

History, M.A.

College of Social Sciences

Student Outcomes Assessment Plan (Soap)

I. Mission Statement

The Department of History has offered a Master of Arts degree since 1958. The M.A. program in History offers graduate student seminars on a wide range of historical periods and approaches. The program also provides the conscientious student with the requisite research skills to ensure success in future academic or related pursuits. An energetic community of graduate students has developed with our department, and our graduates have become successful teachers at the high school and community college level. Many have also moved on to pursue their career at the doctoral level.

Since its inception in 1958, the M.A. program has served the University and the community by concentrating on three tasks: 1.) Providing post-baccalaureate professional training for teaching in secondary schools and community colleges; 2) preparing students for graduate work at the doctoral level; and 3) meeting the needs of interested students for further intellectual development and personal enrichment in the field of History. In order to accomplish this goal, the department has developed a rigorous and well-rounded program that enables students to obtain a broad-based education at the master's level.

II. Goals and Student Learning Outcomes

- A. Expand upon undergraduate foundations while enhancing professional competencies in historical content and methods, historiography, and demonstrate information literacy.
 - 1. Students will demonstrate advanced content knowledge in specified areas of concentration and also demonstrate mastery of historiographical debates related to the specified areas of concentration.
 - 2. Students will identify relevant sources and use data or information from sources appropriately to support evidence based arguments.

- B.** Acquire or enhance the skills necessary to think critically and conduct advanced research. Students must have an advanced proficiency in writing and the ability to write sophisticated evidence based arguments.
3. Students will demonstrate an advanced aptitude in the critical analysis of primary and secondary sources.
 4. Students will demonstrate research and writing skills by either completing M.A. Exams, developing and completing a project, or by completing a thesis that has valid evidence based argument, an effective methodology, and is well organized and written.
- C.** Students will directly apply their knowledge of historical method and professional standards of conduct.
5. Students will give a presentation at either a conference or an HGSA (History Graduate Students Association) event OR will work with a professor on research OR complete an internship.

III. Curriculum Map (Matrix of Courses X Learning Outcomes)					
Courses:	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
HIST 200A		I	I	I	I
HIST 200B		I	I	I	I
HIST 210T	I/R	R	R	R	R
HIST 220T	I/R	R	R	R	R
HIST 230T	I/R	R	R	R	R
HIST 296	E	E	E	E	E
HIST 297	E	E	E	E	E
HIST 298	M	M	M	M	M
HIST 299 A/B	M	M	M	M	M

I – Introduced R-Reinforced E-Emphasized M-Mastered

IV. Assessment Methods

A. Direct Measures

1. **Oral Presentation** – Faculty will use a rubric to assess the oral presentations that students give as part of the requirements for a specific course or will use the rubric to assess a presentation given at a conference or HGSA meeting. The ability of students to effectively identify key points and analyze sources will be evaluated. Student presentations at the Graduate Student Symposium may also be used to evaluate both effective oral communication and adherence to professional standards of conduct.

Benchmark: At least two-thirds of students are expected to receive an A on the oral presentation:

2. **Paper/Thesis/or Exam Proposal** – Graduate faculty will evaluate a written assignment turned in by each student according to a rubric that focuses on the content knowledge, research methods, and level of writing. Students will write a 15 page paper in 200B and this will be kept by the graduate co-ordinator and compared to the culminating experience or project. This assignment will be compared to the students culminating work (either a comprehensive exam, project, or thesis) in order to judge the extent to which their skills have improved between their entering the program and their graduating.

Benchmark: Students are expected to receive an A or B on the assignment in 200B and to have a committee of three individuals approve their proposal.

3. **Bibliography** – During their first year in the program, students will produce a bibliography for a paper or a project proposal. Students will submit this bibliography along with a one page assignment that clearly distinguishes different kinds of sources and discusses how these sources were identified and how information from these sources could be used in a historical argument.

Benchmark: Students are expected to receive an A or a B on this assignment.

4. **Comprehensive Exam/Final Project/Thesis** – The culminating exams or project of a student will be evaluated according to the standards of the discipline and evaluated to determine the extent to which they demonstrate a mastery of historical methodology.

Benchmark: Students must meet all department and University criteria and receive a passing grade on their culminating work and graduate.

B. Indirect Measures

1. Exit Survey – each student will complete a survey regarding the graduate program during the semester they have applied for graduation.
2. Alumni Survey – graduates will complete a survey that asks them to indicate and evaluate the ways in which the program prepared them for further education or a career in a field

related to the discipline.

V. Student Learning Outcomes X Assessment Methods Matrix

Measures:	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Oral Presentations	X	X	X		X
Essay/Paper	X	X	X		
Exam/Project/Thesis	X	X	X	X	
Annotated Bibliography		x			
Exit Survey	X	X	X	X	
Alumni Survey	X	X	X	X	

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

Year 2011 to 2012

Collected and assessed History 200B papers (These papers will be compared to student's culminating work in order to measure improvement while in the program)

Created an Alumni Survey

Year 2012 to 2013

Collect History 200B papers to assess

Assess Culminating works for students who completed a thesis in 2012 and 2013

Administer Alumni Survey

Year 2013 to 2014

Assess Oral Presentations

Collect History 200B Papers

Administer Senior Exit Survey

Assess Bibliographies and one page assessments

Year 2014-2015

Collect History 200B Papers

Compare 200B Papers to culminating projects

Administer Senior Exit Survey

Year 2015-2016

Collect History 200B Papers

Assess Oral Presentations

Administer Alumni Survey

VII. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

The Department of History has changed its assessment plan in order to more clearly state key outcomes and to adjust assessment measures in order to be able to measure aspects of the program that have a direct impact on students in terms of the knowledge, skills, and professional development that they acquire while in the M.A. program. The program has reduced its outcomes and has introduced a new outcome that will measure the extent to which students in the M.A. program are informed of professional standards and the specific assignments in which they demonstrate that they can give presentations that adhere to these standards. The department has introduced a measure focused solely on oral presentations and has altered its assessment of the culminating work that students complete (M.A. Exams, a project, or a thesis) in order to be able to more thoroughly assess these works and to compare results between students who complete the same kind of culminating work as well as to look at all works collectively to be sure that they meet a minimum standard in regard to content knowledge and writing and communication skills.

During the last academic year, 2011-2012, the department collected and assessed History 200B papers for the first time. These papers were assessed in much the same way they are graded, according to the level of research, presentation of arguments and evidence, sources used, and the level of writing. However, these papers will be retained by the graduate advisor and will be compared to students culminating work in order to measure the degree to which students have gained knowledge and improved their writing. The Department also created an Alumni Survey for graduate students. During the current Spring 2013 Semester, the department is carrying out several assessment activities. The Department will give a Senior Exit survey to students who will graduate in Spring or Summer and is currently acquiring current addresses for about a dozen alumni who will be asked to complete the Alumni Survey. At the end of the semester, four members of the graduate faculty will assess the M.A.

theses submitted by graduating students in both 2012 and 2013.

The department will review all data during the Fall 2013 semester and decide if further adjustments to the Graduate SOAP are necessary. The department will also carry out several assessment measures including at least one of the direct measures and the senior exit survey each year. The department will conduct an alumni survey every three to four years depending on the number of graduates during each academic year. The department is especially interested in assessing the degree to which students are able to understand and demonstrate knowledge of and ability to complete work that meets the standards of professional historians. The department analyzed data from 2012-2013 which is summarized in a supplemental report and will analyze data from the current 2013-2014 year before deciding on what if any further changes to make to the M.A. program.

The department is considering requiring students to submit work to an e-portfolio platform so they can better showcase themselves to employers after graduation.

Supplement to the History Department 2013 Annual Report

Graduate Learning Outcome Assessment:

1). What learning outcomes did you assess this year?

During the AY 2012-2013, the Department of History M.A. Program assessed two programmatic student-learning outcomes.

Outcome #2: Students will demonstrate an advanced aptitude in the critical analysis of primary and secondary sources.

Outcome #3: Students will demonstrate research and writing skills by either completing M.A. Exams, developing and completing a project, or by completing a thesis that has a valid evidence based argument, an effective methodology, and is well organized and written.

2). What instruments did you use to assess them?

The department assessed 200B papers assigned last Spring, evaluated all Theses and Projects completed this year by students who were graduating, and administered an Exit Survey to graduating students and an Alumni Survey to former students.

3). What did you discover from the data?

We discovered that not all students in 200B were able to completely and coherently outline their project or thesis. We also discovered that even M.A. students have weaknesses in their writing including a lack of transitions and frequent grammatical errors. However, when comparing the History 200B papers to the completed Theses and Projects it is clear that students improved their critical thinking and writing skills while in the program. Furthermore, all students culminating works more than met the minimum criteria in regard to research abilities, critical analysis, and a clear and coherent written argument. Furthermore, students in both the exit survey and the alumni survey mentioned the assistance they had received from faculty and felt that their critical thinking skills and writing had improved while in the M.A. Program.

4). What changes did you make as a result of the findings.

Two changes had already been discussed based on informal assessment by the faculty and a discussion at a faculty meeting. Formal assessment data confirmed the views held by the faculty and so these changes will be implemented as of Fall of 2013. The first change is to have students in the 200A course focus more on choosing an area of focus for their research and meeting with their potential advisor so that students will make a decision in regard to exams or a thesis/project earlier and will be able to work more extensively on developing a concrete proposal for their project or thesis in 200 B. The

second change is to have students put together an entire committee and have a thesis or project proposal approved prior to the end of their 200B course which they take the second semester in the program. Students who are unable to identify a viable topic or put together a committee will take exams instead. Finally, the History Writing Lab which had been discontinued partly due to funding and staffing issues has been reinstated and is greatly beneficial to both undergraduate and graduate students in history. We have also realized that we need to make minor revisions to our learning outcomes and assessment tools in order to more effectively assess the program. However, our assessment has confirmed the value of the M.A. program and provided data that suggests that students improve their research, writing, and critical thinking skills while in the program. Several students have gone on to successfully complete Ph.D. programs in History which also provides support for our assertion that the program is providing the necessary training in historical method for advanced students.

A copy of the scoring rubric for theses and exams as well as completed forms assessing culminating works is attached to this summary. Also included are examples of completed exit surveys and alumni surveys.

