

## Question 1: Program Learning Outcomes

**Q1.1.** Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess in 2014-2015?** [Check all that apply]

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | 1. Critical thinking  |
| <input checked="" type="checkbox"/> | 2. Information literacy   |
| <input checked="" type="checkbox"/> | 3. Written communication  |
| <input type="checkbox"/>            | 4. Oral communication   |
| <input type="checkbox"/>            | 5. Quantitative literacy  |
| <input checked="" type="checkbox"/> | 6. Inquiry and analysis   |
| <input type="checkbox"/>            | 7. Creative thinking  |
| <input checked="" type="checkbox"/> | 8. Reading  |
| <input type="checkbox"/>            | 9. Team work  |
| <input type="checkbox"/>            | 10. Problem solving   |
| <input type="checkbox"/>            | 11. Civic knowledge and engagement  |
| <input type="checkbox"/>            | 12. Intercultural knowledge and competency  |
| <input type="checkbox"/>            | 13. Ethical reasoning   |
| <input type="checkbox"/>            | 14. Foundations and skills for lifelong learning                                    |
| <input type="checkbox"/>            | 15. Global learning   |
| <input checked="" type="checkbox"/> | 16. Integrative and applied learning  |
| <input type="checkbox"/>            | 17. Overall competencies for GE Knowledge   |
| <input type="checkbox"/>            | 18. Overall competencies in the major/discipline                                    |
| <input type="checkbox"/>            | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
|                                     | a.  |
|                                     | b.  |
|                                     | c.  |

**Q1.3.** Are your PLOs closely aligned with the mission of the university?

- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | 1. Yes        |
| <input type="checkbox"/>            | 2. No         |
| <input type="checkbox"/>            | 3. Don't know |

**Q1.4.** Is your program externally accredited (other than through WASC)?

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| <input type="checkbox"/>            | 1. Yes                             |
| <input checked="" type="checkbox"/> | 2. No (Go to <b>Q1.5</b> )         |
| <input type="checkbox"/>            | 3. Don't know (Go to <b>Q1.5</b> ) |

**Q1.4.1.** If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- |                          |               |
|--------------------------|---------------|
| <input type="checkbox"/> | 1. Yes        |
| <input type="checkbox"/> | 2. No         |
| <input type="checkbox"/> | 3. Don't know |

**Q1.5.** Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| <input checked="" type="checkbox"/> | 1. Yes                               |
| <input type="checkbox"/>            | 2. No, but I know what the DQP is    |
| <input type="checkbox"/>            | 3. No, I don't know what the DQP is. |
| <input type="checkbox"/>            | 4. Don't know                        |

