

2017 - 2018 Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

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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 enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

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**
- ☐ 20A. Other, specify any assessed PLOs not included above:

a.

b.

c.

- ☐ 20B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

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. The definition of "mastering" for the History Department would be for all graduating seniors (those enrolled in History 197) to have received a 70% score or higher for each of the criteria in PLO #3 rubric. There is no explicit standard for benchmark courses since many non-majors are enrolled in these courses. However, for all milestone courses that are specifically designated for history majors, a minimum of 60% would be expected. Naturally, department faculty strive to get the capstone scores that exceed the 70% passing threshold.

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**)

Section 2: Report One Learning Outcome in Detail

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:

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, 051, 100, 197a, and 197b. Samples from each section of every course were received based on random selection conducted by the instructors of the courses, with the exception of the three sections of Hist 197. Here, all final papers were used to assess every student's performance in this critical capstone course. All of the 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 005/051 are a benchmark courses, while History 100 represents a milestone course, and lastly, History 197a and 197b represent capstone courses for the program. History 005/051 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.

This year, the Assessment Committee decided to repeat PLO #3 for two specific reasons: 1) to determine if the results of this year's survey would differ based on the newly revised rubric, and 2) this particular PLO is ideal to measure differences in student success rate when enrolled in different pedagogically structured sections of the same course - History 100. For the first time in the department's offerings, every pedagogical approach to teaching was offered in the spring semester 2018 for History 100. As a result, not only could an improved rubric be evaluated, but also student success rates for the various pedagogical approaches: traditional 'live' class, flipped class, hybrid class, and online class.

Q2.2.

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know
☐ 4. N/A

Q2.3.

Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

Please see attachment for the PLO #3 rubric. The standards for performance are: for History 005/051, there are no expectations of significant achievement. The skills are introduced in these courses and some development in any of the subgoals are sufficient. For History 100, students are expected to achieve 50% on the individual subgoals. The expectation is that all students at least reach Milestone 2 for each subgoal. For graduating seniors in History 197a/b, they are expected to reach a 70% success in each of the subgoals. This would lead to students achieving a high Milestone 3 or Capstone 4 (mastery) level for each subgoal; the hope of the faculty is to assist students to achieve Capstone 4 levels for all of the subgoals and work very hard in this direction. Overall, the goal for all PLO's is to have graduating seniors achieve a high Milestone 3/Capstone 4 scores.



History Assessment Value Rubric _3 - Citations.pdf
68.71 KB



No file attached

Q2.4. PLO	Q2.5. Stdrrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard (stdrrd) 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

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, 051, 100, 197a, and 197b during the entire 2017-18 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 committee members, Katerina Lagos and Khal Schneider, in order to compile them into one folder. Katerina and Khal assessed each sample thoroughly 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 **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work,

student tests, etc.) you used to collect data, **THEN 2) explain here** how it assesses the PLO:

All of the samples were reviewed thoroughly by Katerina Lagos and Khal Schneider 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 005/051 (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. 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 051 - "Read the excerpt from Studs Terkel's oral history collection about WWII and consider the following questions" (see attachment); History 051 - "Would Robert Marks (Origins of Modern World) agree that the future will be a 'clash of civilizations' as predicted by Samuel Huntington? Why or Why not? Do you agree?" ; 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.



Malina Dunk hist51_goodwar_RQ 2018.docx
12.19 KB



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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.

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.

Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

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. This year, we were especially fortunate to have been given copies of all the final research papers from History 197. These three sections produced 51 final papers (20 - 25 pages) so a full and comprehensive evaluation could be made for PLO #3.

Q3.6.2.

Please enter the number (#) of students that were in the class or program?

Roughly 500 students for the courses during the ...

Q3.6.3.

Please enter the number (#) of samples of student work that you evaluated?

112

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:

faculty interviews

Q3.7.1.1.

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

All faculty who teach History 100 were invited to meet and discuss their classes. Issues regarding student ability, classroom materials, student challenges/obstacles, and other issues were raised. The major topic of discussion this year was on pedagogical approaches to teaching History 100. Which approach - traditional 'live', flipped, hybrid, and online - produced the highest student success rates. Which approach was most challenging for the instructor and/or students? Which approach helped preclude D/W/F grades?

