

2018 - 2019 Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information visit our [website](#)
or [contact us](#) for more help.

This year OAPA has refined the annual assessment reporting process to make it simple, clear, and of high quality at the same time.

IMPORTANT REMINDER:

Please use the "[Guidelines](#)" and "[Examples for Answering Open-Ended Questions](#)" to answer each question in the template as you complete the report. Please provide and attach the following information:

1. PLO Assessed (Q1.1, Q2.1)
2. Definition of the PLO(s) (Q2.1.1)
3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (Q2.3)
4. Direct Measures (Q3.3.2)
5. Data Table(s) (Q4.1)
6. Curriculum Map (Q21.1)
7. Most Updated Assessment Plan (Q20.2)

Please provide only relevant information and limit all of your attachments to 30 pages.

Please save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.

DEADLINE TO SUBMIT: JULY 1, 2019.

Please begin by selecting your program name in the drop down.

If the program name is not listed, please enter it below:

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: All the Program Learning Outcomes Assessed

Q1.1.

Which of the following Program Learning Outcomes (PLOs) including Sac State Baccalaureate Learning Goals (BLGs) or 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. **Research**
- 21A. Other, specify any assessed PLOs not included above:

a.

b.

c.

- 21B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.3.a. to Q5.3.1.)

Q1.3.a.

Are your PLOs closely aligned with the mission and/or the [strategic plan](#) of the university?

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

Undo

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Section 2: Report One Learning Outcome in Detail

Question 2: Detailed Information 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):

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

Q2.1.1.

Please provide the definition for this PLO ([See Appendix 15 Sample Answer to Q2.1.1](#)).

PLO #1- Students shall be able to write a clear expository essay in which they develop a coherent historical argument and marshal evidence to support an interpretation.

Q2.2.

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 80% 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

Undo

Q2.2.a.

Please provide the standards of performance/expectations for this PLO:

Please see attachment for the PLO #1 rubric. The standards for performance are: for History 50/51, there are n...


Q2.3.

Please **provide and/or attach the rubric(s)** that you used to evaluate your assignment(
[See Appendix 15 Sample Answer to Q2.3](#)):

Criterion: PLO #1	Capstone 4	Milestone 3	Milestone 2	Benchmark
1.1a – Argument (thesis statement)	The argument is clearly laid out	The argument is laid out	The argument is unclear	There is no argument
1.1b – Argument (development of argument)	The argument is clearly and thoroughly proven in a logical and thoughtful manner	The argument is proven in a relatively clear and thoughtful manner	The argument is partially proven	The argument is minimally or not proven
1.2b – Evidence (use of evidence)	There is extensive application of critical thinking to the sources that is apparent	There is a significant application of critical thinking to the sources that is apparent	There is moderate application of critical thinking to the sources that is apparent	There is little to no application of critical thinking to the sources that is apparent
1.3a – Grammar (quantitative)	There are few, if any, spelling, grammatical, or punctuation errors throughout a three-page section of the paper (1 – 3)	There are a minimal number of spelling, grammatical, or punctuation errors throughout a three-page section of the paper (4 – 7)	There is a moderate number of spelling, grammatical, or punctuation errors throughout a three-page section of the paper (8 - 11)	There is a significant number of spelling, grammatical, or punctuation errors throughout a three-page section of the paper (12 or more)
1.3b – Grammar (style)	The vocabulary and word choice are formal and clear.	The vocabulary and word choice are moderately formal and moderately clear.	The vocabulary and word choice are moderately informal and unclear.	The vocabulary and word choice are informal and unclear.



PLO #1 Argument Rubric 2018 2019 Revised.docx
14.63 KB

 [Click here to attach a file](#)

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard (stdrd) 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**)

Undo

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**)

Undo

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:

Final essays/research papers were acquired throughout the 2018-2019 academic year. 66 samples were taken from 10 individual class sections to provide a broad and representative sample for analysis. The assignments varied according to the level of the course: 1) History 50/51 are introductory courses that had written assignments requiring the use and analysis of 1 – 6 sources and were up to 5 pages in length, 2) History 100 focused on the methodology of writing research papers and students were required to write a moderate-length research paper (7 - 10 pages) 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. For the 2018-2019 academic year, History 4 and 5 were not offered. As a result, the Assessment Committee could not include material from these courses for evaluation. The Assessment Committee considers the mastery rate for PLO #1 graduating seniors to be 75% for the capstone #4 level on the 4-point value rubric. This is the same percentage assigned to the other PLO's for the History Program.

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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**)

Undo

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 **attach the assignment instructions that the students received to complete the assignment** ([See Appendix 1 Sample Answer to Q3.3.2](#)):

Dear History 100 Class,

Please write a formal essay on your paper topic that includes a thesis statement and at least 10 different sources. You must demonstrate correct citation skills and include a bibliography at the end of your paper that is divided into primary and secondary source categories.

Your paper should be 8 - 10 pages in length (2,000 – 2,750 words) and use quotes from the readings. The paper should be double-spaced and follow standard margins and font size. Pay attention to grammar, style, and spelling in your writing. Please proofread and revise!

Remember to avoid the following:

1. 1st and 2nd person – I, me, we, our
2. slang
3. contractions
4. misspelling

I am including a copy of the final grading rubric, so you will see how I will be reviewing your paper: [HST100-final paper grading rubric.doc](#) Preview the document

Due date: Friday, May 3, 2019



HST197B-grading rubric.docx
13.36 KB



history 50_Gaston.pdf
676.55 KB

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**.)

Undo

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

Undo

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

Undo

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

Undo

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

Undo

Q3.6.

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

All samples had to be randomly selected in order to ensure that samples were representative and were not deliberately selected for specific grades. This will ensure that no faculty bias would exist. As stated earlier, due to the fact that History 4 and 5 were not offered this past academic year, the Assessment Committee was unable to include material from these courses. This lowered the overall number of papers evaluated for PLO #1.

Q3.6.1.

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

The assessment committee reviewed the comments made in the 2017-2018 report regarding sample size. It was felt that the 10 - 15% sample size was too low. The assessment committee discussed the sample size and voted to increase the percentage to 20%. The committee considers 20% to be a reasonable and appropriate sample size for the various courses.

Q3.6.2a.

Please enter the number (#) of students **from ONLY your program** that were assessed for this program learning outcome (not all students in the class).

Q3.6.3a.

Please enter the number (#) of samples of student work **from ONLY your program** that were evaluated for this program learning outcome.

Q3.6.4.

Was the sample size of student work for this program assessment adequate for assessing this program learning outcome?

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

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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:

Two surveys were developed for the History 100 and 197 students. The surveys sought to identify student opinions regarding their success in mastering the PLO's for the History major and also other information to help improve the department's mission.



History 100 Student Survey 2018 2019.docx
43.34 KB



History 197 Sp 2019 Survey.pdf
64.99 KB

Q3.7.2.

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

All of the students were solicited to complete the surveys, and all of the results were analyzed.

Q3.7.3.

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

The History 100 and 197 are critical courses for the History Major and ones where the developing mastery of the PLO's could be seen.

Q3.7.4.

If surveys were used, please enter the response rate:

History 100 had a 90% response rate, while Histo...

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**)

Undo

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**)

Undo

Q3.8.3.

If other measures were used, please specify:

 Click here to attach a file

 Click here to attach a file


(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)


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](#).) Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document:

The results generated from the assessment of material gathered from the 2018-2019 academic year demonstrate that the History Department has succeeded in teaching PLO #1 to its graduating seniors. It must be noted that the target for mastery has increased to that of attaining 75% in the Capstone 4 category. Despite this increase, students did exceptionally well. The 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 subgoals. By the time students have completed the senior history seminar (History 197a/197b) they have clearly mastered some of the subgoals (1.2, 1.3b) and general mastered the remaining subgoals. With greater encouragement to faculty and students in History 197a/b, it is anticipated that the percentages for subgoals 1.1a, 1.1b, and 1.3a will come to mirror the success of the others.


 PLO #1 Argument Assessment Report 2018 2019 Revised.docx
36.59 KB


 PLO #1 Argument Assessment Report 2018 2019 Updated and Revised.docx
37.05 KB

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 ([See Appendix 15 Sample Answers to Q4.1-Q4.3](#))?

The results generated from the assessment of material gathered from the 2018-2019 academic year demonstrate that the History Department has succeeded in teaching PLO #1 to its majors based on the more demanding scale of mastery. 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 subgoals of: 1.1a) formulating a thesis statement, 1.1b) developing the argument throughout the body of the essay, 1.2) use of evidence in the essay, 1.3a) grammatical errors in the paper [quantitative], and 1.3b) quality of writing. By the time students have completed the senior history seminar (History 197a/197b) they have mastered all of the sub-criteria of PLO #1, with the exception of thesis formulation, argument development, and grammatical errors. With greater encouragement both to faculty and students in History 197a/b, this minor deviation can be corrected.

