

2013-2014 ANNUAL ASSESSMENT REPORT TEMPLATE

This template intends to make our annual assessment and its reports simple, clear, and of high quality not only for this academic year but also for the years to come. Thus, it explicitly specifies some of the best assessment practices and/or expectations implied in the four WASC assessment rubrics we have used in the last few years (see the information below* that has appeared in Appendices 1, 2a, 2b, and 7 in the *Feedback for the 2011-2012 Assessment Report*; Appendix 2 in the *Feedback for the 2012-2013 Assessment Report*, and Appendices 5 to 8 in the *2013-2014 Annual Assessment Guideline*).

We understand some of our programs/departments have not used and/or adopted these best practices this year, and that is okay. You do not need to do anything extra this year, and ALL YOU NEED TO DO is to report what you have done this academic year. However, we hope our programs will use many of these best practices in the annual assessment in the future.

We also hope to use the information from this template to build a digital database that is simple, clear, and of high quality. If you find it necessary to modify or refine the wording or the content of some of the questions to address the specific needs of your program, please make the changes and highlight them in red. We will consider your suggestion(s). Thank you!

If you have any questions or need any help, please send an email to Dr. Amy Liu (liuqa@csus.edu), Director of University Assessment. We are looking forward to working with you.

*The four WASC rubrics refer to: 1) WASC “Rubric for Assessing the Quality of Academic Program Learning Outcomes”; 2) WASC “Rubric for Assessing the Use of Capstone Experience for Assessing Program Learning Outcomes”; 3) WASC “Rubric for Assessing the Use of Portfolio for Assessing Program Learning Outcomes”; and 4) WASC “Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews”.

Part 1: Background Information

B1. Program name: [___History_____]

B2. Report author(s): [_Katerina Lagos, Nikos Lazaridis, Jeff Wilson_____]

B3. Fall 2012 enrollment: [_6,131_____]

Use the *Department Fact Book 2013* by OIR (Office of Institutional Research) to get the fall 2012 enrollment: (<http://www.csus.edu/oir/Data%20Center/Department%20Fact%20Book/Departmental%20Fact%20Book.html>).

B4. Program type: [SELECT ONLY ONE]

X	1. Undergraduate baccalaureate major
	2. Credential
	3. Master’s degree
	4. Doctorate: Ph.D./E.D.D.
	5. Other, specify:

Part 2: Six Questions for the 2013-2014 Annual Assessment

Question 1 (Q1): Program Learning Outcomes (PLO) Assessed in 2013-2014.

Q1.1. Which of the following program learning outcomes (PLOs) or Sac State Baccalaureate Learning Goals did you assess in 2013-2014? (See 2013-2014 Annual Assessment Report Guidelines for more details). [CHECK ALL THAT APPLY]

X	1. Critical thinking (WASC 1)*
	2. Information literacy (WASC 2)
X	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
X	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that were assessed in 2013-2014 but not included above: a. b. c.

* One of the WASC's new requirements is that colleges and universities report on the level of student performance at graduation in five core areas: **critical thinking, information literacy, written communication, oral communication, and quantitative literacy.**

Q1.1.1. Please provide more detailed information about the PLO(s) you checked above:

The History Department has developed three program learning outcomes (See Appendix 1 for more details). This year, the Assessment Committee has assessed program learning goal 1 (PLO 1): Students shall be able to write a clear expository essay in which they develop a coherent historical argument and marshal evidence to support an interpretation. History students will demonstrate a written ability to formulate an argument and support it using historical evidence, and will:

1.1: Develop a coherent historical argument that will be discussed in a written essay. Students must organize their thoughts into a coherent and correctly structured argument. Students must also demonstrate their analysis of the evidence they selected to support their argument.

1.2: Use multiple pieces of evidence to support an argument in a written essay. Multiple sources must be employed for even short written assignments: 3 – 5 pages. Students must locate and compile appropriate evidence for their argument and assemble the sources in a logical format. Students must discuss the evidence and use specific examples to highlight their argument.

1.3: Demonstrate correct grammar usage in the written essay to convey one's thoughts and argument. Students must compose grammatically correct sentences that explain their ideas clearly.

Q1.2. Are your PLOs closely aligned with the mission of the university?

