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. = #4 “conduct historical research in primary sources, provide original interpretation of sources, and accurately reference all sources”**

**M.A. = SLO 1-6**

C. Summary of Assessment Process

**FOR B.A.:** In both HIST 4030 and HIST 4031 the department gives students a self-assessment questionnaire at the
beginning and end of the term. To assess SLO #4, selected questions were chosen from the questionnaire. For each question, the respondent selects a response: “I strongly agree,” “I agree,” “I somewhat agree,” “I disagree.” Additionally, the instructor assesses each student using the same questions and scale.

The selected questions were:

HIST 4030:
1. I am able to relate primary sources to major historiographical issues.
2. I am able to evaluate own practice of history in historiographical context.

HIST 4031:
1. I understand historical research and writing as the process of interpretation of history on the basis of evidence.
2. I am able to identify potential research topics in secondary sources and pose appropriate historical questions.
3. I am able to draft a research proposal including description of the subject and scope of the project, a working thesis, and likely location of primary sources.
4. I am able to distinguish between published and unpublished sources, and to locate both.
5. I am able to present a thesis and develop an argument based on links between my secondary and primary sources.
6. I have mastery of note-taking, with care to identify sources and distinguish between types of sources.
7. I have mastery of scholarly citation and bibliographic form.

FOR M.A.: Over the course of the quarter, the instructor of HIST 6050: Graduate Portfolio engages students in discussions and course work pertaining to each of the six SLOs for the MA program. The department intends students to take 6050 at the end of their careers, and so their responses reflect their level of understanding gained over the duration of their enrollment in the program, not only in the specific course.

At the end of the term, the instructor circulates a questionnaire that matches the SLOs. For each question, the respondent selects a response: “I strongly agree,” “I agree,” “I somewhat agree,” “I disagree.” The instructor also assesses each enrolled student using the same questions and scale. Only graduating MA students in the class are assessed.

D. Summary of Assessment Results

FOR B.A.:

Comparing student self-assessments from the beginning and end of the term shows that students show improvement in each of the selected outcomes. Every question showed the greatest improvement in the “Strongly Agreed” response. Instructors’ assessments were less markedly positive regarding student mastery, but tended to “Agree” (and often “Strongly Agree”) that students had mastered the outcomes.

HIST 4030

1. I am able to relate primary sources to major historiographical issues.

Student Pre-Term Self-Assessment:
Strongly Agree: 14%
Agree: 57%
Somewhat Agree: 29%
<table>
<thead>
<tr>
<th>Statement</th>
<th>Student Pre-Term Self-Assessment</th>
<th>Student End of Term Self-Assessment</th>
<th>Instructor End of Term Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. I am able to evaluate own practice of history in historiographical context.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly Agree: 0%</td>
<td>Strongly Agree: 100%</td>
<td>Strongly Agree: 36%</td>
</tr>
<tr>
<td></td>
<td>Agree: 50%</td>
<td>Agree: 64%</td>
<td>Agree: 20%</td>
</tr>
<tr>
<td></td>
<td>Somewhat Agree: 36%</td>
<td>Somewhat Agree: 0%</td>
<td>Somewhat Agree: 12%</td>
</tr>
<tr>
<td></td>
<td>Disagree: 14%</td>
<td>Disagree: 0%</td>
<td>Disagree: 8%</td>
</tr>
<tr>
<td></td>
<td>Strongly Agree: 50% (+50)</td>
<td>Strongly Agree: 87% (+42)</td>
<td>Strongly Agree: 60%</td>
</tr>
<tr>
<td></td>
<td>Agree: 42% (-8)</td>
<td>Agree: 13% (-27)</td>
<td>Agree: 20%</td>
</tr>
<tr>
<td></td>
<td>Somewhat Agree: 8% (-28)</td>
<td>Somewhat Agree: 0% (-15)</td>
<td>Somewhat Agree: 12%</td>
</tr>
<tr>
<td></td>
<td>Disagree: 0%</td>
<td>Disagree: 0%</td>
<td>Disagree: 8%</td>
</tr>
</tbody>
</table>

