

**Program Level Outcomes Assessment Plan (PLOAP)**

**Program Name/College:** BS History/ College of Liberal Arts

Program Goal	Student Learning Outcomes	Alignment to the 5 RIT Educational Goals	Data Source/ Measure	Benchmark	Timeline & Person(s) Responsible	Data Analysis & Key Findings	Use of Results Action Items & Dissemination
1. Demonstrate expertise in methodologies of historical research using a variety of evidence and data (primary and secondary sources)	Examine, analyze, and synthesize primary and secondary historical sources to construct historical interpretations and arguments	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking <input type="checkbox"/> Integrative Literacies	Making History [HIST-101]: exam, essay, or project	80% of students will meet or exceed a grade of "B" on exam, essay, or project.	Bi-annually in fall/spring by HIST-101 instructor. Analysis: in fall and spring by course instructor and department chair.	<i>Completed annually by program</i>	Course Instructor and Department Chair will present results at department faculty meeting. Instructors, chair and faculty will make necessary changes or improvements to course curriculum*  <i>*Use of results consistent across all SLOs</i>
2. Acquire historical knowledge including specific regions and global comparative perspectives, reflecting the multiple dimensions of human experience.	Critically investigate salient historical material in non-Western history, U.S. history, global history, or history of the environment, science, and technology, to interpret the multiple dimensions of human experience	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking <input type="checkbox"/> Integrative Literacies	Selected non-Western history course or thematic specialization course (200-level or higher) based on offerings and enrollments: exam or paper	80% of students will meet or exceed a grade of "B" on designated exam or paper	Bi-annually in fall/spring by selected course instructor. Analysis: in fall and spring by course instructor and department chair.		
3. Recognize multiple fields of historiography	Compare and contrast various fields of historiography	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking <input type="checkbox"/> Integrative Literacies	Hands-on History [HIST-421] (WI-GE): Exam or paper	80% of students will meet or exceed a grade of "B" on exam or paper.	Bi-annually in fall by HIST-421 instructor. Analysis: in fall by course instructor and department chair.		
4. Attain technological expertise in the field of digital history, in both research and a variety of forms of public presentation and media	Utilize various digital technologies and media to research, analyze, and present a historical event or relevant context	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking <input checked="" type="checkbox"/> Integrative Literacies	Digital History [HIST-326]: Term Project	80% of students will meet or exceed a grade of "B" on term project.	Bi-annually in spring by HIST-326 instructor. Analysis: in spring by course instructor and department chair.		
5. Conduct original historical research	Design, conduct, and present original historical research in written and spoken formats	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking <input type="checkbox"/> Integrative Literacies	Capstone Project [HIST-501]: Final Paper/Project	80% of students will meet or exceed a grade of "B" on Capstone final paper/project.	Bi-annually in fall by HIST-501 instructor. Analysis: in spring by course instructor and department chair.		
6. Engage in experiential learning (internship or co-op) to broaden knowledge and develop twenty-first century competencies	Demonstrate problem-solving and communication skills in an experiential learning environment	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking <input type="checkbox"/> Integrative Literacies	History-499, History Co-operative Education Internship/ Co-op Employer survey/ feedback form	Students will receive a 3 out of 5 or higher on employer survey/ feedback form.	Bi-annually in spring by HIST-499 instructor. Analysis: in spring by course instructor and department chair.		