**Q1.6.** Did you use action verbs to make each PLO measurable (See Attachment I)? yes

<p><b>Q1.2.</b> Please provide more detailed background information about <b>EACH PLO</b> you checked above and other information such as how your specific PLOs were <b>explicitly</b> linked to the Sac State BLGs:</p> <p>The following PLOs were evaluated in the 2014-15 Assessment Report: critical thinking, information literacy, written communication, inquiry and analysis, reading, and integrative and applied learning. These individual PLOs were part of the Student Learning Objective #2: “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.”</p> <p>These PLOs fulfilled much of two Sac State BLGs: 1) Knowledge of Human Cultures and the Physical and Natural World, and 2) Integrative Learning. For Knowledge of Human Cultures and the Physical and Natural World, students were required to write essays – of various lengths – that incorporated reading, writing, analytical, and integrative skills. Students were required to use different sources of information to support an argument in a logical and grammatically correct manner. Students in the advanced developing and capstone courses fulfilled the BLG of Integrative Learning because they were required to write essays in the aforementioned manner, but in a highly integrated manner that synthesized perspectives and interpretations.</p>	<p><b>Q1.2.1.</b> Do you have rubrics for your PLOs?</p> <table border="1"> <tr> <td><input checked="" type="checkbox"/></td> <td>1. Yes, for all PLOs</td> </tr> <tr> <td><input type="checkbox"/></td> <td>2. Yes, but for some PLOs</td> </tr> <tr> <td><input type="checkbox"/></td> <td>3. No rubrics for PLOs</td> </tr> <tr> <td><input type="checkbox"/></td> <td>N/A, other (please specify):</td> </tr> </table>	<input checked="" type="checkbox"/>	1. Yes, for all PLOs	<input type="checkbox"/>	2. Yes, but for some PLOs	<input type="checkbox"/>	3. No rubrics for PLOs	<input type="checkbox"/>	N/A, other (please specify):
<input checked="" type="checkbox"/>	1. Yes, for all PLOs								
<input type="checkbox"/>	2. Yes, but for some PLOs								
<input type="checkbox"/>	3. No rubrics for PLOs								
<input type="checkbox"/>	N/A, other (please specify):								
<p align="center"><b><i>IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015</i></b></p>									
<p align="center"><b>Question 2: Standard of Performance for the selected PLO</b></p>									
<p><b>Q2.1.</b> Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1): For the PLO of written communication, all essays were evaluated in terms of grammatical errors (including spelling and punctuation), vocabulary level, and word choice. A 4-level rubric was established by the Assessment Committee with specific targets in each category to use in evaluating each paper.</p>	<p><b>Q2.2.</b> Has the program developed or adopted <b>explicit</b> standards of performance for this PLO?</p> <table border="1"> <tr> <td><input checked="" type="checkbox"/></td> <td>1. Yes</td> </tr> <tr> <td><input type="checkbox"/></td> <td>2. No</td> </tr> <tr> <td><input type="checkbox"/></td> <td>3. Don’t know</td> </tr> <tr> <td><input type="checkbox"/></td> <td>4. N/A</td> </tr> </table>	<input checked="" type="checkbox"/>	1. Yes	<input type="checkbox"/>	2. No	<input type="checkbox"/>	3. Don’t know	<input type="checkbox"/>	4. N/A
<input checked="" type="checkbox"/>	1. Yes								
<input type="checkbox"/>	2. No								
<input type="checkbox"/>	3. Don’t know								
<input type="checkbox"/>	4. N/A								
<p><b>Q2.3. <u>Please provide the rubric(s)</u></b> and standard of performance that you have developed for this PLO here or in the appendix: <b>[Word limit: 300]</b> Please see attachment #1.</p>									

**Q2.4.** Please indicate the category in which the selected PLO falls into.

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | 1. Critical thinking                             |
| <input checked="" type="checkbox"/> | 2. Information literacy                          |
| <input checked="" type="checkbox"/> | 3. Written communication                         |
| <input type="checkbox"/>            | 4. Oral communication                            |
| <input type="checkbox"/>            | 5. Quantitative literacy                         |
| <input type="checkbox"/>            | 6. Inquiry and analysis                          |
| <input type="checkbox"/>            | 7. Creative thinking                             |
| <input type="checkbox"/>            | 8. Reading                                       |
| <input type="checkbox"/>            | 9. Team work                                     |
| <input type="checkbox"/>            | 10. Problem solving                              |
| <input type="checkbox"/>            | 11. Civic knowledge and engagement               |
| <input type="checkbox"/>            | 12. Intercultural knowledge and competency       |
| <input type="checkbox"/>            | 13. Ethical reasoning                            |
| <input type="checkbox"/>            | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/>            | 15. Global learning                              |
| <input checked="" type="checkbox"/> | 16. Integrative and applied learning             |
| <input type="checkbox"/>            | 17. Overall competencies for GE Knowledge        |
| <input type="checkbox"/>            | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/>            | 19. Other:                                       |

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:

	Q2.5	Q2.6	Q2.7
	(1) PLO	(2) Standards of Performance	(3) Rubrics
1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO			
2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook			
4. In the university catalogue			
5. On the academic unit website or in newsletters	X	X	X
6. In the assessment or program review reports, plans, resources or activities	X	X	X
7. In new course proposal forms in the department/college/university			
8. In the department/college/university's strategic plans and other planning documents	X	X	X
9. In the department/college/university's budget plans and other resource allocation documents			
10. Other, specify:			

### Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

**Q3.1.** Was assessment data/evidence **collected** for the selected PLO in 2014-2015?

- |                                     |                            |
|-------------------------------------|----------------------------|
| <input checked="" type="checkbox"/> | 1. Yes                     |
| <input type="checkbox"/>            | 2. No (Skip to Q6)         |
| <input type="checkbox"/>            | 3. Don't know (Skip to Q6) |
| <input type="checkbox"/>            | 4. N/A (Skip to Q6)        |

**Q3.2.** If yes, was the data **scored/evaluated** for this PLO in 2014-2015?

- |                                     |                            |
|-------------------------------------|----------------------------|
| <input checked="" type="checkbox"/> | 1. Yes                     |
| <input type="checkbox"/>            | 2. No (Skip to Q6)         |
| <input type="checkbox"/>            | 3. Don't know (Skip to Q6) |
| <input type="checkbox"/>            | 4. N/A (Skip to Q6)        |

<p><b>Q3.1A.</b> How many assessment tools/methods/measures in total did you use to assess this PLO?</p> <p>2</p>	<p><b>Q3.2A</b> Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? <b>[Word limit: 300]</b></p> <p>All of the instructors who teach courses: History 005, 51, 100, and 197 were solicited to submit random samples of a writing assignment. Typically, the minimum number of submissions is 4 papers from a given course. Overall, 70 papers were collected and evaluated.</p>	
<p><b>Q3A: Direct Measures (key assignments, projects, portfolios)</b></p>		
<p><b>Q3.3.</b> Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No (Go to <b>Q3.7</b>)</p> <p><input type="checkbox"/> 3. Don't know (Go to <b>Q3.7</b>)</p>	<p><b>Q3.3.1.</b> Which of the following direct measures were used? <b>[Check all that apply]</b></p> <p><input checked="" type="checkbox"/> 1. Capstone projects (including theses, senior theses), courses, or experiences</p> <p><input checked="" type="checkbox"/> 2. Key assignments from required classes in the program</p> <p><input type="checkbox"/> 3. Key assignments from elective classes</p> <p><input type="checkbox"/> 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques</p> <p><input type="checkbox"/> 5. External performance assessments such as internships or other community based projects</p> <p><input type="checkbox"/> 6. E-Portfolios</p> <p><input type="checkbox"/> 7. Other portfolios</p> <p><input type="checkbox"/> 8. Other measure. Specify:</p>	
<p><b>Q3.3.2.</b> Please attach the direct measure you used to collect data.</p> <p>The Assessment Committee approached all faculty who taught the relevant courses and solicited a random sample of papers for analysis. For History 005 and 51, any formal writing assignment over 3 pages was requested. For History 100, the final writing assignment was requested for analysis. For History 197, the final copy of the research paper was requested for analysis.</p>		
<p><b>Q3.4.</b> How was the data evaluated? <b>[Select only one]</b></p> <p><input type="checkbox"/> 1. <b>No</b> rubric is used to interpret the evidence (Go to <b>Q3.5</b>)</p> <p><input type="checkbox"/> 2. Used rubric developed/modified by the faculty who teaches the class</p> <p><input type="checkbox"/> 3. Used rubric developed/modified by a group of faculty</p> <p><input type="checkbox"/> 4. Used rubric pilot-tested and refined by a group of faculty</p> <p><input checked="" type="checkbox"/> 5. The VALUE rubric(s)</p> <p><input type="checkbox"/> 6. Modified VALUE rubric(s)</p> <p><input type="checkbox"/> 7. Used other means. Specify:</p>		
<p><b>Q3.4.1.</b> Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>	<p><b>Q3.4.2.</b> Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>	<p><b>Q3.4.3.</b> Was the rubric aligned directly and explicitly with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>
<p><b>Q3.5.</b> How many faculty members participated in planning the assessment data collection of the selected PLO?</p> <p>3</p>	<p><b>Q3.5.1.</b> If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?</p> <p><input type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p>	