Faculty perspectives are critical in shedding light on student ability vis-a-vis teaching approaches. Their feedback and concerns are noted and will be included in 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.

 No file attached No file attached**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, please enter 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 tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#)):

See attachment.


 History Assessment PLO _3 Final Report 2017-18.pdf
153.86 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 2017-2018 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 four sub-criteria: use of footnotes, use of quotations, citation 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, with the exception of footnotes (55%, Criterion 6.1b). 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.

Last year, there was a concern that instructors were not encouraging enough block quotation in order to be able to assess students' abilities in this specific task. Due to the fluctuating nature of paper topics and assignments given in the various course levels of the History major, the Assessment Committee decided to adjust the PLO #3 rubric to reflect this situation. As a result, block quotes were included in the assessment of all in-text quotations so that student ability would be more accurately reflected. The PLO#3 rubric was substantially revised, and the Assessment Committee decided to evaluate this objective again, in light of the revisions made.

In addition, a major goal in this year's assessment was to explore and assess the various pedagogical approaches to teaching History 100. This is the first time in the history of the department's offerings that every pedagogical approach was used in a single semester to teach this course: 1) traditional 'live course', 2) flipped course, 3) hybrid course, and 4) online course. The Assessment Committee specifically selected to re-assess PLO #3 to explore the rate of student success in mastering this specific learning objective. PLO #3 was deliberately selected as the ideal learning objective to evaluate pedagogical approaches. Since citations leave little room for subjective and/or bias from an instructor, the success of a given pedagogical approach could be evaluated.

The impact of the rubric revision and pedagogical approaches will be helpful to the department in determining the number and type of course offerings using a particular pedagogy. The hope is that the assessment report will shed light on pedagogical approaches that lead to the greatest student success. In addition, it will help mitigate some of the D/W/F rates that this course has experienced in the past.

Q5.1.2.

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

- ☒ 1. Yes, describe your plan:

First, the success of the revised PLO #3 rubric will be evaluated by comparing the 2017-18 to the 2016-17 outcomes. The Assessment committee will examine both sets of scores and compare the current results to the overall abilities of the students, particularly in History 197 a/b, through a reading of all the samples collected for these three course sections.

Secondly, the analysis of pedagogical approaches used for History 100 will have immediately and direct results. The initial results will be shared with the chair of the History Department, and then presented to the entire History faculty during the fall retreat. A general discussion of assessment results will help shape faculty considerations when developing and/or modifying their existing teaching repertoire. For History 100, the chair will be able to use the assessment results as a guiding principle for determining the type of sections offered for this course in the future. The goal will be to use the most successful pedagogical approach to ensure student success.

- ☐ 2. No
☐ 3. Don't know

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?

	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 type="radio"/>	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>
23. Other, specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 005/051/100/197a/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 **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

	1.	2.	3.	4.	5.
	Very Much	Quite a bit	Some	Not at All	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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input 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 **previous feedback** from the Office of Academic Program


Assessment in any of the areas above:


The following comments were made regarding the History Department's 2016-17 assessment (see responses in bold):


Measures, Rubrics and their Alignment:

 1. We recommend that you make the PLOs, rubrics and standards available to students and other stakeholders on your department website, in syllabi, and elsewhere. **Response:** Yes, I will provide this information to our department chair who will determine and/or authorize the publication of our assessment information.

Standards of Performance at Graduation:

 1. Please clarify your program standard of performance – is this for graduating seniors? Since the program is using this very rich growth approach to assessment, it would be very useful to set expectations for the beginning, intermediate and advanced levels of student progress. For example, the program might expect a certain percentage of students to be operating at level 2 of the rubric in History 5, a higher percentage at level 2 and some percentage at level 3 in History 100, and a higher percentage at level 3 in History 197. **Response:** Yes, I have addressed this issue and would like to thank the university evaluating committee for bringing this to our attention. The passing rate for all PLO's for our graduating seniors is 70%. For the milestone courses, we expect a 60% passing rate. For our benchmark courses, we do not expect any particular percentage rate as there are non-majors who are taking these G.E courses. Perhaps we might reconsider this in the future.