X	1. Yes
	2. No
	3. Don't know

Q1.3. Is your program externally accredited (except for WASC)?

	1. Yes
X	2. No (If no, go to Q1.4)
	3. Don't know (Go to Q1.4)

Q1.3.1. If yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

	1. Yes
	2. No
	3. Don't know

Q1.4. Have you used the *Degree Qualification Profile (DQP)* * to develop your PLO(s)?

	1. Yes
X	2. No, but I know what DQP is.
	3. No. I don't know what DQP is.
	4. Don't know

* **Degree Qualifications Profile (DQP)** – a framework funded by the Lumina Foundation that describes the kinds of learning and levels of performance that may be expected of students who have earned an associate, baccalaureate, or master's degree. Please see the links for more details:

http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf and
<http://www.learningoutcomeassessment.org/DQPNew.html>.

Question 2 (Q2): Standards of Performance/Expectations for EACH PLO.

Q2.1. Has the program developed/adopted **EXPLICIT** standards of performance/expectations for the PLO(s) you assessed in **2013-2014 Academic Year**? (For example: We expect 70% of our students to achieve at least a score of 3 on the Written Communication VALUE rubric.)

X	1. Yes, we have developed standards/expectations for ALL PLOs assessed in 2013-14.
	2. Yes, we have developed standards/expectations for SOME PLOs assessed in 2013-14.
	3. No (If no, go to Q2.2)
	4. Don't know (Go to Q2.2)
	5. Not Applicable (Go to Q2.2)

Q2.1.1. If yes, what are the desired levels of learning, including the criteria and standards of performance/expectations, especially at or near graduation, for **EACH PLO** assessed in 2013-2014 Academic Year? (For example: what will tell you if students have achieved your expected level of performance for the learning outcome.) **Please provide the rubric and/or the expectations that you have developed for EACH PLO one at a time below.** [WORD LIMIT: 300 WORDS FOR EACH PLO]

For PLO 1, students are tasked with three separate learning objectives: 1) formulating an argument, 2) using evidence to support an argument, and 3) demonstrating correct grammar in writing. For PLO 1.1 there were three identifiable types of argument usage: 1) no argument, 2) improperly formulated argument, and 3) correctly formulated argument. The argument would have to be located in the introductory section of an essay.

For PLO 1.2 there were three identifiable types of evidence usage: 1) 1-3 pieces of evidence, 2) 4 or more pieces of evidence, and 3) no evidence. Not only must a piece of evidence be cited/attributed in the essay, but an explanation of the content of the evidence was required.

For PLO 1.3 there were two identifiable types of grammatical usage: 1) proper usage, and 2) improper usage. Grammatical ‘proper usage’ was determined as such: 1) for benchmark courses, History 005/51, if four or more grammatical errors were found in three successive paragraphs, then the paper was considered to make ‘improper usage of grammar,’ 2) for our milestone course, History 100, if three or more grammatical errors were found in three successive paragraphs, then the paper was considered to make ‘improper usage of grammar,’ 3) for our capstone course, History 197, if two or more grammatical errors were found in three successive paragraphs, then the paper was considered to make ‘improper usage of grammar.’ This rubric was deliberately selected and corresponds to the VALUE rubric for student progress and ability for the undergraduate degree. This carefully constructed rubric will complement the rubrics currently being designed for the History Graduate Programs in Standard History and Public History.

Q2.2. Have you published the PLO(s)/expectations/rubric(s) you assessed in 2013-2014?

X	1. Yes
	2. No (If no, go to Q3.1)

Q2.2.1. If yes, where were the PLOs/expectations/rubrics published? [CHECK ALL THAT APPLY]

	1. In SOME course syllabi/assignments in the program that claim to introduce/develop/master the PLO(s)
	2. In ALL course syllabi/assignments in the program that claim to introduce /develop/master the PLO(s)
	3. In the student handbook/advising handbook
	4. In the university catalogue
X	5. On the academic unit website or in the newsletters
X	6. In the assessment or program review reports/plans/resources/activities
	7. In the new course proposal forms in the department/college/university
X	8. In the department/college/university’s strategic plans and other planning documents
	9. In the department/college/university’s budget plans and other resource allocation documents
	10. In other places, specify:

Question 3 (Q3): Data, Results, and Conclusions for EACH PLO

Q3.1. Was assessment data/evidence collected for 2013-2014?

