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| **California State University, Fresno**  **College of Social Sciences**  **History**  **Department/Program Assessment Coordinator [i]: Dr. Melissa Jordine** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| The mission of the Department of History is to provide rigorous, deliberate and directed study that increases the knowledge of students and prepares them for careers in the discipline of history and the social sciences. The department has four specific goals or aims that are the focus of the undergraduate curriculum 1) providing quality educational that enhances the teaching and learning experiences of both faculty and students 2) offering specific courses to meet the needs of those students who plan to also obtain a credential and become teachers in California 3) preparing students who plan to pursue a graduate degree 4) graduating students with specific critical thinking and writing skills that will enable them to pursue a diverse array of careers . Our department’s undergraduate mission will complement the missions of the College of Social Sciences and those of California State University, Fresno. |

## Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s [a,b,c]

* 1. Institutional Learning Outcomes. Fresno State ILO’s are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

1. Acquiring Specialized Knowledge

2. Improving Intellectual Skills

3. Applying Knowledge

* 1. Program Learning Outcomes (Also known as Goals) and related SLO’s

Program Learning Outcomes or GOALS are the specific knowledge and skills that the department/program will develop or strengthen in students. These PLO’s or Goals may be broader than SLO’s but must be measureable and each PLO must have at least one SLO to which it is directly linked/aligned. Also for the specific student learning outcomes that are aligned to the institutional learning outcomes on your SOAP, please put the ILO in parenthesis at the end of the SLO. For Example: Student Learning Outcome 1 students will demonstrate advanced disciplinary knowledge (Aligned to ILO 1)

* + 1. PLO (Goal): Students will demonstrate in-depth historical knowledge that increases their understanding and prepares them for careers in history related fields and/or the pursuit of advanced academic degrees
       1. SLO: Students will demonstrate sufficient and appropriate knowledge and understanding of specific historical issues and events (ILO 1)
    2. PLO (Goal): Students will demonstrate their ability to identify and utilize appropriate sources and will demonstrate basic writing proficiency by writing papers and evidence based arguments that meet the minimum requirement for these kinds of arguments.
       1. SLO: Students will demonstrate basic writing proficiency (ILO 2)
       2. SLO: Students will demonstrate their ability to identify and use evidence from valid sources and to include appropriate citations. (ILO 2)
    3. PLO (Goal): Students will demonstrate critical thinking skills and quantitative reasoning skills appropriate for individuals required to use historical method while conducting research and writing exams and papers.
       1. SLO: Students will analyze evidence and sources to determine if they are valid and relevant. (ILO 3)
       2. SLO: Students will identify and analyze appropriate and inappropriate interpretations and conclusions based on specific sources or information. (ILO 2 & 3)
       3. SLO: Students will analyze, and interpret charts, graphs, and statistics relevant to historical events and interpretations.
    4. PLO (Goal) Students will analyze a historical event, apply their knowledge to draw conclusions and be able to clearly present their conclusions orally and/or visually. Examples of assignments demonstrating this outcome include power point presentations, participation in class discussions, group presentations, etc.
       1. SLO: Students will demonstrate their ability to present information and interpretations

## Curriculum Map [d]: Courses in which SLO’s are covered and evaluated

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in a particular course. All student learning outcomes must appear on the curriculum map and you must indicate for each in which classes they are introduced, developed, and mastered.

| **I = Introduced** | **D = Developed** | **M=Mastered** |  |
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| History Courses | PLO/SLO 1a | PLO/SLO 2a | PLO/SLO 2b | PLO/SLO 3a | PLO/SLO 3b | PLO/SLO 3c | PLO/SLO 4a |
| History 20, 21 | I | I | I | I | I | I | I |
| History 4 | I | I | I | I | I | I | I |
| History 3, 6, 7, 8, 9 | I | I | I | I | I | I | I |
| US Field (6 units) |  |  |  |  |  |  |  |
| 101, 156, 158, 159, 170, 171, 172, 173, 174, 175, 176, 177, 178, 180, 182, 186, 187, 188, 194 | D/D | D | D | D | D | D | D |
| Europe Field (6 units) |  |  |  |  |  |  |  |
| 103, 104, 110, 111, 112, 115,  116, 117,  118, 121,  122, 125,  126, 127,  132, 133,  134, 135,  138, 139,  140, 141,  142, 143,  144, 150,  151, 152 | D | D | D | D | D | D | D |
| World Regions Field  (6 Units) |  |  |  |  |  |  |  |
| 160, 162, 164, 165,  166, 167,  168, 176,  183, 192 | D | D | D | D | D | D | D |
| Required Capstone Course |  |  |  |  |  |  |  |
| History 100W | M | M | M | M | M | M | M |

