

2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)
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Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

BA History

OR

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. 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 including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

This year, the History Department Assessment Committee evaluated Program Learning Objective #3: "Students shall use citation standards appropriate to the discipline of history (Chicago Manual of Style)." Students must be competent in the manner in which they use and cite sources in their written communication and this reinforces the university's general education baccalaureate goal for written communication: "Compose meaningful expository essays which utilize appropriate structure, development and usage."

By mastering this citation style for written communication, students will be able to fulfill a fundamental part of their learning objectives for both the History Department (#18 Overall Competencies in the Major/Discipline) and Sac State University.

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", see <http://degreeprofile.org>) 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 **OR** type in **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

If your PLO is **not listed**, please enter it here:

"Students shall use citation standards appropriate to the discipline of history (Chicago Manual o...

Q2.1.1.

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

In order for students to be able to "compose meaningful expository essays which utilize appropriate structure, development and usage" in the history writing assignments, students must be able to marshal various sources and cite them correctly both in the text of the essay and in a bibliography. Students are taught how to quote, cite sources in the body of their text, create footnotes, and structure a bibliography that reflects the variety of sources used.

The courses selected for assessment were: History 005, 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 students' ability to cite sources throughout the body of their written assignments in addition to creating a bibliography formatted according to the Chicago Manual of Style. 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 is a benchmark course, while History 100 represents a milestone course, and lastly, History 197a and 197b represent capstone courses for the program. History 005 students were required to use and note up to three difference sources for their written assignment; this is the appropriate level for introductory students to acquaint themselves with the methods used for citation. History 100 students were challenged to write moderate length research papers (8 - 10 pages) that would incorporate primary and secondary sources totalling 7 - 12. 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 (13 or more). Overall, the Assessment Committee decided that students must reach a mastery level of 70% for all of the criteria associated with PLO#3.

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.

Please see attachment for the PLO #3 rubric.



History Assessment Value Rubric PLO _3 2016 2017.docx
17.71 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:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	10. Other, specify: <input type="text" value="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?

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, 100, 197a, and 197b during the entire 2016-17 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 into 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 (key assignments, projects, portfolios, course work, student tests, etc.) 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 **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

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 (introductory/benchmark course), 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. The assignments for the three courses were as follows: History 005 - "Please identify and explain three areas of similarity between the Nazi Occupation of Czechoslovakia to that of communist-controlled Czechoslovakia. You may only use the Kovaly book, lectures from class, and the Kagan textbook as your sources."; History 100 - "Please write an 8-10 page research paper using both primary and secondary sources, as well as displaying all of the writing conventions learned in the course (topics open)"; History 197a/b - "Please write a 20-25 page research paper that uses primary and secondary sources, as well as displaying all of the writing conventions learned in the course (topics open)." Students should have achieved or surpassed a 70% level of achievement for each of the PLO subgoals by the time they complete History 197a/b. This would be identified as nearing the third benchmark point on a 4-point rubric.



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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?

8

Q3.5.1.

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

1

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 sample selected was a written essay. For History 005, this essay included the analysis of both secondary and primary sources and were to be cited correctly throughout the essay.

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 use footnotes, in-text quotations, in-text citations, and create a bibliography. The area of study for each section of History 100 varies due to the instructor's area of specialty, but the final assignment is consistent in length, use of sources, and formatting. The only difference between course papers is that of subject area. For History 197a/197b, a lengthy research paper of 20 - 25 pages is required and all students must incorporate all of the above components, but using more primary and secondary sources in their papers. Since the areas of specialty vary from History 197a to 197b (US history versus world history), all students are told to write a paper whose topic is approved by the instructor.

Assignments from all of these courses have a common foundation of requiring students to incorporate primary and secondary sources, and to identify them correctly throughout the written assignments. These samples are directly relevant to the department's third learning outcome of "students shall use citation standards appropriate to the discipline of history (Chicago Manual of Style)." As a result, a solid basis of comparison can be made from these samples and a comprehensive assessment of the skill of primary and secondary source usage and citation can be achieved.