X	1. Yes
	2. No (If no, go to Part 3: Additional Information)
	3. Don't know (Go to Part 3)
	4. Not Applicable (Go to Part 3)

Q3.2. If yes, was the data scored/evaluated for 2013-2014?

X	1. Yes
	2. No (If no, go to Part 3: Additional Information)
	3. Don't know (Go to Part 3)
	4. Not Applicable (Go to Part 3)

Q3.3. If yes, what **DATA** have you collected? What are the **results, findings, and CONCLUSION(s)** for EACH PLO assessed in 2013-2014? In what areas are students doing well and achieving the expectations? In what areas do students need improvement? Please provide a simple and clear summary of the key data and findings, including **tables and graphs** if applicable for EACH PLO one at a time. [WORD LIMIT: 600 WORDS FOR EACH PLO]

The Assessment Committee concludes that, based on the results of the 2013-14 academic year assessment, students who complete a History Major have been able to acquire the skills of PLO 1: to formulate an argument, using evidence to support an argument, and to write in a grammatically correct manner. There was great improvement shown in each of the tasks associated with PLO 1. In regards to argument and grammar usage, students showed a consistent degree of improvement. Only twenty-two percent (22%) of the students in History 005 and 51 had difficulty developing an argument, but by the end of the program, the majority of the students could formulate an argument properly. Nearly seventy percent (70%) of all students in History 197 were able to do so successfully.

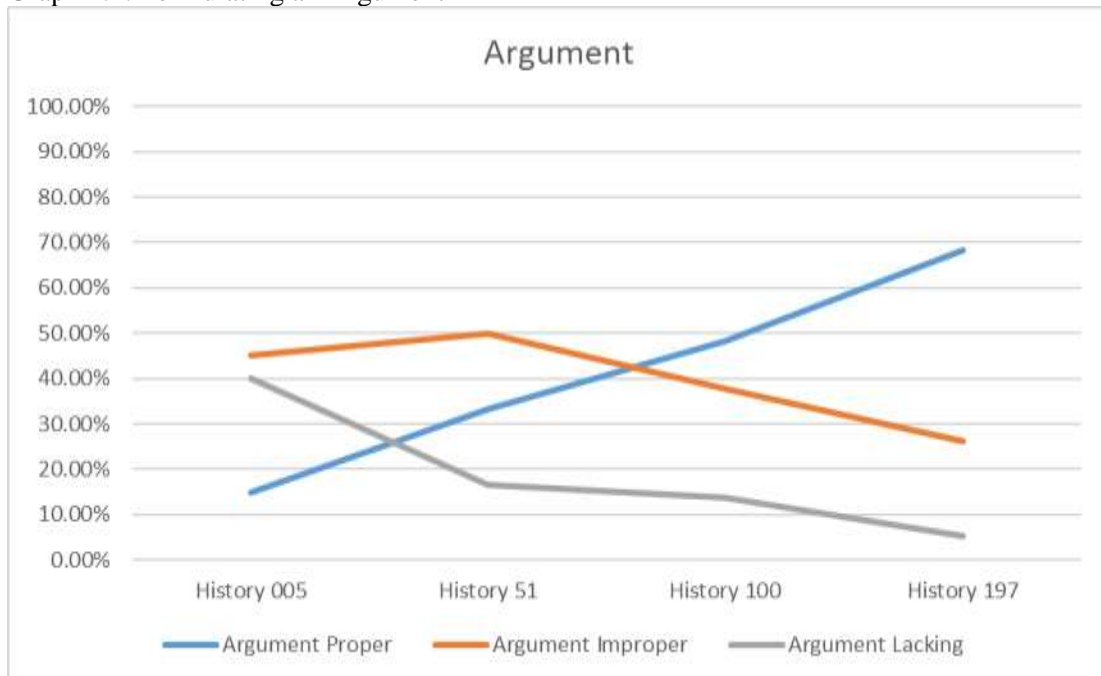
Similarly, students showed a significant amount of improvement in their writing skills. While only forty-one percent (41%) of the students in 005/51 could consistently write grammatically correct sentences, nearly seventy percent (70%) of the students in History 197 could do so. This data is corroborated by the surveys given to students in 197 where ninety-four percent (94%) of the students considered that their research and writing skills had improved. While there is still room for improvement, this might be challenging for grammar usage. Students consistently struggle with their writing and this is underscored by their own comments in the History 100 surveys. With the exception of students who completed AP courses or attended private high schools, most students did not feel that they received adequate instruction in English composition before entering college.