<b>Q3.6.</b> How did you <b>select</b> the sample of student work [papers, projects, portfolios, etc.]? The Assessment Committee requested that a random selection of papers be submitted. The Committee specifically forbade the deliberate selection of outstanding papers, and asked for a general sample.		<b>Q3.6.1.</b> How did you <b>decide</b> how many samples of student work to review? The Assessment Committee evaluated all submitted essays, regardless of number. No submitted essay was rejected.	
<b>Q3.6.2.</b> How many students were in the class or program? Approximately 350 students	<b>Q3.6.3.</b> How many samples of student work did you evaluate? 70 (20% of all papers)	<b>Q3.6.4.</b> Was the sample size of student work for the direct measure adequate? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know	
<b>Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)</b>			
<b>Q3.7.</b> Were indirect measures used to assess the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to <b>Q3.8</b> ) <input type="checkbox"/> 3. Don't know		<b>Q3.7.1.</b> Which of the following indirect measures were used? <b>[Check all that apply]</b> <input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. College/Department/program student surveys <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input checked="" type="checkbox"/> 7. Other, specify: faculty survey	
<b>Q3.7.2</b> If surveys were used, how was the sample size decided? All of the relevant faculty were asked to complete a survey. In total, over 60% of the faculty have completed the survey.			
<b>Q3.7.3.</b> If surveys were used, briefly specify how you selected your sample. All of the faculty who teach the courses under evaluation were surveyed. They have direct knowledge of the courses under evaluation, the assignments given, and potential problems or benefits of the course structures. While not all of the faculty responded to the survey, at least one faculty for each course responded.		<b>Q3.7.4.</b> If surveys were used, what was the response rate? Over 60% of the faculty responded to the survey.	
<b>Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)</b>			
<b>Q3.8.</b> Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to <b>Q3.8.2</b> ) <input type="checkbox"/> 3. Don't know		<b>Q3.8.1.</b> Which of the following measures were used? <input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams <input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) <input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) <input type="checkbox"/> 4. Other, specify:	
		<b>Q3.8.3.</b> If other measures were used, please specify:	

### Q3D: Alignment and Quality

**Q3.9.** Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

**Q3.9.1.** Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

### Question 4: Data, Findings and Conclusions

**Q4.1.** Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)  
[Word limit: 600 for selected PLO]

Please see appendix XI. The students all met the proficiency expectations for the specific learning goals of: 1) few if any (1- 2) spelling, grammatical, or punctuation errors throughout a three page section of the paper, and 2) the vocabulary and word choice are formal and clear.

For learning goal #1, approximately 94% of all students had proficiency in their grammatical skills, while 72% of all students had proficiency in appropriate vocabulary and word choice. The department considers 70% to be the standard rate of proficiency and all student papers that were evaluated met this target.

**Q4.2.** Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

Based on the evidence gathered, students are doing well and meeting the program standards for all specific learning goals of Student Learning Objective #2: "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."

The students met all of the expectations and surpassed them in every specific learning goal, except one. This results in an 83% rate of surpassing departmental expectations.

Despite this positive outcome, the Assessment Committee will closely examine the 72% proficiency rate in grammatical skills to see how to address these writing issues.

**Q4.3.** For **selected** PLO, the student performance:

- ☒ 1. **Exceeded** expectation/standard  
☒ 2. **Met** expectation/standard  
☐ 3. **Partially** met expectation/standard  
☐ 4. **Did not meet** expectation/standard  
☐ 5. No expectation or standard has been specified  
☐ 6. Don't know

## Question 5: Use of Assessment Data (Closing the Loop)

**Q5.1.** As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

- ☒ 1. Yes  
☐ 2. No (Go to **Q6**)  
☐ 3. Don't know (Go to **Q6**)

**Q5.1.2.** Do you have a plan to assess the impact of the changes that you anticipate making?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

**Q5.1.1.** Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

Will discuss the growing problem of substandard writing with the faculty at the fall departmental retreat and in faculty meetings. The department faculty must discuss and determine what specific changes should be implemented in courses or for the program overall to improve student writing. Any and all changes must be approved by the department in order for them to be implemented.

**Q5.2.** How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

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

23. Other Specify:

**Q5.2.1.** Please provide a detailed example of how you used the assessment data above.

Assessment information is discussed at faculty meetings. The Assessment Committee made a recommendation in 2012 – based on student performance and student surveys – that one sequence of the capstone reading and writing courses (192 and 197, respectively) would be taught by the same faculty. Students requested consistency in the instruction, and the department approved of this proposal. The proposal was implemented in 2013 – 14 and many students commented positively on it. Further analysis will be conducted to compare the performance of students in the ‘single instructor’ course sequence to that of the ‘dual instructor’ course sequence.

### **Additional Assessment Activities**

**Q6.** Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

N/A



**Q7. What PLO(s) do you plan to assess next year?**

<input type="checkbox"/>	1. Critical thinking
<input checked="" type="checkbox"/>	2. Information literacy
<input checked="" type="checkbox"/>	3. Written communication
<input type="checkbox"/>	4. Oral communication
<input checked="" type="checkbox"/>	5. Quantitative literacy
<input type="checkbox"/>	6. Inquiry and analysis
<input type="checkbox"/>	7. Creative thinking
<input type="checkbox"/>	8. Reading
<input type="checkbox"/>	9. Team work
<input type="checkbox"/>	10. Problem solving
<input type="checkbox"/>	11. Civic knowledge and engagement
<input type="checkbox"/>	12. Intercultural knowledge and competency
<input type="checkbox"/>	13. Ethical reasoning
<input type="checkbox"/>	14. Foundations and skills for lifelong learning
<input type="checkbox"/>	15. Global learning
<input type="checkbox"/>	16. Integrative and applied learning
<input type="checkbox"/>	17. Overall competencies for GE Knowledge
<input type="checkbox"/>	18. Overall competencies in the major/discipline
<input type="checkbox"/>	19. Other, specify any PLOs that were assessed in 2014-2015 but not included above:
	a.
	b.
	c.

**Q8. Have you attached any appendices? If yes, please list them all here:**

Appendix V, VI, VII, VIII, IX

**Appendix V:** Student Learning Objective #2 – “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.”**Appendix VI:** Program Learning Outcomes (PLOs) for the History Undergraduate Standard Program (including 3 tables)**Appendix VII:** Number of Students Who Met or Surpassed the Proficiency Rate for Argument**Appendix VIII:** Number of Students Who Met or Surpassed the Proficiency Rate for Evidence**Appendix IX:** Number of Students Who Met or Surpassed the Proficiency Rate for Grammar

<b>Program Information</b>
----------------------------

**P1. Program/Concentration Name(s):**

Standard Program

**P2. Program Director:**

None

**P1.1. Report Authors:**

Katerina Lagos, Nikos Lazaridis, and Jeffrey Wilson

**P2.1. Department Chair:**

Aaron Cohen

**P3. Academic unit: Department, Program, or College:**

Department of History

**P4. College:**

Arts and Letters

**P5. Fall 2014 enrollment for Academic unit (See [Department Fact Book 2014](#) by the Office of Institutional Research for fall 2014 enrollment: 341 (Fall 13))**

**P6. Program Type: [Select only one]**

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| <input checked="" type="checkbox"/> | 1. Undergraduate baccalaureate major |
| <input type="checkbox"/>            | 2. Credential                        |
| <input type="checkbox"/>            | 3. Master's degree                   |

		<input type="checkbox"/> 4. Doctorate (Ph.D./Ed.d) <input type="checkbox"/> 5. Other. Please specify:								
<b>Undergraduate Degree Program(s):</b> <b>P7.</b> Number of undergraduate degree programs the academic unit has: 1  <b>P7.1.</b> List all the name(s): History BA  <b>P7.2.</b> How many concentrations appear on the diploma for this undergraduate program? 2		<b>Master Degree Program(s):</b> <b>P8.</b> Number of Master's degree programs the academic unit has: 2  <b>P8.1.</b> List all the name(s): History, Public History  <b>P8.2.</b> How many concentrations appear on the diploma for this master program? 2								
<b>Credential Program(s):</b> <b>P9.</b> Number of credential programs the academic unit has: 0  <b>P9.1.</b> List all the names:		<b>Doctorate Program(s)</b> <b>P10.</b> Number of doctorate degree programs the academic unit has: 1  <b>P10.1.</b> List all the name(s): Public History								
When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed			x							
P12. Last updated									x	
								1. Yes	2. No	3. Don't Know
P13. Have you developed a curriculum map for this program?								x		
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?									x	
P15. Does the program have any capstone class?								x		
P16. Does the program have ANY capstone project?								x		

