Department of History, CLASS

CALIFORNIA STATE
UNIVERSITY
E A S T   B A Y

ASSESSMENT PLAN: B.A. in History

PROGRAM MISSION

Students who pursue work in History benefit in a variety of ways. Their studies afford them access to the insights 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.

PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with an B.A. in History will be able to:

PLO 1	know basic analytic concepts for assembling, organizing, and interpreting historical evidence, and achieve digital literacy in accessing and presenting historical materials
PLO 2	demonstrate significant knowledge of major events and trends in their area of concentration;
PLO 3	write and speak clearly and persuasively about historical themes and topics, and work collaboratively with others in solving historical problems
PLO 4	conduct historical research in primary sources, provide original interpretation of sources, and accurately reference all sources
PLO 5	comprehend differences and similarities among diverse peoples and cultures over time and develop an historical perspective on social responsibility and sustainability
PLO 6	understand the dynamics of applied history beyond the classroom

Each PLO will be assessed each year in the following ways:

PLO 1:

1. Assessment indicators	Single-question questionnaire. Entrance and Exit Self-Assessment/ Instructor Assessment. (Strongly Agree → Strongly Disagree: "Student knows/I know basic analytic concepts for assembling, organizing, and interpreting historical evidence, and achieve digital literacy in accessing and presenting historical materials")
2. Sample (courses/# of students)	HIST 201
3. Time	Fall or Spring
4. Responsible person(s)	Faculty teaching courses
5. Ways of reporting (how, to who)	History Assessment Coordinator to History Department
6. Ways of closing the loop	Department meeting at end of AY

PLO 2:

1. Assessment indicators	Instructor evaluation of select essay question on course final (select one course in each concentration over Fall and Spring=three total courses for the year)
2. Sample (courses/# of students)	HIST 300-level

3. Time	Fall and Spring
4. Responsible person(s)	Faculty teaching courses
5. Ways of reporting (how, to who)	History Assessment Coordinator to History Department
6. Ways of closing the loop	Department meeting at end of AY

PLO 3:	
1. Assessment indicators	Single-question questionnaire. Entrance and Exit Self-Assessment/ Instructor Assessment. (Strongly Agree → Strongly Disagree: "Student/I can write and speak clearly and persuasively about historical themes and topics, and work collaboratively with others in solving historical problems")
2. Sample (courses/# of students)	HIST 301 and 400
3. Time	Fall and Spring
4. Responsible person(s)	Faculty teaching courses
5. Ways of reporting (how, to who)	History Assessment Coordinator to History Department
6. Ways of closing the loop	Department meeting at end of AY

PLO 4:	
1. Assessment indicators	Single-question questionnaire. Entrance and Exit Self-Assessment/ Instructor Assessment. (Strongly Agree → Strongly Disagree: "Student/ I can conduct historical research in primary sources, provide original interpretation of sources, and accurately reference all sources.")
2. Sample (courses/# of students)	HIST 499
3. Time	Spring
4. Responsible person(s)	Faculty teaching courses
5. Ways of reporting (how, to who)	History Assessment Coordinator to History Department
6. Ways of closing the loop	Department meeting at end of AY

PLO 5:	
1. Assessment indicators	Objective tests devised by instructor of course
2. Sample (courses/# of students)	Majors in HIST 1014, 1015, 1016 (one section of each per year=3 total courses for the year)
3. Time	Fall and Spring
4. Responsible person(s)	Faculty teaching courses
5. Ways of reporting (how, to who)	History Assessment Coordinator to History Department
6. Ways of closing the loop	Department meeting at end of AY

PLO 6:	
1. Assessment indicators	Single-question questionnaire. Entrance and Exit Self-Assessment/ Instructor Assessment. (Strongly Agree → Strongly Disagree: "Student understands/ I understand the dynamics of applied history beyond the classroom.")
2. Sample (courses/# of students)	Undergraduate majors in HIST 402, HIST 403

3. Time	Fall and Spring	
4. Responsible person(s)	Faculty teaching courses	
5. Ways of reporting (how, to who)	History Assessment Coordinator to History Department	
6. Ways of closing the loop	Department meeting at end of AY	

Curriculum Maps

	R/E	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
101 World History I	R		I	I		1	
102 World History II	R		I	I		1	
110 US History I	R		I	I		1	
111 US History II	R		I	I		1	
201 Core Course in History	R	I		I			
301 Historical Writing	R	D		D	I		
302, 303, 304 Applied History	E						I, D
Concentration Courses			D			D	
Elective Courses	E					D	
Labs	R	D		D			
400 Historiography	R	M/A					
499 Thesis Research	R		M/A	M/A	D		
405 History Lab	R	M/A	D	D	D	D	D
409 Portfolio	R				M/A	M/A	M/A

Institutional Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Thinking and Reasoning: think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.	X			X		
Communication: communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.			X			X
Diversity: apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.					X	
Collaboration: work collaboratively and respectfully as members and leaders of diverse teams and communities.			X			
Sustainability: act responsibly and sustainably at local, national and global levels.					X	
Specialized Discipline: demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.	X	X	X	X	X	X