Scoring Rubric – MA Thesis/Project

Scoring Level	Mechanics & Format	Thesis & Research	Content Knowledge	Analysis & Evaluation
4-Accomplished	<ul style="list-style-type: none"> -Well organized & well written -Mechanically error free -Consistent Turabian or Chicago citations -Writing flows smoothly -Transitions allow the reader to follow the writers logic -Conclusion emerges logically 	<ul style="list-style-type: none"> -Thesis well developed and clearly focused -Includes extensive analysis as opposed to narrative summarizing information -Supporting evidence is thorough -Conflicting evidence is identified and addressed -Counter arguments refuted -Footnotes citing appropriate sources 	<ul style="list-style-type: none"> -Displays vast knowledge and demonstrates an understanding of the historiographical debate surrounding the research topic -Points are supported by very specific and accurate examples 	<ul style="list-style-type: none"> -Evaluates evidence and conclusions of secondary sources and information in primary sources -Uses reasonable judgment -Synthesizes data and compares views -Views information critically -Clearly states conclusions formulated based on research
3 –Competent	<ul style="list-style-type: none"> -Well organized and clear -Minor grammatical errors -Turabian/Chicago citations -Format helps the paper to be understood -Minor spelling & grammar errors -Transitions are adequate -Conclusion is logical, but incomplete 	<ul style="list-style-type: none"> -Thesis is too broad or vague -Evidence is not sufficient to prove thesis Analysis is present but summary information also included -Conflicting evidence not clearly identified -Counter arguments discussed but not clearly refuted -Footnotes used but sources are not very diverse 	<ul style="list-style-type: none"> -Displays sufficient understanding of the historiographical debate surrounding the research topic -Contains appropriate examples 	<ul style="list-style-type: none"> -Recognizes arguments, and evidence in secondary and primary sources -Notices some differences in views and evaluates information from sources -Reaches some conclusions based on evaluation of sources
2 –Developing	<ul style="list-style-type: none"> -Adequate organization w/flaws -Turabian/Chicago format but significant errors -Reader would have difficulty referring to sources -Numerous grammatical errors -Lacks proper transitions -Lack of or unclear conclusion 	<ul style="list-style-type: none"> -Thesis is present but is not an argument or is not clearly stated -Supporting evidence unclear -Paper largely summarizes information instead of supporting key points or analyzing evidence -Conflicting evidence or counter-arguments not clearly identified or discussed -Footnotes are not in correct format or are inaccurate -weak conclusion 	<ul style="list-style-type: none"> -Displays a mostly adequate understanding of the historiographical debate surrounding the research topic -Contains inappropriate or weak examples 	<ul style="list-style-type: none"> Recognizes some arguments and identifies some differences Paraphrases data Does not critically analyze information from sources Does not clearly state conclusions or conclusions drawn are weak
1 -Beginning	<ul style="list-style-type: none"> -Sloppy organization, mechanics -Turabian/Chicago format incorrect or not used -Problematic comprehension -Excessive grammatical errors -Numerous unclear sentences -Paper is hard to follow 	<ul style="list-style-type: none"> -Thesis is confusing, or is missing altogether -Virtually no analysis, just a summary of facts or information -Very little evidence or evidence is not related to points or thesis -No counter-arguments or conflicting evidence -Footnotes are incorrect, inaccurate, or missing altogether Conclusion is missing or is not at all clear 	<ul style="list-style-type: none"> -Displays minimal understanding of the historiographical debate surrounding the research topic -Contains inappropriate or inaccurate examples 	<ul style="list-style-type: none"> Does not identify arguments or evidence from sources Does not compare or analyze different views Does not identify or use all relevant sources Fails to draw any conclusions

Scoring Rubric – MA Thesis/Project

Student: José Angel Garza

Thesis/Project Title: “For God or Country: The Persecution of Jehovah’s Witnesses in the Shadow of World War II”

Thesis/Project Committee: Lori Clune

William Skuban

Daniel Cady

Ranking: 1 (Beginning); 2 (Developing); 3 (Competent); 4 (Accomplished)

1. Mechanics & Format: 4
2. Thesis & Research: 4
3. Content Knowledge: 4
4. Analysis & Evaluation: 4

Comments:

Mr. Garza’s thesis, “For God or Country: The Persecution of Jehovah’s Witnesses in the Shadow of World War II,” makes a significant contribution to the field of the history of American civil liberties and religious intolerance during the World War II era. His deft handling of a complex and emotional issue – combined with tireless research and clear writing – makes this one of the finest master’s thesis to come out of the Department of History in recent years.

Scoring Rubric – MA Thesis/Project

Student: Sabrina Leah Mills

Thesis/Project Title: “The Politics of Culture: Propaganda and the Visual Arts
in the Age of Napoleon”

Thesis/Project Committee: Michelle DenBeste

Lori Clune

Ranking: 1 (Beginning); 2 (Developing); 3 (Competent); 4 (Accomplished)

1. Mechanics & Format: 4
2. Thesis & Research: 4
3. Content Knowledge: 4
4. Analysis & Evaluation: 4

Comments: Superb unit that explores key themes of propaganda, cultural history,
and political power.

Scoring Rubric – MA Thesis/Project

Student: Jenny Herrick

Thesis/Project Title: “Panama Canal and American Imperialism”

Thesis/Project Committee: William Skuban

Lori Clune

Ranking: 1 (Beginning); 2 (Developing); 3 (Competent); 4 (Accomplished)

5. Mechanics & Format: 4

6. Thesis & Research: 4

7. Content Knowledge: 4

8. Analysis & Evaluation: 4

Comments: Superb unit that explores key themes of imperialism, racism, and political power.

General Information

Jose Garza

1. Age ___31___
2. Gender M F

Post-Graduation Plans

3. Do you plan to attend a Ph.D. program or professional school?

- a. If so, in what field?