 2. Is this an assessment of history majors or history classes? **Response:** This is an assessment of specific history classes that are required for all history majors. For History 005/051, non-majors are able to enroll in them to fulfill G.E. requirements, but both History 100 and History 197 a/b are only for history majors (with only one exception; History 100 allows Art History majors to enroll).

 3. The sample size for the program as a whole is big enough, but it is small if it is separate analyses.

Response: The sample size has been increased to 112 this year and greater care will be given to ensure proper sample sizes in the future.

(Remember: **Save your progress**)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

Each individual pedagogical approach to teaching History 100 will be evaluated in light of student success for PLO #3. Samples from each section will be evaluated and the findings will be circulated and discussed at the History Department's fall retreat.

 No file attached

 No file attached

Q6.1.

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

This pedagogical assessment will be used by the department to help shape the number and type of sections offered for History 100. There will be discussions regarding the data and its implications on other course offerings of the department.

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 explain how this year's assessment activities help you address recommendations from your department's last program review?

By deciding to re-evaluated PLO #3, the Assessment Committee benefitted significantly by revising the rubric and being able to use this PLO to assess pedagogical approaches to teaching one of the most critical courses in the History Department, History 100 - "Introduction to Historical Skills".

The Assessment Committee would like to thank the University Assessment Evaluators for providing such insightful and helpful feedback. All comments and recommendations are taken very seriously and are used as the basis for improving future assessment strategies and methods.

Q9. Please attach any additional files here:

 No file attached No file attached No file attached No file attached**Q9.1.**

If you have attached **any** files to this form, please list **every** attached file here:

Section 4: Background Information about the Program**Program Information (Required)****Program:**

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.

Program/Concentration Name: [skip if program name is already selected or appears above]

BA History

Q11.

Report Author(s):

Katerina Lagos, Khal Schneider, Nikos Lazaridis

Q11.1.

Department Chair/Program Director:

Jeffrey Wilson

Q11.2.

Assessment Coordinator:

Katerina Lagos

Q12.

Department/Division/Program of Academic Unit (select):

History

Q13.

College:

College of Arts & Letters

Q14.

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

397

Q15.

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:

Q16. Number of **undergraduate degree programs** the academic unit has?

1

Q16.1. List all the names:

History BA

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

0

Q17. Number of **master's degree programs** the academic unit has?

2

Q17.1. List all the names:

History MA

Public History MA

Q17.2. How many concentrations appear on the diploma for this master's program?

0

Q18. Number of **credential programs** the academic unit has?

1

Q18.1. List all the names:

Q19. Number of **doctorate degree programs** the academic unit has?

1

Q19.1. List all the names:

History PhD, Public History; joint program with UC Santa Barbara


When was your **Assessment Plan...**

1.	2.	3.	4.	5.	6.	7.	8.

	Before 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	No Plan	Don't know
Q20. 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"/>
Q20.1. 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"/>

Q20.2. (Required)Please **obtain** and **attach** your latest **assessment plan**:
 **No file attached**
Q21.Has your program developed a **curriculum map**?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q21.1.Please **obtain** and **attach** your latest **curriculum map**:
 2018 HIST Standard BA Roadmap.pdf
152.02 KB
Q22.Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

- ☐ 1. Yes
☒ 2. No
☐ 3. Don't know

Q23.

Does your program have a capstone class?

- ☒ 1. Yes, specify:

History 192, History 197

- ☐ 2. No
☐ 3. Don't know

Q23.1.

Does your program have a capstone project(s)?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

(Remember: Save your progress)

Save When Completed!

ver. 10.31.17

PLO #3: CITATIONS

CRITERION: PLO #3	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1a: Use of Footnotes (quantitative)	Significant number of footnotes are used throughout the essay (10 or more footnotes).	Moderate number of footnotes are used throughout the essay (7-9 footnotes).	Some footnotes are used throughout the essay (4-6 footnotes).	Few, if any, footnotes are used throughout the essay (0-3 footnotes).
6.1b: Use of Footnotes (qualitative)	All/almost all footnotes correctly formatted.	The majority of footnotes are correctly formatted.	Some footnotes have correct formatting.	Footnotes have consistently incorrect formatting.
6.2a: Use of Quotations (quantitative)	Significant number of quotations are used throughout the essay (10 or more quotations).	Moderate number of quotations are used throughout the essay (7-9 quotations).	Some quotations are used throughout the essay (4-6 quotations).	Few, if any, quotations are used throughout the essay (0-3 quotations).
6.2b: Use of Quotations (qualitative)	All/almost all quotations are formatted. If block quotations are used, they are appropriately and judiciously incorporated and are formatted correctly.	The majority of the quotations are formatted correctly. If block quotations are used, most are appropriately and judiciously incorporated and the majority are formatted correctly.	Some block quotations are formatted correctly. If block quotations are used, some are appropriately and judiciously incorporated, and some are formatted correctly.	None/almost none of the quotations are formatted correctly. If block quotations are used, none of them are either appropriately or judiciously incorporated nor are they formatted correctly.