 Click here to attach a file

 Click here to attach a file

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

Undo

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

Undo

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

Undo

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**)

Undo

Q5.1.1.

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

While History majors performed very well for PLO #1, we noticed that there were a couple of weak spots for the students. They need to improve in their development of a thesis statement and for their writing skills. Faculty in the senior seminars will be informed of these results and encouraged to give added attention to these weak areas. By providing additional instructional assistance, it is expected that the students will improve in these two areas by the time they are evaluated again.

Q5.1.2.

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

1. Yes, describe your plan:

In the next assessment cycle, PLO #1 will be evaluated again (2021-2022) and the results will be compared to the statistics for the 2018-2019 report. If the weak areas continue to exist, then a general meeting with the faculty who teach this course will be organized in order to develop new approaches to assisting the students and maximizing their potential to succeed.

2. No

3. Don't know

Undo

Q5.2.

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

Undo 1-12

Undo 12-23

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improved specific courses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modified curriculum	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improved advising and mentoring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revised learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Revised rubrics and/or expectations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developed/updated 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 type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" 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 checked="" type="radio"/>

Q5.2.1.

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

Last year, an intensive analysis was undertaken to evaluate the various pedagogical approaches to teaching History 100. This is a critical course in the department and was hampered by high levels of W/WU and F grades. The Assessment Committee analyzed four different pedagogical approaches: 'live' traditional class format, 'hybrid' part online/part in class format, 'flipped' class format, and 'online' class format. The results were discussed at the faculty retreat last year, and faculty were encouraged to adopt the higher success-rate approach for teaching History 100. By exploring and analyzing the various pedagogical approaches, both faculty and students benefitted. Students found more sections of the course that better suited their needs, while faculty found helped stem the number of W/WU/F for the course overall.

Q5.3.

To what extent did you apply **previous assessment 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 checked="" type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 Assessment Committee thought very carefully about the size of the samples solicited for analysis. After consideration, we determined that 20% of all the assignments provided an appropriate sample size. We also raised our mastery rate to 75%. This percentage will be applied to the Captstone (Milestone 4) level of achievement for each of our SLO's. Since a "C" is the passing grade to receive a BA in History, the Assessment Committee considered 75% to be a commensurate percentage for mastering the SLO's.

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)


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:

No.

 Click here to attach a file

 Click here to attach a file

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:

N/A

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. **Research**
- 21. 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?


This year, great attention was placed on improving the modified value rubric, determining an appropriate sample size, and raising the expectations for PLO mastery. The PLO #1 rubric was significantly overhauled and improved (see attachment). Secondly, the committee deliberated on an appropriate sample size for the papers that were collected. Unanimously, we all decided that raising the percental to 20% of the papers from a class was a sufficient sample size to conduct our analysis. Finally, the committee took into careful consideration the recommendations regarding the mastery percentage rate. The committee deliberated on this issue and decided to raise the percentage rate to that of 75% for the Capstone #4 category.

Q9. Please attach any additional files here:

 Click here to attach a file

 Click here to attach a file

 Click here to attach a file

 Click here to attach a file

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

Q11.1.

Department Chair/Program Director:

Jeff 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:

Undo

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; joining program with UC Santa Barbara)

When was your Assessment Plan...	1.	2.	3.	4.	5.	6.	7.	8.
<input type="button" value="Undo"/>	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**:

 **HISTORY DEPARTMENT ASSESSMENT PLAN.docx**
15.12 KB


Q21.

Has your program developed a **curriculum map**? Please note: A curriculum map is not a roadmap. A **roadmap** is a graphical representation of the courses students must take to graduate. A **curriculum map** is the matrix that represents in which course a certain program learning outcome (PLO), student learning outcome (SLO), or course learning outcome (CLO) was introduced, developed, and/or mastered.

- 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

Undo

Q23.

Does your program have a capstone class?

1. Yes, specify:

History 192 and 197

2. No
 3. Don't know

Undo

Q23.1.

Does your program have a capstone project(s)?

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

Undo

Q24.

BEFORE YOU SUBMIT: Please **check** that you have included all of the following key evidences:

1. PLO Assessed (**Q1.1, Q2.1**)
 2. Definition of the PLO(s) (**Q2.1.1**)
 3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (**Q2.3**)
 4. Direct Measures (**Q3.3.2**)
 5. Data Table(s) (**Q4.1**)
 6. Curriculum Map (**Q21.1**)
 7. The Most Updated Assessment Plan (**Q20.2**)

Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document.

Save When Completed!

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

DEADLINE: July 1, 2019.

Thank you and have a great summer!

ver. 03.11.19

Criterion: PLO #1	Capstone 4	Milestone 3	Milestone 2	Benchmark
1.1a – Argument (thesis statement)	The argument is clearly laid out	The argument is laid out	The argument is unclear	There is no argument
1.1b – Argument (development of argument)	The argument is clearly and thoroughly proven in a logical and thoughtful manner	The argument is proven in a relatively clear and thoughtful manner	The argument is partially proven	The argument is minimally or not proven
1.2b – Evidence (use of evidence)	There is extensive application of critical thinking to the sources that is apparent	There is a significant application of critical thinking to the sources that is apparent	There is moderate application of critical thinking to the sources that is apparent	There is little to no application of critical thinking to the sources that is apparent
1.3a – Grammar (quantitative)	There are few, if any, spelling, grammatical, or punctuation errors throughout a three-page section of the paper (1 – 3)	There are a minimal number of spelling, grammatical, or punctuation errors throughout a three-page section of the paper (4 – 7)	There is a moderate number of spelling, grammatical, or punctuation errors throughout a three-page section of the paper (8 - 11)	There is a significant number of spelling, grammatical, or punctuation errors throughout a three-page section of the paper (12 or more)
1.3b – Grammar (style)	The vocabulary and word choice are formal and clear.	The vocabulary and word choice are moderately formal and moderately clear.	The vocabulary and word choice are moderately informal and unclear.	The vocabulary and word choice are informal and unclear.

13 To: Katerina Lagos

History 50: Essay Choices From: Jessie G.

Essay I Choices: Write on one of the following—refer to the syllabus for submission date.

1. **What** were the similarities in political structures, religions and social structures of Mesopotamia and ancient Egypt? What were the main differences?
2. **What** were the similarities and differences among the complex societies of Mesoamerica, the northern peoples and the Andes? What do they suggest about the contact?
3. **How** did the development of agriculture and the building of early cities in Mesoamerica differ from that of Mesopotamia, India and China?

Essay II Choices: Write on one of the following—refer to the syllabus for submission date.

1. **What** were the important accomplishments of Greek city-states. Consider innovations in public, intellectual life, fine arts, and science.
2. **How** did Rome, a small settlement in central Italy, expand to conquer and control the entire Mediterranean world of Europe, western Asia, and North Africa?

Essay III Choices: Write on one of the following---refer to the syllabus for submission date.

1. **When**, where, how and why did the Scandinavians go on their voyages and what was the significance of these voyages?
2. **How** was sub-Saharan Africa settled before 1000 CE? What techniques have historians used to reconnect the past?

Essay IV Choices: Write on one of the following—refer to the syllabus for submission date.

1. **What** military innovations marked Ottoman expansion and what cultural developments typified Ottoman rule?
2. **How** did the Aztec form their empires? How did the Incas form theirs? How did each hold their empire together and what was each empire's major weaknesses?
3. **How** did the Spanish and the Portuguese establish their empires in the Americas so quickly?

Essay V: Optional Essay—worth up to 15 points—refer to the syllabus for submission date.

1. **What** changes and continuities were associated with Portuguese and Dutch involvement in the Indian Ocean trade?

FINAL GRADE RUBRIC

Over the course of the semester, we have discussed the various aspects of putting together a research paper. We have also read each other's papers, and have identified some of the weak spots in the essays. As a result, my grading of your papers will be quite strict and I have formulated a rubric for grading your papers.

All papers should have a title page and bibliography. The paper length should be between 20-25 pages, and should be between 5,000 – 6,250 words.

Each of the five categories will be ranked on a 1-20 point basis, so that the maximum score would total 100.

