

**CALIFORNIA STATE UNIVERSITY, CHICO**  
**ANNUAL PROGRAM ASSESSMENT STATUS UPDATE**

**PROGRAM:** BA in History  
**SUBMITTED BY:** Jason Nice  
**ACADEMIC YEAR:** 2012-2014 (2013-14 in Blue)

Student Learning Outcomes	Describe assessment activity done this year for this SLO	Briefly report the results of the assessment activity	Based on results/evidence, what action was taken regarding program improvement?	Based on results / evidence, what action was taken regarding the assessment process?	Describe the plans you have to reassess this goal and/or follow up action needed
1. Student's work demonstrates the ability to communicate historical knowledge, interpretations, and arguments, clearly in <b>writing</b> and in formal oral presentations.	Assessment of capstone research paper in two sections of History 490 (Historical Research and Writing), Spring 2014; Assessment of culminating research paper in two sections of History 290 (Historians and Historical Methodology), Spring 2014; Exit survey of 2013-14 graduates.	In HIST 490, out of 24 students whose essays related to this SLO, Superior 3 (12%), Effective 9 (38%), Adequate 10 (42%), Inadequate 2 (8%). In HIST 290, out of 19 students whose essays related to this SLO, Superior 2 (11%), Effective 4 (21%), Adequate 11 (58%), Inadequate 1 (5%), Incomplete 1 (5%). The 2013-14 exit survey received 14 responses, the same number as the 2012-13 exit survey. The data from these surveys show that from 2012-13 to 2013-14 more students felt that HIST 290 prepared them for HIST 490 (from 36% strongly agree and 57% agree to 50% strongly agree and 36% agree) and also that HIST 490 helped them demonstrate what they learned as a major (from 36% strongly agree and 57% agree to 71% strongly agree and 21% agree).	The results of the 290-490 assessment activity are alarming. In short, 58% of 290 student work was deemed "adequate." This number decreased to 42% in 490, but the department must make a more concerted effort to improve student writing. One exit survey comment suggested removing multiple choice testing and instead testing "through extensive writing and reading assignments." This might offer the faculty a starting point for discussion in 2014-15. The exit survey numbers do reveal that 290/490 are "working," but we should also note that 43% of respondents claimed to be members of Phi Alpha Theta or History Club - not exactly a representative sample of our majors.	Kate Transchel brought up an interesting issue, which should be addressed in future SLOs. Basically, she submitted two assessment results: the first (incorporated in the assessment report) derived from the essay submitted for HIST 490; and a second (not included in the report) based upon their oral presentations. The oral assessment scores were Superior 2 (%), Effective 6 (%), Adequate 4 (%). The History Department uses an assessment apparatus based upon written assignments, but we need to re-evaluate how to measure this SLO.	SLO 1 is central to the program and while bad writing is nothing new - it does seem that the faculty should make improving student writing a top priority. In order to better assess student writing, perhaps the faculty should consider creating a separate SLO for oral presentations.
2. Student's work demonstrates research and information literacy skills using scholarly resources, including the critical use of both print and electronic research tools, as well as the proper citation of both primary and secondary sources.					
3. Student's work reflects the ability to identify arguments in historical scholarship and to evaluate them critically.	Assessment of capstone research paper in two sections of History 490 (Historical Research and Writing), Fall 2012; Assessment of culminating research paper in two sections of History 290 (Historians and Historical Methodology), Fall 2012.	In HIST 490, out of 23 students - Superior 5 (22%), Effective 9 (39%), Adequate 7 (30%), Inadequate 2 (9%). In HIST 290, out of 36 students Superior 5 (14%), Effective 7 (19%), Adequate 16 (45%), Inadequate 8 (22%).	Based upon last year's review of SLOs 1 and 2, the department decided to assess the same SLO in HIST 290 and 490 in order to better assess student growth throughout the program. The comparison reveals that in HIST 490 6% more students were Superior in and 20% more students were Effective. 15% fewer students in 490 were Adequate and 13% fewer were Inadequate. The department finds the results/evidence encouraging and is committed to teaching students to identify arguments in historical scholarship across the curriculum.	During the Fall 12 semester, the department approved an exit survey for graduates, to be administered in April/May 13. Two questions on the survey will relate specifically to our assessment focus upon HIST 290 and 490. Additionally, the department used its annual CLO seminar to discuss the report of the external reviewer during the 2012-13 academic program review.	The department will to continue to offer HIST 290 and 490 without making any significant changes to these courses. However, in Fall 2013, class schedule will begin to reflect the major curriculum changes of 2011-12. These changes, especially at the 400-level, will directly address SLO3, and it will be interesting to reassess this SLO in Spring 15 (when it is next scheduled to be assessed) to determine whether the curriculum changes helped students to better "identify arguments in historical scholarship and evaluate them critically."
4. Student's work reflects an understanding of intellectual, political, economic, social, and cultural history.	Assessment of capstone research paper in one section of History 490 (Historical Research and Writing), Spring 2013; Assessment of culminating research paper in two sections of History 290 (Historians and Historical Methodology), Spring 2013; Exit survey of 2013 graduates	In HIST 490, out of 18 students - Superior 3 (17%), Effective 8 (44%), Adequate 5 (28%), Inadequate 2 (11%). In HIST 290, out of 38 students - Superior 3 (8%), Effective 17 (45%), Adequate 10 (26%), Inadequate 8 (21%)	The comparison between our assessment of HIST 290 and 490 reveals that 9% more students in 490 were Superior, but almost the same percentage of students were Effective and Adequate. 10% fewer students in 490 were Inadequate. Unlike the assessment of SLO3, which showed an across-the-board increase in SLO achievement, the assessment of SLO4 showed improvement at both ends of the spectrum (more Superior, fewer Inadequate), but less improvement in the middle tier (Effective, Adequate).	It is important that assessment scores continue to increase from 290 to 490. Towards this end, all graduating students received an exit survey that included the following questions: "HIST 290 helped prepare me for HIST 490" and "The capstone course, HIST 490, helped me demonstrate what I have learned as a history major." Unfortunately, only 13 students responded, but the results are promising. 31% strongly agreed and 62% agreed that HIST 290 prepared them for HIST 490 (one student strongly disagreed). 31% strongly agreed and 62% agreed that HIST 490 helped them demonstrate what they learned as a history major (one student disagreed). The department will consider ways to ensure that a greater number of students take the next exit survey.	Of all of the SLOs, SLO4 will likely always be the most difficult to improve, since a majority of students will have some awareness of "intellectual, political, economic, social, and cultural history" from high school or community college. Nonetheless, while a 10% increase in Superior ratings from 290 to 490 is positive, the curriculum changes of 2011-12 should lead to an even greater increase in Fall 15 when this SLO is next assessed.

