**2013-2014 CLASS FACT Assessment Year End Report, June, 2014**

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| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| **History B.A. & M.A.** | **Professor Khal Schneider** | **Professor Linda Ivey** |

**A. Program Student Learning Outcomes**

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| **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**

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| **B.A.** = #3 write and speak clearly and persuasively about historical themes and topics, and work collaboratively with others in solving historical problems |
| **M.A.** = Department introducing new course HIST 6050 for purposes of assessment; will be offered Spring 2015 beginning with the cohort that entered Fall 2013. This course will assess all 6 MA SLOs. |

**C. Summary of Assessment Process**

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| ***FOR B.A.:*** The History Department regularly assesses the 4 core courses in the B.A. with *summative entrance and exit questionnaires,* with responses divided into the following *4 categories of analysis*: “I strongly agree, “I agree,” “I somewhat agree,” and “I disagree.” This year, per the new assessment process (see 5-Year Plan posted at CLASS website), we evaluated outcome #3 in all four of our core courses: 2010, 3010, 4030, 4031. For each course students complete a Beginning Assessment questionnaire and a Final Assessment. The assessment compared responses to the questions pertaining to writing and speaking persuasively.  In 2010, 4 questions pertain to writing and speaking persuasively.  *“I am able to present a thesis and develop an historical argument in my own writing”*  *“I understand basic grammar and punctuation rules”*  *“I know how to take notes and cite sources as a historian would” “I am able to express my own ideas orally and in class”*  In 3010, 5 questions pertain to writing and speaking persuasively.  *“I am able to present a thesis and organize and support a historical argument using evidence (both primary and secondary sources)”*  *“I am able to write clear and grammatical prose”*  *“I know how to cite sources and can properly format both footnote and bibliographical entries”*  *“I am able to revise my own work”*  *“I am able to express my arguments orally in class”*  In 4030, 3 questions pertain to writing and speaking persuasively.  *“I am able to articulate orally the basic principles of a school of thought”*  *“I am able to defend a position on assigned texts”*  *I am able to organize and write a historiographic argument”*  In 4031, 5 questions pertain to writing and speaking persuasively  *“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”*  *“I am able to present a thesis and develop an argument based on links between my secondary and primary sources”*  *“I have mastery of sound grammar and style”*  *“I have mastery of scholarly citation and bibliographic form”*  *“I am able to orally present research findings, focusing on my thesis, supporting primary evidence, and illuminating findings.”* |

**D. Summary of Assessment Results**

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| ***FOR B.A:***  HIST 2010: Responses to the 4 questions pertaining to writing and speaking persuasively from the Beginning and Final Assessment Questionnaires showed that a high percentage of students began the course fairly confident in their writing and speaking skills, but an even greater percentage left the course confident in those skills. At the end of the course, “Strongly Agree” was the majority response of the students and no responded “Disagree” to any of the questions. Beginning: “Strongly Agree”: **27.5%** “Agree”: 47.5%; “Somewhat Agree”: 21.25%; “Disagree”: 3.75%. Final: “Strongly Agree”: **52 %** “Agree”: 44% “Somewhat Agree”: 4%; “Disagree”: **0%.**  HIST 3010: Responses to the 5 questions pertaining to writing and speaking persuasively from the Beginning and Final Assessment Questionnaires showed that a high percentage of students began the course fairly confident in their writing and speaking skills, but an even greater percentage left the course confident in those skills. At the end of the course, “Strongly Agree” was the most common response of the students and no students responded “Disagree” to any of the questions. Beginning: “Strongly Agree”: **27 %** “Agree”: 47 %; “Somewhat Agree”: 22%; “Disagree”: 4%. Final: “Strongly Agree”: **49%** “Agree”: 37% “Somewhat Agree”: 14%; “Disagree”: **0%.**  HIST 4030: Responses to the 3 questions pertaining to writing and speaking persuasively from the Beginning and Final Assessment Questionnaires showed that a high percentage of students began the course doubtful of their writing and speaking skills, but felt that they improved markedly. This course showed the most dramatic increase in the number of “Strongly Agree” responses and an as dramatic decrease in the number of “Somewhat Agree” and “Disagree” responses. Beginning: “Strongly Agree”: **2 %** “Agree”: 43 %; “Somewhat Agree”: 43%; “Disagree”: 12 %. Final: “Strongly Agree”: **60%** “Agree”: 35% “Somewhat Agree”: **5%;** “Disagree”: **0%.**  HIST 4031: Responses to the 5 questions pertaining to writing and speaking persuasively from the Beginning and Final Assessment Questionnaires showed that a high percentage of students began the course somewhat tentative of their writing and speaking skills, but felt that they improved markedly. This course showed a dramatic increase in the number of “Strongly Agree” responses and an as dramatic decrease in the number of “Somewhat Agree” and “Disagree” responses. Beginning: “Strongly Agree”: **13 %** “Agree”: 52 %; “Somewhat Agree”: 33%; “Disagree”: 2 %. Final: “Strongly Agree”: **57%** “Agree”: 42% “Somewhat Agree”: **1%;** “Disagree”: **0%.**  Conclusions: The results suggest that our students gain confidence in their persuasive speaking and writing skills over the course of each one of our core courses and as they progress through the major. All courses show strong and in some cases dramatic shifts towards the category “Strongly Agree” and equivalent declines in the two lowest confidence categories. The results also suggest an indirect measure of the program’s success: students reported lower rates of confidence in their ability at the beginning of HIST 4030 and 4031 than in HIST 2010 and 3010. 4030 and 4031 students take the courses at the end of their major careers while 2010 and 3010 students tend to be first and second-year students. It may be the case that as students progress through the major they become more aware they still have much to learn about the discipline, also an indication that our students are becoming wiser and more self-aware scholars.  The results will be discussed in our Fall department assessment meeting.  Next year we will assess BA SLO #2 and our MA program through the new course HIST 6050. |

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

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| Summarize assessment results, with interpretations of the most significant findings and recommendations for program improvements (e.g., changes in course content, course sequence, student advising). What are your assessment plans for the coming year, including revisions to the program's assessment process (e.g. add direct assessment, expand sample of student participants in indirect assessment)? |