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| **California State University, Fresno**  **College of Social Sciences**  **Department of History / M.A. Program**  **Program Assessment Coordinator [i]: Lori Clune, History Graduate Coordinator** |
| **Student Outcomes Assessment Plan (SOAP)** |
| 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 within our department. Many of our graduates have become successful teachers at the community college level, while others have continued on to competitive doctoral programs around the country.  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. |

## 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>
  2. Program Learning Outcomes SLOs
     1. Expand upon undergraduate foundations while enhancing professional competencies in historical content, methods, and historiography.
        1. Students will demonstrate advanced content knowledge in specified areas of concentration.
        2. Students will demonstrate a mastery of historiographical debates related to their specific areas of concentration.
     2. Acquire or enhance the skills necessary to think critically and conduct advanced research. Students must have an advanced proficiency in information literacy, writing, and critical thinking as it pertains to creating valid evidence-based arguments.
        1. Students will identify relevant sources and use data or information from sources appropriately to support evidence-based arguments.
        2. Students will conduct a critical analysis of primary and secondary sources.
        3. Students will demonstrate critical thinking skills by developing a valid evidence-based argument with relevant and specific examples linked to key points.
        4. Students will demonstrate their advanced proficiency in written communication by producing written works that have a valid argument, an effective methodology, and are well organized and clearly written. (Research papers, M.A. Exams, Teaching Projects, and Theses).
     3. Students will demonstrate their proficiency in oral communication
        1. Students will give a presentation during class, or at either a conference or the HGSA (History Graduate Student Association) Symposium.

## Curriculum Map [d]: Courses in which SLOs are addressed and evaluated

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|  | SLO | SLO | SLO | SLO | SLO | SLO | SLO | SLO |
| Course | I or D or M | SLO 1a | SLO 1b | SLO 2a | SLO 2b | SLO 2c | SLO 2d | SLO 3a |
| HIST 200A |  | I | I | I | I | I | I | I |
| HIST 200B |  | I | I | I | I | I | I | I |
| HIST 210T |  | I/D | D | D | D | D | D | D |
| HIST 220T |  | I/D | D | D | D | D | D | D |
| HIST 230T |  | I/D | D | D | D | D | D | D |
| HIST 296 |  | D | D | D | D | D | D | D |
| HIST 297 |  | D | D | D | D | D | D | D |
| HIST 298 |  | M | M | M | M | M | M | M |
| HIST 299 A/B |  | M | M | M | M | M | M | M |
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For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

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| **I = Introduced** | **D = Developed** | **M=Mastered** |  |

## SLOs Mapped to Assessment Measures and Methods [e]

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| Assessment Measure | | | Evaluation  Method | | | SLO  1a | | SLO  1b | | SLO  2a | | SLO  2b | SLO  2c | SLO  2d | SLO 3a |
| (Assignment or survey) | | | Criteria,  Rubric,  Score | | |  | |  | |  | |  |  |  |  |
| Oral Presentations | | | Rubric | | |  | | X | | X | |  | X |  | X |
| Paper/Thesis/ Exam Proposal | | | Rubric | | | X | | X | | X | |  |  | X |  |
| Bibliography | | | Rubric | | |  | | X | |  | |  |  | X |  |
| Comprehensive Exam/Final Project/Thesis  Exit Survey  Alumni Survey | | | Criteria | | | X  X  X | | X  X  X | | X  X  X | | X (only Project and Thesis)  X  X |  | X |  |
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## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

* 1. **Direct Measures** (Department/Program must use a minimum of three different 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 of HGSA Symposium. The ability of students to effectively identify key points and analyze sources will be evaluated. Student presentations at the HGSA Symposium may also be used to evaluate both effective oral communication and adherence to professional standards of conduct.

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 12-15-page paper in HIST 200B and this will be kept by the graduate coordinator and compared to the culminating work (either a Comprehensive Exam, Teaching Project, of Thesis) in order to judge the extent to which their skills have improved between their entering the program and their graduating.

3. **Bibliography** – The discussion of sources and/or bibliography from one research paper or their Comprehensive Exams of Thesis will be evaluated using a rubric to determine how proficient the students are in information literacy.

4. **Comprehensive Exam/Teaching Project/Thesis** – The culminating Comprehensive Exams or Teaching 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 content knowledge OR for critical thinking OR for historical methodology.

* 1. **Indirect Measures** (Department/Program must use a minimum of one indirect measure)
     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.

## Assessment Schedule/Timeline [g]

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| Academic  Year | Measure | SLO 1a | SLO 1b | SLO 2a | | SLO 2b | | SLO  2c | | SLO  2d | SLO  3a | |  | |  | |
| 2022-2023 | Collect 200B papers to assess  Create and administer Exit Survey | X | X | | X | | X |  |  | | |  | |  | |  | |
| 2023-2024 | Collect 200B papers to assess  Assess Oral Presentations |  | X | | X | |  | X |  | | | X | |  | |  | |
| 2024-2025 | Collect 200B papers to assess  Assess Thesis for critical thinking and evidence-based arguments | X | X | | X | | X |  | X | | |  | |  | |  | |
| 2025-2026 | Collect 200B papers to assess  Assess Thesis for citations and bibliographies for information literacy |  | X | |  | |  |  | X | | |  | |  | |  | |
| 2026-2027 | Collect 200B papers to assess  Compare 200B to Culminating projects | X | X | | X | |  |  | X | | |  | |  | |  | |
| 2027-2028 | Collect 200B papers to assess  Administer Alumni Survey | X | X | | X | | X |  |  | | |  | |  | |  | |
| 2028-2029 | Collect 200B papers to assess  Comprehensive Exams | X | X | | X | | 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. |
| Program/Department Closing the Loop process:  The Department of History continues to benefit from clearly stated Student Learning Outcomes (SLOs) that were improved under our previous SOAP. Our corresponding assessment measures align well with our SLOs and allow us to effectively measure aspects of the program that have a direct impact on students in terms of the knowledge, skills, and professional ethics that they acquire while in our M.A. program. We continue to review assignments and the rubrics used to evaluate them to make sure they are as closely aligned as possible. The department also continually makes slight adjustments to the curriculum in order to make sure that graduate students are as prepared as possible for careers and doctoral programs.  The Graduate Committee reviews the SOAP and analyzes assessment results and then the Graduate Coordinator presents the information at a department meeting. A successful example of an assessment-driven curricular change concerned our HIST 200A and 200B seminars and our student completion rate. All of the faculty who taught graduate courses, and especially those who had reviewed assignments for graduate assessment, noticed that students who did not choose their Thesis, Teaching Project, or Comprehensive Exams topics until the end of the spring semester of their first year were often unable to complete their degree in two years. By making adjustments to 200A and 200B, especially in encouraging students to establish connections with potential advisors much earlier in the program (by midway through the fall semester), in order to enable them to successfully narrow their focus and begin working on their culminating experiences sooner.  The Graduate Committee, and the department faculty, will continue to conduct and carefully analyze assessments and make the necessary adjustments to improve student learning and enable students to graduate with solid skills and in a timely manner. We are particularly interested in using our undergraduate and graduate Exit Surveys to help address a growing gender imbalance among or undergraduate and graduate students. |