PLO #3: CITATIONS

6.3a: Citation of Text in Essay (quantitative)	Significant number of texts are cited throughout the essay (10 or more citations).	Moderate number of texts are cited throughout the essay (7-9 citations).	Some of the texts are cited throughout the essay (4-6 citations).	Few, if any, texts are cited throughout the essay (0-3 citations).
6.3b: Citation of Text in Essay (qualitative)	All/almost all citations are correctly formatted.	The majority of all citations are correctly formatted.	Some of the citations are correctly formatted.	None/almost none of the citations are correctly formatted.
6.4a: Use of Bibliography (quantitative)	Significant number of references are listed in the bibliography (10 or more bibliographical entries).	Moderate number of references are listed in the bibliography (7-9 bibliographical entries).	Some references are listed in the bibliography (4-6 bibliographical entries).	Few, if any, references are listed in the bibliography (0-3 bibliographical entries).
6.4b: Use of Bibliography (qualitative)	All/almost all references (both primary and secondary sources) are formatted correctly.	Most of the references (both primary and secondary sources) are formatted correctly.	Some of the references (both primary and secondary sources) are formatted correctly.	None/almost none of the references (both primary and secondary sources) are formatted correctly.

MD Walker

Hist 51

Reading Questions: The Good War

Read the excerpt from Studs Terkel's oral history collection about WWII and consider the following questions. Please be ready to discuss your answers and ideas in class (you may wish to bring your copy of the docs with you to class to facilitate discussion) and remember that all readings are "fair game" for reading quizzes.

- 1) What event do the people Terkel interviews recall in this excerpt? How does their geographical location affect their experience of this event?
- 2) How do these recollections add to our understanding of WWII – specifically what do they add that a traditional "textbook" version of events might leave out? Can we rely on histories like these to tell us about the past? Why or why not?
- 3) Did anything surprise you in this reading?
- 4) Why do you think WWII remains so interesting to many Americans today?

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 2017-2018 academic year. 112 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 005/051 are introductory courses that had written assignments requiring 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 graduating seniors 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 005/051/100/197a/197b Courses
Data Collection Sheet**

Criteria – all 112 samples	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1a	72	0	0	40
6.1b	32	14	23	43
6.2a	36	16	26	34
6.2b	62	22	11	17
6.3a	18	9	18	67
6.3b	67	18	5	22
6.4a	66	4	2	40
6.4b	56	11	6	39