I. Structure:

- | | | | | | |
|--|---|---|---|---|---|
| a. Thesis statement | 1 | 2 | 3 | 4 | 5 |
| b. Balance of individual portions of argumentation | 1 | 2 | 3 | 4 | 5 |
| c. Strength of conclusion | 1 | 2 | 3 | 4 | 5 |
| d. Introduction | 1 | 2 | 3 | 4 | 5 |

II. Organization:

- | | | | | | |
|---|---|---|---|---|---|
| a. Subdivision of paper | 1 | 2 | 3 | 4 | 5 |
| b. Logical progression of argument | 1 | 2 | 3 | 4 | 5 |
| c. Sophistication of argument/points of view | 1 | 2 | 3 | 4 | 5 |
| d. Relation of paragraphs/sections to the main argument | 1 | 2 | 3 | 4 | 5 |

III. Sources:

- | | | | | | |
|--|---|---|---|---|---|
| a. Reasonable amount of primary sources | 1 | 2 | 3 | 4 | 5 |
| b. Proper selection of secondary sources | 1 | 2 | 3 | 4 | 5 |
| c. Use of primary sources in argumentation | 1 | 2 | 3 | 4 | 5 |
| d. Balance of sources to the arguments presented | 1 | 2 | 3 | 4 | 5 |

IV. Citation:

- | | | | | | |
|--------------------------------------|---|---|---|---|---|
| a. Proper quotation style | 1 | 2 | 3 | 4 | 5 |
| b. Blending of citations to the text | 1 | 2 | 3 | 4 | 5 |
| c. Proper footnote style | 1 | 2 | 3 | 4 | 5 |
| d. Proper bibliography | 1 | 2 | 3 | 4 | 5 |

V. Grammar and Style:

- | | | | | | |
|-----------------------|---|---|---|---|---|
| a. Sentence structure | 1 | 2 | 3 | 4 | 5 |
| b. Grammatical errors | 1 | 2 | 3 | 4 | 5 |
| c. Writing style | 1 | 2 | 3 | 4 | 5 |
| d. Proofreading | 1 | 2 | 3 | 4 | 5 |

History 100 Survey - Extra Credit!

Quiz Instructions

Dear Class,

The History Department would like some feedback for this course and, in particular, the usefulness of online courses.

If you complete this extra credit by Friday, May 17th you will get an extra 10 points added to your final grade. Your answers will remain anonymous.

Lagos.

Question 1

1. How would you rate the general quality of your history instructors?

Excellent

Very Good

Good

Not Very Good

Poor

Question 2

1. Do you think that online courses are a useful addition to the History Department's course offerings?

Yes

No

Question 3

1. How well did your high school education prepare you for college-level writing?

Excellent

Very Good

Good

Not Very Good

Poor

Question 4

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

12pt

Paragraph

0 words

Question 51 pts

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

12pt

Paragraph

0 words

Question 6

How well did History 100 prepare you for upper-division writing assignments?

Very well

Well

Not Very Well

Question 7

Did History 100 teach you how to analyze primary and secondary sources?

Yes

No

Question 8

Did History 100 teach you the Chicago citation style?

Yes

No

Question 9

Did History 100 teach you how to structure a research paper?

Yes

No

Question 10

Was History 100 an effective course for developing your research and writing skills?

Yes

No

Question 11

Would you recommend other students to take History 100 online?

Yes

No

Question 12

1. What was the most useful part of this course?
2. Do you think that this course should be taught online?
3. If you had to register for this course again, would you take it online or in class?

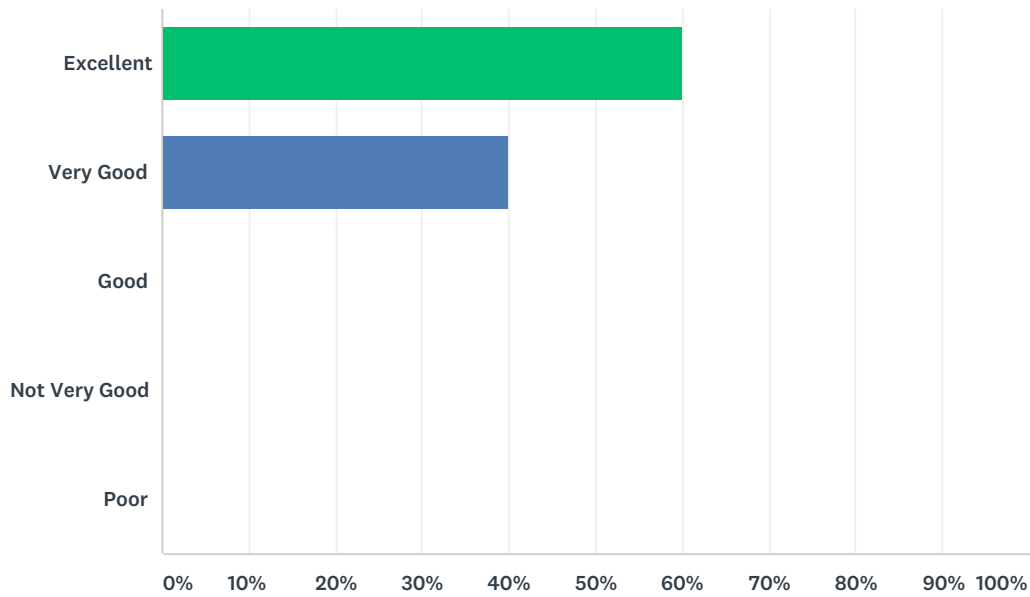
12pt

Paragraph

p

Q1 How would you rate the general quality of your history instructors? Please explain.

Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
Excellent	60.00%	6
Very Good	40.00%	4
Good	0.00%	0
Not Very Good	0.00%	0
Poor	0.00%	0
TOTAL		10

History Department Assessment Questionnaire

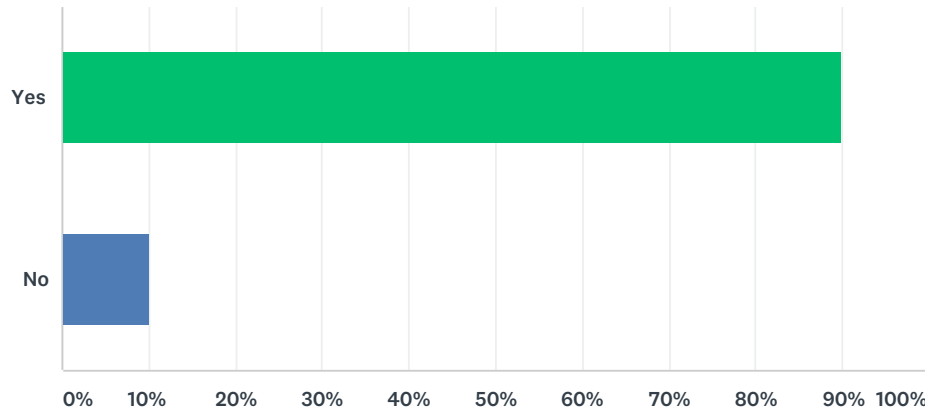
Q2 What courses (either currently in the catalog or not) would you like to have taken that have not been offered by the History Department?

Answered: 8 Skipped: 2

#	RESPONSES	DATE
1	Central American studies and history. and Mexican popular culture	5/16/2019 1:50 PM
2	History of Islam	5/14/2019 11:38 AM
3	A History of the Vietnam War as well as a History of the Crusades appears in the catalog, but has not been offered by the Department in years.	5/13/2019 12:32 PM
4	More undergraduate courses in public history.	5/11/2019 5:37 PM
5	Any form of U.S. Military History	5/10/2019 3:53 PM
6	Hist of Arab/Israeli conflict/ anything Atamaz wants to teach/ Mil History that includes Eastern philosophies and history (not just European)	5/10/2019 10:01 AM
7	History of the City & Labor History	5/9/2019 5:52 PM
8	Medieval medicine	5/9/2019 1:02 PM

Q3 Did History 197 help improve your research and writing skills? Explain.

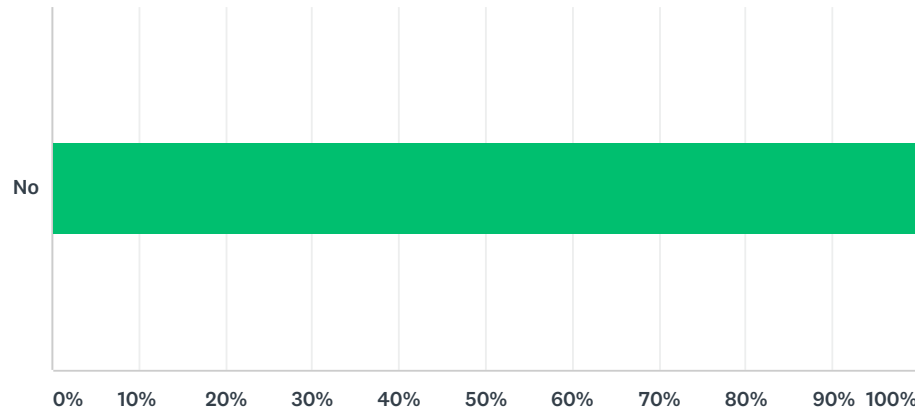
Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	90.00%	9
No	10.00%	1
TOTAL		10

Q4 Did History 197 build on what you learned in History 100? Explain. Yes

Answered: 3 Skipped: 7



ANSWER CHOICES	RESPONSES
No	100.00% 3
TOTAL	3

History Department Assessment Questionnaire

Q5 How can the History Department improve its 100 and 197 courses?