One of the strongest skills of all History Majors is their ability to use sources to support their arguments. Nearly one hundred percent (100%) of all students in every course level used an appropriate amount of evidence in their written assignments.

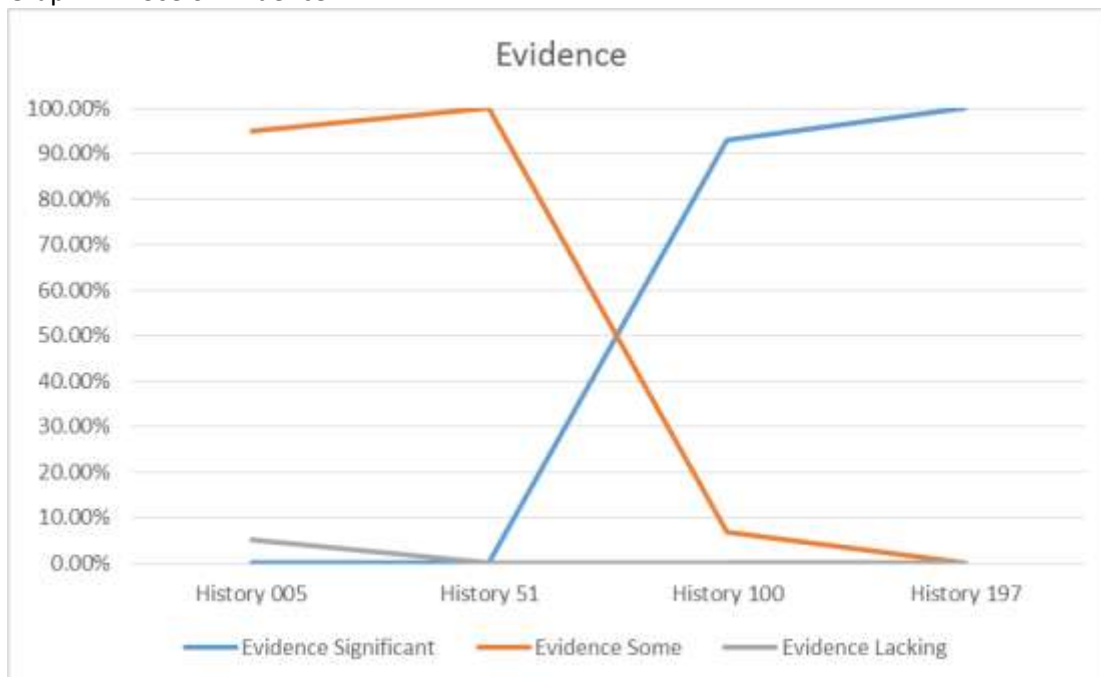
In general, the Assessment Committee considers all these statistics to be signs of the Department's overall effective performance. Since, however, there is still room for improvement, it will make recommendations for identifying ways to increase the students' mastery of formulating an argument and of using correct grammar in writing.

Graphs:

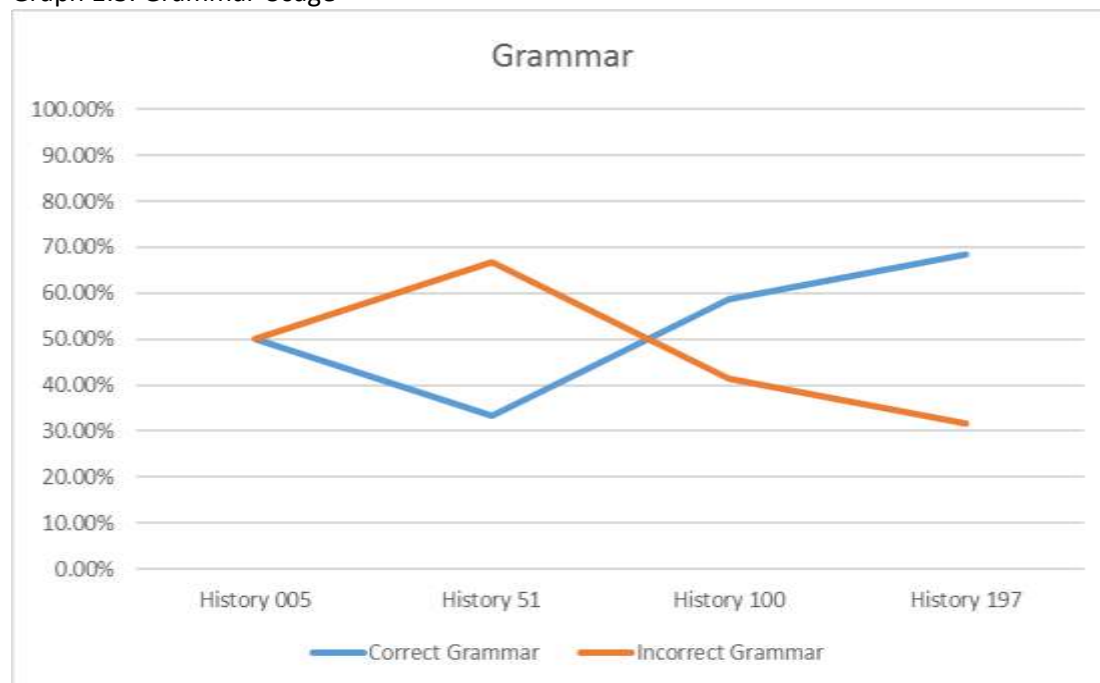
Graph 1.1. Formulating an Argument



Graph 1.2. Use of Evidence



Graph 1.3. Grammar Usage



Q3.4. Do students meet the expectations/standards of performance as determined by the program and achieved the learning outcomes? [PLEASE MAKE SURE THE PLO YOU SPECIFY HERE IS THE SAME ONE YOU CHECKED/SPECIFIED IN Q1.1].

Students are meeting the expectations of performance for PLO #1, #3, and are exceeding standards of performance for PLO #2.

Q3.4.1. First PLO: [_____Students shall be able to write a clear expository essay in which they develop a coherent historical argument and marshal evidence to support an interpretation_____]

	1. Exceed expectation/standard
X	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

[NOTE: IF YOU HAVE MORE THAN ONE PLO, YOU NEED TO REPEAT THE TABLE IN Q3.4.1 UNTIL YOU INCLUDE ALL THE PLO(S) YOU ASSESSED IN 2013-2014.]

Q3.4.2. Second PLO: [_____]

	1. Exceed expectation/standard
	2. Meet expectation/standard
	3. Do not meet expectation/standard
	4. No expectation/standard set
	5. Don't know

Question 4 (Q4): Evaluation of Data Quality: Reliability and Validity.

Q4.1. How many PLOs in total did your program assess in the 2013-2014 academic year? [1]

Q4.2. Please choose **ONE ASSESSED PLO** as an example to illustrate how you use direct, indirect, and/or other methods/measures to collect data. If you only assessed one PLO in 2013-14, YOU CAN SKIP this question. If you assessed MORE THAN ONE PLO, please check **ONLY ONE PLO BELOW EVEN IF YOU ASSESSED MORE THAN ONE PLO IN 2013-2014.**

	1. Critical thinking (WASC 1) ¹
	2. Information literacy (WASC 2)
X	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Other PLO. Specify:

Direct Measures

Q4.3. Were direct measures used to assess this PLO?

X	1. Yes
	2. No (If no, go to Q4.4)
	3. Don't know (Go to Q4.4)

Q4.3.1. Which of the following **DIRECT** measures were used? [Check all that apply]

X	1. Capstone projects (including theses, senior theses), courses, or experiences
X	2. Key assignments from other CORE classes
	3. Key assignments from other classes
	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
	5. External performance assessments such as internships or other community based projects
	6. E-Portfolios
	7. Other portfolios
	8. Other measure. Specify:

Q4.3.2. Please provide the direct measure(s) [key assignment(s)/project(s)/portfolio(s)] that you used to collect the data. [WORD LIMIT: 300 WORDS]