1. I understand historical research and writing as the process of interpretation of history on the basis of evidence.

<table>
<thead>
<tr>
<th>Statement</th>
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<th>Student End of Term Self-Assessment</th>
<th>Instructor End of Term Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree: 45%</td>
<td>Strongly Agree: 87% (+42)</td>
<td>Strongly Agree: 60%</td>
</tr>
<tr>
<td></td>
<td>Agree: 40%</td>
<td>Agree: 13% (-27)</td>
<td>Agree: 20%</td>
</tr>
<tr>
<td></td>
<td>Somewhat Agree: 15%</td>
<td>Somewhat Agree: 0% (-15)</td>
<td>Somewhat Agree: 12%</td>
</tr>
<tr>
<td></td>
<td>Disagree: 0%</td>
<td>Disagree: 0%</td>
<td>Disagree: 8%</td>
</tr>
<tr>
<td></td>
<td>Strongly Agree: 87% (+42)</td>
<td>Strongly Agree: 87% (+42)</td>
<td>Strongly Agree: 60%</td>
</tr>
<tr>
<td></td>
<td>Agree: 13% (-27)</td>
<td>Agree: 13% (-27)</td>
<td>Agree: 20%</td>
</tr>
<tr>
<td></td>
<td>Somewhat Agree: 0% (-15)</td>
<td>Somewhat Agree: 0% (-15)</td>
<td>Somewhat Agree: 12%</td>
</tr>
<tr>
<td></td>
<td>Disagree: 0%</td>
<td>Disagree: 0%</td>
<td>Disagree: 8%</td>
</tr>
</tbody>
</table>

2. I am able to identify potential research topics in secondary sources and post appropriate historical questions.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Student Pre-Term Self-Assessment</th>
<th>Student End of Term Self-Assessment</th>
<th>Instructor End of Term Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree: 20%</td>
<td>Strongly Agree: 87% (+42)</td>
<td>Strongly Agree: 60%</td>
</tr>
<tr>
<td></td>
<td>Agree: 60%</td>
<td>Agree: 13% (-27)</td>
<td>Agree: 20%</td>
</tr>
<tr>
<td></td>
<td>Somewhat Agree: 20%</td>
<td>Somewhat Agree: 0% (-15)</td>
<td>Somewhat Agree: 12%</td>
</tr>
<tr>
<td></td>
<td>Disagree: 0%</td>
<td>Disagree: 0%</td>
<td>Disagree: 8%</td>
</tr>
</tbody>
</table>
Student End of Term Self-Assessment:

**Strongly Agree:** 73% (+53)
Agree: 27% (-33)
Somewhat Agree: 0% (-20)
Disagree: 0%

Instructor End of Term Assessment:

**Strongly Agree:** 39%
Agree: 26%
Somewhat Agree: 17%
Disagree: 8%

3. I am able to draft a research proposal, including description of the subject and scope of the project, a working thesis, and likely location of primary sources.

   Student Pre-Term Self-Assessment:
   
   Strongly Agree: 15%
   Agree: 45%
   Somewhat Agree: 40%
   Disagree: 0%

   Student End of Term Self-Assessment:
   
   **Strongly Agree:** 53% (+38)
   Agree: 47% (+2)
   Somewhat Agree: 0% (-40)
   Disagree: 0%

   Instructor End of Term Assessment:

   **Strongly Agree:** 52%
   Agree: 13%
   Somewhat Agree: 17%
   Disagree: 8%

4. I am able to distinguish between published and unpublished sources, and to locate both.

   Student Pre-Term Self-Assessment:
   
   Strongly Agree: 0%
   Agree: 40%
   Somewhat Agree: 40%
   Disagree: 20%

   Student End of Term Self-Assessment:
   
   **Strongly Agree:** 33% (+33)
   Agree: 53% (+13)
   Somewhat Agree: 14% (-26)
   Disagree: 0% (-20)

   Instructor End of Term Assessment:

