

Program: History MA

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Completed by: Matt Harris, Graduate Director (with assistance from Jonathan Rees, Fawn Amber Montoya, and Paul Conrad)

Please complete this form for each graduate program (e.g., M.A., M.S.) in your department and return it to Erin Frew, erin.frew@colostate-pueblo.edu as an email attachment before June 1, 2011. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs were assessed during this cycle?	B. When was this SLO last assessed?	C. What method was used for assessing the SLO?	D. Who was assessed?	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements are planned based on this assessment?
MA thesis component—writing and research skills	New program; no previous SLO examined	Master's thesis on "Reclaiming Aztlan: Southern Colorado and the Chicano Activism of the 1970s"	A student who recently defended his MA thesis	The rubric for scoring the MA thesis is: 4.0 Outstanding; 3.0 Above Average; 2.0 Acceptable; 1.0 Deficient. It is expected that all students score at the Acceptable level.	The student scored at the Above Average level. When combined with the eight categories for assessment, the student averaged a	Faculty concluded that this student writes well but needs more critical analysis in his thesis. As well, student did an excellent job with local sources—oral interviews, mining relevant primary documents, etc.	Improvements for students: *Better historiographic perspective; need to locate argument within a broad array of scholarship *needs tighter organization; thesis can't come on p. 27 *needs to address

					3.3.		methodology—i.e, how he dealt with sources
Evidence-based writing	New program; no previous SLO examined	MA thesis: 117 pages	Student completing MA thesis (first in the program to do so)	The rubric for scoring the MA thesis is: 4.0 Outstanding; 3.0 Above Average; 2.0 Acceptable; 1.0 Deficient. It is expected that all students score at the Acceptable level.	The student scored at the Above Average level.	Faculty concluded that this MA thesis demonstrates a solid grasp of historical writing, but that it could evaluate the evidence more clearly instead of stating it.	<p>Improvements for faculty:</p> <p>*Explain to students clear linkage of evidence to thesis, particularly in draft stages</p> <p>*Help students understand relevance of historiography and its relationship to the project</p> <p>*Demonstrate to students how to evaluate evidence as compared to just stating evidence (i.e., what does it mean?)</p>

Comments:

The graduate committee assessed its first MA thesis. Overall, the student did really well, particularly in the writing and research portion. However, for the next theses projects, the committee expects the students to (a) provide a clear historiographic perspective to the work and (b) improve on organization and clarity in the work. Faculty will address these issues with students in both private consultations and during the draft process of the thesis work.

B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address?	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
N/A this year	N/A this year	N/A this year	N/A this year	N/A this year

Comments: