2015-2016
Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Report: BA History

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?** [**Check all that apply**]

- ☑ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☑ 3. Written Communication
- ☐ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☑ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 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, specify any assessed PLOs not included above:

a. _____
b. _____
c. _____

Q1.2.
Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

Students are required to demonstrate comprehension of primary and secondary sources, and integrate them into a written essay (research essay and/or essay examination). Students must read various materials (#8 Reading) and think about them critically (#1 critical thinking) before articulating their meaning in a written essay (#3 Written Communication). Over the course of the history major, students will develop strong critical thinking skills, reading skills, and writing skills so that they will be able to produce a research paper that is 20 - 25 pages in length. This lengthy research paper serves as a capstone assignment for the history major and is taken by seniors during their final year at Sac State.

While students who complete these lengthy research papers will have mastered the learning objectives stated in the History Department's mission (#18 Overall Competencies in the Major/Discipline), these skills will also be useful after graduation. Graduates will be able to comprehend diverse information and articulate their meaning in clear and grammatically correct prose. Whether graduates write e-mails, formal reports, or overviews, the PLO's of the History Deparment will enable them to convey their arguments with precision and evidence. As a result, history graduates are poised to apply their skills continuously to the workplace in a positive and constructive manner (#14 Foundations and Skills for Lifelong Learning).

Q1.2.1.
Do you have rubrics for your PLOs?

- ◉ 1. Yes, for all PLOs
- ○ 2. Yes, but for some PLOs
- ○ 3. No rubrics for PLOs
- ○ 4. N/A
- ○ 5. Other, specify: [   ]

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

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q1.4.
Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- ○ 1. Yes
- ◉ 2. No (skip to **Q1.5**)
- ○ 3. Don't know (skip to **Q1.5**)

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?

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

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

- ○ 1. Yes
- ◉ 2. No, but I know what the DQP is
- ○ 3. No, I don't know what the DQP is
- ○ 4. Don't know

Q1.6.
Did you use action verbs to make each PLO measurable?

- ◉ 1. Yes
- ○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.
Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Written Communication

Q2.1.1.
Please provide more background information about the **specific PLO** you've chosen in Q2.1.

The assessment committee gathered 75 written examinations and/or research essays from both semesters of the 2015-2016 academic year to analyze our PLO #2: "Students shall demonstrate adequate reading skills of primary and secondary historical sources." The courses selected for assessment were: History 005, 51, 100, 197a, and 197b. Samples from each section of every course were received based on random selection conducted by the instructors of the courses. Samples were assessed for the use and comprehension of both primary and secondary sources, as well as the overall number of sources used in the samples. The assignments from the above-mentioned courses grew in length and difficulty and this reflects the progression of courses for the History Major; History 005 and 51 were benchmark courses, while History 100 represents a milestone course, and lastly, History 197a and 197b represent capstone courses for the program. History 005/51 courses were required to use and analyze sources that ranged from 1 - 6; this is the appropriate level for introductory students to acquaint themselves with the use of primary and secondary sources. History 100 students were challenged to write moderate length research papers (8 - 10 pages) that would incorporate primary and secondary sources totalling 7 - 24. For the senior seminars (197a/197b), students were pushed to write lengthy research papers of 20 - 25 pages that incorporated a significant number of sources (25 or more). Overall, the Assessment Committee decided that students must reach a mastery level of 70% for all of the criteria associated with PLO#2.

Q2.2.
Has the program developed or adopted **explicit** standards of performance for this PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q2.3.
Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

📎 History Assessment Value Rubric PLO _2 2015-2016.pdf
189.08 KB

📎 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO:
☐	☐	☐	1. In **SOME** course syllabi/assignments in the program that address the PLO
☐	☐	☐	2. In **ALL** 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
☑	☑	☑	6. In the assessment or program review reports, plans, resources, or activities
☐	☐	☐	7. In new course proposal forms in the department/college/university
☑	☑	☑	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. Other, specify: departmental meetings

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?

⦿ 1. Yes

◯ 2. No (skip to **Q6**)

◯ 3. Don't know (skip to **Q6**)

◯ 4. N/A (skip to **Q6**)

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

3

Q3.2.
Was the data **scored/evaluated** for this PLO?

⦿ 1. Yes

◯ 2. No (skip to **Q6**)

◯ 3. Don't know (skip to **Q6**)

◯ 4. N/A (skip to **Q6**)

Q3.2.1.
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:

The assessment committee approached the instructors who taught History 005, 51, 100, 197a, and 197b during the entire 2015-16 academic year. As a result, samples from both semesters were acquired and also from all of the sections of the courses under assessment.

Instructors were told to give a random sample of +/- 5 essays/exams from their course(s). No selection process was to be used; both strong and weak essays/exams were to be included in the sample. By requesting a random sample, the committee feels that this ensured a relatively similar sample from each course section.

All of the samples were sent to the same assessment committee member, Katerina Lagos, in order to compile them in one folder. Katerina assessed each sample twice in order to maintain consistency and thoroughness.

(**Remember**: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

⦿ 1. Yes

○ 2. No (skip to **Q3.7**)

○ 3. Don't know (skip to **Q3.7**)

Q3.3.1.
Which of the following direct measures were used? [**Check all that apply**]

☑ 1. Capstone project (e.g. theses, senior theses), courses, or experiences

☑ 2. Key assignments from required classes in the program

☐ 3. Key assignments from elective classes

☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques

☐ 5. External performance assessments such as internships or other community-based projects

☐ 6. E-Portfolios

☐ 7. Other Portfolios

☐ 8. Other, specify:

Q3.3.2.
Please **explain** and **attach** the direct measure you used to collect data:

All of the samples were reviewed twice by Katerina Lagos and no-one else on the committee in order to guarantee a standardized and consistent assessment of the course samples. The samples were assessed according to a value rubric created for the specific program objective: reading and comprehending primary and secondary sources.