Answered: 8 Skipped: 2

#	RESPONSES	DATE
1	student choice topic for 100. Group project for 197	5/16/2019 1:50 PM
2	Both courses are fine as they are.	5/13/2019 12:32 PM
3	Have all of the instructors clearly understand the requirements of history 100, so that it sets up the rest of the history degree. Teach the students how to use Chicago style citations properly. In history 197 make sure to give the student enough push to actually go to archives and conduct research.	5/11/2019 5:37 PM
4	More emphasis on writing and how to formulate historical arguments	5/11/2019 5:09 PM
5	I am comfortable with the skills that were developed in the History 100/197 courses.	5/10/2019 3:53 PM
6	Get professors on the same page about Hist 100. Some teach very differently- lectures on history rather than how to reasearch/write. Have better oversight and make sure that the 100s are following the same track, and feed into the 197s well.	5/10/2019 10:01 AM
7	Allow more instructors to let their students to choose their topics of study like Numark and Lupo	5/9/2019 5:52 PM
8	100 is a lot more stressful than it should have been and the professors are discouraging. 197 was great.	5/9/2019 1:02 PM

Q6 Which upper-division course, offered either in History or another discipline, offered either helped to develop your critical analysis skills the most?

Answered: 9 Skipped: 1

#	RESPONSES	DATE
1	Reading seminar 192	5/16/2019 1:50 PM
2	History of Science due to the fact that, because it dealt with more conceptual rather than physical topics, it required a greater amount of critical thinking to correctly comprehend.	5/13/2019 12:32 PM
3	Hist 192	5/11/2019 5:37 PM
4	My criminal justice classes and the history of sexuality class taught me how to think critically	5/11/2019 5:09 PM
5	HIST 195	5/10/2019 3:53 PM
6	This is hard. History of the Ottoman Empire, or one of the Hist 143s. Definitely professor Atamaz.	5/10/2019 10:01 AM
7	HIST 100, HIST 192, Hist 197	5/9/2019 5:52 PM
8	History of Physical science	5/9/2019 1:02 PM
9	Hist. 100	5/8/2019 5:52 PM

History Department Assessment Questionnaire

Q7 Which upper-division course, offered either in History or another discipline, helped to develop your research skills the most?

Answered: 9 Skipped: 1

#	RESPONSES	DATE
1	Public History 197C	5/16/2019 1:50 PM
2	History 192, American Historiography, specifically because it required that we research and understand the viewpoints of a multitude of historians throughout U.S history	5/13/2019 12:32 PM
3	Hist 186	5/11/2019 5:37 PM
4	Criminal justice	5/11/2019 5:09 PM
5	HIST 195	5/10/2019 3:53 PM
6	Hist 100 or history of the Ottoman Empire.	5/10/2019 10:01 AM
7	HIST 166 Popular culture	5/9/2019 5:52 PM
8	History of ancient science	5/9/2019 1:02 PM
9	Hist. 100	5/8/2019 5:52 PM

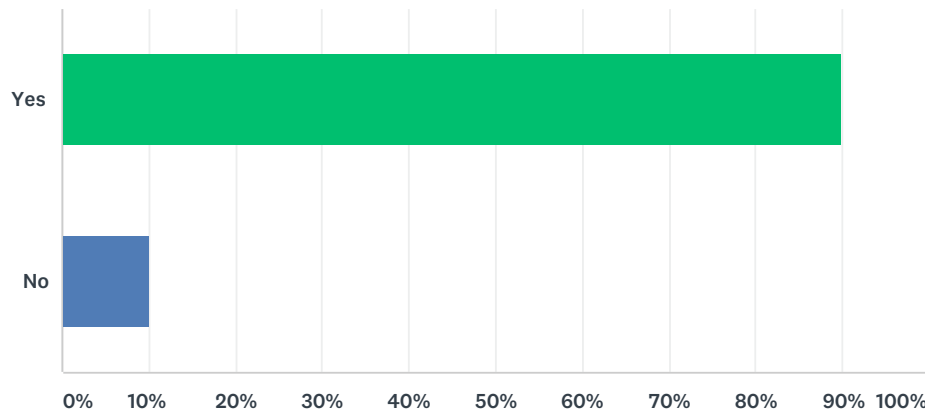
Q8 Which upper-division course, offered either in History or another discipline, helped to develop your writing skills the most?

Answered: 9 Skipped: 1

#	RESPONSES	DATE
1	Ethnic Studies 137 and History 143	5/16/2019 1:50 PM
2	Histories 192 and 197	5/13/2019 12:32 PM
3	Hist 192	5/11/2019 5:37 PM
4	Crj190	5/11/2019 5:09 PM
5	HIST 100	5/10/2019 3:53 PM
6	Hist 100	5/10/2019 10:01 AM
7	Hist 105 Great Ages in Modern Europe	5/9/2019 5:52 PM
8	197	5/9/2019 1:02 PM
9	Hist. 143A	5/8/2019 5:52 PM

Q9 Do you think that being a history major has improved your research and writing skills? Explain.

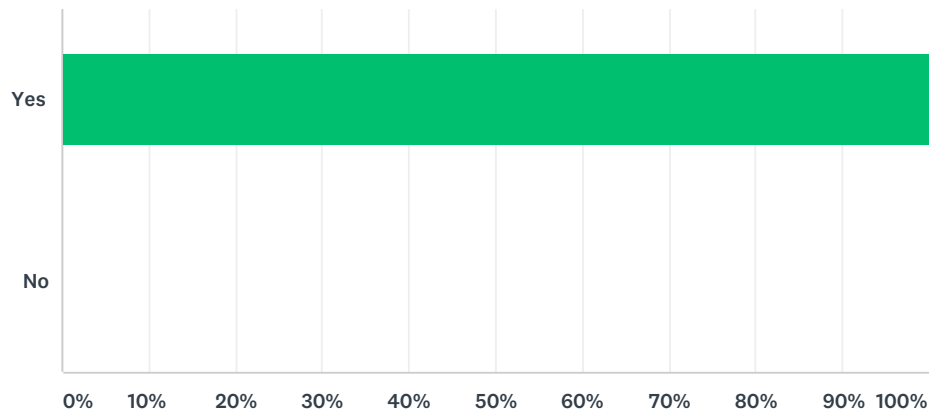
Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	90.00%	9
No	10.00%	1
TOTAL		10

Q10 Do you feel the critical analysis, research, and writing skills you learned as a history major will be helpful in your future career?

Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	10
No	0.00%	0
TOTAL		10

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

PLO #1 – “Students shall be able to write a clear expository essay in which they develop a coherent historical argument and marshal evidence to support an interpretation”

Introduction: The following tables and graphs reflect the analysis of research essays acquired throughout the 2018-2019 academic year. Approximately 66 samples were taken from the various class sections to provide a broad and representative sample for analysis. The assignments varied according to the level of the course: 1) History 50/51 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 #1 graduating seniors to be 75% of the capstone #4 level on the 4-point value rubric. This is the same percentage assigned to the other PLO’s for the History Program.

Modified Value Rubric: The rubric for assessing PLO #1 was revised in order to ensure that it closely resembled the Value Rubrics circulated by the university assessment division. In addition, the specific areas of analysis were selected to meet the needs of the History Department’s evaluation. Below is the rubric that was used for the 2018-2019 academic year:

Criterion: PLO #1	Capstone 4	Milestone 3	Milestone 2	Benchmark
1.1a – Argument (thesis statement)	The argument is clearly laid out	The argument is laid out	The argument is unclear	There is no argument
1.1b – Argument (development of argument)	The argument is clearly and thoroughly proven in a logical and thoughtful manner	The argument is proven in a relatively clear and thoughtful manner	The argument is partially proven	The argument is minimally or not proven
1.2b – Evidence (use of evidence)	There is extensive application of critical thinking to the sources that is apparent	There is a significant application of critical thinking to the sources that is apparent	There is moderate application of critical thinking to the sources that is apparent	There is little to no application of critical thinking to the sources that is apparent

1.3a – Grammar (quantitative)	There are few, if any, spelling, grammatical, or punctuation errors throughout a three-page section of the paper (1 – 3)	There are a minimal number of spelling, grammatical, or punctuation errors throughout a three-page section of the paper (4 – 7)	There is a moderate number of spelling, grammatical, or punctuation errors throughout a three-page section of the paper (8 - 11)	There is a significant number of spelling, grammatical, or punctuation errors throughout a three-page section of the paper (12 or more)
1.3b – Grammar (style)	The vocabulary and word choice are formal and clear.	The vocabulary and word choice are moderately formal and moderately clear.	The vocabulary and word choice are moderately informal and unclear.	The vocabulary and word choice are informal and unclear.