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% - 15% per class. For each class that was between 20 - 50 students, the committee requested 5-7 papers per class. For classes that are considered 'double-sections', the committee requested 10-15 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 500 students for the courses during the academic year.

Q3.6.3.

How many samples of student work did you evaluated?

69

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:

Q3.7.1.1.

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

All faculty who teach History 100 and 197a/b were invited to meet and discuss their classes. Issues regarding student ability, classroom materials, student challenges/obstacles, and other issues were raised. Faculty perspectives are critical in shedding light on student ability to meet the threshold of PLO success (70%) in History 197a/b. These perspectives are noted and added to the PowerPoint presentation given to all History faculty during the annual fall retreat. During the faculty meeting, the Assessment Committee discusses the statistics for all History PLO's and raises possible measures to adopt to improve student success.

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Q3.7.2.

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

Q3.7.3.

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

Q3.7.4.

If surveys were used, what was the response rate?

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 in **Q2.1**:

Please see attachment.



History Assessment Tables Graphs and Conclusions PLO3 2016 2017.pdf
345.29 KB

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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 2016-2017 academic year demonstrate that the History Department has succeeded in teaching PLO #3 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 footnotes, use of block quotes, in-text citation of sources, in-text quotation of sources, and creating a properly formatted bibliography using the Chicago Manual of Style. By the time students have completed the senior history seminar (History 197a/197b) they have mastered all of the sub-criteria of PLO #3 except for 6.2 (use of block quotes). With greater encouragement both to faculty and students in History 100 and 197a/b, 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/b essays did not use any block quotes or enough in-text quotes in their essays. The instructors of these courses will be informed and encouraged to adapt their teaching strategy to encourage use of block quotes and in-text quotations in student essays for the following academic semester/year. In addition, there was one specific course sections in both History 100 and 197 that had a very low level usage of block quotes and in-text quotations. This specific instructors will be informed and encouraged to address this concern. In addition, a modification of the PLO #3 rubric will be discussed by the Assessment Committee and, should a major modification be necessary, this recommendation will discussed and approved during a History Department faculty meeting.

The impact of these changes will be seen in the 2017-18 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.

Since your last assessment report, **how have the assessment data from then been used** so far?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12. Program accreditation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

23. Other, specify:

Q5.2.1.

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

The results of the assessment data are given to the university assessment office and published on the departmental website. Also, the results (including information from the History 005/100/197a/b faculty meeting and discussion) 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).

Q5.3.

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.3.1.

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

Last year's feedback was immensely useful as the History Department's Assessment Committee refines and improves its assessment plan. Specifically, we have addressed the following:

1. Program Learning Outcomes and their Alignment: indicate the alignment of the PLOs to the BLGs.

Response - I have identified university BLGs that correspond to the department's PLOs.

2. Measures, Rubrics, and Alignment: Specify the PLO being measured. We were confused about whether the program was measuring Written Communication or Critical Thinking or Reading; the program specified Written Communication early in the report, but the rubric specifies Critical Thinking?

Response - I was confused about the selection process. Our PLO's do overlap and I have tried to be more consistent in this report. This year, I have just selected "Written Communication" as it also corresponds with the university's PLO's.

3. Data Collection and Presentation: Bar graphs would make more sense than line graphs, but we appreciate the graphs.


Response - I have included only bar graphs in this report.


(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:

 No file attached

 No file attached

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, Competency, and Perspectives**
13. Ethical Reasoning
14. Foundations and Skills for Lifelong Learning
15. **Global Learning and Perspectives**
16. Integrative and Applied Learning
17. Overall Competencies for GE Knowledge
18. **Overall Disciplinary Knowledge**
19. **Professionalism**
20. Other, specify any PLOs not included above:

- a.
- b.
- c.

Q8. Please attach any additional files here:

Q8.1.

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

1. History Assessment Value Rubric PLO _3 2016 2017
2. History Assessment Tables Graphs and Conclusions PLO3 2016 2017

Program Information (**Required**)

Program:

(If you typed your program name at the beginning, please skip to Q10)

Q9.

Program/Concentration Name: [skip if program name appears above]

BA History

Q10.

Report Author(s):

Katerina Lagos

Q10.1.

Department Chair/Program Director:

Jeffrey Wilson

Q10.2.

Assessment Coordinator:

Katerina Lagos

Q11.

Department/Division/Program of Academic Unit

History

Q12.

College:

College of Arts & Letters

Q13.

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

335

Q14.

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:

Q15. Number of **undergraduate degree programs** the academic unit has?

1

Q15.1. List all the names:

History BA

Q15.2. How many concentrations appear on the diploma for this undergraduate program?

0

Q16. Number of **master's degree programs** the academic unit has?

2

Q16.1. List all the names:

History MA

Public History MA

Q16.2. How many concentrations appear on the diploma for this master's program?

0

Q17. Number of **credential programs** the academic unit has?

0

Q17.1. List all the names:

Q18. Number of **doctorate degree programs** the academic unit has?

1

Q18.1. List all the names:

History PhD, joint program with UCSB

When was your assessment plan...	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
Q19. developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q19.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19.2. (REQUIRED)

Please **obtain** and **attach** your latest **assessment plan**:

 No file attached


Q20.

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

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

Q20.1.

Please **obtain** and **attach** your latest **curriculum map**:

 History 2017.pdf
1.62 MB

Q21.

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

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

Q22.

Does your program have a capstone class?

- 1. Yes, indicate:
- 2. No
- 3. Don't know

Q22.1.

Does your program have **any** capstone project?

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

(Remember: **Save your progress**)

ver. 5.15/17

WRITTEN COMMUNICATION VALUE RUBRIC

CRITERION	Capstone 4 – History 197a/197b	Milestone 2 – History 100	Milestone 2 – History 100	Benchmark 1 – History 005
6.1a: Use of Footnotes	Significant number of footnotes are used throughout the essay (10 or more footnotes); all/almost all footnotes correctly formatted.	Moderate number of footnotes are used throughout the essay (7-9 footnotes); the majority of footnotes are correctly formatted.	Some footnotes are used throughout the essay (4-6 footnotes); a few have correct formatting.	Few, if any, footnotes are used throughout the essay (0-3 footnotes); footnotes have consistently incorrect formatting.
6.2: Use of Block Quotations	Block quotes are appropriately and judiciously used throughout the essay (1 block quote for every three pages of text); all/almost all block quotes are correctly formatted.	Most of the block quotes are appropriately and judiciously used throughout the essay (1 block quote for every three pages of text); the majority of all block quotes are correctly formatted.	A few block quotes are used appropriately and judiciously used throughout the essay (1 block quote for every three pages of text); none of the block quotes are correctly formatted.	No block quotes are used throughout the essay (1 block quote for every three pages of text).
6.3: Use of Quotations	Significant number of quotations are used throughout the essay (10 or more quotations); all/almost all quotations are formatted.	Moderate number of quotations are used throughout the essay (7-9 quotations); the majority of the quotations are formatted correctly.	Few, if any, quotations are used throughout the essay (4-6 quotations); none/almost none of the quotations are formatted correctly.	Few, if any, quotations are used throughout the essay (0-3 quotations); none/almost none of the quotations are formatted correctly.
6.4: Citation of Text in Essay	Significant number of texts are cited throughout the essay (10 or more citations); all/almost all citations are correctly formatted.	Moderate number of texts are cited throughout the essay (7-9 citations); the majority of all citations are correctly formatted.	Few, if any, texts are cited throughout the essay (4-6 citations); none/almost none of the citations are correctly formatted.	Few, if any, texts are cited throughout the essay (0-3 citations); none/almost none of the citations are correctly formatted.
6.5: Use of Bibliography	Significant number of references are listed in the bibliography (10 or more bibliographical entries); all/almost all references (both primary and secondary sources) are formatted correctly.	Moderate number of references are listed in the bibliography (7-9 bibliographical entries); the majority of the references (both primary and secondary sources) are formatted correctly.	Few, if any, references are listed in the bibliography (4-6 bibliographical entries); none/almost none of the references (both primary and secondary sources) are formatted correctly.	Few, if any, references are listed in the bibliography (0-3 bibliographical entries); none/almost none of the references (both primary and secondary sources) are formatted correctly.

