

CHICO STATE UNIVERSITY
ASSESSMENT SUMMARY UPDATE

PROGRAM: MA 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?
Spring 2015	SLO 3. Student's work reflects the ability to identify arguments in historical scholarship and to evaluate them critically.	Spring 2015 we assessed History 600 and History 620.	In HIST 600 of 6 students we had 3 students superior, 2 students effective, and 1 student ineffective. In HIST 620 of 5 students we had 3 students superior, 1 student effective, and 1 student inadequate.	We have turned our 600-level seminars (except 690 and 600) into primarily reading seminars so students get immersed in the historiography and historical debates of specific topics and time periods.
Fall 2015	SLO 4. Student's work reflects an understanding of intellectual, political, economic, social, and cultural history.	Fall 2015 we assessed History 600 and History 640.	In HIST 600 of 3 students we had 2 students superior and 1 student ineffective. In HIST 640 of 4 students we had 3 students superior, and 1 student ineffective.	The Department seems in favor of pursuing a hire in the broad field of "the Global South" before demographic shifts in the department necessitate the hiring of a number of Americanists. These hires are critical for helping us to address this SLO.
Spring 2016	SLO 5. Student's work reflects an in-depth understanding of identity construction in history.	Spring 2016 we assessed History 600 and History 640.	In HIST 600 of 3 students we had 2 students superior, and 1 student ineffective. In HIST 640 of 4 students we had 3 students superior, and 1 student ineffective.	Faculty discussed two possible solutions to the assessment problem surrounding SLO 5: 1) hire more faculty with expertise in race, color, gender, or ethnicity; 2) Hire more ethnically and gender diverse faculty. Students absolutely view the need for more diverse course offerings, and it is critical that we hire in these areas.
Fall 2016	SLO 1. Student's work demonstrates the advanced ability to communicate historical knowledge, interpretations, and arguments in writing and in oral presentations.	Fall 2016 we assessed History 600 and History 610.	In History 600 we had 1 student (50%) superior, and 1 student (50%) Effective. In History 610 we had 2 students (75%) superior and one (25%) effective	We have established a History Department Writing Center in order to give students more concrete writing instruction and help in editing essays.

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Spring 2017	1. Student's work demonstrates an advanced ability to communicate historical knowledge, interpretations, and arguments clearly in writing and in formal oral presentations.	Spring 2017 we assessed History 600 and History 630.	In History 600 of 7 students we had 2 students superior, 3 students effective, 1 student adequate, and 1 did not finish the course. In History 630 of 9 students we had 6 students superior, 1 student effective, and 2 adequate.	MA students now must have an oral defense of the thesis, and we have an oral component to the comprehensive exams thereby encouraging students to work with committee members to prepare for the oral portion of the culminating activity.
Fall 2017	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.	In Fall 2017 we assessed History 690 and History 620.	In History 690 of 8 students we had 3 students superior, 3 students effective, 1 student adequate, and 1 did not finish the course. In History 620 of 10 students, we had 3 students superior, 5 students effective, and 2 adequate.	We have strengthened our 600 courses to include research papers.