A. Program Student Learning Outcomes

B.A. degree in History
Students graduating with a B.A. in History from Cal State East Bay will be able to:
1. know basic analytic concepts for assembling, organizing, and interpreting historical evidence, and achieve digital literacy in accessing and presenting historical materials;
2. demonstrate significant knowledge of major events and trends in their area of concentration;
3. write and speak clearly and persuasively about historical themes and topics, and work collaboratively with others in solving historical problems;
4. conduct historical research in primary sources, provide original interpretation of sources, and accurately reference all sources; and
5. comprehend differences and similarities among diverse peoples and cultures over time and develop an historical perspective on social responsibility and sustainability.

M.A. degree in History
Students graduating with a M.A. in History from Cal State East Bay will be able to:
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;
2. understand major arguments and themes in contemporary historiography, cross-cultural and interdisciplinary approaches to historical study, and humanistic values;
3. demonstrate familiarity with Bay Area research libraries, archives, special collections, and digital sources;
4. possess advanced writing and interpretive skills for analyzing both secondary and primary sources, and demonstrate advanced research abilities;
5. complete a major independent project in history; and
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.

B. Program Student Learning Outcome(s) Assessed

B.A. = #2 "demonstrate significant knowledge of major events and trends in their area of concentration."

M.A. = Department introducing new course HIST 6050 for purposes of assessment. The course was to be offered Spring 2015, beginning with the cohort that entered Fall 2013. This course will assess all 6 MA SLOs. The course was dropped for lack of enrollment. The department is discussing alternative possibilities for assessment.

C. Summary of Assessment Process
Faculty in seven selected upper division courses offered across the academic year included one or more question on the final exam that the department would use to assess BA SLO #2. The questions were designed by each faculty member to cover significant events and themes in the class in question. This does not represent what the department considers to be the only essential themes, but a sampling from across fields (Latin America, Early Modern Europe, Early America, and 20th Century California) in representative courses. Professors noted the score of each major on the selected questions and compiled an average score to serve as the measurement of student success in the outcome. Only the answers of majors were included. The grading scale as translated to assessment (A=student demonstrates exceptional understanding; B=student demonstrates good understanding; C=student demonstrates understanding; C-, D, & F=student does not demonstrate understanding)

The questions were:
1) How has sexuality been redefined in the twentieth-century and what is its significance both for men and women?

2) Your roommate asks you to explain what happened to the “traditional family?” How would you respond drawing on your understanding of the family in the colonial period, in the 19th century, a decade in the twentieth?

3) Based on evidence from at least 3 chapters in the section “The Atlanteans” in Richter, Before the Revolution (chapters 13, 14, 15, and/or 16):
   First, describe one compelling example for each of 4 major themes of 18th-century colonial history (from those listed below: your choice of 4 out of 5). Then, conclude your essay with a brief paragraph explaining the following: which one of your chosen themes was dominant in shaping the development of the mainland colonies between 1700 and 1765?
   Choice of themes:
   1) the dominance in colonial life of the Atlantic trade system for the exchange of goods and people (as in the slave trade)
   2) the reshaping of the environment and/or the increasing improvement in the standard of living for white colonists
   3) the rising importance of religious experience (as with the Great Awakening) and ethnic diversity in the colonies
   4) the divide between European Americans and Native Americans and between European Americans and African Americans
   5) the final conflict between the empires of Great Britain and France in the French & Indian War

4) In the 1930s and 1940s (the era of the Great Depression and World War Two), California underwent a number of dramatic changes. In your opinion, what was the most long-lasting and influential change during this period? (Hint: World War Two itself is not a change, but an event.)

5) After World War Two, the United States in general and California specifically experienced a never-before-seen period of economic prosperity. How did that prosperity shape California society?

6) If you had to explain the history of California from 1769 to 2015 to someone who has not taken this course, what event, idea, or theme would you consider essential to your explanation? Put another way, what one thing would you think the person you were talking to absolutely had to know in order to understand California? Your selection is up to you, but be mindful of the time frame (1769-2015); your selection and explanation should be relevant across a long
period (although it’s not necessary that it cover the entire period). Use specific examples to show why your selectio
was relevant to many issues and periods in California history.

7) Evaluate the following statement: “a…clear lesson of Anna’s story is that women at this time were not powerless victims of male rule. They had both the ability and the opportunity…to define themselves and their self-worth in fully satisfying ways through the spheres of life and work then available to them both within and outside the home…[women] still had inalienable rights and significant access to the courts, by which they could climb onto the stage of history and leave their mark, as Anna did.” (187-8)

Do you agree with Ozment’s assessment of Anna Büschler’s story? Why or why not? In answering this question, please provide specific examples from *The Bürgermeister’s Daughter*.

8) “To his fellow citizens, Hermann Büschler’s treatment of his daughter was both unusual and unacceptable and was neither condoned nor left unpunished.” (188) Analyze the bürgermeister’s behavior as a father. Do you agree with Ozment’s assessment? Why or why not?

9) “Historians have perceived a new ‘moral politics’ emerging in German cities during the sixteenth-century…leaders of the Reformation and Counter Reformation sanctioned new measures against premarital, extramarital, and deviant sexual behavior.” (27) Did the “new ‘moral politics’” influence attitudes towards Anna’s behavior in Ozment’s microhistory?

D. Summary of Assessment Results

FOR B.A:
The average grade for majors on each question showed students had a generally good understanding of major events and trends.

1. Average grade for History Majors: B-
2. Average Grade for History Majors: B-
3. Average grade for History Majors: B+
4. Average grade for History Majors: B
5. Average grade for History Majors: B-
6. Average grade for History Majors: B-
7. Average grade for History Majors: B
8. Average grade for History Majors: B
9. Average grade for History Majors: B

The department determined that majors met SLO #2 in 2014-2015.

E. Suggestions and Recommendations for the CLASS FACT Project in the Future