YEAR 01

32
UNITS

Semester 1: Fall
16 Units

- 3 HIST 50
- 3 HIST 17A
- 3 COMS 4/5
- 3 ENGL 5
- 4 SPAN 1A

Semester 2: Spring
16 Units

- 3 HIST 51
- 3 HIST 17B
- 3 COMS 2
- 3 GOVT 1
- 3 GEOG 1/GEOL 8/GEOL 10
- 1 GEOG 11/GEOL 8L/GEOL 10L

YEAR 02

31
UNITS

Semester 3: Fall
15 Units

- 3 ANTH 1 or ENVS 10
- 3 ART 1A or THEA 1 or ART 20A
- 3 ETHN 11
- 3 ENGL 20
- 3 MATH 1

Semester 4: Spring
16 Units

- 3 HIST 112
- 3 HIST 100
- 3 PHIL 125
- 4 SPAN 1B
- 3 Free Choice (See Advisor)

YEAR 03

30
UNITS

Semester 5: Fall
15 Units

- Take WPJ
- 3 HIST 166
- 3 Major Elective (Upper Division)
- 3 Free Choice (See Advisor)
- 3 Free Choice (See Advisor)
- 3 Free Choice (See Advisor)

Semester 6: Spring
15 Units

- 3 HIST 105 (or other WI)
- 3 HIST 135B
- 3 Major Elective (Upper Division)
- 3 Free Choice (See Advisor)
- 3 Free Choice (See Advisor)

YEAR 04

30
UNITS

Semester 7: Fall
15 Units

- 3 HIST 192
- 3 Major Elective (Upper Division)
- 3 Free Choice (See Advisor)
- 3 Free Choice (See Advisor)
- 3 Free Choice (See Advisor)

Semester 8: Spring
15 Units

- 3 HIST 197
- 3 Major Elective (Upper Division)
- 3 Free Choice (See Advisor)
- 3 Free Choice (See Advisor)
- 3 Free Choice (See Advisor)

History (Bachelor of Arts)

Four-Year Promise

● = General Education

● = Major Courses



Attachment I: Program Learning Outcomes (PLO) for the History Undergraduate Program

PLO #3 – “Students shall use citation standards appropriate to the discipline of history
(*Chicago Manual of Style*)”

Introduction: The following tables and graphs reflect the analysis of research essays acquired throughout the 2016-2017 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 is 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 – 12 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 13 or more primary and secondary sources. The Assessment Committee considers the mastery rate for PLO #3 to be 70% which should come near milestone #3 on the 4-point value rubric. This is the same percentage assigned to the other PLO’s for the History Program.

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

Criteria – all 69 samples	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1	49	3	4	13
6.2	1	5	14	49
6.3	21	13	18	17
6.4	42	10	0	17
6.5	24	25	2	18

Table 2: The Results for All Assessed History Courses
 Note: Data shown here drawn from Data Collection Sheet¹

CRITERION PLO #3 - 69 samples	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1: Use of Footnotes	71.01%	4.35%	5.80%	18.84%
6.2: Use of Block Quotations	1.45%	7.25%	20.29%	71.01%
6.3: Use of Quotations	30.43%	18.84%	26.09%	24.64%
6.4: Citation of Text in Essay	60.87%	14.49%	0.00%	24.64%
6.5: Use of Bibliography	34.78%	36.23%	2.9%	26.09%

Conclusion for Table 2:

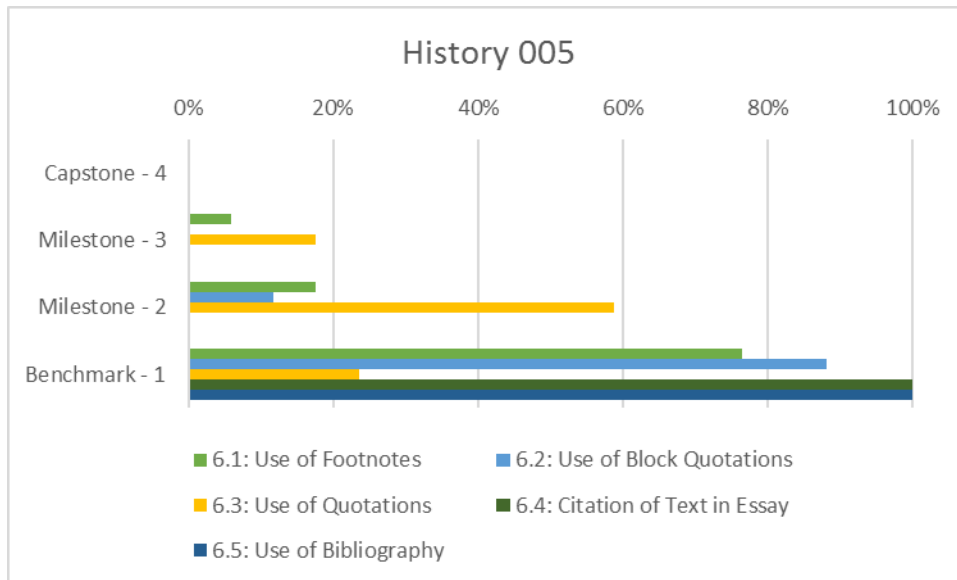
Students in History 005/100/197a/197b have met or surpassed all the subgoals assessed in PLO #3, except for 6.2 (block quotes) and 6.3 (use of quotations). Subgoals 6.1 (Use of Footnotes) and 6.4 (Citation of Text in Essay) surpass the department's 70% achievement score, while 6.5 (Use of Bibliography) meets the department's achievement score. The substandard achievement scores for 6.2 and 6.3 are due to the lack of block quotes and in-text quotations found in the essays for one section of both History 100 and 197b. The lack of block quotes and in-text quotations might not mean that students do not know how to quote in the body of their essays or format a block quote, and a discussion with the instructors of these two courses is necessary to stress the need to encourage their students to use these quotation techniques in their essays. Based on the scores of the remaining subgoals, it is highly likely that student inclusion of block quotes and in-text quotations will produce higher scores the next academic cycle that PLO #3 is assessed.

Table 3: The Results for History 005

Note: Data shown here drawn from Data Collection Sheet¹

CRITERION PLO #3 - 17 samples	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1: Use of Footnotes	0.00%	6.00%	18.00%	76.00%
6.2: Use of Block Quotations	0.00%	0.00%	12.00%	88.00%
6.3: Use of Quotations	0.00%	18.00%	59.00%	24.00%
6.4: Citation of Text in Essay	0.00%	0.00%	0.00%	100%
6.5: Use of Bibliography	0.00%	0.00%	0.00%	100%

Bar Graph for Table 4:



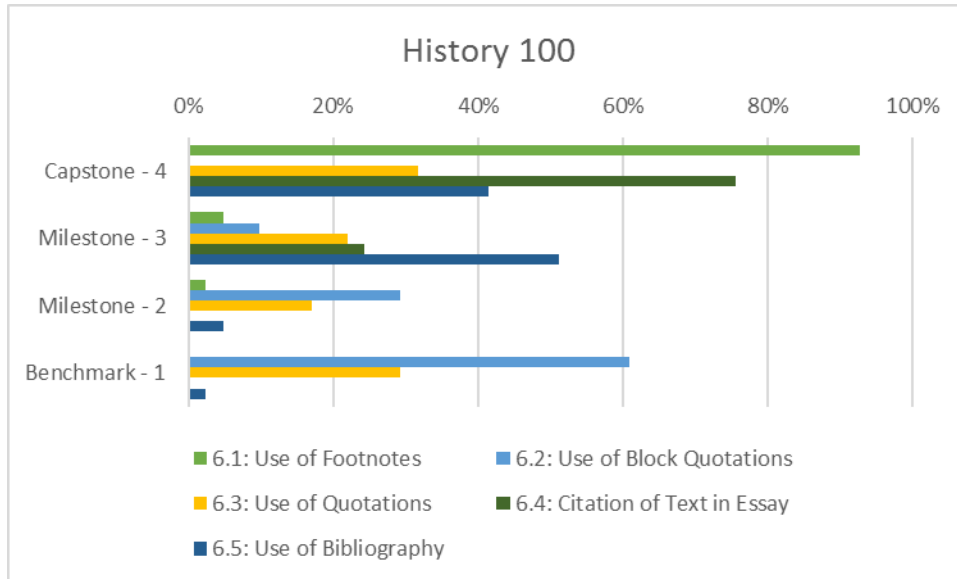
Students who take History 005 are relatively new to the discipline of history and the assignments given in this course introduce some of the fundamental skills that history majors will need to master. These introductory courses cover a wide spectrum of topics and time periods and all students are required to complete many graded assignments. The assessment committee selected written essays to evaluate the students' ability to use citation standards appropriate to the discipline of history. Table 3 reflects the beginning stages of student learning for this PLO; all of the students used in-text quotes in their essays. Nearly 20% of the students (18%) were able to meet the 70% achievement rate for this subgoal in their introductory history course. Over 12% of the students were able to show progress in their use of footnotes for their essays and reached Milestone 2 in their achievement. However, students struggled with block quotes, citation of texts in their essays, and how to create and format a bibliography. It is clear that instructors have made some progress in teaching aspects of PLO #3 in their introductory courses.

Table 4: The Results for History 100

Note: Data shown here drawn from Data Collection Sheet¹

CRITERION PLO # - for History 197a/197b, 11 Samples	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1: Use of Footnotes	93.00%	5.00%	2.00%	0.00%
6.2: Use of Block Quotations	0.00%	10.00%	29.00%	61.00%
6.3: Use of Quotations	32.00%	22.00%	17.00%	29.00%
6.4: Citation of Text in Essay	76.00%	24.00%	0.00%	0.00%
6.5: Use of Bibliography:	41.00%	51.00%	5.00%	2.00%

Bar Graph for Table 4:



Conclusion for Table 4:

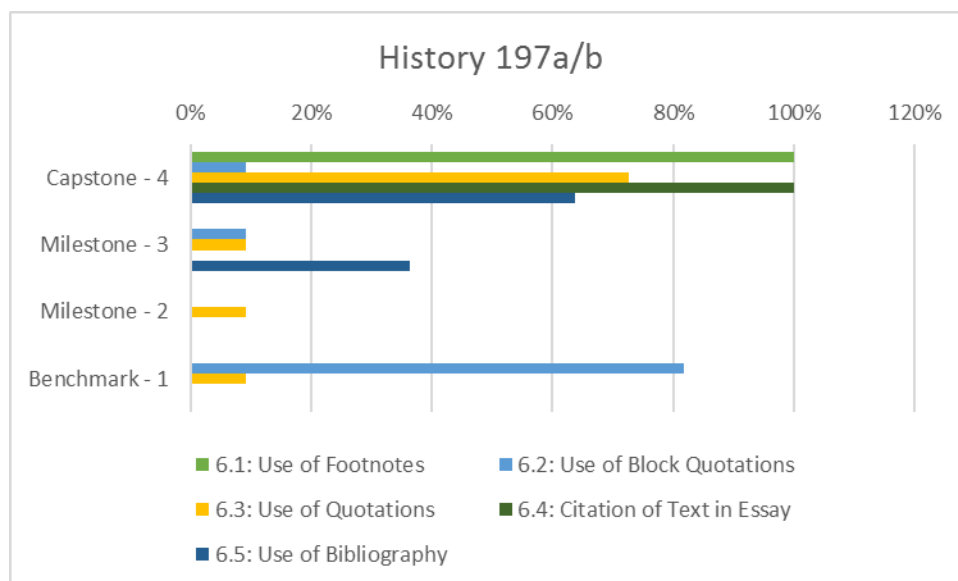
Students who complete History 100 have made tremendous progress in using appropriate citation standards for their essays. Students are required to write moderate length research essays of (8 – 10) pages and use both primary and secondary sources. Instructors for this course should be commended for their hard work, as the achievements made by the students in this class show exceptional improvement. Students have an overwhelming mastery of footnote usage (93% achievement), while students surpassed the achievement rate for citation of texts in their essays (76%). Students have also made significant progress in their use and formatting of a bibliography; by the end of the semester, over 40% of the students had mastered this goal, while 51% had achieved Milestone 3 for this subgoal. Use of quotations and block quotes were an obstacle to student success in this course. Only 32% of the students had mastered the subgoal of quotation usage, while another 22% had achieved Milestone 3 in their progress. Unfortunately, the use of block quotes was especially problematic. Only 18% of the students had attained Milestone 3 in their progress, while 61% remained at the Benchmark status. In a close re-inspection of the samples, it was discovered that students were not using any block quotes or just a few in-text quotations in their essays. This would lead to “low” scores in their evaluation and assessment outcomes. Future conversations with the instructors of the course section(s) that had low assessment scores for these two subgoals might shed light on this matter.

Table 5: The Results for History 197a/197b

Note: Data shown here drawn from Data Collection Sheet¹

CRITERION PLO # - for History 197a/197b, 11 Samples	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1: Use of Footnotes	100%	0.00%	0.00%	0.00%
6.2: Use of Block Quotations	9.00%	9.00%	0.00%	82.00%
6.3: Use of Quotations	73.00%	9.00%	9.00%	9.00%
6.4: Citation of Text in Essay	100%	0.00%	0.00%	0.00%
6.5: Use of Bibliography:	64.00%	36.00%	0.00%	0.00%

Graph for Table 5:



Conclusion for Table 5:

The graph for Table 5 highlights the success of the History Department in teaching students how to use citation standards appropriate to the discipline of history (*Chicago Manual of Style*). Students in this course are required to write lengthy research papers (20 – 25 pages) and are to use a significant number of primary and secondary sources. For the Assessment Committee, students must have reached or surpassed Milestone 3 in order to have succeeded in mastering all of the subgoals included in PLO #3. Students clearly succeeded in subgoals 6.1 (use of footnotes) and 6.4 (citation of text in essay) where they attained a 100% achievement rate. For subgoal 6.5, students reached a 64% mastery while another 36% reached Milestone #3. No student fell below Milestone #4 and this is a positive sign that all of the students had met or surpassed the department's goal for this learning objective. For 6.3 (use of quotations), students showed improvement from History 100 scores and students achieved a 73% mastery rate (Milestone 4), while another 9% had achieved Milestone #3. However, a continuation of the problem regarding 6.2 (use of block quotes) was also evident in 197a/b. Only 18% of the students mastered or attained Milestone #3 for this learning objective. Faculty teaching this course will be encouraged to require students to use more block quotes in their papers to ensure that appropriate levels of usage – and hopefully success - will be seen in the coming academic year.

Summary and Overall Conclusion:

The results generated from the assessment of material gathered from the 2016-2017 academic year demonstrate that the History Department has succeeded in teaching PLO #3 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. By the time students have completed the senior history seminar (History 197a/197b) they have mastered all of the sub-criteria of PLO #3 except for 6.2 (block quotes). With greater encouragement to faculty and students in History 100 and 197b, these minor deviations can be corrected.