Not at this time, but it is something that may be in my future. If so, it would be 20th century U.S. history, I would likely look for some kind of emphasis in civil rights history.

4. Other occupation(s)?

High School History/Social Science teacher

5. How did your time in the M.A. program inform your post-graduation plans?

The MA program did not much change my post-graduation plans. I always intended to continue my high school job for at least a few years and that I wanted the option to pursue Ph.D studies should I be so inclined. That has not changed.

The History M.A. Program**Coursework**

6. Which graduate courses did you take?

History 200A and B

History 210 Cold War America

History 210 Slavery and Freedom in 19th century America

History 220 Early Modern Self

History 230 Nationalism in Latin America

History 230 Blitzkrieg

Independent study

Thesis

7. How did these courses prepare you for the thesis, comprehensive exams, or project?

I cannot express enough how pleased and satisfied I felt with my graduate experience. I felt a strong guiding presence from all of my professors that taught me both tons of history as well as how to "do" history. The discussions and readings were very helpful to me as I navigated the process of writing my thesis.

- a. Specifically in regards to the two introductory methods courses, History 200A and 200B?

The most useful aspects of both of those classes were simply being exposed to new tools and perspectives that I knew nothing about before. The usefulness of journal articles and online databases as well as simple logistics of researching and writing history were eye-opening. I also took great value from studying the

different types of history (ie. Cultural, women's, etc.) in context as a historian that opened my eyes and improved my own ability to study historical events. It greatly influenced my thesis as allowed me to include a vital cultural element to my argument that I would not have been able to competently articulate prior to my participation in those classes.

8. Which course(s) did you find the most valuable?

I found every course extremely useful and valuable for various reasons. History 200A and B were vital to setting a foundation for my thinking as I went about my work. The content and perspectives that I learned in Dr. Kyle's "Slavery and Freedom" and Dr. Jordine's "Blitzkrieg" class have had huge impacts on my lessons in my own high school classroom. Dr. Clune's "Cold War America" and Dr. Skuban's "Latin American Nationalism" gave me an understanding of important issues and events that I incorporate into my lessons whenever possible and Dr. Lopez's "Early modern self" surprised me by engaging me with a period of history that I normally have no interest in. It was also the most fundamentally important class for the development of my writing and written argument construction.

a. Why?

See above.

9. Your seminars were structured as:

lecture small group discussion group project individual project

10. Which did you find most valuable?

lecture small group discussion group project individual project

11. Did the size of the seminar make a difference?

a. If so, how?

A couple of the seminars were larger and that made it difficult sometimes to speak as too many people needed to get their comments in to get credit for speaking. Seminars seemed best when there were 8-12 people. That was enough to explore plenty of perspectives without having to rush through people's comments.

12. Were you encouraged to connect course material to that of other courses?

Not really but sometimes things came up but most of the classes felt very self-contained.

Thesis/Exams/Project

13. Which resources at CSUF did you use to conduct your thesis/project research?

I could be found in the library for endless periods of time throughout my graduate program. Specific to my thesis, I had almost two dozen books checked out from the library and I constantly used my online access to JSTOR and proquest. The inter-library loan system also was helpful for a few books and the newspapers on microfilm were extremely important to my thesis work.

14. What other resources did you use?

I made research trips to the Hoover Institute at Stanford University as well as to their Green Library for documents and magazines from the 1930s that were not available online. I also visited Sacramento State University to research into a couple of particular magazines on microfilm and I used Time Magazine's online archive and the National Archives online archives.

15. Was your thesis/project advisor helpful in directing your research?

a. Explain.

Dr. Clune was very helpful in the writing of my thesis. Aside from her reviewing and editing my drafts which really should go without saying, she was very important because of her ideas, direction and encouragement. Getting fresh perspectives and questions from her was very useful and while I think that she may say that I was an easier candidate to work with, as I didn't have too many difficult issues that required her attention, I greatly valued her guidance. Ultimately, whenever I needed her, she was there.

16. What did you find most challenging in writing your thesis/project?

A bewildering sense of aimless wandering. . . . Something Dr. Clune assured me was normal and would pass, which it did.

