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| Assurance of Student Learning  2020-21 | |
| PCAL | HISTORY |
| HISTORY (695) | |
| Eric Reed | |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** | | | |
| Student Learning Outcome 1:  Students will demonstrate the ability to perform independent research that includes identifying, collecting, and analyzing primary source data using historical methods and approaches | | | |
| Instrument 1 | Direct: Analysis of Capstone Research Projects | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1. | | Met | Not Met |
| Student Learning Outcome 2:  Students will demonstrate the ability to engage in critical argumentation using historical methods and approaches | | | |
| Instrument 1 | Direct: Analysis of Capstone Projects | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2. | | Met | Not Met |
| Student Learning Outcome 3:  Students will demonstrate the ability to integrate independent research and critical argument into a historical research project. | | | |
| Instrument 1 | Direct: Analysis of Capstone Projects | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. | | Met | Not Met |
| |  |  |  |  | | --- | --- | --- | --- | | Student Learning Outcome 4:  Students will demonstrate the ability to accurately cite and footnote sources and data. | | | | | Instrument 1 | Direct: Analysis of Capstone Projects | | | | Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4. | | Met | Not Met | | | | |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
| The results from this 2020-21 assessment indicated that the History major program is meeting learning outcomes targets. However, the outbreak of COVID-19 continued to disrupt teaching and learning in the year being assessed. Therefore, the department does not plan to implement major changes to the program, the capstone course, or the assessment plan. We will maintain the success rate targets in student learning outcomes into the next assessment cycle. | | | |

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| Student Learning Outcome 1 | | | | | |
| Student Learning Outcome | Students will demonstrate the ability to perform independent research that includes identifying, collecting, and analyzing primary source data using historical methods and approaches | | | | |
| Measurement Instrument 1 | Direct measure of student learning: Students in the capstone course (HIST 498) were required to develop and complete a final, independent research project. Students’ work was evaluated on how well they were able to identify, collect, and analyze primary source data in their projects using historical methods. | | | | |
| Criteria for Student Success | Students should achieve at least a score of “2.5” for Learning Outcome 1 Criteria (Use of Evidence) from the attached rubric. | | | | |
| Program Success Target for this Measurement | | 75 percent | Percent of Program Achieving Target | 85 percent | |
| Methods | Evaluation of Artifacts: In 2020-21, 26 History majors enrolled in HIST 498. The History Department’s Assurance of Student Learning Committee, which included the Department Chair and two faculty members, none of whom taught HIST 498, analyzed a representative sample of 50 percent (*n* = 13) of the independent research projects of the enrolled students. All members of the Committee evaluated the sample and assigned a score of 1 to 4 for each project, based on L.O. 1 Criteria (Use of Evidence) of the attached rubric. The scores were then averaged. A score of 2.5 or higher was deemed to have met the success target. | | | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1. | | | | Met | Not Met |
| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | |
| In the last assessment cycle (2019-2020), the department raised the achievement target for SLO 1 from 50 percent to 75 percent, since 56 percent of students achieved the target.  The outbreak of COVID-19 continued to disrupt teaching and learning in the 2020-21 academic year. Nevertheless, student work exceeded the success target for Student Learning Outcome 1. We plan to maintain the current achievement target into the next assessment cycle, so that we can perform an assessment cycle of what will hopefully be a non-COVID teaching and learning environment. | | | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| The program success target will be maintained at 75%. The SLO 1 criteria for success and program success target will be reevaluated in the next assessment cycle. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| SLO 1 will be assessed again for the 2021-22 academic year. Student learning will be measured directly, using a representative sample of the student capstone research projects in the program’s capstone course, HIST 498. The assessment committee will include at least three faculty members, none of whom will have taught the capstone course. The assessment committee will collect the sample from HIST 498 instructors and use the current rubric and scoring scheme to evaluate the artifacts. The assessment committee will evaluate whether the SLO 1 criteria for success and/or program success target need to be revised. | | | | | |

