**Annual Assessment Report for 2018-2019 AY**

Reports completed on assessment activities carried out during the 2018-2019 AY will be due September 30th 2019 and must be e-mailed to the Director of Assessment, Dr. Melissa Jordine (mjordine@mail.fresnostate.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: History Degree: BA

Assessment Coordinator: Dr. Julia Shatz

1. Please list the learning outcomes you assessed this year.

For 2018-2019, the History Department assessed the following learning outcomes:

3a: SLO: Students will analyze evidence and sources to determine if they are valid and relevant.

3b: SLO: Students will identify and analyze appropriate and inappropriate interpretations and conclusions based on specific sources or information.

1. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

I used a selection of History 100W research papers from the past two years (Spring 2018-Spring 2019) to assess these outcomes. The papers came from all sections of the History 100W classes that were taught over those semesters. The 100W research paper is the capstone assignment for History majors and required of all majors. Students are encouraged to take this class in their junior year if possible. The assignment asks students to conduct original primary and secondary source research on a narrow topic of their choosing and integrate that research into a coherent historical argument and narrative. Students are expected to engage with the historiography of their topic and work directly with primary sources to produce their own arguments about that topic. (*See attached example of a History 100W syllabus from the semesters under review*)

In producing this report, I used a rubric that was specifically designed to assess learning outcomes 3a and 3b (*see attached rubric*). This rubric evaluated each History 100W paper on three criteria: critical engagement with secondary sources, historical analysis of primary sources, and integration of secondary and primary sources into overall argumentation and analysis. Each paper was assessed on a scale of 1-4: 1 – insufficient, 2 – developing, 3 – proficient, 4 – advanced.

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

I assessed 25 student papers from the past two years. Of those 25 papers, 76% were proficient or advanced on the first measure, 76% were proficient or advanced on the second measure, and 68% were proficient or advanced on the third measure.

As evidenced by the quantitative numbers, the assessed papers contained some amount of unevenness in the quality of the critical and analytical thinking demonstrated. This unevenness was true across course sections and semesters. On the whole, students demonstrated abilities to produce analyses of primary and secondary source materials. They struggled more with integrating those analyses with each other and into their overarching arguments. Part of this unevenness can be attributed to different versions of the History 100W course having different expectations about the use of primary and secondary sources. Some papers relied almost exclusively on secondary sources, with little to no primary source engagement. Some papers had a (required) literature review or historiography section, while others did not. The unevenness in critical assessment may also be attributed to the fact that the department encourages students to take the History 100W class as early as possible, preferably in the junior year. Because of this, some students may have not had as much prior experience in practicing the skills of critical analysis required in a longer form research project.

1. What changes, if any, do you recommend based on the assessment data?

I recommend a curricular review of the History 100W goals and requirements in order to standardize expectations across course sections and focus more explicitly on critical analysis skill development. I also recommend the revision of History 100W to create a greater connection with its pre-requisite, History 4, so that critical analysis skill development can consistently begin in History 4 and be built upon in History 100W. This recommendation follows the recommendations that the department received from its 2018-2019 AY program review (see below) and aligns with the current work of the department curriculum committee on revising these courses.

I also recommend that the department review and potentially revise PLO 2 and PLO 3 in its SOAP. SLOs 3a and 3b could be better articulated to distinguish them from SLO 2b. PLO 2 might also be broken into different PLOs in order to more directly and accurately assess them.

1. If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

N/A

1. What assessment activities will you be conducting during the next academic year?

In 2019-2020, we will be assessing oral communication with SLO 4a: “Students will demonstrate their ability to present information and interpretations.” Our measure for this SLO will be formal classroom presentations.

1. What progress have you made on items from your last program review action plan?

The History Department was reviewed during the 2018-2019 AY and received the team report at the end of the Spring 2019 semester and thus has not had time to take any action in response to the recommendations.