17. How did you prepare for your Comprehensive Exams?

none

18. What did you find most challenging in completing the Comprehensive Exams?

none

Program Activities

19. Did you participate in activities sponsored by the History Department?

a. If so, which ones?

I participated in the History Graduate Symposium in 2012. I also attended several pub quizzes as well as a student/faculty softball game one semester.

b. Which ones did you find most valuable?

The symposium was very rewarding as it helped me to flesh out some questions and ideas with questions from my audience. The social events were also useful however because the sense of community that existed within my cohort was very valuable.

Overall Experience

20. What skills did you acquire in the M.A. Program?

Because of the M.A. program I am a far more critical reader than I have ever been. The most significant impact however, has been my improved writing and writing confidence. I believe that I am far more skilled at communicating with the written word than I have ever been and I cannot stress that confidence enough.

21. How has your experience in the M.A. Program changed your understanding of the History profession?

I don't think that the program has changed my understanding as much as it has deepened my understanding. I have a better grasp of how history is researched and written and I have more knowledge of the responsibilities within the academic community that Historians are expected to fulfill such as peer-reviewing work for publication.

22. What was the most valuable part of your graduate career?

The single most important activity that I engaged in has to be the writing of a thesis. The entire process from reading, to outlining, to researching and eventually writing and then re-writing was very instructive. I think in general however, my introduction and participation in a strong academic community with fellow graduate students and professors has fundamentally improved my knowledge-base, critical thinking and writing in ways that I could not have dreamed of before. When I wasn't stressed out from overwork and exhaustion, I absolutely loved it and found the entire experience immensely rewarding.

William Mask

General Information

1. Age 48
2. Gender Male

Post-Graduation Plans

3. Do you plan to attend a Ph.D. program or professional school?

- a. If so, in what field?

Undetermined...Need to make money for a while, then decide later.

4. Other occupation(s)?

Already working as an editor, but would love to teach!!

5. How did your time in the M.A. program inform your post-graduation plans?

I truly believe I was well prepared for life after school. My mentor constantly prepared me for multiple professions...Insisted that I become "well-rounded."

The History M.A. Program

Coursework

6. Which graduate courses did you take?

Anything and everything immersed in Latin American studies. I also enjoyed courses focusing on gender and cultural relations.

7. How did these courses prepare you for the thesis, comprehensive exams, or project?

- a. Specifically in regards to the two introductory methods courses, History 200A and 200B?

My course work with Dr. Jones and Dr. Denbeste really open my eyes to the type of research and writing that would be expected in my work as a graduate student. Dr. Skuban and Lopez was also very instrumental in my preparations!

8. Which course(s) did you find the most valuable?

200B with Dr. Denbeste....she was very challenging! Got my only "C" from her! When she explained the grade I completely understood and agreed...It was my last bad paper!!!

9. Your seminars were structured as:

lecture small group discussion group project individual project

10. Which did you find most valuable?

lecture small group discussion group project individual project

11. Did the size of the seminar make a difference?

a. If so, how?

Yes, seminars of 6-12 people were very beneficial....anything smaller lead to boring discussion...anything larger created difficulty for all to get into the conversation.

12. Were you encouraged to connect course material to that of other courses?

All the time...but I planned it that way whenever possible.

Thesis/Exams/Project

13. Which resources at CSUF did you use to conduct your thesis/project research?

Primary, secondary, archive3s, newspapers, articles, and interviews

14. What other resources did you use?

15. Was your thesis/project advisor helpful in directing your research?

a. Explain.

Without Dr. Skuban's constant involvement...I would have been thoroughly lost!!! HIS expertise in my area of research was absolutely invaluable...to say the least.

16. What did you find most challenging in writing your thesis/project?

Getting my thoughts onto paper, in an order that created an easy flow for the reader to clearly understand.

17. How did you prepare for your Comprehensive Exams?

Did not take exams!!!

18. What did you find most challenging in completing the Comprehensive Exams?

N/A

Program Activities

19. Did you participate in activities sponsored by the History Department?

a. If so, which ones?