**Table I: The Results for All History 50/51/100/197a/197b Courses
Data Collection Sheet**

Criteria – 66 samples	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
1.1a	10	25	18	13
1.1b	12	23	24	7
1.2a	20	22	16	8
1.3a	14	25	21	6
1.3b	19	22	15	10

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

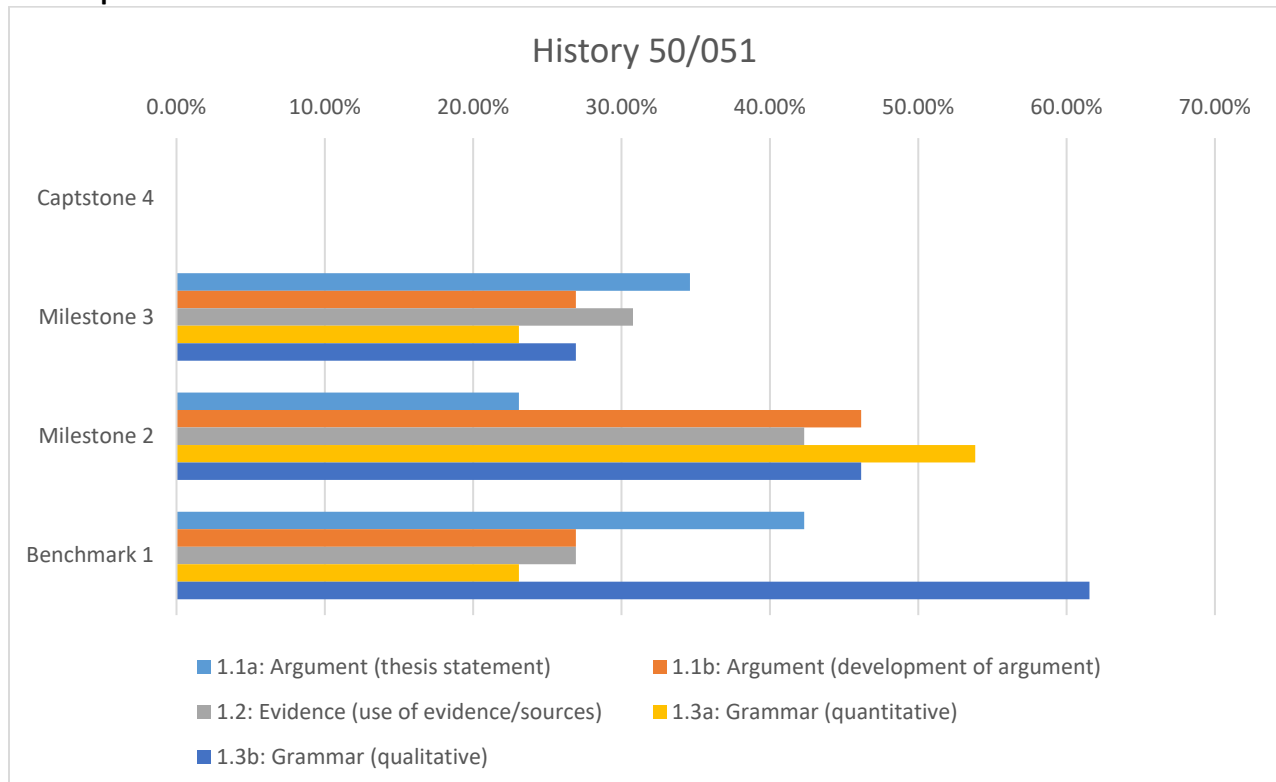
CRITERION PLO #1 - 66 samples	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
1.1a: Argument (thesis statement)	15.5%	37.88%	27.27%	19.70%
1.1b: Argument (development of argument)	18.18%	34.85%	36.36%	10.61%
1.2: Evidence (Use of evidence)	30.30%	33.33%	24.24%	12.12%
1.3a: Grammar (quantitative)	21.21%	37.88%	31.82%	9.09%
1.3b: Grammar (qualitative)	28.79%	33.33%	22.73%	15.15%

Conclusion for Table 2:

Table 2 reflects the range of abilities of students in History 50/51/100/197a/197b for PLO #1. Students did not show a strong percentage of mastery in any of the subgoals. Students showed the greatest strength in using evidence to support their arguments and also the quality and style of their writing. Developing a thesis statement proved to be a challenge to students up through the senior capstone classes. More effort needs to be given to ensure that students understand what constitutes a thesis statement. As well, students showed a lack of proofreading for their essays and greater emphasis needs to be placed on encouraging students to proofread and correct their writing errors.

Table 3: The Results for History 50/051Note: Data shown here drawn from Data Collection Sheet¹

CRITERION: PLO #1 - History 50/51 (26 samples)	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
1.1a: Argument (thesis statement)	0%	34.62%	23.08%	42.31%
1.1b: Argument (development of argument)	0%	26.92%	46.15%	26.92%
1.2: Evidence (Use of evidence)	0%	30.77%	42.31%	26.92%
1.3a: Grammar (quantitative)	0%	23.08%	53.85%	23.08%
1.3b: Grammar (qualitative)	0%	19.23%	42.31%	38.46%

Bar Graph for Table 3:

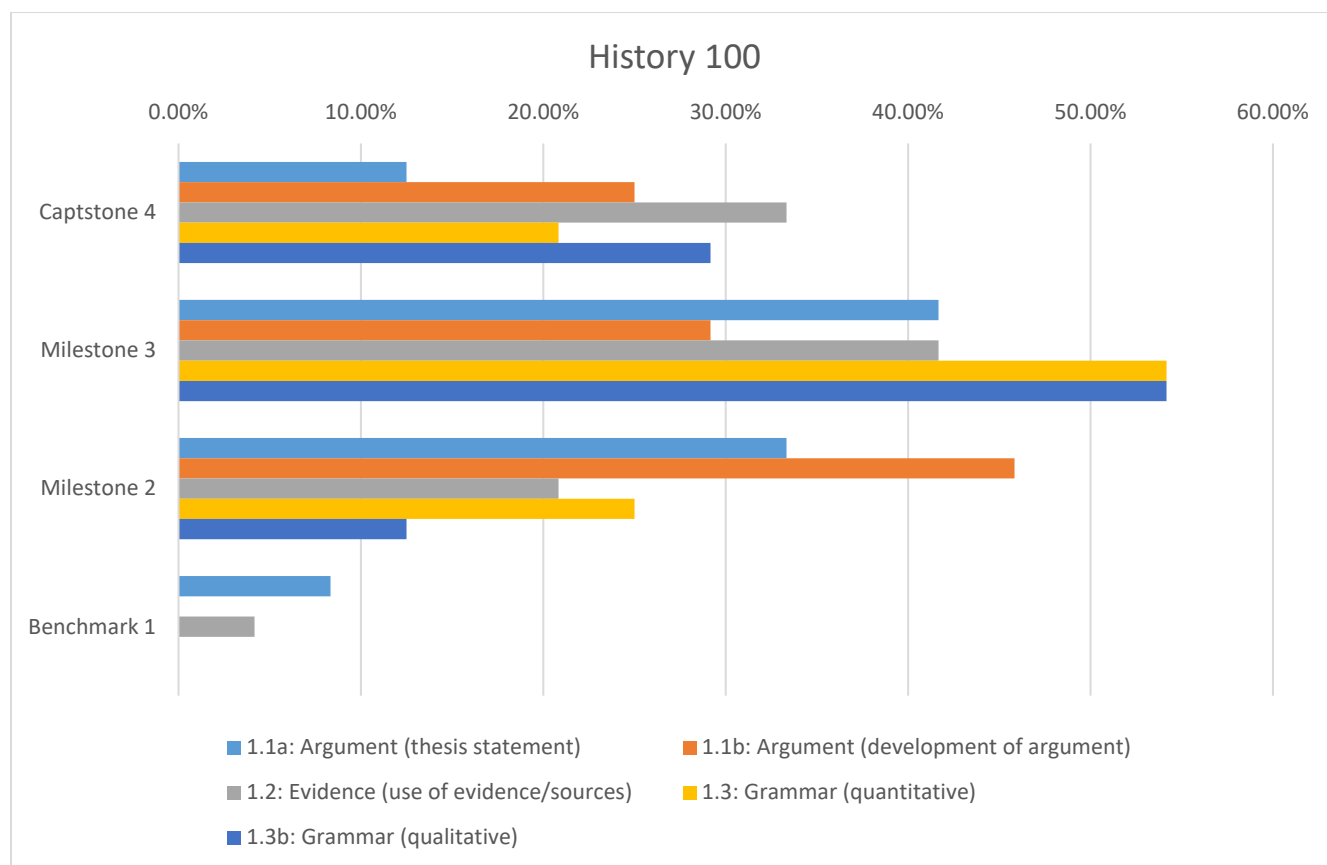
Conclusion for Table 3:

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 form an argument using the limited number of sources assigned to them. Table 3 reflects the beginning stages of student learning for this PLO; students showed growth in the specific areas of developing their argument (1.1b) and using evidence to support their argument (1.2). Students showed difficulty with formulating a thesis statement and proofreading their writing (1.1a, 1.3a). Overall, students showed a beginning grasp of the learning objectives and the faculty have clearly laid a strong foundation on which these skills could be developed.

