Both direct and indirect measures of student learning will be employed to assess mastery of the intended student learning outcomes. Direct assessments will include evaluating materials submitted by the students as part of their regular course work. For example, in our 4000 level senior seminars, we will assess students' final capstone research papers by using a rubric. A team of faculty members will use this rubric to determine whether final papers have achieved those outcomes we deem important in upper level, research-based history classes. For example,
this rubric will ask to what extent a paper demonstrates the use of a wide range of primary and secondary sources. It might also ask to what extent a final paper is written in clear, coherent language. Indirect measures may include NSSE data, alumni surveys, student perception surveys and graduate school placement rates.