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

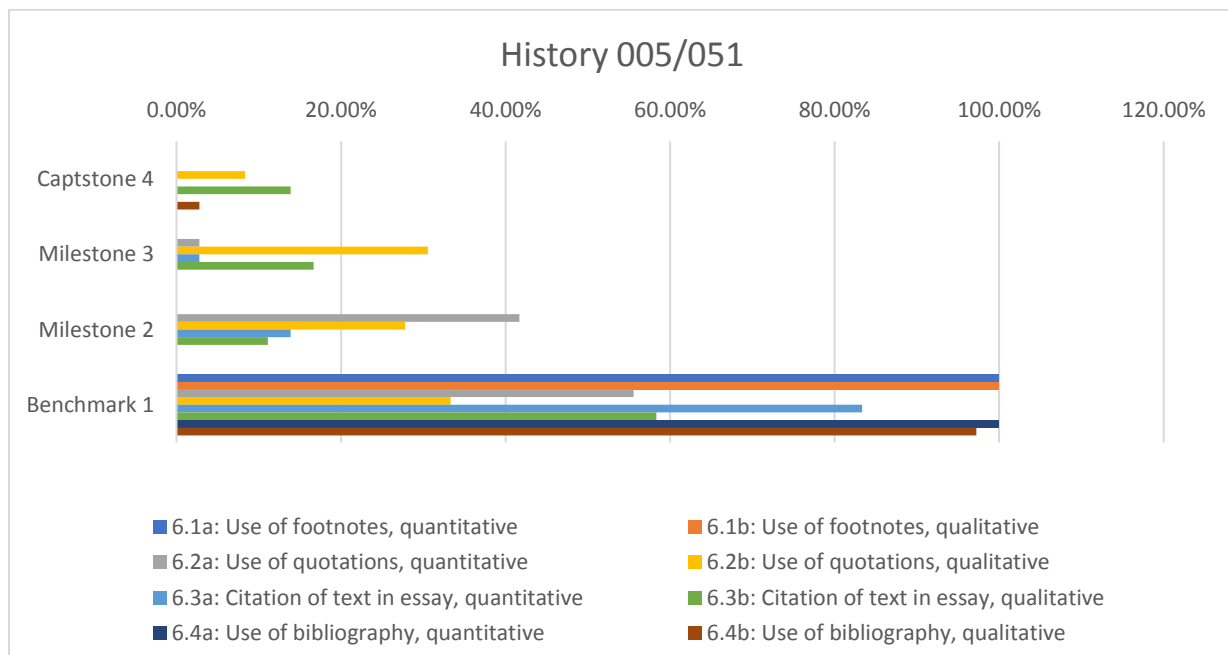
CRITERION PLO #3 - 112 samples	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1a: Use of Footnotes (quantitative)	64%	0%	0%	36%
6.1a: Use of Footnotes (qualitative)	27%	13%	21.5%	38.5%
6.2a: Use of Quotations (quantitative)	30%	14.5%	23.5%	32%
6.2a: Use of Quotations (qualitative)	55%	20%	10%	15%
6.3a: Citation of Text in Essay (quantitative)	16%	8%	16%	60%
6.3b: Citation of Text in Essay (qualitative)	60%	16%	5%	19%
6.4a: Use of Bibliography (quantitative)	59%	4%	2%	36%
6.4b: Use of Bibliography (qualitative)	50%	10%	6%	35%

Conclusion for Table 2:

Table 2 reflects the range of abilities of students in History 005/051/100/197a/197b for PLO #3. Despite the wide range of student abilities, students showed mastery in both subgoals 6.3b (citation of text in essay, qualitative) and 6.2a (use of quotations, qualitative). Students did not meet the mastery rate for many of the quantitative assessments of the particular subgoals, and this might be reflective of an instructor's particular assignment requirements. As a result, these scores should not be read as reflecting a student's inability to cite texts, footnotes, and/or bibliographical entries. It seems that students need more instruction on bibliographical and footnote citation formatting.

Table 3: The Results for History 005/051 DataNote: Data shown here drawn from Data Collection Sheet¹

CRITERION PLO #3 - 17 samples	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1a: Use of Footnotes (quantitative)	0	0	0	100
6.1b: Use of Footnotes (qualitative)	0	0	0	100
6.2a: Use of Quotations (quantitative)	0	3	42	55
6.2b: Use of Quotations (qualitative)	8	31	28	33
6.3a: Citation of Text in Essay (quantitative)	0	3	14	83
6.3b: Citation of Text in Essay (qualitative)	14	17	11	58
6.4a: Use of Bibliography (quantitative)	0	0	0	100
6.4b: Use of Bibliography (qualitative)	3	0	0	97

Bar Graph for Table 3:

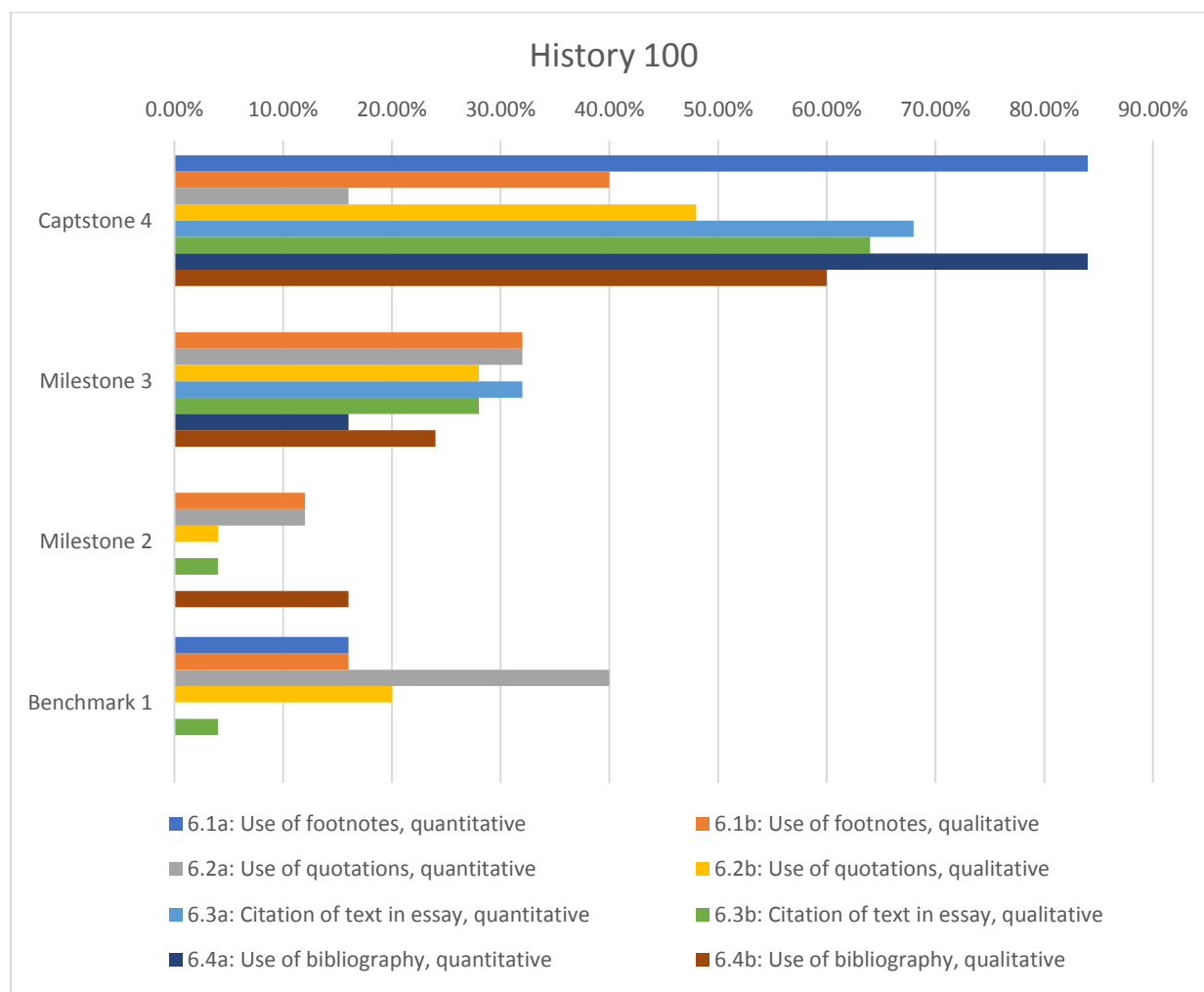
Conclusion for Table 3:

Students who take History 005/051 are relatively new to the discipline of history and the assignments given in these courses 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; students showed growth in the specific areas of quotations (6.2a, 6.2b) and citation of texts in essays (6.3a, 6.3b). Students showed a clear inability to footnote texts and produce a bibliography. In speaking with the faculty who gave these assignments, they unanimously responded that footnotes and bibliographies were not a required part of their assignments. In the future, faculty will be encouraged to incorporate these fundamental tasks to help begin the learning process for students. Overall, it is clear that students have made some progress in acquiring the skills associated with PLO #3 in their introductory courses.