Table 4: The Results for History 100

Note: Data shown here drawn from Data Collection Sheet¹

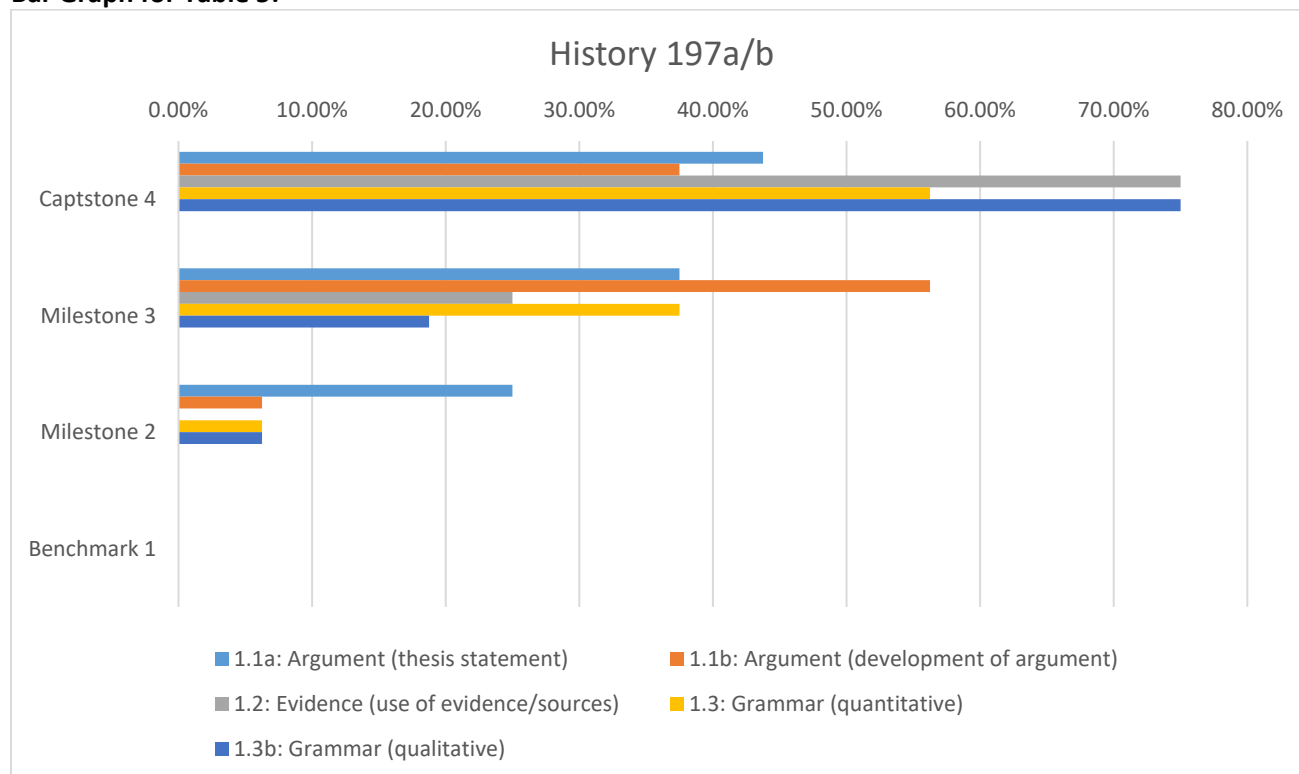
CRITERION: PLO #1 - History 100 (24 samples)	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
1.1a: Argument (thesis statement)	12.5%	41.67%	33.33%	8.33%
1.1b: Argument (development of argument)	25%	29.17%	45.83%	0%
1.2: Evidence (Use of evidence)	33.33%	41.67%	20.83%	4.17%
1.3a: Grammar (quantitative)	20.83%	54.17%	25.00%	0%
1.3b: Grammar (qualitative)	29.17%	58.33%	12.50%	0%

Bar Graph for Table 4:**Conclusion for Table 4:**

Students who complete History 100 have made tremendous progress in developing an argument and using evidence to support it. 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 improved significantly in their writing abilities; for both their writing style and grammar (1.3a, 1.3b) students showed a concerted effort to proofread and revise their writing. In addition, students were able to select and use evidence (1.2) appropriately in their essays. In the area of formulating a thesis statement and developing the argument throughout the body of the paper (1.1a, 1.1b), students showed improvement. This is one of the most challenging aspects of the PLO, and both students and faculty should be commended for making strides in this area.

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

CRITERION: PLO #1 - History 197a/b (16 samples)	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
1.1a: Argument (thesis statement)	43.75%	37.50%	25%	0%
1.1b: Argument (development of argument)	37.5%	56.25%	6.25%	0%
1.2: Evidence (Use of evidence)	75%	25%	0%	0%
1.3a: Grammar (quantitative)	56.25%	37.5%	6.25%	0%
1.3b: Grammar (qualitative)	75%	18.75%	6.25%	0%

Bar Graph for Table 5:

Conclusion for Table 5:

The graph for Table 5 highlights the success of the History Department in teaching students the various subgoals of PLO #1. 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 4 (75%) for each of the subgoals in order to have mastered PLO #1. Students clearly succeeded in subgoals 1.2 (use of evidence), and 1.3b (writing style) which achieved the target goal of 75%. All of the other three subgoals reached the mastery level, if the totals from Milestone #3 and Capstone #4 were combined. The only area for improvement centers on subgoal 1.1a (formulating a thesis statement). While significant achievements were made in History 100, this subgoal reflected the least amount of improvement in History 197a/b. Overall, faculty should be commended for the time and effort they put into developing all of the skills associated with PLO #1.

Summary and Overall Conclusion:

The results generated from the assessment of material gathered from the 2018-2019 academic year demonstrate that the History Department has succeeded in teaching PLO #1 to its graduating seniors. It must be noted that the target for mastery has increased to that of attaining 75% in the Capstone 4 category. Despite this increase, students did exceptionally well. The 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 subgoals. By the time students have completed the senior history seminar (History 197a/197b) they have clearly mastered some of the subgoals (1.2, 1.3b) and general mastered the remaining subgoals. With greater encouragement to faculty and students in History 197a/b, it is anticipated that the percentages for subgoals 1.1a, 1.1b, and 1.3a will come to mirror the success of the others.

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

PLO #1 – “Students shall be able to write a clear expository essay in which they develop a coherent historical argument and marshal evidence to support an interpretation”

Introduction: The following tables and graphs reflect the analysis of research essays acquired throughout the 2018-2019 academic year. Approximately 66 samples were taken from the various class sections to provide a broad and representative sample for analysis. The assignments varied according to the level of the course: 1) History 50/51 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 #1 graduating seniors to be 75% of the capstone #4 level on the 4-point value rubric. This is the same percentage assigned to the other PLOs for the History Program.

Modified Value Rubric: The rubric for assessing PLO #1 was revised in order to ensure that it closely resembled the Value Rubrics circulated by the university assessment division. In addition, the specific areas of analysis were selected to meet the needs of the History Department’s evaluation. Below is the rubric that was used for the 2018-2019 academic year:

Criterion: PLO #1	Capstone 4	Milestone 3	Milestone 2	Benchmark
1.1a – Argument (thesis statement)	The argument is clearly laid out	The argument is laid out	The argument is unclear	There is no argument
1.1b – Argument (development of argument)	The argument is clearly and thoroughly proven in a logical and thoughtful manner	The argument is proven in a relatively clear and thoughtful manner	The argument is partially proven	The argument is minimally or not proven
1.2b – Evidence (use of evidence)	There is extensive application of critical thinking to the sources that is apparent	There is a significant application of critical thinking to the sources that is apparent	There is moderate application of critical thinking to the sources that is apparent	There is little to no application of critical thinking to the sources that is apparent

1.3a – Grammar (quantitative)	There are few, if any, spelling, grammatical, or punctuation errors throughout a three-page section of the paper (1 – 3)	There are a minimal number of spelling, grammatical, or punctuation errors throughout a three-page section of the paper (4 – 7)	There is a moderate number of spelling, grammatical, or punctuation errors throughout a three-page section of the paper (8 - 11)	There is a significant number of spelling, grammatical, or punctuation errors throughout a three-page section of the paper (12 or more)
1.3b – Grammar (style)	The vocabulary and word choice are formal and clear.	The vocabulary and word choice are moderately formal and moderately clear.	The vocabulary and word choice are moderately informal and unclear.	The vocabulary and word choice are informal and unclear.