A total of 86 written assignments from the following courses were used for analysis: History 005 (Survey Modern Western Civilization), 51 (World Civilization, 1600 to present), 100 (Introduction to Historical Skills), 197a (Senior Research Seminar, U.S.), 197b (Senior Research Seminar, World). Each sample was comprised of at least 18 papers (roughly 15% for History 005/51 and 25% for History 100/197) which gave the Committee a satisfactory sample size in order to conduct assessment and to consider the samples appropriate representations of student abilities. The specific courses were selected because: 1) they are part of the requirements for the History Major, 2) they incorporate benchmark, milestone, and capstone courses, and 3) they incorporate all levels of difficulty in the major and are requirements for the completion of the major. The written samples were randomly selected to give a range of responses and to avoid any 'skewing' of assessment results.

Q4.3.2.1. Was the direct measure(s) [key assignment(s)/project(s)/portfolio(s)] aligned directly with the rubric/criterion?

X	1. Yes
	2. No
	3. Don't know

Q4.3.3. Was the direct measure (s) [key assignment(s)/project(s)/portfolio(s)] aligned directly with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.3.4. How was the evidence scored/evaluated? [Select one only]

	1. No rubric is used to interpret the evidence (If checked, go to Q4.3.7)
	2. Use rubric developed/modified by the faculty who teaches the class
	3. Use rubric developed/modified by a group of faculty
X	4. Use rubric pilot-tested and refined by a group of faculty
	5. Use other means. Specify:

Q4.3.5. What rubric/criterion was adopted to score/evaluate the above key assignments/projects/portfolio? [Select one only]

	1. The VALUE rubric(s)
	2. Modified VALUE rubric(s)
X	3. A rubric that is totally developed by local faculty
	4. Use other means. Specify:

Q4.3.6. Was the rubric/criterion aligned directly with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.3.7. Were the evaluators (e.g., faculty or advising board members) who reviewed student work calibrated to apply assessment criteria in the same way?

X	1. Yes
	2. No
	3. Don't know

Q4.3.8. Were there checks for inter-rater reliability?

X	1. Yes
	2. No
	3. Don't know

Q4.3.9. Were the sample sizes for the direct measure adequate?

X	1. Yes
	2. No
	3. Don't know

Q4.3.10. How did you select the sample of student work (papers, projects, portfolios, etc)? Please briefly specify here:

Faculty members who taught History 005, 51, 100, and 197 were all contacted during the spring semester to request samples of the written assignments. The assignments for this course represent ideal measures for analysis; the assignments for History 005/51 are one of the few written assignments required of the students, while the History 100/197 papers are the final and cumulative assignments of the students for these courses. The faculty members were instructed to select papers randomly that reflected the spread of grades (A – F) in their class. The paper samples were compiled and assessed together to achieve a comprehensive picture of student ability for the three PLO's. The majority of the faculty were able to participate in the assessment process (80%).

Indirect Measures

Q4.4. Were indirect measures used to assess the PLO?

X	1. Yes
	2. No (If no, go to Q4.5)

Q4.4.1. Which of the following indirect measures were used?

	1. National student surveys (e.g., NSSE, etc.)
	2. University conducted student surveys (OIR surveys)
X	3. College/Department/program conducted student surveys
	4. Alumni surveys, focus groups, or interviews
	5. Employer surveys, focus groups, or interviews
	6. Advisory board surveys, focus groups, or interviews
	7. Others, specify:

Q4.4.2. If surveys were used, were the sample sizes adequate?

X	1. Yes
	2. No
	3. Don't know

Q4.4.3. If surveys were used, please briefly specify how you select your sample? What is the response rate?

During the 2013-14 academic year, the Assessment Committee conducted an assessment survey of History 100 and 197 students. The Committee refined the previous survey in order to gather more specific information regarding the three student learning objectives, the general experience and preparation of the students in the classes, as well as the improvements made to the program as a result of previous assessment recommendations.

The Committee received responses from both sections of History 197 and from three of the five sections of History 100. Nearly twenty students from each section surveyed responded to the survey, and the Committee considers this number to surpass the threshold for a ‘reasonable sample size.’ Every faculty approached to distribute the survey was cooperative and ensured a maximum student response. Approximately ninety-six (96) students responded to the survey given at the end of Spring 2014. The survey supplements the information gathered from the paper analysis and also provides important feedback to the department for improving the program and facilitating the students’ efforts to acquire all three learning objectives successfully.