   **Strongly Agree:** 52%
   Agree: 22%
   Somewhat Agree: 13%
   Disagree: 13%

5. I am able to present a thesis and develop an argument based on links between my secondary and primary sources.

   Student Pre-Term Self-Assessment:
   
   Strongly Agree: 20%
   Agree: 70%
   Somewhat Agree: 10%
   Disagree: 0%

   Student End of Term Self-Assessment:
Strongly Agree: 60% (+40)
Agree: 40% (-30)
Somewhat Agree: 0% (-10)
Disagree: 0%
Instructor End of Term Assessment:
Strongly Agree: 52%
Agree: 17%
Somewhat Agree: 15.5%
Disagree: 15.5%

6. I have mastery of note-taking, with care to identify sources and distinguish between types of sources.
   Student Pre-Term Self-Assessment:
   Strongly Agree: 20%
   Agree: 45%
   Somewhat Agree: 15%
   Disagree: 20%
   Student End of Term Self-Assessment:
   Strongly Agree: 40% (+20)
   Agree: 53% (+8)
   Somewhat Agree: 7% (-8)
   Disagree: 0%
   Instructor End of Term Assessment:
   Strongly Agree: 52%
   Agree: 22%
   Somewhat Agree: 8%
   Disagree: 8%

7. I have mastery of scholarly citation and bibliographic form.
   Student Pre-Term Self-Assessment:
   Strongly Agree: 10%
   Agree: 70%
   Somewhat Agree: 20%
   Disagree: 0%
   Student End of Term Self-Assessment:
   Strongly Agree: 40% (+30)
   Agree: 53% (-17)
   Somewhat Agree: 7% (-13)
   Disagree: 0%
   Instructor End of Term Assessment:
   Strongly Agree: 60%
   Agree: 10%
   Somewhat Agree: 20%
   Disagree: 10%

FOR M.A.:

MA Students have attained mastery of each of the six SLOs by the end of their enrollment.

1. I possess in-depth knowledge of at least two of the following fields, one of which is 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.
   Student End of Term Self-Assessment:
Strongly Agree: 20%
Agree: 60%
Somewhat Agree: 20%
Disagree: 0%

Instructor End of Term Assessment:
Strongly Agree: 60%
Agree: 40%
Somewhat Agree: %
Disagree: %

2. I understand major arguments and themes in contemporary historiography, cross-cultural and interdisciplinary approaches to historical study, and humanistic values.

Student End of Term Self-Assessment:
Strongly Agree: 20%
Agree: 80%
Somewhat Agree: 0%
Disagree: 0%

Instructor End of Term Assessment:
Strongly Agree: 80%
Agree: 20%
Somewhat Agree: %
Disagree: %

3. I have demonstrated familiarity with Bay Area research libraries, archives, special collections, and digital sources.

Student End of Term Self-Assessment:
Strongly Agree: 20%
Agree: 80%
Somewhat Agree: 0%
Disagree: 0%

Instructor End of Term Assessment:
Strongly Agree: 60%
Agree: 20%
Somewhat Agree: 20%
Disagree: 0%

4. I possess advanced writing and interpretive skills for analyzing both secondary and primary sources, and demonstrate advanced research abilities.

Student End of Term Self-Assessment:
Strongly Agree: 60%
Agree: 40%
Somewhat Agree: 0%
Disagree: 0%

Instructor End of Term Assessment:
Strongly Agree: 60%
Agree: 40%
Somewhat Agree: 0%
Disagree: 0%

5. I have completed a major independent project in history.

Student End of Term Self-Assessment:
Strongly Agree: 60%
Agree: 20%
Somewhat Agree: 20%
Disagree: 0%
Instructor End of Term Assessment:
**Strongly Agree:** 60%
Agree: 20%
Somewhat Agree: 20%
Disagree: 0%

6. I have observed 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.

   Student End of Term Self-Assessment:
   **Strongly Agree:** 40%
   Agree: 40%
   Somewhat Agree: 0%
   Disagree: 20%

   Instructor End of Term Assessment:
   **Strongly Agree:** 100%
   Agree: 0%
   Somewhat Agree: 0%
   Disagree: 0%

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