



Annual Assessment Report 2023-2024

MA History

History Department

College of Letters, Arts, & Social Sciences

CONTACT

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Name of Person Completing Report Rachel Tamar Van

DISCIPLINARY ACCREDITATION No

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- ☐ We do not have disciplinary accreditation but drew from our disciplinary/professional organizations, and developed our SLOs as a program/department.
- ☐ We developed them as a program/department using our own knowledge and expertise of the field.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- Department Website - provide URL: <https://www.cpp.edu/class/history/about/program-outcomes.shtml>
- Student Handbook - provide URL: https://catalog.cpp.edu/preview_program.php?catoid=61&poid=15881&returnto=4876
- Course Syllabi

ASSESSMENT ACTIVITIES IN 2023-2024

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2023-2024**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 1

How many SLOs did your program assess this past year in 2023-2024?

- My program assessed SLOs in AY 2023-2024 (e.g., artifact collection, scoring, closing the loop, etc.).

Please list the SLOs examined

- SLO #1: SLO 2c: Students will demonstrate beginning professional historian level proficiency in oral and written communication skills.

Student Learning Outcome (SLO): SLO 2c: Students will demonstrate beginning professional historian level proficiency in oral and written communication skills.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Collected/Analyzed/Developed/Modified/Discussed assessment tools 	<ul style="list-style-type: none"> Student survey/interview/focus group with self-reports of SLO achievement (Indirect) Other, please explain: Evaluation of classroom skill development, and successes. 	<ul style="list-style-type: none"> Used rubric or scoring guide

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
0	We used exit interviews to gauge graduating students' perceptions of the value of the program to their oral and written communication skills. The second step was discussion with faculty who taught graduate courses in 2023-34 in terms of performance in the classroom.	Yes. But we also identified things to keep an eye on.	Students were very enthusiastic about the program's contribution to their skills as historians and teachers, and in their professional advancement. Two of our students are commencing PhD programs, others cited advances in their careers. Students overwhelmingly articulated a sense of being better able to present content orally, use and/or teach critical thinking, and to convey the value of thinking historically. It was delightful to see that every single student felt that their M.A. was time and money well-spent. Interviews also revealed a sense of disparate preparation in undergraduate programs—that not all universities spend as much time on writing or independent research (some, not at all). The good news was students argued that the cohort system helped them bond to really help each other. And, also, they all argued that they found program's faculty, to a person, very supportive and helpful, so that they felt able to rise to the challenge. Faculty also discussed unequal student preparation coming into our program as a challenge to student success. Identified causes include non-History majors lacking field-specific training, Covid-related adaptations that made it harder to prepare students as effectively (especially for oral communication), and difference in undergraduate degrees. We agreed to two responses. The first was to our admissions process. In selecting our 2024-25 cohort, we paid particular attention to preparation. Second, while students begin with HST 5501, a core methods introduction, we discussed ways to (re)introduces core methodologies in other classes to meet students where they are. Another observation is that some of our MA students are explicitly looking to our program to have the educational experience they feel they missed with Covid restrictions.

IMPROVING THROUGH ASSESSMENT

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2023-2024? Select all that apply.

- A committee of program/department faculty
- Students

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2023-2024 so that others may learn from your experiences.

Really, the biggest assessment discovery was just how much students and faculty alike are still feeling educational impacts from Covid (to be fair, Covid is still an issue in our classrooms). Especially in terms of socialization and confidence, especially confidence about oral communication, we have found a need to be attentive to where students are at, and how to help them build that confidence in addition to the skill sets.

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, [CPP's GI2025](#) markers, [CSU Dashboard](#), CPP's [Student Success Dashboard](#) on Tableau, [CPP's Graduating Senior Survey](#) on Tableau, course evaluations, etc.

Our program uses data from CPP Connect, Bronco Direct, our own survey.

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan - Yes

Curriculum Matrix - Yes