All of the samples were tabulated and percentage graphs were created to show the overall performance of the students as well as by specific course levels: History 005/51 (introductory/benchmark courses), History 100 (sophomore/junior milestone course), and History 197a/197b (senior capstone courses). These courses are requirements for graduation and all history majors will have taken these courses.

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Q3.4.
What tool was used to evaluate the data?

○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)

○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)

○ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)

○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)

○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)

◉ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)

○ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)

☐ 4. Other, specify: (skip to **Q3.4.4.**)

Q3.4.2.
Was the **rubric** aligned directly and explicitly **with the PLO**?

◉ 1. Yes

○ 2. No

◯ 3. Don't know

◯ 4. N/A

Q3.4.3.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

◉ 1. Yes

◯ 2. No

◯ 3. Don't know

◯ 4. N/A

Q3.4.4.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

◉ 1. Yes

◯ 2. No

◯ 3. Don't know

◯ 4. N/A

Q3.5.
How many faculty members participated in planning the assessment data **collection** of the selected PLO?

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8
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Q3.5.1.
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

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1
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Q3.5.2.
If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

◯ 1. Yes

◯ 2. No

◯ 3. Don't know

◉ 4. N/A

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Samples came from every section of the assessed courses throughout the academic year. The specific samples selected were exams and essays. For History 005/51, some classes had a written essay, while others had lengthy essay examinations. In both of these assignments, secondary and primary sources were required to be discusses.

For History 100, a short research paper is required by all students in this course. Students write research essays of 8 - 10 pages in length, and must incorporate primary and secondary sources. For History 197a/197b, a lengthy research paper of 20 - 25 pages is required and all students must incorporate primary and secondary sources.

Assignments from all of these courses have a common foundation of requiring student incorporation and analysis of primary and secondary sources. These samples are directly relevant to the department's second learning outcome of reading and understanding primary and secondary sources. As a result, a solid basis of comparison can be made from these samples and a comprehensive assessment of the skill of reading and comprehending primary and secondary sources can be completed.

Q3.6.1.
How did you **decide** how many samples of student work to review?

Typically, the assessment committee hopes to use a sample size 10% per class. For each class that was between 20 - 50 students, the committee requested 5 papers per class. For classes that are considered 'double-sections', the committee requested 10 samples.

This figure of 10% is considered a reasonable sample size. In addition, since instructors are requested to provide these samples (typically given during finals/grading) during a very busy time of the semester, the committee was careful not to be too demanding.

Q3.6.2.
How many students were in the class or program?

Roughly 580 students for the courses during the academic year.

Q3.6.3.
How many samples of student work did you evaluated?

75

Q3.6.4.
Was the sample size of student work for the direct measure adequate?

◉ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.
Were indirect measures used to assess the PLO?

◉ 1. Yes

○ 2. No (skip to **Q3.8**)

○ 3. Don't Know (skip to **Q3.8**)

Q3.7.1.
Which of the following indirect measures were used? [**Check all that apply**]

☐ 1. National student surveys (e.g. NSSE)

☐ 2. University conducted student surveys (e.g. OIR)

☑ 3. College/department/program student surveys or focus groups

☐ 4. Alumni surveys, focus groups, or interviews

☐ 5. Employer surveys, focus groups, or interviews

☐ 6. Advisory board surveys, focus groups, or interviews

☑ 7. Other, specify: surveys of faculty who teach the assessed courses

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

Students in History 100 and 197a/b were given a survey to complete at the end of fall semester. In addition, faculty surveys were given to address instructional issues for the courses.

Both of these surveys are useful for shedding light onto some of the challenges of the assessed courses and also means for improving the courses. The surveys are used to supplement the assessment conclusions and also for discussion at the History Department fall retreat.

📎 **History Assessment Faculty Survey 2016.pdf**
205.94 KB

📎 **History Assessment - 197 student questionnaire.pdf**
11.5 KB

Q3.7.2.
If surveys were used, how was the sample size **decided**?

All students and relevant faculty were given a survey to complete.

Q3.7.3.
If surveys were used, how did you **select** your sample:

All students and relevant faculty were selected and included.

Q3.7.4.
If surveys were used, what was the response rate?

10

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.
Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

○ 1. Yes

● 2. No (skip to **Q3.8.2**)

○ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)

☐ 4. Other, specify:

Q3.8.2.
Were other measures used to assess the PLO?

○ 1. Yes

● 2. No (skip to **Q4.1**)

○ 3. Don't know (skip to **Q4.1**)

Q3.8.3.
If other measures were used, please specify:

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(**Remember**: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

| 🔗 History Assessment Tables Graphs and Conclusions PLO 2 2015 2016.pdf 289.76 KB | 🔗 No file attached |

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

The results generated from the assessment of material gathered from the 2015-2016 academic year demonstrate that the History Department has succeeded in teaching PLO #2 to its majors. This learning process begins with the introductory courses where the faculty have excelled in establishing a foundation of skills and knowledge. Once history majors take History 100, they have shown a remarkable improvement in the five sub-criteria: use of primary sources, comprehension of primary sources, use of secondary sources, comprehension of secondary sources, and number of sources used. By the time students have completed the senior history seminar (History 197a/197b) they have mastered all of the sub-criteria of PLO #2 except for 6.2a (use of secondary sources). With greater encouragement to students in History 100 and 197a/197b, this minor deviation can be corrected.

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Q4.3.
For the 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/standard has been specified
- ○ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.
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

Q4.5.
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- ⦿ 1. Yes
- ○ 2. No
- ○ 3. Don't know

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

Q5.1.
As a result of the assessment effort and based on 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 (skip to **Q5.2**)
- ○ 3. Don't know (skip to **Q5.2**)

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.

Often, students in the History 100 and 197a/197b essays did not incorporate enough secondary sources in their essays. The instructors of these courses will be informed and encouraged to require more secondary source discussion in the essay assignment for the following academic semester/year. In addition, there were specific course sections in History 005 that had a very low level usage of secondary sources. This specific instructor will be informed and encouraged to require more secondary source usage in the final papers.

The impact of these changes will be seen in the 2016-17 assessment. The same history courses will continue to be assessed and, while a different learning outcome will be assessed, the modification (or not) of these assignments will be evident. The impact of this change will be beneficial to the students and to the assessment committee because, as students will get greater experience in discussing secondary sources, they will have higher mastery levels of the learning outcome.

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

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	◯	◯	◉	◯	◯
2. Modifying curriculum	◯	◯	◉	◯	◯
3. Improving advising and mentoring	◯	◯	◉	◯	◯
4. Revising learning outcomes/goals	◯	◯	◯	◉	◯
5. Revising rubrics and/or expectations	◉	◯	◯	◯	◯
6. Developing/updating assessment plan	◉	◯	◯	◯	◯
7. Annual assessment reports	◉	◯	◯	◯	◯
8. Program review	◯	◯	◯	◯	◉
9. Prospective student and family information	◯	◯	◯	◉	◯
10. Alumni communication	◯	◯	◯	◉	◯
11. WSCUC accreditation (regional accreditation)	◯	◯	◯	◯	◯
12. Program accreditation	◯	◯	◯	◯	◯
13. External accountability reporting requirement	◯	◯	◯	◯	◯
14. Trustee/Governing Board deliberations	◯	◯	◯	◯	◯
15. Strategic planning	◉	◯	◯	◯	◯
16. Institutional benchmarking	◯	◯	◯	◯	◯
17. Academic policy development or modifications	◯	◯	◯	◯	◯
18. Institutional improvement	◯	◯	◯	◯	◉
19. Resource allocation and budgeting	◯	◯	◯	◯	◉
20. New faculty hiring	◯	◯	◯	◯	◉
21. Professional development for faculty and staff	◯	◯	◯	◯	◉
22. Recruitment of new students	◯	◯	◯	◯	◉

23. Other, specify:

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

The results of the survey are given to the university assessment office and published on the departmental website. Also, the results (including information from the surveys) are discussed by the assessment committee which then puts forward a list of recommendations to be proposed at the History Department fall retreat. A presentation is given to the department and then the recommendations are discussed. Often, decisions are made that affect course content, faculty instruction, or other administrative aspects (how/when a course is offered).

(**Remember**: Save your progress)

Additional Assessment Activities

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

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Q7.
What PLO(s) do you plan to assess next year? [**Check all that apply**]

☐ 1. Critical Thinking

☑ 2. Information Literacy

☑ 3. Written Communication

☐ 4. Oral Communication

☐ 5. Quantitative Literacy

☐ 6. Inquiry and Analysis

☐ 7. Creative Thinking

☐ 8. Reading

☐ 9. Team Work

☐ 10. Problem Solving

☐ 11. Civic Knowledge and Engagement

☐ 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, specify any PLOs not included above:

a. [   ]
b. [   ]
c. [   ]

Q8. Please attach any additional files here:

| 📎 History Assessment - 100 student questionnaire.pdf 11.62 KB | 📎 No file attached | 📎 No file attached | 📎 No file attached |

Q8.1.
Have you attached any files to this form? If yes, please list every attached file here:

History Assessment Value Rubric PLO 2 2015-2016

History Assessment Tables Graphs and Conclusions PLO 2 2015 2016

History Assessment - 100 student questionnaire

History Assessment - 197 student questionnaire

History Assessment Faculty Survey 2016

Program Information (**Required**)

P1.
Program/Concentration Name(s): [by degree]
BA History

P1.1.
Program/Concentration Name(s): [by department]
History BA

P2.
Report Author(s):
Katerina Lagos

P2.1.
Department Chair/Program Director:
Aaron Cohen

P2.2.
Assessment Coordinator:
Katerina Lagos

P3.
Department/Division/Program of Academic Unit
History

P4.
College:
College of Arts & Letters

P5.
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

345

P6.
Program Type:

⦿ 1. Undergraduate baccalaureate major

○ 2. Credential

○ 3. Master's Degree

○ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)

○ 5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?
1

P7.1. List all the names:
History BA

P7.2. How many concentrations appear on the diploma for this undergraduate program?
2

P8. Number of **master's degree programs** the academic unit has?
1

P8.1. List all the names:
History MA

P8.2. How many concentrations appear on the diploma for this master's program?
2

P9. Number of **credential programs** the academic unit has?
0

P9.1. List all the names:

P10. Number of **doctorate degree programs** the academic unit has?

1

P10.1. List all the names:

History PhD, joint program with UCSB

When was your **assessment plan**...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	●	○	○	○	○	○	○
P11.1. last updated?	○	○	○	○	●	○	○

P11.3.
Please attach your latest **assessment plan**:

📎 **Departmental Assessment Plan.pdf**
479.82 KB

P12.
Has your program developed a **curriculum map?**

● 1. Yes

○ 2. No

○ 3. Don't know

P12.1.
Please attach your latest **curriculum map**:

📎 HISTORY four year roadmap 2011.pdf
201.79 KB

P13.
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

○ 1. Yes

● 2. No

○ 3. Don't know

P14.
Does your program have a capstone class?

- ⦿ 1. Yes, indicate: History 192 and History 197
- ○ 2. No
- ○ 3. Don't know

P14.1.
Does your program have **any** capstone project?

- ⦿ 1. Yes
- ○ 2. No
- ○ 3. Don't know

(**Remember**: Save your progress)

CRITICAL THINKING VALUE RUBRIC

CRITERION: PLO #2	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1a: Use of Primary Sources	Significant number of primary sources are listed and used in the text: (13 – more).	Moderate number of primary sources are listed and used in the text: (8 – 12).	Some primary sources are listed and used in the text: (4 – 7).	Few, if any, primary sources are listed and used in the text: (0 – 3).
6.1b: Comprehension of Primary Sources	Primary sources are discussed in a sophisticated and comprehensive manner. Primary sources are woven together with secondary sources and directly support overall argument.	Primary sources are discussed comprehensively in conjunction with secondary sources, but may or may not directly support overall argument.	Some explanation of the primary sources is presented and may be discussed in conjunction with secondary sources.	Little to no explanation of primary sources offered.
6.2a: Use of Secondary Sources	Significant number of secondary sources are listed and used in the text: (13 – more).	Moderate number of secondary sources are listed and used in the text: (8 – 12).	Some secondary sources are listed and used in the text: (4 – 7).	Few, if any, secondary sources are listed and used in the text: (0 – 3).
6.2b: Comprehension of Secondary Sources	Secondary sources are discussed in a sophisticated and comprehensive manner. Secondary sources are woven together with primary sources and directly support overall argument.	Secondary sources are discussed comprehensively in conjunction with primary sources, but may or may not directly support overall argument.	Some explanation of the secondary sources is presented and may be discussed in conjunction with primary sources.	Little to no explanation of secondary sources offered.
6.3: Overall Number of Sources Used	Significant number of primary and secondary sources listed: (25 – more). The number of primary and secondary sources are balanced and the majority of which are cited in the text.	Moderate number of primary and secondary sources listed: (15 – 24). The number of primary and secondary sources are relatively balanced and at least half of the sources are cited in the text.	Relatively Small number of primary and secondary sources listed: (7 – 14). The number of sources may or may not be balanced and at least half of the sources are cited in the text.	Small number of primary and secondary sources listed: (0 – 6). The number of sources is unbalanced and a portion of the sources are listed and/or explained in the text.

Faculty Survey – History 100 and 197

Colleagues: Below are nine questions that the Assessment Committee would like your feeback. Please be as detailed as you like. This information will help us with the final report and offer insight on how to improve these two courses for both students and faculty. Thank you!!!!

Questions:
1. Are you pleased with the current course structure of History 100/197? Explain.

2. Are you pleased with the current course content of History 100/197? Explain.

3. Are there any general problems in History 100/197 you can identify?

4. By the end of the semester, in what skills have most of your *History 100* students gained competency?

5. By the end of the semester, in what skills have most of your *History 100* students not gained competency?

6. By the end of the semester, what skills have most of your *History 197* students mastered?

7. By the end of the semester, what skills have most of your *History 197* students not mastered?

8. What is the percentage (roughly) of students who fail History 100/197?

9. What is the most common reason for their failures?

10. Any recommendations for improving the percentage rate for passing these courses (excluding those students who do not attend classes)?

11. Any other comments – criticisms – recommendations?

HISTORY INSTRUCTION ASSESSMENT QUESTIONNAIRE
History 197

I. General

1. How would you rate the general quality of your history instructors? Please explain.
   Excellent _____   Very Good _____   Good _____   Not Very Good _____   Poor _____

2. What courses (either currently in the catalog or not) would you like to have taken that have not been offered by the History Department?

II. History 197:

1. Did History 192 help your critical analysis skills? Explain. Yes _____   No _____

2. Did History 197 help improve your research and writing skills? Explain. Yes _____   No _____

3. Did History 197 build on what you learned in History 100? Explain. Yes _____   No _____

III. Curriculum:

1. How can the History Department improve its 100 and 197 courses?

2. Which upper-division course, offered either in History or another discipline, offered either helped to develop your critical analysis skills the most?

3. Which upper-division course, offered either in History or another discipline, helped to develop your research skills the most?

4. Which upper-division course, offered either in History or another discipline, helped to develop your writing skills the most?

5. Do you think that being a history major has improved your research and writing skills? Explain.
   Yes _____   No _____

6. Do you feel the critical analysis, research, and writing skills you learned as a history major will be helpful in your future career? Yes _____   No _____

PLO #2 – "Students shall demonstrate adequate reading skills of primary and secondary historical sources."

Introduction: The following tables and graphs reflect the analysis of research essays and essay examinations acquired throughout the 2015-2016 academic year. Samples were taken from all of the individual class sections for each course in order to provide as broad and representative of an overall sample as possible. The assignments varied according to the level of the course: 1) History 005/51 are introductory courses and the written assignments required the use and analysis of 1 – 6 sources, 2) History 100 focused on the methodology of writing research papers and students were required to write a moderate-length research paper that included anywhere between 7 – 24 sources, and 3) History 197a/197b are senior seminars that require students to write a lengthy research paper of 20 – 25 pages and include at least 25 or more primary and secondary sources. The Assessment Committee considers the mastery rate for PLO #2 to be 70%. This is the same percentage assigned to the other PLO's for the History Program.

Table I: The Results for All History 005/51/100/197a/197b
History 005/51/100/197a/197b Data Collection Sheet

Criteria – all 75 samples	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1a	14	26	9	26
6.1b	30	37	12	1
6.2a	10	21	15	29
6.2b	28	22	9	16
6.3	12	18	18	27

Table 2: The Results for History 005/51
Note: Data shown here drawn from Data Collection Sheet[1]

CRITERION PLO #2 - for History 005/51 26 Samples	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1a: Use of Primary Sources	0.00%	0.00%	0.00%	100.00%
6.1b: Comprehension of Primary Sources	20.00%	38.46%	42.31%	0.00%
6.2a: Use of Secondary Sources	0.00%	0.00%	0.00%	100.00%
6.2b: Comprehension of Secondary Sources	23.33%	23.08%	0.00%	57.69%
6.3: Number of Sources Used:	0.00%	0.00%	0.00%	100.00%

