

Westmont College History Department Curriculum Map 2013-18

Program Learning Outcomes	Primary Sources (2013-14) Students will be able to read primary sources historically and use them effectively.	Research (2014-15) Students will be able to select an appropriate research topic, and locate, evaluate, and responsibly use primary and secondary sources relevant to their work.	Global Awareness/Diversity (2015-16) We have not developed an outcome for this, wanting to wait on the wider college conversation.	Vocation (2016-17) Students will show evidence of mature reflection on the relationship between their education at Westmont and their vocational pursuits.
Where are the Learning Outcomes met? I Introduced D Developed M Mastered	I: HIS1 D: All upper-division courses M: HIS198	I: HIS1 D: All upper-division courses M: HIS198	I, D: HIS10 D, M: numerous upper-division courses, including HIS121, 141, 162, 178, 181, 182, 185, 186, 187, and 188	I: HIS1 D, M: HIS198
How are they assessed?	Direct method: Source Analysis in HIS198	Direct method: HIS198 Research Papers Indirect method: HEDS Research Practices Survey	Undetermined	Undetermined

Benchmark	80% of students demonstrate good or superior analysis.	75% of students fall in good or superior categories on topic selection and attribution.	Undetermined.	Undetermined.
Link to the Institutional Learning Outcomes	<p>Critical and Interdisciplinary Thinking Students are versatile thinkers, able to use appropriately the tools provided by different disciplinary methodologies and to understand that each discipline implies a particular epistemological orientation. Critical interdisciplinary thinking requires</p>	<p>Research and Information Literacy Our graduates will have the skills necessary to access, evaluate, use and communicate information effectively and ethically in a technology-intensive environment. In addition, they will possess the ability to evaluate the impact of technology on</p>	<p>Diversity and Global Awareness Our graduates have the understanding and skills to engage people unlike themselves--both individuals and groups--in ways that affirm others as persons created in God's image.</p>	N/A

	<p>students to combine a variety of discipline-specific reasoning abilities in attempts to solve problems or answer questions. It also requires them to have the ability to frame appropriate questions; to think abstractly; to test definitions of key terms and categories of analysis, and to examine one's own assumptions.</p>	<p>their work and in the world— understanding both its possibilities and limitations.</p>		
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