**Table I: The Results for All History 50/51/100/197a/197b Courses
Data Collection Sheet**

Criteria – 66 samples	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
1.1a	10	25	18	13
1.1b	12	23	24	7
1.2a	20	22	16	8
1.3a	14	25	21	6
1.3b	19	22	15	10

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

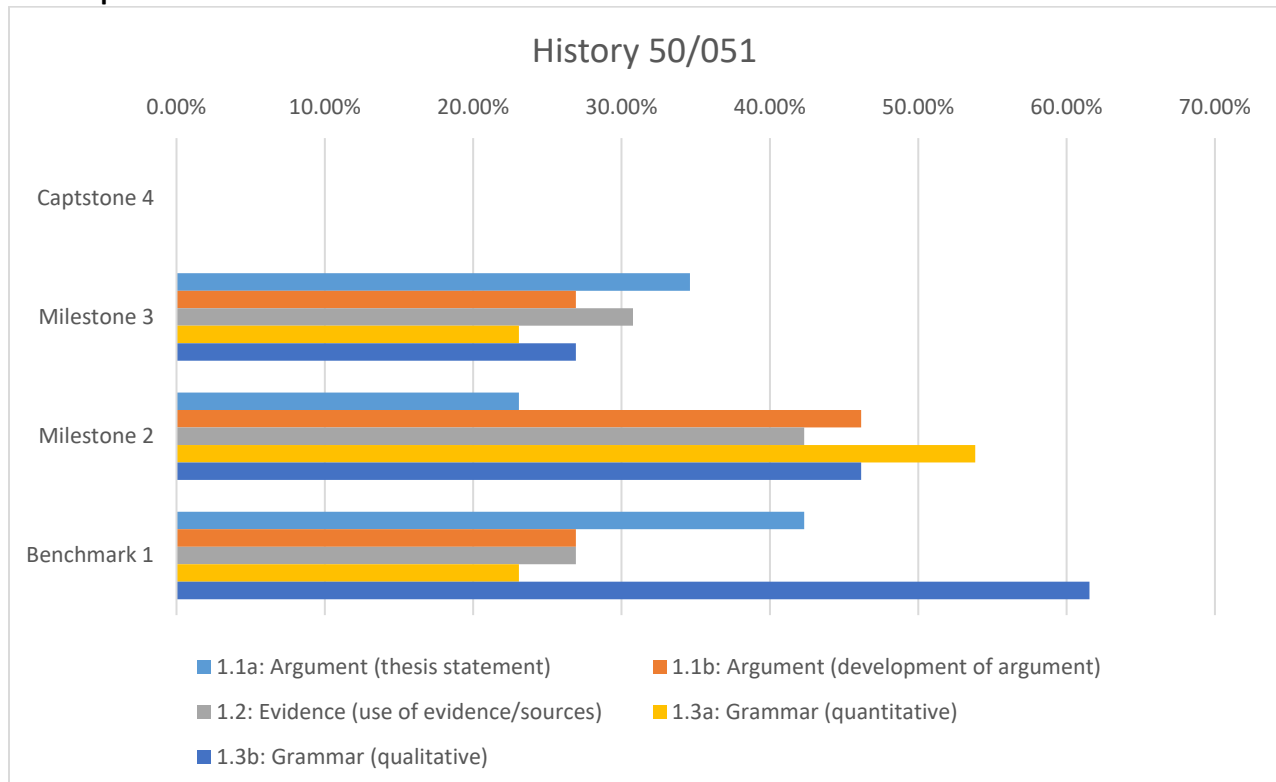
CRITERION PLO #1 - 66 samples	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
1.1a: Argument (thesis statement)	15.5%	37.88%	27.27%	19.70%
1.1b: Argument (development of argument)	18.18%	34.85%	36.36%	10.61%
1.2: Evidence (Use of evidence)	30.30%	33.33%	24.24%	12.12%
1.3a: Grammar (quantitative)	21.21%	37.88%	31.82%	9.09%
1.3b: Grammar (qualitative)	28.79%	33.33%	22.73%	15.15%

Conclusion for Table 2:

Table 2 reflects the range of abilities of students in History 50/51/100/197a/197b for PLO #1. Students did not show a strong percentage of mastery in any of the subgoals. Students showed the greatest strength in using evidence to support their arguments and also the quality and style of their writing. Developing a thesis statement proved to be a challenge to students up through the senior capstone classes. Instructors should ensure that students understand what constitutes a thesis statement. As well, students showed a lack of proofreading for their essays and greater emphasis needs to be placed on encouraging students to proofread and correct their writing errors.

Table 3: The Results for History 50/051Note: Data shown here drawn from Data Collection Sheet¹

CRITERION: PLO #1 - History 50/51 (26 samples)	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
1.1a: Argument (thesis statement)	0%	34.62%	23.08%	42.31%
1.1b: Argument (development of argument)	0%	26.92%	46.15%	26.92%
1.2: Evidence (Use of evidence)	0%	30.77%	42.31%	26.92%
1.3a: Grammar (quantitative)	0%	23.08%	53.85%	23.08%
1.3b: Grammar (qualitative)	0%	19.23%	42.31%	38.46%

Bar Graph for Table 3:

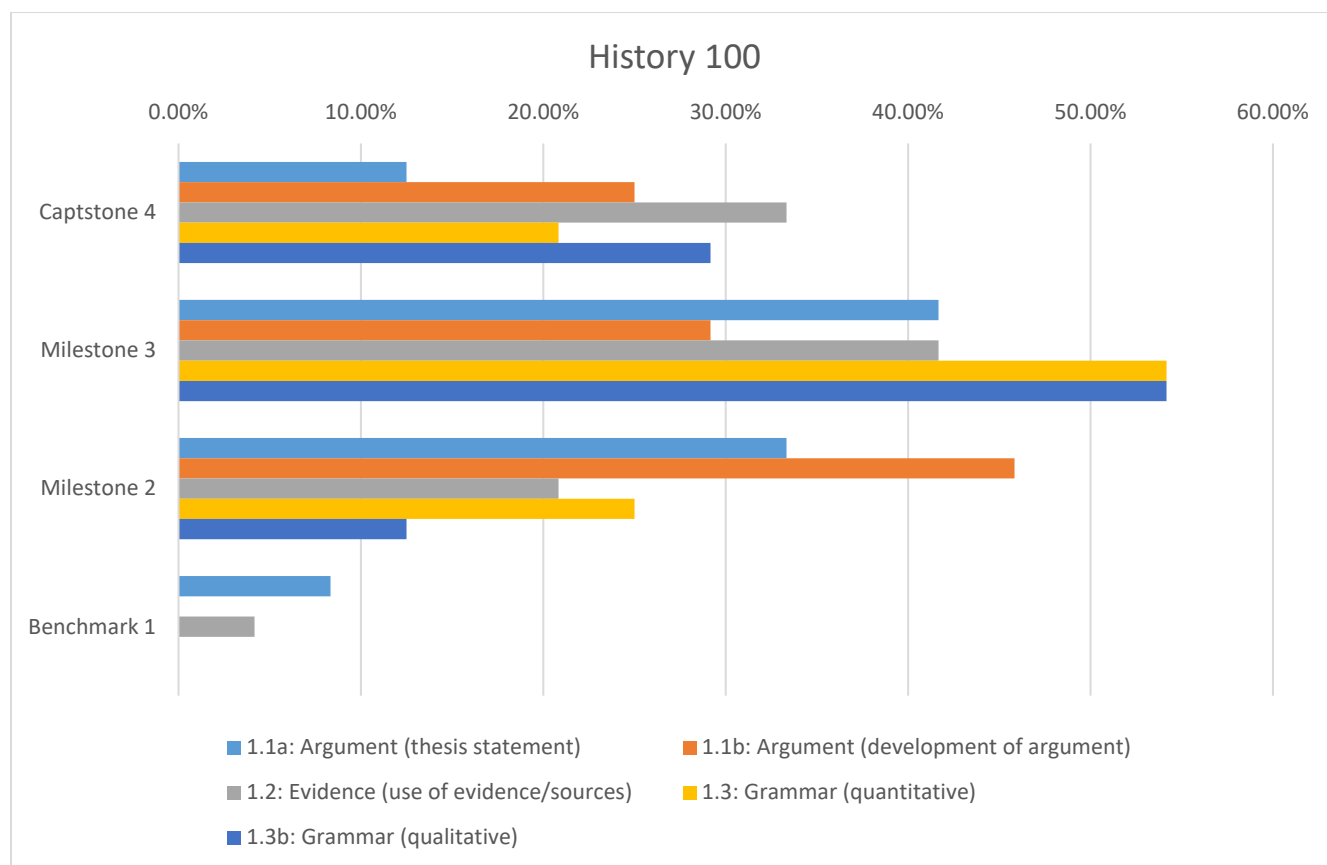
Conclusion for Table 3:

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 form an argument using the limited number of sources assigned to them. Table 3 reflects the beginning stages of student learning for this PLO; students showed growth in the specific areas of developing their argument (1.1b) and using evidence to support their argument (1.2). Students showed difficulty with formulating a thesis statement and proofreading their writing (1.1a, 1.3a). Overall, students showed a beginning grasp of the learning objectives and the faculty have clearly laid a strong foundation on which these skills could be developed.