Graph for Table 2:
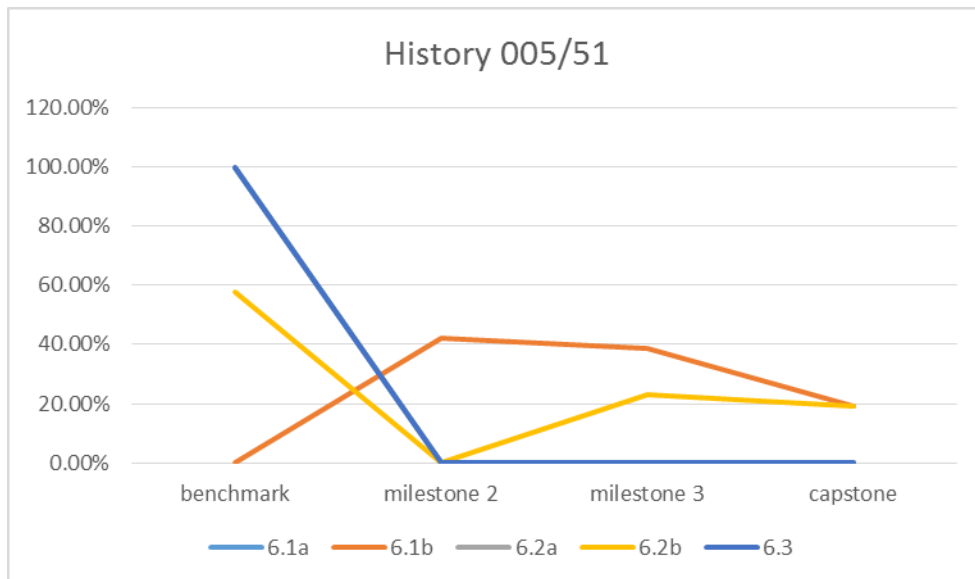
Conclusion for Table 2:

Students in History 005/51 are relatively new to the discipline of history and the assignments given in this course introduce some of the fundamental skills that history majors will need to master. These introductory courses cover a wide spectrum of topics and time periods and all students are required to complete a number of graded assignments. The assessment committee selected written essays and/or essay examinations to evaluate the students' ability to use primary and secondary sources. These assignments require the inclusion and analysis of a few primary and secondary sources (1 – 6); throughout the semester, faculty teach students what primary sources are and how to use them together with secondary sources. Table 2 reflects the beginning stages of student learning for this PLO; all of the students used the required number of both primary and secondary sources in their written assignments (6.1a, 6.2a, and 6.3) which is reflected in the 100% score for the benchmark level. Student understanding of secondary sources (6.2b) either met the benchmark standard (57.69%) or greatly surpassed it (46.41%). Students showed a greater understanding of the primary sources (6.2b) as all of them surpassed the benchmark standard for this specific objective. In fact, students were able to perform on a level that far exceeded the level for benchmark courses (58.46% total for Capstone 4 and Milestone 3). It is abundantly clear that faculty have done an outstanding job introducing students how to identify, analyze, and use primary sources in their formal writing assignments.

Table 3: The Results for History 100
Note: Data shown here drawn from Data Collection Sheet[1]

CRITERION PLO #2 - for History 100 30 Samples	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1a: Use of Primary Sources	0.00%	66.67%	33.37%	0.00%
6.1b: Comprehension of Primary Sources	20.00%	66.67%	13.33%	0.00%
6.2a: Use of Secondary Sources	0.00%	43.33%	46.67%	10.00%
6.2b: Comprehension of Secondary Sources	23.33%	43.33%	30.00%	3.33%
6.3: Number of Sources Used:	0.00%	50.00%	46.67%	3.33%

Graph for Table 3:
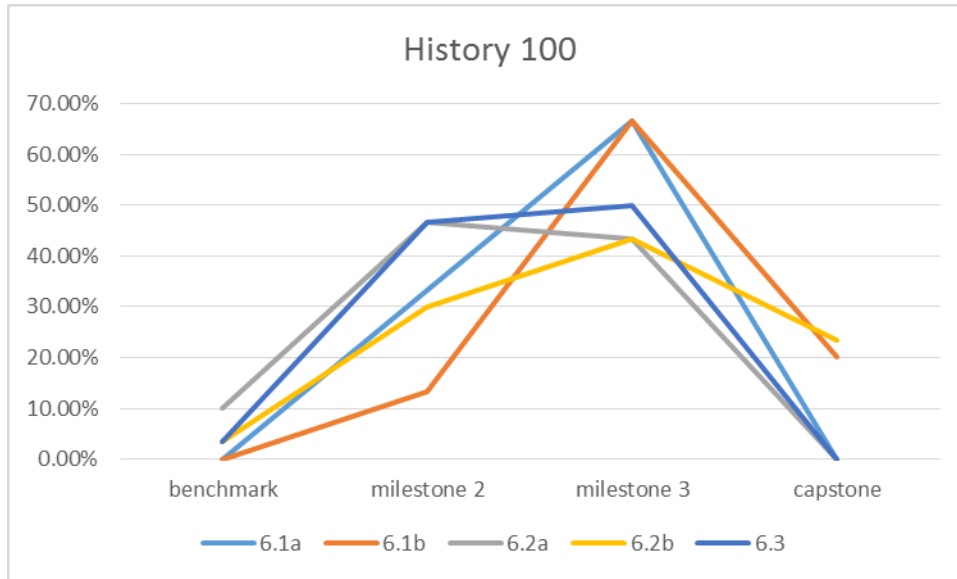
History 100

Conclusion for Table 3:

Students who complete History 100 have made significant progress in using primary and secondary sources. They are required to write moderate length research essays of (8 – 10) pages and use anywhere between 7 – 24 sources. This range is divided into two groupings: Milestone 2 (7 -14 sources) and Milestone 3 (15 – 24 sources). Exactly half of all the students reached Milestone 3 for the number of sources used, and this higher than the expected level (Milestone 2) of progress for students in this sophomore/junior level course. Students nearly reached the 70% mastery level (66.67%) for 6.1a (use of primary sources) and surpassed the mastery level in 6.1b (comprehension of primary sources) for this course. The only weaker area is seen in 6.2a (use of secondary sources) which echoes similar results found in History 197a/197b. Faculty will be strongly encouraged to require more secondary sources in the final essay assignment so as to prepare students better for History 197a/197b. As will be seen in Table 4 (History 197a/197b), History 100 students did very well in comprehending the secondary sources and this is commendable for the faculty who teach this difficult course.