1. Curriculum: First, the administration should continue to work toward smaller class sizes. Second, because of departures and gaps in their coverage by faculty, not all the courses students need are being taught (for more on this see the section on new hires). Third, students and faculty expressed their view that there doesn’t seem to be much of a connection between History 4, the introduction to historical skills course, and Hist 100W, the capstone research and writing course. We suggest the department explore ways to develop more consistency and connection between the two. Perhaps, standardizing further the goals and approach in History 4 and History 100W. Finally, students expressed a desire to have more classes offered later in the day as they found the majority of course offerings clustered in the middle of the day.
2. Advising: The COSS Advising Center has clearly helped undergraduate students know what they need to do in-terms of general education advising and have provided some assistance with major advising. Students mentioned that COSS advisors don’t always have updated and accurate history major information. They would like to have history faculty designated to assist them with questions about taking courses in the major, guidance on the credential program, and post-collegiate employment opportunities. Thus, we believe the Department should take more of a lead in advising its majors. The Department website during our visit in April did not have recent information about courses offered, faculty office hours, and information about activities and opportunities for majors. While we are aware the Department recently hired an office staff member who will maintain the website, efforts should continue to be made to ensure information is current, easy to navigate, and useful for prospective majors as well as its undergraduate and graduate students. Another recommendation is to send majors an email at the beginning of each semester with the distribution of faculty advisors, as well as post that information on the department’s web page.
3. Future Hires: Ideally, the department would hire in three key areas – Asia, Ancient History, and Africa. After conversations with students and faculty, we believe the number one priority should be the hiring of an Asian historian as a replacement hire for the abrupt departure of their Asian historian in summer 2018. The Asian historian had developed a series of new courses and built interest in Asian history among a cohort of students, but now no one in the History Department let alone the San Joaquin Valley can cover these courses. We trust the administration will approve the Department’s request for a replacement line in Asian History. World History without Asia, leaves out the history of 60 percent of the world’s population. Second, the Department is also in need of a scholar of Ancient History. Given limited budgets, we suggest the History Department explore the possibility of a split hire with Classics. The benefit is clear: each department would get to expand their curriculum, but split the costs of a full-time position. History faculty are in favor of proceeding with this plan. In an ideal world, the Department would hire one more faculty member in either European History or African History as the majority of the European historians are in administrative positions outside the department and they do not have a full or part-time faculty that can teach the African History courses.
4. Protecting GE American History: As a committee, we believe that History 11 and 12 are critical to the education of all Fresno State students and for preparing future engaged and informed citizens of the state and the nation. We implore the university administration to do everything in its power to reject the recommendations of a General Education Task Force appointed by the CSU Senate that would reduce the American Institutions General Education requirement from two courses to one, thus making it possible for a student to graduate without an American history or American government course, a requirement of all CSU students since the 1960s.
5. Assessment: The Department has requested portfolios from a cohort of the same students in History 4, the introduction to historical skills and again when they are at the end of their studies and enrolled in History 100W, the major’s capstone research and writing course. We applaud their efforts. We do suggest, however, that the Department work on providing a centralized and clear process to collect their SOAP materials. There seemed to be some confusion among students about exactly what they needed to submit and whether submitting these materials were required for graduation.

Appendix A: Rubric for SLOs 3a and 3b

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| --- | --- | --- | --- | --- |
| **Measure** | **1 – Insufficient** | **2- Developing** | **3-Proficient** | **4- Advanced** |
| **Clear critical engagement with secondary sources** | Absence of any explicit discussion of secondary source material. | Summary of secondary source material, but little to no analysis. | Secondary sources are evaluated and analyzed for arguments and perspective. | Analyses of multiple secondary sources are integrated into arguments about historiography. |
| **Clear and consistent historical analysis of primary sources** | Absence of primary source work. | Primary sources are used, but with little to no analysis. | Analysis of primary sources is adequate and fairly consistent throughout the work. | Analysis of primary sources is thorough, sophisticated, and consistent. |
| **Integration of secondary and primary sources into argument and analysis** | Primary and secondary sources do not connect to paper’s argument and analysis and/or there is an absence of one or more source types. | Connections between primary and secondary sources and the paper’s argument and analysis is inconsistent. | Connections between primary and secondary sources and the paper’s argument and analysis is mostly consistent throughout the paper. | Analyses of primary and secondary sources are integrated in a sophisticated manner into the argument and structure of the paper. |

Appendix B: Sample HIST 100W Syllabus (Abbreviated)

**Prerequisites**

HIST 4, ENGL 5B and ENGL 10, upper-division standing.

**Catalog Description**

Individual guidance and criticism in research, writing, argumentation, and documentation. While engaging in historical research and writing, students gain a deeper appreciation of the discipline's theoretical and methodological concerns. Meets the upper-division writing skills requirement for graduation.

**Course Description**

This course is about the nature of history, it will expose students to the discipline of historical inquiry and writing. Students will examine how historians design their object of study, collect and analyze evidence, and organize their narrative. In addition, students will be exposed to a variety of historical schools of thought and reflect upon the advantages and limitations of different historical approaches. After undertaking a significant number of class discussions and course readings on historiography and philosophies of history, students will write 3 papers. Students will write a minimum of 5000 words total. All assignments will require multiple drafts in which students participate in writing workshops and submit their work for peer review.

## Course Goals and Primary Learning Outcomes

### Course Goals:

The goals of this course are to:

* Guide students to evaluate critically primary and secondary sources.
* Provide students with basic skills on how to integrate and cite evidence appropriately.
* Examine how historians design and conduct their research.
* Examine the advantages and limitations of different historical methodologies.
* Provide students with an introduction to the various historical schools of thought.
* Encourage students to develop critical reading and sound writing skills and practices.

### Primary Learning Outcomes:

At the completion of this course successful students will be able to:

* Identify and evaluate primary and secondary historical evidence.
* Examine historical causation and explanation.
* Compare and contrast historical interpretations.
* Examine visual sources and information in tables, charts, and maps.
* Identify and use statistical and quantitative historical sources.
* Conduct basic library and electronic research.
* Compile an annotated bibliography that includes primary and secondary sources.
* Write essays that analyze and synthesize primary sources.
* Write a summary and critique of a scholarly article.
* Identify various schools and methods in the study of history.