## SLO’s Mapped to Assessment Measures and Methods [e]

| Assessment Measure | Evaluation  Method | PLO/SLO  1a | PLO/SLO  2a | PLO/SLO  2b | PLO/SLO  3a | PLO/ SLO  3b | PLO/ SLO  3c | PLO/SLO  4a |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Critical Thinking Assignments | Rubric |  |  |  | X | X |  |  |
| Writing Assignments | Rubrics | X | X |  | X |  |  |  |
| Oral or Visual Presentation | Rubrics | X |  |  |  |  |  | X |
| Quantitative Reasoning | Score or rubric based on validity of interpretations |  |  |  |  |  | X |  |
| History 100W | Rubric | X | X | X | X | X |  |  |
| Senior Exit Survey | Evaluation of Response | X | X | X | X |  |  |  |
| Alumni Survey | Evaluation of Response | X | X |  |  |  |  |  |

## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

* 1. Direct Measures (Department/Program must have at least three different direct measures)
     1. Critical Thinking Assignments: History 4, Lower-Division Courses, Upper-Division Courses.

## Discussion papers requiring students to analyze sources, critical book reviews, papers focused on class discussions readings, library exercises, statistics and film analysis papers. Rubrics will be used and each will be described in the major assessment report.

* + 1. Writing Assignments: Lower-Division Courses, Upper-Division Courses
       1. Research Papers, Critical book reviews, précis and discussion papers or essays written for exams. Rubrics with criteria including clarity, organization, use of evidence and analysis.
    2. Oral or visual presentations: History4, G.E., Lower-Division courses, Upper-Division courses.
       1. Holocaust Exhibit Projects, Power point presentations, Group Presentations, Book Review Presentations, Class Discussion Presentations. Rubrics appropriate for the specific assignment will be used and described in the annual assessment report.
    3. Quantitative reasoning assignments or interpretations of quantitative data related to a historical event or a problem set that is directly relevant to the understanding of a historical event. For example, students might be asked to calculate or analyze what percentage of the total population is represented by the number of casualties a specific country sustained in the Second World War. Score or rubric will be used.
    4. Capstone: History 100W Research Paper which constitutes the main requirement for the capstone class will be used to assess the skills of students who are about to graduate. Comparisons between earlier and later papers will demonstrate growth over time. Rubric evaluating written proficiency areas and use of evidence and citations will be used.
  1. Indirect Measures (Department/Program must have at least one indirect measure)
     1. Senior Exit Surveys or reflections
     2. Alumni Survey: Alumni will be surveyed in order to determine whether they went into a credential program, graduate program, or obtained a job in history or a related field. Alumni will also be asked how well they feel they were prepared for their continued education or current employment.

## Assessment Schedule/Timeline [g]

| Academic  Year | Measure | SLO  1a | SLO  2a | SLO  2b | SLO  3a | SLO  3b | SLO  3c | SLO  4a |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2017-2018 | QR  Exam  Survey | X | X |  |  |  | X |  |
| 2018-2019 | Presentations | X |  |  |  |  |  | X |
| 2019-2020 | Critical  Thinking  Assignments |  |  |  | X | X |  |  |
| 2020-2021 | History 100W  Paper | X | X | X | X | X |  |  |
| 2021-2022 | Senior Exit  Survey | X | X | X | X |  |  |  |
| 2022-2023 | Writing  Assignments | X | X |  | X |  |  |  |
| 2023-2024 | Presentations | X |  |  |  |  |  | X |
| 2024-2025 | Alumni  Survey | X | X |  |  |  |  |  |

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| Closing the Loop [h,j,k] |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. The completed evaluation and comments are communicated to departments during the Spring Semester of each Academic Year. |
| Program/Department Closing the Loop process:  During the past three years, the History Department has taken several steps to close the loop and improve student learning. The History Department discusses the results of every assessment at a department meeting and for any outcome in which the students are deemed to have not achieved proficiency, the department evaluates that outcome again within three semesters in order to try and confirm the results or to identify potential issues with the first assessment results by which students were deemed to not be proficient. The History Department has met with part-timers to communicate assessment goals and to review their syllabi to make sure that at least one of their course outcomes corresponds to a program learning outcome.  The History Department has changed its curriculum in order to better meet the needs of our students. For example, we replaced History 1 and 2 with History 20 and 21 to reduce the number of units that History majors who were also planning to complete the Social Science Credential would have to take. Individuals who teach History 4 (Intro to Historical Skills) and History 100W (Research and Writing) have been informed in detail about the assessment results so that the curriculum in these two courses that all majors take can address weaknesses in skills relating to program outcomes. The department has also looked closely at indirect measures and student evaluations of both the program and of themselves in order to identify possible issues. |