I participated in HGSA, Pub Quiz, Phi Alpha Theta, Donuts with the Dean, lectures, and many others.

b. Which ones did you find most valuable?

I believe they were all instrumental in my academic growth.

Overall Experience

20. What skills did you acquire in the M.A. Program?

Teaching, writing, research, and, most important...listening!!!

21. How has your experience in the M.A. Program changed your understanding of the History profession?

I have always felt that the subject of History is important to the educational institution...However, I now see its significant contribution to many other professions...I use my talents as an editor!

22. What was the most valuable part of your graduate career?

Dr. Maritere Lopez...it is that simple!!! I cannot even begin to express her value...she prepared me for many different opportunities at Fresno State and in the workplace. In fact, her pushing me towards Hindsight prepared me for editor work. In addition, she was my sound-board and voice of reason...not to mention the occasional scolding when necessary!!! There are so many other things she taught, preached, and instilled in me! Fresno State is, without question, lucky to have her!!! I just hope they understand and realize how important she really is!!!

Scoring Rubric – MA Thesis/Project

Student: William Mask

Thesis/Project Title: “The Great Chilean Recovery: Assigning Responsibility for the Chilean Miracle(s)”

Thesis/Project Committee: William Skuban

Maria Lopes

Maritere López

Ranking: 1 (Beginning); 2 (Developing); 3 (Competent); 4 (Accomplished)

1. Mechanics & Format: 3
2. Thesis & Research: 3
3. Content Knowledge: 3
4. Analysis & Evaluation: 3

Comments:

Scoring Rubric – MA Thesis/Project

Student: Stacy L. Prinz

Thesis/Project Title: “African American Education During Reconstruction”

Thesis/Project Committee: Ethan Kytle

Lori Clune

Ranking: 1 (Beginning); 2 (Developing); 3 (Competent); 4 (Accomplished)

9. Mechanics & Format: 3

10. Thesis & Research: 3

11. Content Knowledge: 3

12. Analysis & Evaluation: 3

Comments:

Scoring Rubric – MA Thesis/Project

Student: Daniel Matthew Strobel

Thesis/Project Title: “Magna Carta in the American Colonies, in History, and in the Classroom”

Thesis/Project Committee: Brad Jones

Lori Clune

Ranking: 1 (Beginning); 2 (Developing); 3 (Competent); 4 (Accomplished)

13. Mechanics & Format: 4

14. Thesis & Research: 4

15. Content Knowledge: 3

16. Analysis & Evaluation: 3

Comments:

History M.A. Program Alumni Survey

General Information

1. Age: 57
2. Gender: M
3. Date of Graduation: 2009
4. Culminating Experience (thesis, project or Comp. Exams): Thesis
5. How many semesters did it take for you to complete the program? 3 (plus one semester on 0 units)
6. What is your current occupation? Adjunct History Instructor at Fresno City College and Brandman University (Hanford, Visalia, and NAS Lemoore); History Lecturer (summers, only) at University of California, Merced; Anthropology Graduate Teaching Fellow at UC Merced (Fall & Spring).
 - a. Is your worked related to the study of History? If so, in what ways?
 - i. I currently teach History at the collegiate level – both lower and upper division courses.
7. How knowledgeable were your professors in their field of expertise? To what extent did they assist you in your coursework?
 - a. I found my professors at CSU Fresno to be focused on their profession, well grounded in their areas of expertise, and determined to produce professional historians. At least three of my fellow classmates are currently working toward their Ph.D. One defended her dissertation, this month, one will be finishing this next academic year, and the other (like myself) is still a few years out; but all of us are working, professional academics.
 - b. The depth and breadth of the faculty has prepared me well. Since leaving the program I have been asked to teach history courses for topics as diverse as African Americans, Chicanos, Native Americans, United States survey courses, World War II, California, the 20th Century, Social Movements of the 1960s, Western Civilization, and others. Without access to the faculty at Fresno State and the range of topics to which we were exposed, this would not be possible.
8. How useful are the critical reading, writing, and verbal skills acquired in our M.A. program in your current profession?
 - a. One of the most valuable experiences I had was working in the History Writing Lab. Not only did it allow me to work with a wide range of students (more diverse than my teaching assistant duties), but I became a better writer by editing the work of others *and* discussing their writing with them.
 - b. The broad theory and methods courses were crucial to any possible success as an academic. They provided a foundation to social science theory to which I constantly return as I pursue a deeper understanding of the theories and practices within History, Anthropology, and Ethnohistory.
9. In what ways have you used your critical thinking skills in your professional work?
 - a. Since I teach within the field, I use them all the time.
 - b. Since I am currently a Ph.D. candidate, I continue to rely upon them daily.

