

History Degree Program Learning Outcomes (PLOs) 2022

Workgroup:

Kim Earhart (FT, Dept Chair)

Allie Frickert (FT)

David Okonyon (PT)

Ashley Haines (PT)

Meetings:

12/7/21

4/13/22

CURRENT MT SAC HISTORY PLOs:

- Students will analyze the relationship between social, political, and/or economic institutions and human behavior from a historical perspective
- Students will identify and evaluate major agents of change/reform across time in the United States and other countries and continents.
- Students will differentiate among changes in American Constitutional government over time and discuss its impact.
- Students will identify the influence of culture on human expression and analyze cultural and gender diversity in humans.

Voted in 4/13/2022- HISTORY PLOs

- **Critical Thinking Skills :** Students will identify causes of change in human society, including social, political, economic, and environmental factors, and their historical significance. [ILO 2,3]
- **Analysis Skills:** Both individually and in groups, students will critically evaluate primary sources, (documents, images, and objects) as informed by secondary sources. [ILO 1,2]
- **Communication Skills:** Students will compose logically-organized arguments both orally and in writing. [ILO 1,2]
- **Historiographical Literacy.** Students will understand the difference between misinformation, opinion, and substantiated scholarly theories, and will identify and describe the contours of debates among historians over time. [ILO 2,3]
- **Diversity and Equity Literacy :** Students will identify and articulate the diversity of human experience, including religion, ethnicity, race, language, class, abilities, sex, gender, and sexuality, by comparing different historical experiences and perspectives. [ILO 2,3,4]
- **Civic, Global, Environmental Responsibility:** Developing a historical perspective that creates an understanding of personal responsibility as a participant in history. [ILO 4]

Best Practices:

- Identify the goals for history major exit outcomes (AAT History)
- Support the ILOs (Institutional Level Outcomes)
 - (Mt Sac ILOs): As a result of an educational experience with any aspect of the college, students will develop the following knowledge, skills, abilities, and attitudes:
 - 1. Communication 2. Critical Thinking 3. Information and Technology Literacy 4: Personal, Social, Civic, and Environmental Responsibility

- Outcomes should be skill based over content knowledge, and should connect to the SLOs for each course (which in turn must be aligned to the detailed MOs for each course)
 - https://www.mtsac.edu/instruction/outcomes/OutcomesMapping_Memo.pdf
 - https://www.mtsac.edu/instruction/outcomes/OutcomesMapping_Directions.pdf
 - There is a 4 level alignment:
 - ILO
 - PLO
 - SLO
 - MO
- Are written with active language that is also “student friendly” (transparent) and meaningful.
- Ultimately, outcomes analysis “[allows departments to discover if the students are, in fact, learning what they are expected to learn.](#)”

Example of “bad” PLOs based on the above best practices (CSU Channel Islands)

https://history.csuci.edu/Learning_Outcomes.htm

Program Learning Outcomes Students graduating with a B.A. in History would possess:

1. good understanding and knowledge of the history of North America.
2. good understanding and knowledge of global history in other regions of the world.
3. good knowledge and problem-solving skills in analyzing contemporary and historical events.
4. good communication skills in oral and written forms.
5. good skills in historical research, analysis, and presentations.

PROGRAM OUTCOME EXAMPLES FOR HISTORY MAJORS

Examples of PLOs History (we would include only what is appropriate for a lower division AAT, most of these are BA)

EXAMPLE ONE: . [History Degree Learning Outcomes](#). B.A. -(American University D.C.)

- **Historiographical Literacy.** Students will be able to identify and describe the contours and stakes of conversations among historians within defined historiographical fields
- **Critical Thinking.** Students will learn to apply historical methods to evaluate critically the record of the past and how historians and others have interpreted it.
- **Research Skills.** Students will acquire basic historical research skills, including (as appropriate) the effective use of libraries, archives, and databases.
- **Communication Skills.** Students will learn to organize and express their thoughts clearly and coherently both in writing and orally.
- **Writing and Intellectual Integration.** Students should demonstrate their mastery of the knowledge and skills involved in historical practice by conceptualizing and executing a significant piece of original research.

EXAMPLE TWO:. [Program Goals and Learning Outcomes](#) B.A.- University of New Mexico

- A. Students will develop skills to evaluate the sources, methods, motivations, and interpretations behind historical narratives.**

1. Students point out strengths and weaknesses of a historical argument
2. Students understand the historical contexts of different historical interpretations
3. Students compare, contrast, and explain differences between historical accounts

B. Students will learn a variety of sound historical research practices

1. Students formulate appropriate research questions
2. Students critically analyze appropriate primary and secondary sources
3. Students take into account the complexity and ambiguity of primary sources
4. Students reflect on the limitations of their sources and on silences in the historical record

C. Students will learn how to craft and present convincing and well supported arguments

1. Students present work with a clearly developed and methodologically sound historical argument and conclusion
2. Students provide a historiographical perspective to their work
3. Students present appropriate evidence for answering a research question with properly cited primary and secondary sources

D. Students will recognize and appreciate the diversity of human experiences and how these change over time

1. Students describe how historical actors are differently affected by their ethnicity, race, class, gender, sexual orientation, and language
2. Students demonstrate how political, economic, and social structures affect historical change

EXAMPLE 3: Saddleback College (AAT) **** Click on the link to see how Saddleback very effectively connects their PLOs to each set of course SLOs

[Students who complete an AA degree in History will be able to:](#)

- Explain and analyze a key historical event or process in the area and during the period under study
- Understand the diversity of the human experience as influenced by geographical location, race, ethnicity, cultural traditions, gender and class
- Analyze historical processes that shape individuals and communities, drawing on detailed knowledge about the history of the area under study
- Think critically about the varieties of experience found in the historical record of the United States, exploring diversity as a critical component of history
- Distinguish between primary and secondary sources, and understand how each are used to make historical arguments
- Assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the past
- Effectively conduct research and write a coherent historical essay or research paper that articulates a clear argument, effectively uses interprets multiple forms of evidence, identifies arguments in secondary historical texts, and uses appropriate citations
- Understand the difference between opinions and substantiated scholarly claims

EXAMPLE 4- UC Santa Cruz BA

<https://history.ucsc.edu/undergraduate/programlearningoutcomes.html>

EXAMPLE 5- Pacific Lutheran University BA:

<https://www.plu.edu/history/learning-objectives/>

EXAMPLE 6- Oregon State University BA:

<https://liberalarts.oregonstate.edu/history/learning-outcomes>

Other Mt Sac PLOs

If you want to see what other programs have. (Some have 3-4, some have 7 or 8!)

<https://www.mtsac.edu/instruction/outcomes/reports/DegreeCertAssessFourColReport8317.pdf>