Department of History, CLASS

D:\GuoDocuments\AssoDean\Assessment-WASC\Tools\CSUEB Logo - Office Document Files\CSUEB_Logo_CMYK_small.tif

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

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

| PROGRAM MISSION |
| --- |
| The Master of Arts degree in History is designed to meet the varied needs and interests of students seeking an advanced degree in history. The program trains students in advanced skills in historical research, writing, and teaching. Four options permit students to plan their coursework to best suit their goals within the overall program requirements and the range of courses offered.  The program includes graduate course offerings in historical research and historiography, conference (seminar) courses, undergraduate or graduate elective units, and a culminating master's project. Elective units may be taken in other fields with the approval of the graduate coordinator. The master's project may be a university thesis, departmental thesis, examinations in major and minor fields, or a graduate teaching project, depending on the option chosen. |

|  |  |
| --- | --- |
| PROGRAM STUDENT LEARNING OUTCOMES (SLOs) | |
| Students graduating with an M.A. in History will be able to: | |
| SLO 1 | possess in-depth knowledge of at least two of the following fields, one of which must be outside the U.S.: Ancient and Medieval Europe, Modern Europe, Modern China, Modern Japan, California and the West, Early America, the Civil War, U.S. Women's History, American Intellectual History, Native American History, and/or Latin America; |
| SLO 2 | understand major arguments and themes in contemporary historiography, cross-cultural and interdisciplinary approaches to historical study, and humanistic values; |
| SLO 3 | demonstrate familiarity with Bay Area research libraries, archives, special collections, and digital sources; |
| SLO 4 | possess advanced writing and interpretive skills for analyzing both secondary and primary sources, and demonstrate advanced research abilities; |
| SLO 5 | be able to complete a major independent project in history; |
| SLO 6 | observe the standards of academic integrity and attribution of sources, and practice the values of the historical profession, including ethics and standards for work in research libraries, on the Internet, at professional conferences, and at interviews for employment. |

|  |  |  |
| --- | --- | --- |
| Year 1: 2012-2013 |  | |
| 1. Which SLO(s) to assess | | SEE 2013-14: Department introducing new course HIST 6050 for purposes of assessment + annual assessment through capstones (HIST 6899, 6901, 6905, 6910) | |
| 1. Assessment indicators | |  | |
| 1. Sample (courses/# of students) | |  | |
| 1. Time (which quarter(s)) | |  | |
| 1. Responsible person(s) | |  | |
| 1. Ways of reporting (how, to who) | |  | |
| 1. Ways of closing the loop | |  | |

|  |  |  |
| --- | --- | --- |
| Year 2: 2013-2014 |  | |
| 1. Which SLO(s) to assess | | EACH YEAR = ASSESSMENT OF ALL 6 SLO’s | |
| 1. Assessment indicators | | Assessment in HIST 6050 and in capstones (HIST 6899, 6901, 6905, 6910) | |
| 1. Sample (courses/# of students) | | HIST 6050 + capstone courses | |
| 1. Time (which quarter(s)) | | Beginning Spring Quarter 2014 | |
| 1. Responsible person(s) | | Instructors of HIST 6050 and capstone committees | |
| 1. Ways of reporting (how, to who) | | History Graduate Coordinator to History department | |
| 1. Ways of closing the loop | |  | |

|  |  |  |
| --- | --- | --- |
| Year 3: 2014-2015 |  | |
| 1. Which SLO(s) to assess | | SEE 2013-14 | |
| 1. Assessment indicators | |  | |
| 1. Sample (courses/# of students) | |  | |
| 1. Time (which quarter(s)) | |  | |
| 1. Responsible person(s) | |  | |
| 1. Ways of reporting (how, to who) | |  | |
| 1. Ways of closing the loop | |  | |

|  |  |  |
| --- | --- | --- |
| Year 4: 2015-2016 |  | |
| 1. Which SLO(s) to assess | | SEE 2013-14 | |
| 1. Assessment indicators | |  | |
| 1. Sample (courses/# of students) | |  | |
| 1. Time (which quarter(s)) | |  | |
| 1. Responsible person(s) | |  | |
| 1. Ways of reporting (how, to who) | |  | |
| 1. Ways of closing the loop | |  | |

|  |  |  |
| --- | --- | --- |
| Year 5: 2016-2017 |  | |
| 1. Which SLO(s) to assess | | SEE 2013-14 | |
| 1. Assessment indicators | |  | |
| 1. Sample (courses/# of students) | |  | |
| 1. Time (which quarter(s)) | |  | |
| 1. Responsible person(s) | |  | |
| 1. Ways of reporting (how, to who) | |  | |
| 1. Ways of closing the loop | |  | |