10. In what ways has your overall experience in the graduate program enhanced your personal, educational, and/or professional life?
- a. In addition to working as contingent faculty, I have spent the last three years working towards my Ph.D.. The experience, knowledge, and skills I gained within the M.A. program at Fresno State has served me very well as preparatory to that experience. At least two of the aforementioned colleagues and I have discussed the fact that our lives as Ph.D. students have been made easier because of our experiences at CSU Fresno.
 - b. Since leaving the program, I have had an article published in a conference proceeding and another is to be included as a chapter in a forthcoming book. I have also had one small "local" history book published. Additionally, I have presented ten papers at regional, national, and international History and Anthropology conferences. Two of those presentations were on panels that I organized with former colleagues from the Fresno State grad program, and another was at the invitation of one of my former professors. Additionally, I was on the steering committee for a conference sponsored by my current program. Much of this professional participation comes out of experience I gained at Fresno State.
 - c. I work closely with new grad students in my current program (incoming M.A. and Ph.D. students). This includes working with them during orientation prior to the start of their first semester and through on-going training and development through workshops I facilitate that are offered by the *Center for Research and Teaching Excellence*. I find that those who enter our program with no prior Masters degree – as well as those who come from less strenuous M.A. programs – tend to be less prepared for the rigors of the program. The theoretical survey courses, the experience working as a teaching assistant and in the writing lab, the opportunities to participate in organizing the annual symposium, and the occasion to participate in the *Hindsight* journal were all opportunities that prepared us to go to the next level. I continue to feel (as I did while participating in the program) that the History Graduate Program at CSU Fresno sought to be a professional graduate program. I have always had the feeling that, in the past, the program was little more than night school for those who were "going back to get their Masters" (usually elementary and secondary teachers looking for a way out of the classroom or a raise). At least during the time when I was there, however, the focus was (outside of the TAH program, which was to train teachers) to prepare students as working historians, either in the field or as continuing grad students. I felt that my professors intended us to be prepared to go beyond the program. I am glad I had the opportunity to earn my M.A. at Fresno State and am grateful (almost daily) for the way the program groomed me to go on.

History M.A. Program Alumni Survey

General Information

1. Age _____ 33
2. Gender _____ M
3. Date of Graduation _____ Summer 2011
4. Culminating Experience (thesis, project or Comp. Exams): _____ thesis
5. How many semesters did it take for you to complete the program? _____ Spring '09 – Summer '11

6. What is your current occupation?

I am entering a PhD History program in September 2013. Most recently I was an adjunct History professor at Fresno Pacific University teaching Mexican and Medieval European/world history.

- a. Is your worked related to the study of History? If so, in what ways?

See above.

7. How knowledgeable were your professors in their field of expertise? To what extent did they assist you in your coursework?

My professors, for the most part, were knowledgeable in their fields. I did not request assistance for my coursework often, but when I did I found the majority of my professors to be approachable and helpful.

8. How useful are the critical reading, writing, and verbal skills acquired in our M.A. program in your current profession?

As a history teacher and PhD student, I believe the reading, writing, and verbal skills acquired during my undergraduate and graduate studies have been critical to my success.

9. In what ways have you used your critical thinking skills in your professional work?

I used my critical thinking skills every day while teaching, but especially when I was preparing my lesson plans and working with students.

10. In what ways has your overall experience in the graduate program enhanced your personal, educational, and/or professional life?

My experience in Fresno State's graduate program helped launch the second phase of my educational and professional career. Because of this, I have grown tremendously on a personal level as well.