## Required Textbooks and Materials

Caroline Hoefferle, *The Essential Historiography Reader*, Boston: Prentice Hall/Pearson, 2011.

(ISBN 13-978-0-321-43762-4).

Heather Jones, “As the Centenary Approaches: The Regeneration of First World War Historiography,” *Historical Journal*56: 3, 857-878, 2013.\*

Jennifer D. Keene, “Remembering the ‘Forgotten War’: American Historiography on World War,” *The Historian*78: 3, 439-468, 2016.\*

Phillip Dehne “How important was Latin America to the First World War?,” *Iberoamericana* 14:53, 151-164, 2014.\*

**\*You must download these articles from the Henry Madden Library website.**

Supplementary readings/documents will be posted on Blackboard and/or distributed in class.

In addition, we will work with primary documents in class, some of these are available online. Therefore you are required to bring your PC or Tablet to class on certain days of the semester (please see course schedule below). If you do not have a device, you can borrow one from our library. See information here: <https://library.fresnostate.edu/tech/tech-lending>.

## Examinations and Major Assignments

Students will work independently, but collaboration is encouraged. You will write 1 research paper (approximately 5,000 words), which will be subdivided in 3 papers written in several stages. I will present the guidelines for these assignments in class and upload them (along with grading rubrics) to Google Classroom and Blackboard. Please follow the steps below to complete these assignments (All dates are in the course schedule pp. 11-15 of this syllabus):

* **Paper # 1 (Draft # 1)\***: This is a 5-page essay on **historiography**. The goal is for you to write a concise essay on how the historiography of your topic has evolved over time.
* **Peer Review # 1**: You will upload this paper to Turnitin[[1]](#footnote-1) (**Blackboard, BB**) and bring a hard copy to class for peer review.
* **Review Plan # 1**: You will write 1 page based on the comments of your classmate and professor where you will explain which areas of your paper needs work. You will upload the Review Plan to Turnitin (BB).
* **Paper # 1 (Draft # 2)**: You will upload to Turnitin a revised version of your paper according to your Review Plan and the comments of your peers and instructor. I will grade this paper based on your progress and adherence to the recommendations made in the first draft. If you do not address these recommendations, your grade on the final draft WILL SUFFER.
* **Paper # 2 (Draft # 1)\*:** This is a 10-page essay on **context and sources**. You will write 5 pages on the main events related to your topic, 4 pages on your sources and method, and 1 page with the outline for paper # 3.
* **Peer Review # 2**: You will upload this paper to Turnitin (BB) and bring a hard copy to class for peer review.
* **Review Plan # 2**: You will write 1 page based on the comments of your classmate and professor where you will explain which areas of your paper needs work. You will upload the Review Plan to Turnitin (BB).
* **Paper # 2 (Draft # 2)**: You will upload to Turnitin a revised version of your paper according to your Review Plan and the comments of your peers and instructor. I will grade this paper based on your progress and adherence to the recommendations made in the first draft. If you do not address these recommendations, your grade on the final draft WILL SUFFER.
* **Paper # 3 (Draft # 1)\*:** This is your complete paper. You will combine papers # 1 and # 2, and provide a lengthy discussion about your central propositions. You will address the following questions: How does your paper further the historiography on your topic? Which sources did you use? Why? Which methodological framework did you utilize? Why? You must address these questions based on your sources and historiographical discussion (approximately 20 pages).
* **Peer Review # 3**: You will upload this paper to Turnitin (BB) and bring a hard copy to class for peer review.
* **Review Plan # 3**: You will write 1 page based on the comments of your classmate and professor where you will explain which areas of your paper needs work. You will upload the Review Plan to Turnitin (BB).
* **Paper # 3 (Draft # 2)**: You will upload to Turnitin a revised version of your paper according to your Review Plan and the comments of your peers and instructor. I will grade this paper based on your progress and adherence to the recommendations made in the first draft. If you do not address these recommendations, your grade on the final draft WILL SUFFER.

**\*IMPORTANT: The first draft(s) is not to be a rough draft.** It is to be a coherent paper that has already gone through the process of prewriting. It must contain a focus, keywords, an organizing structure, sufficient information, and provides adequate context for the topic. This first draft is the key to a successful paper. Based on the first draft progress, you will be able to receive recommendations to improve writing style, structure, organization, and content. The first draft must include the following:

1. An introduction with a statement about the paper’s main thesis and two or three sentences explaining the main topics that you will cover in your paper,
2. In the remainder of the first draft, you should develop the points mentioned in your introduction,
3. A conclusion with the main findings of the paper and/or with questions that you were unable to address that may need further research.

**Note on Citation**: The research paper will be graded based on coherence, content, format, style, and mechanics. You must give credit to the sources you use whether paraphrased or in quotation marks. All ideas that are not your own, as well as direct quotations, must be followed by a citation. It is NOT acceptable to slightly alter a quote and pretend it is your own work. For citations, you should use Kate Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th Edition.

Please refer to the Henry Madden Library for a research guide <http://libguides.csufresno.edu/>

1. Turnitin also checks for plagiarism. [↑](#footnote-ref-1)