Table 4: The Results for History 100

Note: Data shown here drawn from Data Collection Sheet¹

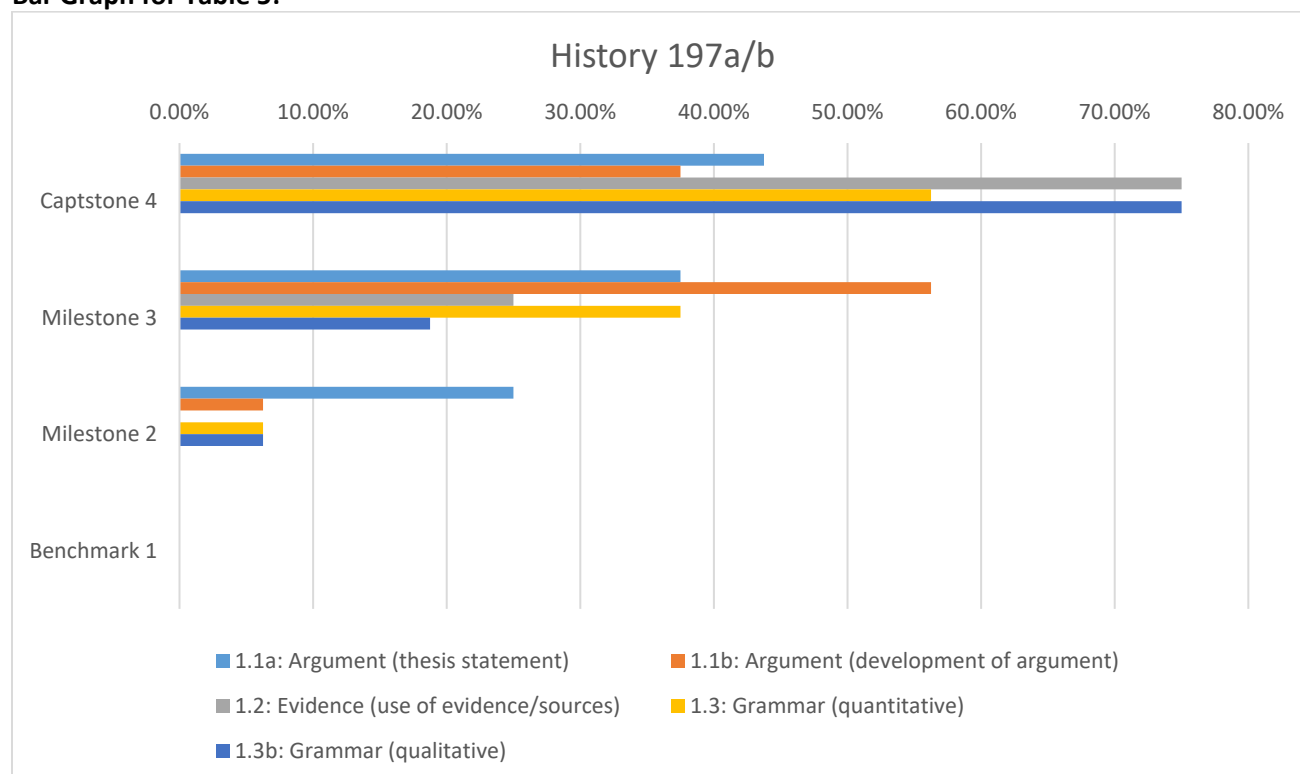
CRITERION: PLO #1 - History 100 (24 samples)	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
1.1a: Argument (thesis statement)	12.5%	41.67%	33.33%	8.33%
1.1b: Argument (development of argument)	25%	29.17%	45.83%	0%
1.2: Evidence (Use of evidence)	33.33%	41.67%	20.83%	4.17%
1.3a: Grammar (quantitative)	20.83%	54.17%	25.00%	0%
1.3b: Grammar (qualitative)	29.17%	58.33%	12.50%	0%

Bar Graph for Table 4:**Conclusion for Table 4:**

Students who complete History 100 have made tremendous progress in developing an argument and using evidence to support it. 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 improved significantly in their writing abilities; for both their writing style and grammar (1.3a, 1.3b) students showed a concerted effort to proofread and revise their writing. In addition, students were able to select and use evidence (1.2) appropriately in their essays. In the area of formulating a thesis statement and developing the argument throughout the body of the paper (1.1a, 1.1b), students showed improvement. This is one of the most challenging aspects of the PLO, and both students and faculty should be commended for making strides in this area.

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CRITERION: PLO #1 - History 197a/b (16 samples)	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
1.1a: Argument (thesis statement)	43.75%	37.50%	25%	0%
1.1b: Argument (development of argument)	37.5%	56.25%	6.25%	0%
1.2: Evidence (Use of evidence)	75%	25%	0%	0%
1.3a: Grammar (quantitative)	56.25%	37.5%	6.25%	0%
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Conclusion for Table 5:

The graph for Table 5 highlights the success of the History Department in teaching students the various subgoals of PLO #1. 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 4 (75%) for each of the subgoals in order to have mastered PLO #1. Students clearly succeeded in subgoals 1.2 (use of evidence), and 1.3b (writing style) which achieved the target goal of 75%. All of the other three subgoals reached the mastery level, if the totals from Milestone #3 and Capstone #4 were combined. The only area for improvement centers on subgoal 1.1a (formulating a thesis statement). While significant achievements were made in History 100, this subgoal reflected the least amount of improvement in History 197a/b. Overall, faculty should be commended for the time and effort they put into developing all of the skills associated with PLO #1.

Summary and Overall Conclusion:

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HISTORY DEPARTMENT ASSESSMENT PLAN
Katerina Lagos

- I. **INTRODUCTION** – The History Department established its assessment plan in 2011 to evaluate the three program learning objectives (PLO): 1) Students shall be able to write a clear expository essay in which they develop a coherent historical argument and marshal evidence to support an interpretation, 2) Students shall demonstrate adequate reading skills of primary and secondary historical sources, and 3) Students shall use citation standards appropriate to the discipline of history (*Chicago Manual of Style*). Each PLO is reviewed on the basis of a 3-year assessment cycle. Supplementary tools such as faculty/student surveys and faculty consultations are included to provide a comprehensive approach to student development and skill mastery.
- II. **SELECTION** – The Assessment Committee (comprised of four faculty members) reviews each Modified Value Rubric for the various subgoals and use the revised rubrics for assessing all selected assignments. Student assignments from History 4, 5, 50, 51, 100, 197a, and 197b are used for analysis. These assignments come from what the department considers to be its benchmark, milestone, and capstone courses. Development and mastery of the department’s PLO’s can be seen through the assessment of assignments in these courses. From each of the classes, faculty are encouraged to provide a randomly selected number of papers that comprise 20% of their class submissions. The Assessment Committee has determined that 20% is a reasonable and appropriate sample size to conduct its analysis. The Assessment Committee has determined that a 75% score in the Capstone #4 category of the Modified Value Rubric is considered ‘Mastery’ for a given PLO.
- III. **PROCESS** – The assessment cycle for the History department began in 2012-2013 with PLO #1. Since then, every PLO has been assessed in due course. For the beginning of the assessment cycle (evaluating PLO #1), student surveys are also distributed to see the impact of the department’s coursework and assignment on the students. For PLO #2, a faculty survey is also distributed to see how the course materials and structure have affected a faculty’s ability to teach the skills associated with the subgoals. For PLO #3, curricular issues are explored based on the findings of the previous assessment reports. For every cycle, the Assessment Committee reviews and updates its rubrics and specific objectives in order to keep assessment directly relevant to the needs of the students and department.
- IV. **ANALYSIS** – Faculty in the targeted classes are solicited to provide papers. The committee will have reviewed the updated rubric and a standardization of evaluation is established. Each member of the committee is then assigned a group of classes to evaluate and he/she will be responsible for gathering and evaluating the submitted papers. Once all of the papers are evaluated, the chair of the committee will tabulate the results and produce charts and graphs based on the data. One member of the

committee will be responsible for distributing and tabulating the data for any survey that might be given. The survey data is then given to the chair, who will then proceed with writing the report. Once the report is written, the remaining members of the committee will review the report and ensure that all of the data is correct and that the report is clear and concise. The chair will upload the report, along with any additional materials. Finally, the committee will prepare a PowerPoint presentation and written report for the fall faculty retreat. Any issues raised in the report will be discussed by all of the members of the History Department.

- V. **CONCLUSION** – The History Department assessment plan was established to evaluate all of the PLO's established by the History faculty. A 3-year cycle was developed that provided flexibility and an opportunity for revision to adapt to the changing needs of the students and faculty. Classes are selected that represent all of the developmental levels of coursework in the history major and provide useful insight into the growth of the students. By the time that students graduate from the major, they are expected to achieve a 75% on the Capstone #4 level of mastery for all of the PLO subgoals. Through a continuous analysis of the materials and dialogue between the faculty and students, great strides will be made to ensure that these high target levels are attained.

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