**Appendix V: Student Learning Objective #2\_– “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.”**

Criterion	Initial – Benchmark 1	Emerging – Developing 2	Developed – Developing 3	Highly Developed –Capstone 4
<b>Argument 1.1</b>	<ul style="list-style-type: none"> <li>The argument is obscure or non-existent.</li> </ul>	<ul style="list-style-type: none"> <li>The argument is minimally laid out.</li> </ul>	<ul style="list-style-type: none"> <li>The argument is laid out.</li> </ul>	<ul style="list-style-type: none"> <li>The argument is clearly laid out.</li> </ul>
<b>Argument 1.2</b>	<ul style="list-style-type: none"> <li>The argument is not proven in a logical and thoughtful manner.</li> </ul>	<ul style="list-style-type: none"> <li>The argument is somewhat proven in a logical and thoughtful manner.</li> </ul>	<ul style="list-style-type: none"> <li>The argument is proven in a logical and thoughtful manner.</li> </ul>	<ul style="list-style-type: none"> <li>The argument is clearly and thoroughly proven in a logical and thoughtful manner.</li> </ul>
<b>Evidence 2.1</b>	<ul style="list-style-type: none"> <li>Few sources (1 – 3) are used in the paper.</li> </ul>	<ul style="list-style-type: none"> <li>A moderate number of sources (4 – 7) are used in the paper.</li> </ul>	<ul style="list-style-type: none"> <li>A significant number of sources (8 – 11) are used in the paper.</li> </ul>	<ul style="list-style-type: none"> <li>An extensive number of sources (12 or more) are used in the paper.</li> </ul>
<b>Evidence 2.2</b>	<ul style="list-style-type: none"> <li>There is little to no application of critical thinking to the sources that is apparent.</li> </ul>	<ul style="list-style-type: none"> <li>There is a moderate application of critical thinking to the sources that is apparent.</li> </ul>	<ul style="list-style-type: none"> <li>There is a significant application of critical thinking to the sources that is apparent.</li> </ul>	<ul style="list-style-type: none"> <li>There is an extensive application of critical thinking to the sources that is apparent.</li> </ul>
<b>Grammar 3.1</b>	<ul style="list-style-type: none"> <li>There are habitual (11 or more) spelling, grammatical, or punctuation errors throughout a three page section of the paper.</li> </ul>	<ul style="list-style-type: none"> <li>There is a moderate number (6 to 10) of spelling, grammatical, or punctuation errors throughout a three page section of the paper.</li> </ul>	<ul style="list-style-type: none"> <li>There are only a minimal number (3 – 5) of spelling, grammatical, or punctuation errors throughout a three page section of the paper.</li> </ul>	<ul style="list-style-type: none"> <li>There few if any (1 – 2) spelling, grammatical, or punctuation errors throughout a three page section of the paper.</li> </ul>
<b>Grammar 3.2</b>	<ul style="list-style-type: none"> <li>The vocabulary and word choice are informal and unclear.</li> </ul>	<ul style="list-style-type: none"> <li>The vocabulary and word choice are moderately informal and unclear.</li> </ul>	<ul style="list-style-type: none"> <li>The vocabulary and word choice are moderately formal and moderately clear.</li> </ul>	<ul style="list-style-type: none"> <li>The vocabulary and word choice are formal and clear.</li> </ul>

**Appendix VI: Program Learning Outcomes (PLOs) for the  
History Undergraduate Standard Program**

**Table I: The Results for History 05/51**

Note: Data shown here drawn from Data Collection Sheet<sup>1</sup>

<b>Hist 5/51</b>	<b>Initial</b>	<b>Emerging</b>	<b>Developed</b>	<b>Highly Developed</b>	<b>Total N=33</b>
<b>Argument 1.1</b>	6.06%	24.24%	60.61%	9.09%	100.00%
<b>Argument 1.2</b>	6.06%	33.33%	51.52%	9.09%	100.00%
<b>Evidence 2.1</b>	100.00%	0.00%	0.00%	0.00%	100.00%
<b>Evidence 2.2</b>	6.06%	42.42%	42.42%	9.09%	100.00%
<b>Grammar 3.1</b>	15.15%	45.45%	36.36%	3.03%	100.00%
<b>Grammar 3.2</b>	0.00%	51.52%	42.42%	6.06%	100.00%

<sup>1</sup>History 05/51 Data Collection Sheet

<b>Hist 05/51</b>	<b>N = 33</b>				
	<b>Initial</b>	<b>Emerging</b>	<b>Developed</b>	<b>Highly Developed</b>	<b>Total</b>
<b>A 1.1</b>	2	8	20	3	33
<b>A 1.2</b>	2	11	17	3	33
<b>E 2.1</b>	33	0	0	0	33
<b>E 2.2</b>	2	14	14	3	33
<b>G 3.1</b>	5	15	12	1	33
<b>G 3.2</b>	0	17	14	2	33

