



## CALIFORNIA STATE UNIVERSITY, LONG BEACH

### OFFICE OF ACADEMIC AFFAIRS

DATE: May 29, 2014

TO: Nancy Quam-Wickham, Chair, Department of History

FROM: Sharlene Sayegh *Sharlene Sayegh*  
Director of Program Review and Assessment

RE: Alignment of Program Learning Outcomes

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As you may know, California State University, Long Beach is working on its interim report to our regional accreditor, the WASC Senior College and University Commission (WSCUC, its new legal name). One of the recommendations WSCUC made as a result of its site visit was to articulate Program Learning Outcomes (PLOs) in more measurable language. A second recommendation asked us to articulate how specific department outcomes are aligned horizontally and vertically across the curriculum, in other words to show how students are meeting our Institutional Learning Outcomes (ILO) through the majors. While vertical alignment ensures consistency from class level up through the institutional level, horizontal alignment ensures consistency within departments for multiple sections of the same course. Information on the site visitors' report and the Commission Action Letter may be found on the University's website: <http://www.csulb.edu/projects/wasc/>.

The 2013 WASC Accreditation Handbook outlines five key competencies expected to be addressed in every discipline (<http://www.wascenior.org/announcements/2013-handbook-accreditation-finalized>). The competencies include oral communication, written communication, quantitative reasoning, critical thinking, and information literacy. Each discipline may approach the competencies in disciplinary-specific ways, but they must address each as part of their program objectives.

In order to evaluate the degree of alignment of our programs with general education and institutional level outcomes as well as with the WASC core competencies as outlined in the Handbook, I have examined the PLOs for your department and listed alignment with equivalent institutional learning outcomes. The list I used includes the following:

1. ULO/GELO\* oral communication (WASC Core Competency)
2. ULO / GELO written communication (WASC Core Competency)
3. ULO / GELO quantitative reasoning (WASC Core Competency)
4. ULO / GELO critical thinking (WASC Core Competency)
5. Civic responsibility (ULO & GELO)
6. Diversity (ULO & GELO)
7. Disciplinary / professional competencies
8. Collaborative problem solving in research/creative activities
9. Information literacy (WASC Core Competency)

(\*University Learning Outcome / General Education Learning Outcome)

**CSULB PROGRAM LEARNING OUTCOMES ALIGNMENT**  
**Department of History**

Attached to this memorandum are two documents: the first is a complete list of your Student Learning Outcomes as listed on your department website with reference to alignment with a university outcome. I have then provided recommendations about reframing / rewording those outcomes; the second document is a graphic of the vertical relationship of all student outcomes, from the course level up through WASC's competencies. Our interim report is due Fall 2015, and I am confident that we can meet our alignment goal by Spring 2015.

I hope you find this information helpful. Should you have any questions about our goals, or wish to speak with me further about your department's learning outcomes, please feel free to contact me (x5-7094 or [Sharlene.Sayegh@csulb.edu](mailto:Sharlene.Sayegh@csulb.edu)).

Cc: Cecile Lindsay, Vice Provost for Academic Affairs & Dean of Graduate Studies  
David Wallace, Dean, College of Liberal Arts  
Mark Wiley, Associate Dean, College of Liberal Arts  
Keith Freesemann, Chair, Program Assessment and Review Council  
Kathleen Hollwig, Assistant to the Vice Provost for Academic Affairs & Dean of Graduate Studies

**CSULB PROGRAM LEARNING OUTCOMES ALIGNMENT**  
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**History B.A. Student Learning Objectives**

Upon completing the Bachelor's of Arts in History, individuals will be able to demonstrate the following:

1. An understanding of the discipline of history and its methods, including such concepts as causality, conceptualization, and contextualization, as well as the role of theoretical advances within the discipline. **(7)**
2. An understanding of the major trends of historical knowledge of at least two subfields, and the relations between subfields within the larger context of global change. **(7) (9)**
3. The facility to conduct research in both primary and secondary resources. **(9)**
4. Mastery of advanced analytical skills, including the ability to formulate historical questions, determine bias, express original arguments about the past and evaluate and interpret various types of evidence. **(4)**
5. Familiarity with basic mechanical skills of writing and analysis, including computer literacy and other skills appropriate to the discipline. **(2) (4)**
6. Proficiency in presentation skills, including professionalism, facility with PowerPoint or other techniques of audio and visual content delivery, and the ability to construct an organized and coherent verbal presentation directed to appropriate audience levels. **(1)**

**HIST M.A. Student Learning Outcomes**

Outcomes not publicly listed.

*Notes and Recommendations: Please ensure that MA Student Learning Outcomes are publicly accessible on the department website. The Undergraduate PLOs could be articulated using more active language (please refer to Bloom's taxonomy for a list of active verbs). The department is encouraged to think more holistically about the relationship between its program goals and institutional outcomes. For example, basic quantitative reasoning from a historical perspective could be included in program goals, for example, including it as a type of evidence in PLO 4 on evaluating varieties of evidence. Also, the department could stress civic responsibility and collaborative learning as program outcomes (both of which are addressed in the department's curriculum itself) to fully align with institutional frameworks.*

# CSULB PROGRAM LEARNING OUTCOMES ALIGNMENT

## Department of History

### California State University, Long Beach Student Learning Outcomes Class – Program – GE - Institutional

#### University Mission Statement:

*California State University Long Beach is a diverse, student-centered, globally-engaged public university committed to providing highly-valued undergraduate and graduate educational opportunities through superior teaching, research, creative activity and service for the people of California and the world.*

