Department of History, CLASS

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# **ASSESSMENT PLAN: B.A. in History**

### Updated Date: Winter, 2013, By Prof. Dee Andrews, 2012-13 History Graduate Coordinator

| PROGRAM MISSION |
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| Students who pursue work in History benefit in a variety of ways. Their studies afford them entree to the riches of the recorded past and understanding of the process of historical change. At the same time, a History major enables them to develop critical reading and writing skills which are valuable in life and in any employment field they choose to enter. |

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| PROGRAM STUDENT LEARNING OUTCOMES (SLOs) | |
| Students graduating with a B.A. in History will be able to: | |
| SLO 1 | know basic analytic concepts for assembling, organizing, and interpreting historical evidence, and achieve digital literacy in accessing and presenting historical materials; |
| SLO 2 | demonstrate significant knowledge of major events and trends in their area of concentration; |
| SLO 3 | write and speak clearly and persuasively about historical themes and topics, and work collaboratively with others in solving historical problems; |
| SLO 4 | conduct historical research in primary sources, provide original interpretation of sources, and accurately reference all sources; |
| SLO 5 | comprehend differences and similarities among diverse peoples and cultures over time and develop an historical perspective on social responsibility and sustainability. |
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| Year 1: 2012-2013 |  | |
| 1. Which SLO(s) to assess | | # 1 | |
| 1. Assessment indicators | | Exit questionnaires | |
| 1. Sample (courses/# of students) | | HIST 2010 and 3010 | |
| 1. Time (which quarter(s)) | | Sp 2013 | |
| 1. Responsible person(s) | | Faculty teaching courses | |
| 1. Ways of reporting (how, to who) | | History Assessment Coordinator to History Department | |
| 1. Ways of closing the loop | | Department meeting at end of AY | |

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| Year 2: 2013-2014 |  | |
| 1. Which SLO(s) to assess | | # 2 | |
| 1. Assessment indicators | | Essay questions | |
| 1. Sample (courses/# of students) | | HIST 3000-level courses, 2 per quarter | |
| 1. Time (which quarter(s)) | | F/W/Sp 2013-14 | |
| 1. Responsible person(s) | | Faculty teaching courses | |
| 1. Ways of reporting (how, to who) | | History Assessment Coordinator to History Department | |
| 1. Ways of closing the loop | | Department meeting at end of AY | |

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| Year 3: 2014-2015 |  | |
| 1. Which SLO(s) to assess | | # 3 | |
| 1. Assessment indicators | | Oral presentations/ entrance and exit questionnaires | |
| 1. Sample (courses/# of students) | | HIST 2010, 3010, 4030, 4031 | |
| 1. Time (which quarter(s)) | | F/W/Sp 2014-15 | |
| 1. Responsible person(s) | | Faculty teaching courses | |
| 1. Ways of reporting (how, to who) | | History Assessment Coordinator to History Department | |
| 1. Ways of closing the loop | | Department meeting at end of AY | |

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| Year 4: 2015-2016 |  | |
| 1. Which SLO(s) to assess | | # 4 | |
| 1. Assessment indicators | | Essays/ entrance and exit questionnaires | |
| 1. Sample (courses/# of students) | | HIST 4030 and 4031 | |
| 1. Time (which quarter(s)) | | F/W/Sp 2015-16 | |
| 1. Responsible person(s) | | Faculty teaching courses | |
| 1. Ways of reporting (how, to who) | | History Assessment Coordinator to History Department | |
| 1. Ways of closing the loop | | Department meeting at end of AY | |

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| Year 5: 2016-2017 |  | |
| 1. Which SLO(s) to assess | | # 5 | |
| 1. Assessment indicators | | Objective tests | |
| 1. Sample (courses/# of students) | | HIST 1014, 1015, 1016 | |
| 1. Time (which quarter(s)) | | F/W/Sp 2016-17 | |
| 1. Responsible person(s) | | Faculty teaching courses | |
| 1. Ways of reporting (how, to who) | | History Assessment Coordinator to History Department | |
| 1. Ways of closing the loop | | Department meeting at end of AY | |