 4930

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**2015-16 SLO 2: Critical Thinking**

Critically assess and interpret primary and secondary sources.

**SLO Area (select one):** Critical Thinking (UG)

**Responsible Role:**

**Progress:** Ongoing

**Assessment Method**

Skill-set exam administered at the end of HIS 3942 and Capstone statement written at end of HIS 4930

**2015-16 SLO 3: Content**

Identify a historical research topic related to the focus of the research seminar, develop knowledge of the topic through research, and create historical arguments using evidence effectively with clear prose.

**SLO Area (select one):** Content (UG)

**Responsible Role:** Assoc Professor (Wise, Benjamin)

**Progress:** Ongoing

**Assessment Method**

Capstone statement written at end of HIS 4930.

**2015-16 SLO 4: Communication**

Produce an effectively written analytical research paper based in research of primary sources, framed within the secondary literature, and offering a coherent historical argument supported by the evidence.

**SLO Area (select one):** Communication (UG)

**Responsible Role:** Assoc Professor (Wise, Benjamin)

**Progress:** Ongoing

**Assessment Method**

Capstone statement written by students at the end of HIS 4930

**B.A. History Detail**

**Start:** 7/1/2015

**End:** 6/30/2016

**Progress:**

**Providing Department:** History (BA)

**Responsible Roles:** Assoc Professor (Wise, Benjamin)

**Research (Graduate and Professional AAPs only)****Assessment Timeline (Graduate and Professional AAPs only)****Curriculum Map (UG AAPs only)**

Curriculum Map for: History BA

Program History    College                      College of Liberal Arts and Sciences

Key: Introduced Reinforced                      Assessed

Courses	HIS 3942: History Practicum	AMH 3-4000, 6 credits	EUH 3-4000, 6 credits	AFH, ASH, LAH 3-4000, 6 credits	AMH, AFH, ASH, EUH, HIS, LAH, WOH 3- 4000, 15 credits	AMH, AFH, ASH, HIS, LAH 4930: Senior Seminar
<b>Critical Thinking</b> #1	I, A – skills set exam & course completion rates	R	R	R	R	A – final project, course completion rates
<b>Critical Thinking</b> #2	I, A - skills set exam	R	R	R	R	A - final project, course completion rates
<b>Content</b> #3	I	R	R	R	R	A - final project, course completion rates
<b>Communication</b> #4	I	R	R	R	R	A - final project, course completion rates

**Assessment Cycle (All AAPs)**

Analysis and Interpretation: August-September  
 Improvement Actions: Completed by October 1  
 Dissemination: Completed by October 1

SLOs	Year 13-14	14-15	15-16	16-17	17-18
<b>Critical Thinking</b>					
#1	√	√	√	√	√
<b>Critical Thinking</b>					
#2	√	√	√	√	√
<b>Content</b>					
#3	√	√	√	√	√
<b>Communication</b>					
#4	√	√	√	√	√

### Methods and Procedures (UG and Certificate AAPs)

The department of History utilizes **direct** assessment methods as follows:

Student Learning Outcome	Assessment Method
Acquire and apply basic historical research tools learned through use of library finding aids and web resources	Skills Set Exam Capstone Statement
Critically assess and interpret primary and secondary sources	Skills Set Exam Capstone statement
Identify a historical research topic related to the focus of the research seminar, develop knowledge of the topic through research, and create historical arguments using evidence effectively with clear purpose.	Capstone statement
Produce an effectively written paper based in research of primary sources, framed within secondary literature, and offering a coherent historical argument supported by the evidence	Capstone Statement

#### I. Skills-Set Exam for HIS 3942 History Practicum

Beginning in the Fall of 2012, the history department began administering a **skills-set exam** at the conclusion of each semester's HIS 3942 Practicum courses that will be reviewed by the Assessment Committee.

Each student enrolled in the introductory Practicum course will take a Skills-Set Exam in which they are examined on skills including: distinguishing between and analyzing primary and secondary sources, recognizing historiographical trends, developing historical arguments, reading critically, and evaluating research resources available in the library and online. The exam will not be part of the student's grade and should not include the student's name or any identification. The instructor will administer this exam before the final week of class and deliver them directly to the Assessment Committee.

#### II. AFH/AMH/ASH/EUH/HIS/ LAH 4930 Senior Seminar Assessment for Capstone Statement:

Each student enrolled in the Senior Seminar will provide a 250-word Capstone Statement in which they describe their major research project, including research method (SLO 1), sources used (SLO 2), the major argument of paper (SLO 3), and a summary of the paper findings (SLO 4). This document will not be a part of the student's grade and should not include the student's name or any identification. The instructor will collect these Capstone Statements before the final week of class and deliver them directly to the Assessment Committee. Each document must include the following components:

1. A clear description of the research project, which includes both a brief account of the historiographical context of the project as well as the student's historical argument (SLO 1, 2, 3).

2. A narrative account of the project that includes its chronological, geographical, and thematic contours (SLO 2, 4).

3. A summary of both the primary and secondary sources that the student will/did employ in order to provide evidence for the narrative and argument components of the project. (SLO 2, 4).

**SLO Assessment Rubric (All AAPs)**

**AFH/AMH/ASH/EUH/HIS/ LAH 4930 Senior Seminar Assessment Rubric for Capstone Statement:**

Each student enrolled in the Senior Seminar will provide a 250-word Capstone Statement in which they describe their major research project, including research method (SLO 1), sources used (SLO 2), the major argument of paper (SLO 3), and a summary of the paper findings (SLO 4). This document will not be a part of the student's grade and should not include the student's name or any identification. The instructor will collect these Capstone Statements before the final week of class and deliver them directly to the Assessment Committee. Each document must include the following components:

1. A clear description of the research project, which includes both a brief account of the historiographical context of the project as well as the student's historical argument (SLO 1, 2, 3).

2. A narrative account of the project that includes its chronological, geographical, and thematic contours (SLO 2, 4).

3. A summary of both the primary and secondary sources that the student will/did employ in order to provide evidence for the narrative and argument components of the project. (SLO 2, 4)

**Measurement Tools (Graduate and Professional AAPs Only)**

**Assessment Oversight (All AAPs)**

Name	Department Affiliation	Email Address	Phone Number
Ben Wise	History	<a href="mailto:benwise@ufl.edu">benwise@ufl.edu</a>	273-3363
Juliana Barr	History	<a href="mailto:jbarr@ufl.edu">jbarr@ufl.edu</a>	273-3364
Elizabeth Dale	History	<a href="mailto:edale@ufl.edu">edale@ufl.edu</a>	273-3387

**Academic Assessment Plan Entry Complete:**