Other Measures

Q4.5. Were external benchmarking data used to assess the PLO?

	1. Yes
X	2. No (If no, go to Q4.6)

Q4.5.1. Which of the following measures was used?

	1. National disciplinary exams or state/professional licensure exams
	2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc)
	3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc)
	4. Others, specify:

Q4.6. Were other measures used to assess the PLO?

X	1. Yes
	2. No (Go to Q4.7)
	3. Don’t know (Go to Q4.7)

Q4.6.1. If yes, please specify: [__student surveys__]

Alignment and Quality

Q4.7. Please describe how you collected the data? For example, in what course(s) (or by what means) were data collected? How reliable and valid is the data? [WORD LIMIT: 300 WORDS]

A total of 86 written assignments from the following courses were used for analysis: History 005 (Survey Modern Western Civilization), 51 (World Civilization, 1600 to present), 100 (Introduction to Historical Skills), 197a (Senior Research Seminar, U.S.), 197b (Senior Research Seminar, World). These courses incorporate all levels of difficulty in the major and are requirements for the completion of the major. The written samples were randomly selected to give a range of responses.

The individual assignments from each class were:

1. History 005 – Twenty (20) written samples were selected from the assignment focusing on a book essay. All students were to write a 3-4 page essay on Heda Kovaly’s *Under a Cruel Star*.
2. History 51 – Eighteen (18) written samples were selected from the assignment focusing on imperialism using class lecture and reading materials.
3. History 100 – Twenty-nine (29) written samples from three course sections were selected. Two of the courses assigned a research paper, while one course assigned a research paper prospectus.
4. History 197 – Nineteen (19) papers were selected from three courses sections. All courses assigned a lengthy research paper (ranging from 17 – 25 pages).

One faculty member of the Assessment Committee reviewed all of the papers to ensure consistency in the scoring. The faculty member followed the criteria for evaluating the papers (see question Q2.1.1.). The Committee is very satisfied with the sample size and considers it an appropriate and valid measure of student ability for SLO #1.

Q4.8. How many assessment tools/methods/measures **in total** did you use to assess this PLO? [__3__]

NOTE: IF IT IS ONLY ONE, GO TO Q5.1.

Q4.8.1. Did the data (including all the assignments/projects/portfolios) from all the different assessment tools/measures/methods directly align with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.8.2. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

X	1. Yes
	2. No
	3. Don't know

Question 5 (Q5): Use of Assessment Data.

Q5.1. To what extent have the assessment results **from 2012-2013** been used for? [**CHECK ALL THAT APPLY**]

	Very Much (1)	Quite a Bit (2)	Some (3)	Not at all (4)	Not Applicable (9)
1. Improving specific courses		X			
2. Modifying curriculum	X				
3. Improving advising and mentoring					X
4. Revising learning outcomes/goals	X				
5. Revising rubrics and/or expectations	X				
6. Developing/updating assessment plan	X				
7. Annual assessment reports	X				
8. Program review	X				
9. Prospective student and family information					
10. Alumni communication				X	
11. WASC accreditation (regional accreditation)					
12. Program accreditation					
13. External accountability reporting requirement					
14. Trustee/Governing Board deliberations					
15. Strategic planning	X				
16. Institutional benchmarking					
17. Academic policy development or modification					
18. Institutional Improvement					
19. Resource allocation and budgeting					

20. New faculty hiring	X				
21. Professional development for faculty and staff					
22. Other Specify:					

Q5.1.1. Please provide one or two best examples to show how you have used the assessment data above.

The Assessment Committee provides an overview of the assessment report to the History faculty every year at the departmental retreat. Both the evidence and results are discussed in detail, and the Committee concludes its report with recommendations to improve specific courses or the undergraduate program in general. This is an ideal venue for discussion since recommendations can be voted and implemented for the coming academic year. In addition, any concerns regarding the methodology of the assessment plan can be examined by the department to ensure continuous refinement in the assessment plan and for complete transparency for the Committee's approach, evaluation, and recommendations. This report is then posted on the History Department's website for other faculty, students, and interested individuals to consult.