Table 4: The Results for History 197a/197b
Note: Data shown here drawn from Data Collection Sheet[1]

CRITERION PLO #2 - for History 197a/197b, 19 Samples	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1a: Use of Primary Sources	73.68%	26.32%	0.00%	0.00%
6.1b: Comprehension of Primary Sources	78.95%	15.79%	5.26%	0.00%
6.2a: Use of Secondary Sources	52.63%	36.84%	10.53%	0.00%
6.2b: Comprehension of Secondary Sources	73.68%	26.32%	0.00%	0.00%
6.3: Number of Sources Used:	73.68%	10.53%	15.79%	0.00%

Graph for Table 4:
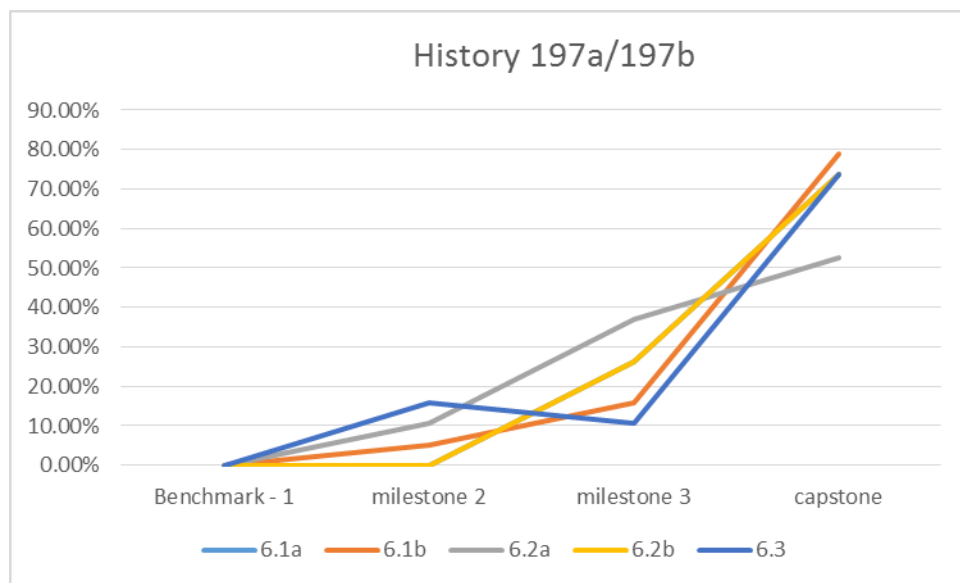
Conclusion for Table 4:

The graph for Table 4 highlights the success of the History Department in teaching students how to use primary and secondary sources. Students in this course are required to write lengthy research papers (20 – 25 pages) and are to use a significant number of sources. For the Assessment Committee, the definition of significant sources is 25 or more. Students clearly reached the mastery level of 70% for all the sub-criteria of PLO #2. Although students surpassed the mastery level for all sub-criteria, except for 6.2a (use of secondary sources), this does not seem to be a significant weakness. Despite the lower number of secondary sources, students were able to comprehend their sources at a level of 73.68%, which is higher than the mastery level percentage expected. Faculty teaching these courses will be encouraged to require students to use more secondary sources in their papers to ensure that appropriate levels of secondary sources usage will be seen in the coming academic year.

Summary and Overall Conclusion:

The results generated from the assessment of material gathered from the 2015-2016 academic year demonstrate that the History Department has succeeded in teaching PLO #2 to its majors. This learning process begins with the introductory courses where the faculty have excelled in establishing a foundation of skills and knowledge. Once history majors take History 100, they have shown a remarkable improvement in the five sub-criteria: use of primary sources, comprehension of primary sources, use of secondary sources, comprehension of secondary sources, and number of sources used. By the time students have completed the senior history seminar (History 197a/197b) they have mastered all of the sub-criteria of PLO #2 except for 6.2a (use of secondary sources). With greater encouragement to students in History 100 and 197a/197b, this minor deviation can be corrected.

HISTORY INSTRUCTION ASSESSMENT QUESTIONNAIRE
History 100

I. General

1. How would you rate the general quality of your history instructors? Please explain.
   Excellent _____ Very Good _____ Good _____ Not Very Good _____ Poor _____

1. What courses (either currently in the catalog or not) would you like to have taken that have not been offered by the History Department?

II. Preparation:

1. How well did your high school education prepare you for college-level writing? Please explain.
   Excellent _____ Very Good _____ Good _____ Not Very Good _____ Poor _____

2. Which, if any, of your lower-division courses, offered either in History or another discipline, had writing assignments?

3. Which lower-division course, offered either in History or another discipline, helped to develop your writing the most?

III. History 100:

1. Did History 100 teach you the difference between primary and secondary sources? Explain. Yes_____
   No _____

2. Did History 100 teach you how to analyze both kinds of sources? Explain. Yes _____   No _____

3. Did History 100 teach you how to structure a research paper? Explain. Yes _____   No _____

4. Did History 100 teach you the Chicago citation style? Explain. Yes _____   No _____

5. How well did History 100 prepare you for upper-division writing assignments? What was the most useful aspect of the course?

6. Was History 100 an effective course for developing your research and writing skills? How could the department improve this course? Explain. Yes _____   No _____

Departmental Assessment Plan
History Department
Fall 2011

SACRAMENTO
STATE

Leadership begins here.

History Department Assessment Plan

OVERVIEW: The History major at Sacramento State is a carefully-articulated program whose constituent elements build incrementally upon one another to produce students who are well educated and who have a fundamental understanding of the insights and skills of the history profession.

