

CHICO STATE UNIVERSITY
ASSESSMENT SUMMARY UPDATE

PROGRAM: BA in History

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
2012 – 2013	SLO 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.
2013 – 2014	SLO 1. Student’s work demonstrates the ability to communicate historical knowledge, interpretations, and arguments, clearly in writing 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%), and 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	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.

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			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).	
2014 – 2015	SLO 3 (reassessment). Student's work reflects the ability to identify arguments in historical scholarship and to evaluate them critically.	Spring 2015: Assessment of capstone research paper in two sections of History 490 (Historical Research and Writing); Assessment of culminating research paper in two sections of History 290 (Historians and Historical Methodology).	In HIST 490, out of 28 students - Superior 5 (18%), Effective 10 (36%), Adequate 8 (29%), Inadequate 5 (18%). In HIST 290, out of 16 students - Superior 4 (25%), Effective 6 (38%), Adequate 4 (25%), Inadequate 2 (13%).	At the beginning of the Fall 2015 semester, the Assessment Coordinator summarized that we saw a decrease by 7% (between HIST 290 and 490) of students receiving scores of Superior, and a decrease of 2% of students receiving scores of Effective (with corresponding increases of students in 490 whose work in this area was deemed Adequate or Inadequate).
2015 – 2016	SLO 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), Fall 2015; Assessment of culminating research paper in two sections of History 290 (Historians and Historical Methodology), Fall 2015	In HIST 490, out of 16 students: Superior 4 (25%), Effective 3 (19%), Adequate 6 (38%), and Inadequate 3 (19%). In HIST 290, out of 41 students: Superior 7 (17%), Effective 13 (32%), Adequate 4 (10%), and Inadequate 11 (27%).	At the beginning of the Spring 2016 semester, the Assessment Coordinator summarized that we saw an increase by 8% (between HIST 290 and 490) of students receiving scores of Superior, and a decrease by 13% of students receiving scores of Effective. Fewer students (8%) were deemed inadequate, but we saw a significant increase in the number of students whose work in this area was seen as adequate (28%).
	SLO 5. Student's work reflects an understanding of the constructions of race, color, gender, or ethnicity in history.	Assessment of capstone research paper in two sections of History 490 (Historical Research and Writing), Spring 2016; Assessment of culminating research paper in two sections of History 290	In HIST 490, out of 19 students whose work addressed this SLO (9 students' work did not address this SLO): Superior 4 (26%), Effective 3 (32%), Adequate 6 (32%), and Inadequate 3 (11%). In HIST 290, out of 12 students from one section (the other section	At the beginning of the Fall 2017 semester the Assessment Coordinator reported the positive increase in scores across the board from HIST 290 to HIST 490. However, as was the case in Fall 2013 during the last review, it was reiterated that we still haven't filled the position in Americans Women History.

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		(Historians and Historical Methodology), Spring 2016.	did not address this SLO): Superior 2 (17%), Effective 5 (42%), Adequate 4 (33%), and Inadequate 1 (8%).	
2016 – 2017	SLO 1a. Student’s work demonstrates the ability to communicate historical knowledge, interpretations, and arguments, clearly in writing .	Fall 2016: Assessment of capstone research paper in one section of History 490 and two sections of History 290.	In History 490, out of 18 students, Superior 6 (33%), Effective 4 (22%), Adequate 7 (38%), Inadequate 0. In History 290, out of 30 students, Superior 0, Effective 7 (23%), Adequate 19 (63), Inadequate 4 (13%)	We have established a History Department Writing Center in order to give students more concrete writing instruction and help in editing essays.