Table 4: The Results for History 100 Data

Note: Data shown here drawn from Data Collection Sheet¹

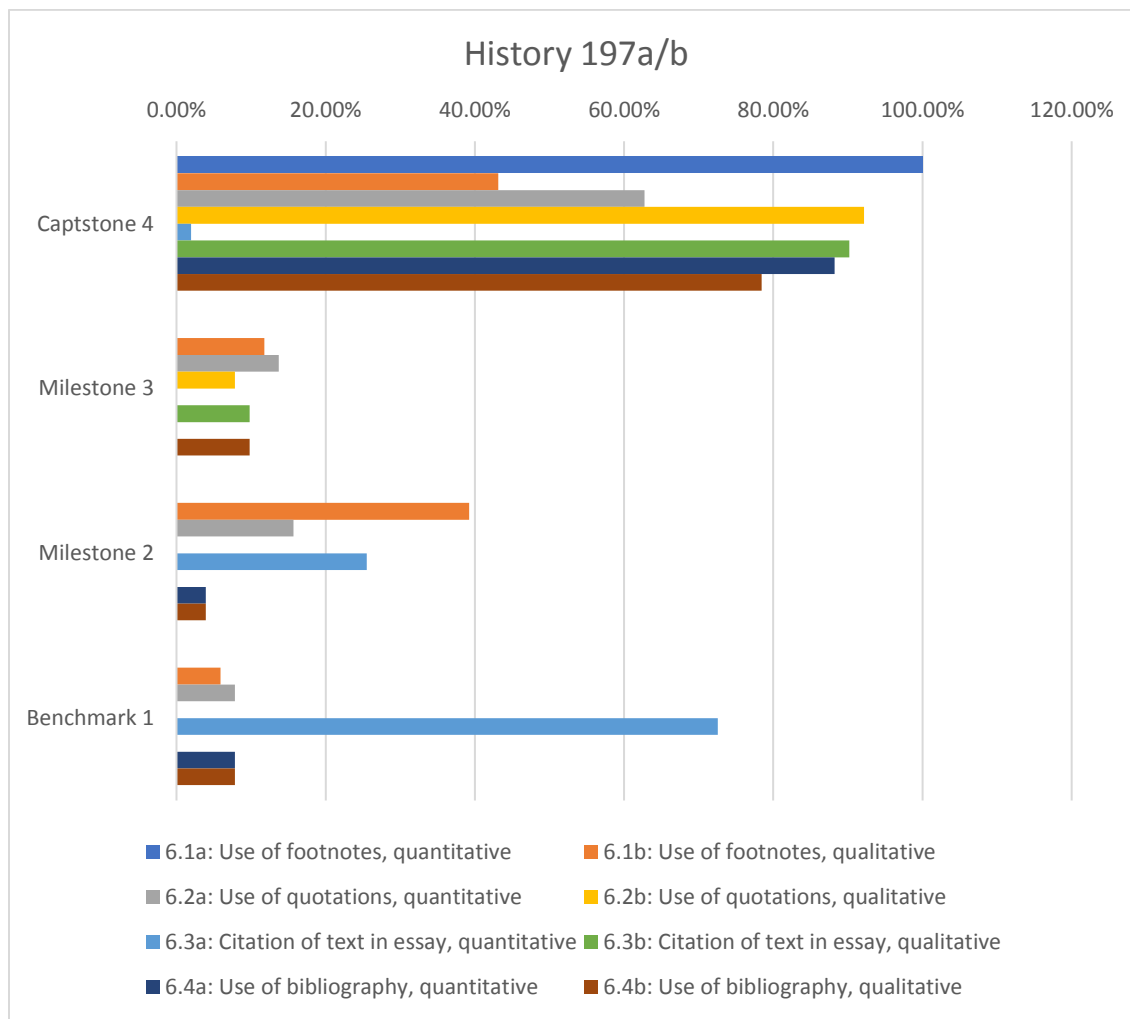
CRITERION PLO # - for History 197a/197b, 11 Samples	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1a: Use of Footnotes (quantitative)	84	0	0	16
6.1b: Use of Footnotes (qualitative)	40	32	12	16
6.2a: Use of Quotations (quantitative)	16	32	12	40
6.2b: Use of Quotations (qualitative)	48	28	4	20
6.3a: Citation of Text in Essay (quantitative)	68	32	0	0
6.3b: Citation of Text in Essay (qualitative)	64	28	4	4
6.4a: Use of Bibliography (quantitative)	84	16	0	0
6.4b: Use of Bibliography (qualitative)	60	24	16	0

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 (6.1a, 84% achievement), while students nearly met the mastery rate for citation of texts in their essays (68%). Students have also made significant progress in their use and formatting of a bibliography; by the end of the semester, over 80% of the students had mastered subgoal 6.4a (use of bibliography, quantitative), while 60% had mastered subgoal 6.4b (use of bibliography, qualitative). Use of quotations were an obstacle to student success in this course. Only 16% of the students had mastered the subgoal of quotation usage, while another 32% had achieved Milestone 3 in their progress.