The History Department Assessment Plan is not intended to be an additional assessment procedure for individual students but is designed to ensure that the undergraduate History program at Sacramento State meets the stated objectives. The Plan has long-term and short-term goals. Each spring, the Department drafts an interim assessment report to discuss and act on at the end of each academic year. The long-term purpose of the Plan is to generate materials for inclusion in the Department's five-year Program Review process. Through this Assessment Plan, the Department faculty can ensure that the CSUS History major remains an academic program of the highest quality.

LEARNING OBJECTIVES: The general objectives of the History major are to instill in students an appreciation of the color and complexity of history and to create in them a life-long love for the discipline. More specifically, History students shall achieve adequate mastery of the following insights and skills:

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.**

2. **Students shall demonstrate adequate reading skills of primary and secondary historical sources.**

3. **Students shall use citation standards appropriate to the discipline of history (*Chicago Manual of Style*).**

PROGRAM DESIGN: All the Department's course offerings shall contribute at the appropriate level to the attainment of these objectives. (For a more detailed description of program requirements and course content, consult the Sacramento State catalog.) Students will be expected to follow the logical order of courses (lower division courses before upper division; History 100 before upper division courses and seminars, etc.) as determined by the Department and guided by the *Roadmap to the Major*. Instructors will certify that students have met minimal competency standards in a given course by assigning a passing grade (students must have a minimum grade of C- in all History courses). Students who fail a course (D+ or lower) will have to repeat the course. History majors must achieve a cumulative GPA of 2.0 in all upper division courses applied to the major.

All History courses have writing requirements. Lower division courses include "graded writing assignments that demonstrate the students' ability to analyze and synthesize material." Upper

division courses "require graded writing assignments of at least 1500 words that demonstrate the students' ability to analyze and synthesize materials." (*History Department Policies*).

It is the responsibility of the History Department Executive Committee and the Department Chair to ensure that department curricular policies are observed.

1) Lower Division Prerequisites (12 units) -- History 17A, 17B, 4 or 50, and 5 or 51. Students shall acquire adequate survey knowledge of the content of U.S. and western or world history, receive preliminary training in writing (Objective 1), and receive an introduction to historical analysis (Objective 2).

2) Keystone Course: History 100 -- Historical Skills (3 units). This sophomore/junior course will prepare students for a more thoughtful study of the upper division curriculum. It shall be taken in the second semester of the sophomore year (for native students) or first semester of the junior year (for transfer students) after at least six units have been completed in history. Students shall receive introductory training in the following: writing and oral communication skills (Objective 1), the rudiments of historical thinking and familiarity with different schools of historical interpretation through primary and secondary sources (Objective 2), information access (use of printed and electronic media to access appropriate secondary literature), and an introduction to the use and citation of primary sources in research (Objective 3).

3) Upper Division Electives (21 units). Students shall select 21 units in upper division elective courses (numbers 101-188), following the department's requirements for geographical distribution. The electives will allow students to acquire basic historical knowledge in at least three geographical fields, further develop writing and critical skills in history (Objectives 1 and 3), and become more familiar with ways of analyzing historical information (Objective 2). Through the upper division breadth requirement students will have acquired basic familiarity with US, European, and non-Western history.

4) Capstone Courses (6 units). History students shall take the following two seminars to complete their training in historical skills. Successful completion of the Sacramento State Writing Placement for Juniors (WPJ) test is required for enrollment in these courses:

History 192A/B/C/Z -- Seminar in Recent Interpretations (3 units). The seminar will focus primarily on the acquisition and honing of skills of historical interpretation. Students will expand their knowledge of different schools of historical interpretation for given peoples, places, and events. The course will also stress writing and oral communication skills (Objective 1 and 3) and information analysis (Objective 2).

History 197A/B/C -- Senior Research Seminar in U.S./World History/Public (3 units). This capstone course should be taken after the student has completed History 100, the WPJ, and at least 15 upper division units in History with acceptable grades. Basing itself on the historical skills and knowledge acquired in previous course work, this seminar will stress the use and citation of primary sources to compose a research paper in history (Objective 3). The course

shall also assess and develop students' skills in writing (Objective 1), oral communication through presentation of research results to other students, critical thinking in history, and the analysis of historical information, especially primary sources (Objective 2). Students will place their research into broader categories of historical analysis.

ASSESSMENT COMMITTEE: Assessment in the Department of History is the responsibility of the entire full-time faculty. The History Department Executive Committee will appoint a **History Assessment Committee** composed of three faculty members from the department's tenured and probationary faculty. Each faculty member will serve a renewable three-year term. It will be the responsibility of the Assessment Committee to gather assessment data and to draft the assessment reports as specified below.

ASSESSMENT INSTRUMENTS: The following methods shall be used to gather information about the state of the History program:

1) Performance Measures. The Assessment Committee shall collect from History 100 and History 192 and/or History 197 a selection of student papers that would indicate the progress by students toward achieving the History program objectives in their course of study and their level of achievement at the end of the program. The selection should include copies of papers from all satisfactory grade categories and be stored in a readily accessible format such as ring binders. The Department shall determine whether it will collect paired papers from the work of individual students so that their progress from the beginning to the end of their programs might be tracked.

2) Surveys. The department shall administer two surveys during the assessment cycle: one student survey and one faculty survey. Surveys shall be conducted in History 100, 192, and 197 (survey questions are located in this Plan's appendix below).

The student questionnaire assesses students' self-understanding of their academic growth over the course of their college career, particularly in the History major, and the students' experience in the History Department and their recommendations for changes in the department's policies and programs.

The faculty questionnaire assesses faculty members' self-understanding of the areas of strength and/or weakness of the students, and areas of strength and/or weakness in course methodology, assignments, or materials assigned.

3) Assessment Tables. The Assessment Committee shall create assessment tables that will project the success of acquisition of the individual student learning objectives over the course of the assessment cycle. The tables can be expanded to include multiple assessment cycles in order to shed light on the long term acquisition of student learning objectives and be of assistance to faculty in organizing their courses.

ASSESSMENT SCHEDULE: The History Department's assessment program shall run on a three-year cycle so that the cumulative results of the ongoing assessment may be included in the Program Review. The Assessment Committee shall perform an interim assessment every academic year.

At the end of the Spring semester it shall draft a yearly report that focuses on a single student learning objective. For the first year of the cycle, the assessment committee will assess Objective 1 in addition to administering a student survey. In year two, the committee will assess Objective 2 in addition to administering a faculty survey. In year three, Objective 3 will be assessed and a cumulative report will be written for the entire three- year cycle.

The report shall be discussed and, if necessary, acted upon by the whole department faculty in its annual retreat meeting prior to the start of the Fall semester or in another department meeting early in the Fall semester. In addition, both the report and additional data shall be given to the department chair, undergraduate studies coordinator, and strategic planning committee coordinator.

APPENDIX: ASSESSMENT SURVEY QUESTIONS

Student Survey: History 100
1. How would you rate the general quality of your history instructors? Please explain. Excellent/Very Good/Good/Not Very Good/Poor?
2. What courses (either currently in the catalog or not) would you like to have taken that have not been offered by the History Department?
3. How well did your high school education prepare you for college-level writing? Please explain. Excellent/Very Good/Good/Not Very Good/Poor?
4. Which, if any, of your lower-division courses, offered either in History or another discipline, had writing assignments?
5. Which lower-division course, offered either in History or another discipline, helped to develop your writing the most?
6. Did History 100 teach you the difference between primary and secondary sources? Explain. Yes/No?
7. Did History 100 teach you how to analyze both kinds of sources? Explain. Yes/No?
8. Did History 100 teach you how to structure a research paper? Explain. Yes/No?
9. Did History 100 teach you the Chicago citation style? Explain. Yes/No?
10. How well did History 100 prepare you for upper-division writing assignments? What was the most useful aspect of the course?
11. Was History 100 an effective course for developing your research and writing skills? How could the department improve this course? Explain. Yes/No?

Student Survey: History 192/7

1. How would you rate the general quality of your history instructors? Please explain. Excellent/Very Good/Good/Not Very Good/Poor?

2. What courses (either currently in the catalog or not) would you like to have taken that have not been offered by the History Department?
3. Did History 192 help your critical analysis skills? Explain. Yes/No?
4. Did History 197 help improve your research and writing skills? Explain. Yes/No?
5. Did History 197 help improve your research and writing skills? Explain. Yes/No?
6. Did History 197 build on what you learned in History 100? Explain. Yes/No?
7. How can the History Department improve its 100 and 197 courses?
8. Which upper-division course, offered either in History or another discipline, helped to develop your critical analysis skills the most?
9. Which upper-division course, offered either in History or another discipline, helped to develop your research skills the most?
10. Which upper-division course, offered either in History or another discipline, helped to develop your writing skills the most?
11. Do you think that being a history major has improved your research and writing skills? Explain. Yes/No?
12. Do you feel the critical analysis, research, and writing skills you learned as a history major will be helpful in your future career? Explain. Yes/No?

Faculty Survey: History 100, History 192/7

1. Which of the following classes have you taught: 100, 192, 197?
2. How long have you been teaching this/these course(s)?
3. What books do you feel are the most important for your course(s)?
4. Which of the books you assign for the course(s) you wish you could change and why?
5. By the end of the semester, what skills do most of your History 100 students master?
6. By the end of the semester, with what skills do most of your History 100 students still struggle?
7. By the end of the semester, what skills do most of your History 192 students master?
8. By the end of the semester, with what skills do most of your History 192 students still struggle?
9. By the end of the semester, what skills do most of your History 197 students master?
10. By the end of the semester, with what skills do most of your History 197 students still struggle?
11. What changes would you make in History 100 – structure, goals, assignments?
12. What changes would you make in History 192 – structure, goals, assignments?
13. What changes would you make in History 197 – structure, goals, assignments?
14. Any other comments – criticisms – recommendations?

HISTORY (B.A.) FOUR ♦ YEAR PLAN

Minimum total units required for BA Degree: 120 ▪ (42 units required for the Major)
▪ Additional courses may be needed to meet remediation requirements in English and/or Math prior to completing GE requirements: A2 & B4
This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate.

YEAR 1

Sem. 1	HIST 17A (D3a)+	HIST 4 or 50 (C1)	A1	A2	B4	15 UNITS
Sem. 2	HIST 17B	HIST 5 or 51 (C4)	A3	B1 + B3	D3b/c: GOVT	15-16 UNITS

YEAR 2

Sem. 3	College Comp. II	B2 (+B3 if needed)	D1a	C2	Minor or FL	15-16 UNITS
Sem. 4	HIST 100	B5	D1a/b	C3 UD	Minor or FL	15 UNITS

YEAR 3

Sem. 5	UD Elective	UD Elective	D2 UD	Minor or ENGL 109	Minor	15 UNITS
Sem. 6	UD Elective	UD Elective	UD Elective	Minor	Minor	15 UNITS

YEAR 4

Sem. 7	HIST 192 (WPJ)	UD Elective	E UD *	Minor	Minor or Elect.	15 UNITS
Sem. 8	HIST 197 (WPJ)	UD Elective	Minor	Minor	Minor or Elect.	15 UNITS

KEY:
- Major requirements
- GE/graduation requirements
- Electives
- Minor requirements

UD Upper Division
+ Race & Ethnicity
* Writing Intensive (Complete WPJ or substitute ENGL 109W/M in Semester 5)
FL If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives

NOTES:
Students must take HIST 4 & 5 **OR** HIST 50 & 51 (i. e., one entire survey as a pair).

Choose one UD history elective from each of three areas: US, Europe, and World (Africa, Asia, Latin America, or the Middle East). The remaining four can be from any area.

No additional HIST courses for GE requirements other than D3A, C1 & C4.

TOTAL = 121 UNITS

SACRAMENTO STATE