**Table II: The Results for History 100**Note: Data shown here drawn from Data Collection Sheet<sup>1</sup>

<b>Hist 100</b>	<b>Initial</b>	<b>Emerging</b>	<b>Developed</b>	<b>Highly Developed</b>	<b>Total N=19</b>
<b>Argument 1.1</b>	5.269%	21.05%	42.11%	31.58%	100.00%
<b>Argument 1.2</b>	0.00%	26.32%	47.37%	26.32%	100.00%
<b>Evidence 2.1</b>	10.53%	26.32%	52.63%	10.53%	100.00%
<b>Evidence 2.2</b>	0.00%	21.05%	68.42%	10.53%	100.00%
<b>Grammar 3.1</b>	0.00%	21.05%	57.89%	21.05%	100.00%
<b>Grammar 3.2</b>	0.00%	10.53%	63.16%	26.32%	100.00%

<sup>1</sup>History 100Data Collection Sheet

<b>Hist 100</b>	<b>N = 19</b>				
	<b>Initial</b>	<b>Emerging</b>	<b>Developed</b>	<b>Highly Developed</b>	<b>Total</b>
A 1.1	1	4	8	6	19
A 1.2	0	5	9	5	19
E 2.1	2	5	10	2	19
E 2.2	0	4	13	2	19
G 3.1	0	4	11	4	19
G 3.2	0	2	12	5	19

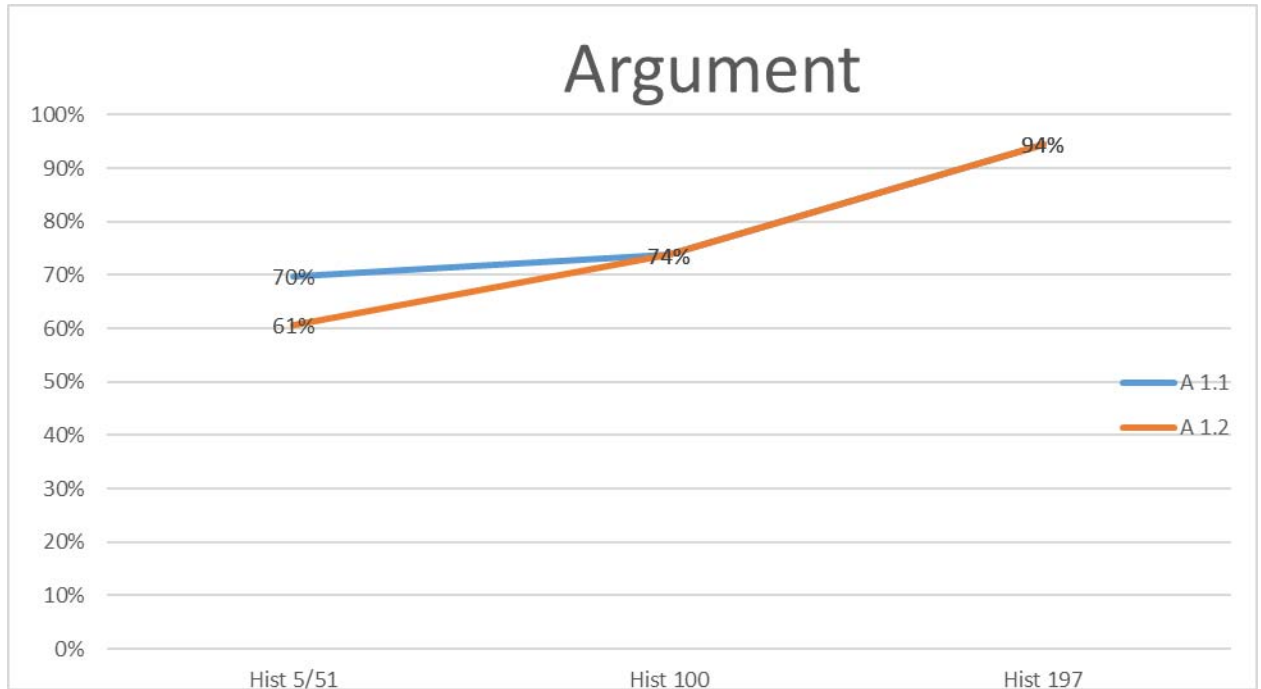
**Table I: The Results for History 197**Note: Data shown here drawn from Data Collection Sheet<sup>1</sup>