Table 5: The Results for History 197a/197b DataNote: Data shown here drawn from Data Collection Sheet¹

CRITERION PLO # - for History 197a/197b, 11 Samples	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1a: Use of Footnote (quantitative)	100	0	0	0
6.1b: Use of Footnotes (qualitative)	43	12	39	06
6.2a: Use of Quotations (quantitative)	63	14	15	8
6.2b: Use of Quotations (qualitative)	92	8	0	0
6.3a: Citation of Text in Essay (quantitative)	2	0	25	73
6.3b: Citation of Text in Essay (qualitative)	90	10	0	0
6.4a: Use of Bibliography (quantitative)	88	0	4	8
6.4b: Use of Bibliography (qualitative)	78	10	4	8

Bar 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 considerable number of primary and secondary sources. For the Assessment Committee, graduating seniors must have reached or surpassed Milestone 3 (70%) for each of the subgoals in order to have mastered PLO #3. Students clearly succeeded in subgoals 6.1a (use of footnotes, quantitative), which received a perfect (100%) achievement rate. For subgoal 6.4a/b, students reached an 88% and 78% mastery rate (respectively). For 6.3a/b (use of quotations), students showed improvement from History 100 scores and students achieved a 74% and 100% (respectively) mastery rate. The only weak spot for the students can be seen in their footnoting abilities. They need more instruction on correct footnote formatting to achieve the 70% mastery rate. Currently, students scored 55% for this subgoal and faculty will be encouraged to give supplementary time and instruction to ensure that students are able to format footnotes correctly and consistently. Overall, faculty should be commended for continuing student success in this challenging and detailed-oriented PLO and producing such exception mastery percentage scores.

Summary and Overall Conclusion:

The results generated from the assessment of material gathered from the 2017-2018 academic year demonstrate that the History Department has succeeded in teaching PLO #3 to its graduating seniors. 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 four subgoals. 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 6.1b (use of footnotes, qualitative). With greater encouragement to faculty and students in History 100 and 197b, this minor weakness can easily be corrected.

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 on 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 (GE D+)	GE E (HIST 21 recommended)	GE A1	GE A2	FL (3-4 units)	15-16 UNITS
	Sem. 2	HIST 17B (GE D+)	GE A3 (HIST 10 recommended)	GE B4	GE C1	FL (3-4 units)	15-16 UNITS
YEAR 2	Sem. 3	HIST 4 or 50 (GE C2)	ENGL 20	GOVT 1 (GE D)	GE B1 or B2 + B3 (4 units)	Elective	16 UNITS
	Sem. 4	HIST 5 or 51 (GE C2)	HIST 100	GE C-UD@	GE B1 or B2	Elective	15 UNITS
YEAR 3	Sem. 5	HIST - UD Elective	HIST - UD Elective	ENGL 109 W/M*	GE B5-UD@	Elective	15 UNITS
	Sem. 6	HIST - UD Elective	HIST - UD Elective	HIST - UD Elective	GE D-UD	Elective	15 UNITS
YEAR 4	Sem. 7	HIST 192 (WPJ)	HIST - UD Elective	Elective	Elective	Elective	15 UNITS
	Sem. 8	HIST 197 (WPJ)	HIST - UD Elective	Elective-UD	Elective	Elective (0-2 units)	12-14 UNITS

KEY:

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

- + Race & Ethnicity
- FL If Foreign Language requirement met in high school or through testing, substitute an elective.
- UD Upper Division
- * Writing Intensive: in semester 5, pass WPJ or substitute ENGL 109W or M. If WPJ passed, an elective can be substituted for ENGL 109.
- @ If UD GE requirement satisfied with UD HIST elective, then UD elective in any field can be substituted.

NOTES:

Students must earn a C- or better in all HIST courses.

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

Students must 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.

TOTAL = 120 UNITS