<p>5. Student's work reflects an understanding of the constructions of race, color, gender, or ethnicity in history.</p>	<p>Assessment of capstone research paper in two sections of History 490 (Historical Research and Writing), Fall 2013; Assessment of culminating research paper in two sections of History 290 (Historians and Historical Methodology), Fall 2013; Exit survey of 2013-14 graduates.</p>	<p>In HIST 490, out of 14 students whose essays related to this SLO (one section of 490 focused exclusively upon this SLO, the other did not), Superior 3 (21%), Effective 6 (43%), Adequate 4 (29%), Inadequate 1 (7%). In HIST 290, out of 24 students whose essays related to this SLO (again, one section of 290 focused upon this SLO, where the other did not) - Superior 1 (4%), Effective 10 (42%), Adequate 11 (46%), Inadequate 2 (8%). The exit survey does not ask quantifiable questions in this area, but student comments for improvement asked for a greater "diversification of classes," "different cultural studies programs," and for "more female teachers."</p>	<p>Faculty recruitment (and retention) is key to improving SLO5. The exit surveys pointed out what everyone knows: students are receiving less diverse courses due to a dwindling pool of faculty. The department needs Americanists, to be sure, but filling Judy Raftery's position in American Women's History is imperative. Moreover, hiring a second Americanist with a specialty in "race, color, gender, or ethnicity" is highly advisable.</p>	<p>An interesting issue came up this semester, as one section of 290 and one section of 490 reported that all essays addressed this SLO whereas the other sections reported only a few essays that addressed this SLO. This time around, we have a sufficient sample of essays to draw some conclusions, but we may need to be more selective (about the SLO to be addressed, not the faculty member to teach 290 and 490) to ensure that we receive enough SLO-relevant essays. Should we assess all 290/490 papers? Or only those that relate to the SLO in question?</p>	<p>This SLO should be assessed sooner than its scheduled assessment in five semesters. Perhaps the faculty would consider adding a quantifiable question to the exit survey, in addition to the usual qualitative comments asking for more diverse course offerings and faculty. If we fail to hire Americanists trained to help students achieve this SLO, then (perhaps at the Clio Seminar) we will need to consider revising our curriculum in order to ensure that this SLO is better addressed.</p>
<p><i>SLO 2 will be assessed in Fall 14</i></p>					