Q5.2. As a result of the **assessment effort in 2013-2014** and based on the prior feedbacks from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of program learning outcomes)?

X	1. Yes
	2. No (If no, go to Q5.3)
	3. Don't know (Go to Q5.3)

Q5.2.1. What changes are anticipated? By what mechanism will the changes be implemented? How and when will you assess the impact of proposed modifications? [WORD LIMIT: 300 WORDS]

The Assessment Committee recommends changes at the fall departmental retreat. Since this retreat has not occurred yet, the Committee cannot anticipate specific changes. Examples of the Committee's recommendations to the department are: 1) to consider adding a 'writing lab' to the History 100 to assist students in their grammar skills, 2) to maintain or expand the capstone courses whereby the same faculty member teach both History 192 and 197 in a given academic year, and 3) to encourage faculty teaching History 197 to allocate additional time for, and place special emphasis on, helping students develop properly formulated arguments.

Q5.2.2. Is there a follow-up assessment on these areas that need improvement?

X	1. Yes
	2. No
	3. Don't know

Q5.3. Many academic units have collected assessment data on aspects of a program that are not related to program learning outcomes (i.e., impacts of an advising center, etc.). If your program/academic unit has collected assessment data in this way, please briefly report your results here. [WORD LIMIT: 300 WORDS]

Question 6 (Q6). Which program learning outcome(s) do you plan to assess next year?

X	1. Critical thinking (WASC 1) ¹
X	2. Information literacy (WASC 2)

X	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
X	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that the program is going to assess but not included above: a. b. c.

Part 3: Additional Information

A1. In which academic year did you **develop** the current assessment plan?

	1. Before 2007-2008
	2. 2007-2008
X	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet developed a formal assessment plan

A2. In which academic year did you last **update** your assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
X	8. 2013-2014
	9. Have not yet updated the assessment plan

A3. Have you developed a curriculum map for this program?

X	1. Yes
	2. No
	3. Don't know

A4. Has the program indicated explicitly where the assessment of **student learning** occurs in the curriculum?

	1. Yes
X	2. No
	3. Don't know

A5. Does the program have any capstone class?

X	1. Yes
	2. No
	3. Don't know

A5.1. If yes, please list the course number for each capstone class: [192, 197_]

A6. Does the program have **ANY** capstone project?

X	1. Yes
	2. No
	3. Don't know

A7. Name of the academic unit: [__Standard History BA_ ____]

A8. Department in which the academic unit is located: [__History Department_ ____]

A9. Department Chair's Name: [__Aaron Cohen____]

A10. Total number of annual assessment reports submitted by your academic unit for 2013-2014: [__1__]

A11. College in which the academic unit is located:

X	1. Arts and Letters
	2. Business Administration
	3. Education
	4. Engineering and Computer Science
	5. Health and Human Services
	6. Natural Science and Mathematics
	7. Social Sciences and Interdisciplinary Studies
	8. Continuing Education (CCE)
	9. Other, specify:

Undergraduate Degree Program(s):

A12. Number of undergraduate degree programs the academic unit has: [__2 __]

A12.1. List all the name(s): [____Standard History BA & History / Social Science Pre-Credential Program____]

A12.2. How many concentrations appear on the diploma for this undergraduate program? [____ ____]

Master Degree Program(s):

A13. Number of Master's degree programs the academic unit has: [____ ____]

A13.1. List all the name(s): [____]

A13.2. How many concentrations appear on the diploma for this master program? [____]

Credential Program(s):

A14. Number of credential degree programs the academic unit has: [____]

A14.1. List all the names: [____]

Doctorate Program(s)

A15. Number of doctorate degree programs the academic unit has: [____1____]

A15.1. List the name(s): [____Public History____]

A16. Would this assessment report apply to other program(s) and/or diploma concentration(s) in your academic unit*?

	1. Yes
X	2. No

*If the assessment conducted for this program (including the PLO(s), the criteria and standards of performance/expectations you established, the data you collected and analyzed, the conclusions of the assessment) is the same as the assessment conducted for other programs within the academic unit, you only need to submit one assessment report.

16.1. If yes, please specify the name of each program: _____

16.2. If yes, please specify the name of each diploma concentration: _____