<b>Hist 197</b>	<b>Initial</b>	<b>Emerging</b>	<b>Developed</b>	<b>Highly Developed</b>	<b>Total N=18</b>
<b>Argument 1.1</b>	0.00%	5.56%	55.56%	38.89%	100.00%
<b>Argument 1.2</b>	0.00%	5.56%	72.22%	22.22%	100.00%
<b>Evidence 2.1</b>	0.00%	0.00%	16.67%	83.33%	100.00%
<b>Evidence 2.2</b>	0.00%	5.56%	61.11%	33.33%	100.00%
<b>Grammar 3.1</b>	0.00%	27.78%	50.00%	22.22%	100.00%
<b>Grammar 3.2</b>	0.00%	5.56%	72.22%	22.22%	100.00%

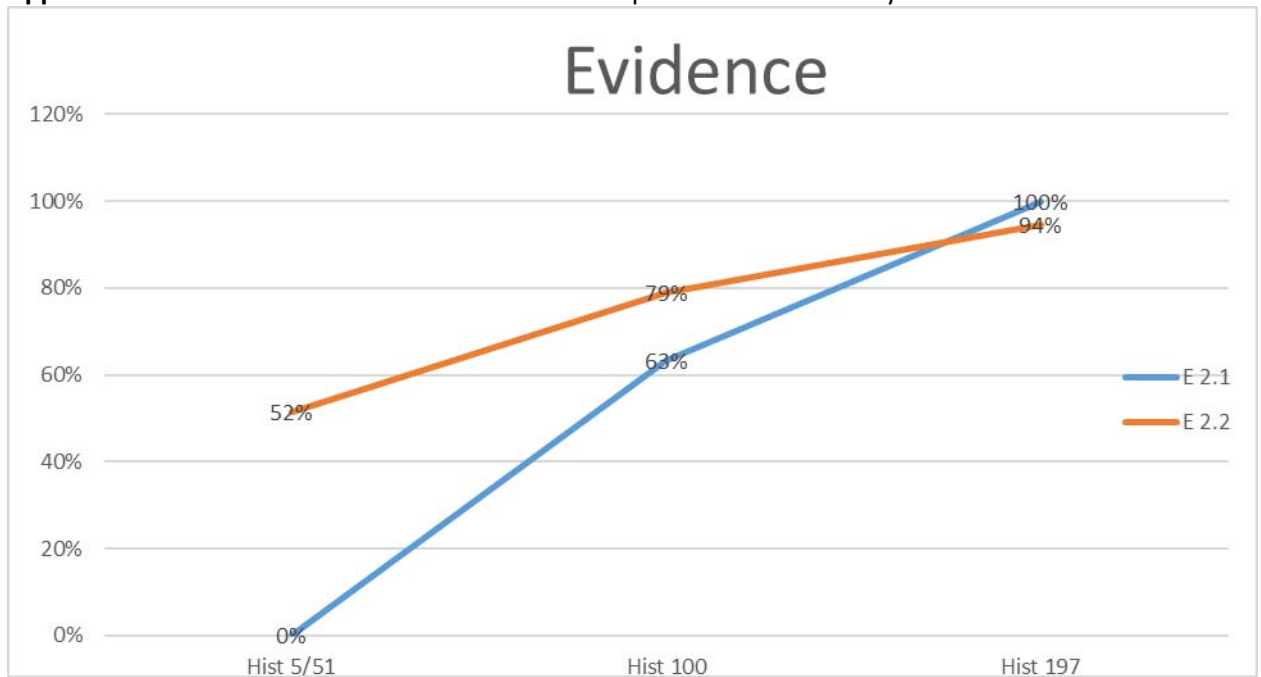
<sup>1</sup>History 197 Data Collection Sheet

<b>Hist 197</b>	<b>N = 18</b>				
	<b>Initial</b>	<b>Emerging</b>	<b>Developed</b>	<b>Highly Developed</b>	<b>Total</b>
A 1.1	0	1	10	7	18
A 1.2	0	1	13	4	18
E 2.1	0	0	3	15	18
E 2.2	0	1	11	6	18
G 3.1	0	5	9	4	18
G 3.2	0	1	13	4	18

**Appendix VII – Number of Students Who Met or Surpassed the Proficiency Rate for Argument**



**Appendix VIII - Number of Students Who Met or Surpassed the Proficiency Rate for Evidence**



**Appendix IX - Number of Students Who Met or Surpassed the Proficiency Rate for Grammar**