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| Student Learning Outcome 2 | | | | | |
| Student Learning Outcome | Students will demonstrate the ability to engage in critical argumentation using historical methods and approaches | | | | |
| Measurement Instrument 1 | Direct measure of student learning: Students in the capstone course (HIST 498) were required to develop and complete a final, independent research project. Students’ work was evaluated on how well they were able to engage in critical argument using historical methods and approaches drawn from secondary scholarship. | | | | |
| Criteria for Student Success | Students should achieve at least a score of “5” on Learning Outcome 2 Criteria (Thesis; Logic and Argumentation) from the attached rubric. | | | | |
| Program Success Target for this Measurement | | 75 percent | Percent of Program Achieving Target | 77 percent | |
| Methods | Evaluation of Artifacts: In 2020-21, 26 History majors enrolled in HIST 498. The History Department’s Assurance of Student Learning Committee, which included the Department Chair and two faculty members, none of whom taught HIST 498, analyzed a representative sample of 50 percent (*n* = 13) of the independent research projects of the enrolled students. All members of the Committee evaluated the sample and assigned a score of 2 to 8 for each project based on L.O. 2 Criteria (Thesis; Logic and Argumentation) of the attached rubric. The scores were then averaged. A score of 5 or higher was deemed to have met the success target. | | | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2. | | | | Met | Not Met |
| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | |
| In the last assessment cycle (2019-2020), the department raised the achievement target for SLO 2 from 50 percent to 75 percent, even though only 43.8 percent of students achieved the target.  The outbreak of COVID-19 continued to disrupt teaching and learning in the 2020-21 academic year. Nevertheless, student work exceeded the success target for Student Learning Outcome 2. We plan to maintain the current achievement target into the next assessment cycle, so that we can perform an assessment cycle of what will hopefully be a non-COVID teaching and learning environment. | | | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| The program success target will be maintained at 75%. The SLO 2 criteria for success and program success target will be reevaluated in the next assessment cycle. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| SLO 2 will be assessed again for the 2021-22 academic year. Student learning will be measured directly, using a representative sample of the student capstone research projects in the program’s capstone course, HIST 498. The assessment committee will include at least three faculty members, none of whom will have taught the capstone course. The assessment committee will collect the sample from HIST 498 instructors and use the current rubric and scoring scheme to evaluate the artifacts. The assessment committee will evaluate whether the SLO 2 criteria for success and/or program success target need to be revised. | | | | | |

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| Student Learning Outcome 3 | | | | | |
| Student Learning Outcome | Students will demonstrate the ability to integrate independent research and critical argument into a historical research project. | | | | |
| Measurement Instrument 1 | Direct measure of student learning: Students in the capstone course (HIST 498) were required to develop and complete a final, independent research project. Students’ work was evaluated on how well they were able to integrate independent, primary source-based research and construct and apply an original argument to their historical research project. | | | | |
| Criteria for Student Success | Students should achieve at least a score of “2.5” on Learning Outcome 3 Criteria (Structure) from the attached rubric. | | | | |
| Program Success Target for this Measurement | | 75 percent | Percent of Program Achieving Target | 85 percent | |
| Methods | Evaluation of Artifacts: In 2020-21, 26 History majors enrolled in HIST 498. The History Department’s Assurance of Student Learning Committee, which included the Department Chair and two faculty members, none of whom taught HIST 498, analyzed a representative sample of 50 percent (*n* = 13) of the independent research projects of the enrolled students. All members of the Committee evaluated the sample and assigned a score of 1 to 4 for each project based on L.O. 3 Criteria (Structure) of the attached rubric. The scores were then averaged. A score of 2.5 or higher was deemed to have met the success target. | | | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. | | | | Met | Not Met |
| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | |
| In the last assessment cycle (2019-2020), the department raised the achievement target for SLO 3 from 50 percent to 75 percent, even though only 43.8 percent of students achieved the target.  The outbreak of COVID-19 continued to disrupt teaching and learning in the 2020-21 academic year. Nevertheless, student work exceeded the success target for Student Learning Outcome 3. We plan to maintain the current achievement target into the next assessment cycle, so that we can perform an assessment cycle of what will hopefully be a non-COVID teaching and learning environment. | | | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| The program success target will be maintained at 75%. The SLO 3 criteria for success and program success target will be reevaluated in the next assessment cycle. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| SLO 3 will be assessed again for the 2021-22 academic year. Student learning will be measured directly, using a representative sample of the student capstone research projects in the program’s capstone course, HIST 498. The assessment committee will include at least three faculty members, none of whom will have taught the capstone course. The assessment committee will collect the sample from HIST 498 instructors and use the current rubric and scoring scheme to evaluate the artifacts. The assessment committee will evaluate whether the SLO 3 criteria for success and/or program success target need to be revised. | | | | | |

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| Student Learning Outcome 4 | | | | | |
| Student Learning Outcome | Students will demonstrate the ability to accurately cite and footnote sources and data. | | | | |
| Measurement Instrument 1 | Direct measure of student learning: Students in the capstone course (HIST 498) were required to develop and complete a final, independent research project. Students’ work was evaluated on how well they were able to integrate independent, primary source-based research and construct and apply an original argument to their historical research project. | | | | |
| Criteria for Student Success | Students should achieve at least a score of “2.5” on Learning Outcome 4 Criteria (Citations) from the attached rubric. | | | | |
| Program Success Target for this Measurement | | 75 percent | Percent of Program Achieving Target | 77 percent | |
| Methods | Evaluation of Artifacts: In 2020-21, 27 History majors enrolled in HIST 498. The History Department’s Assurance of Student Learning Committee, which included the Department Chair and two faculty members, none of whom taught HIST 498, analyzed a representative sample of 50 percent (*n* = 13) of the independent research projects of the enrolled students. All members of the Committee evaluated the sample and assigned a score of 1 to 4 for each project based on L.O. 4 Criteria (Citations) of the attached rubric. The scores were then averaged. A score of 2.5 or higher was deemed to have met the success target. | | | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. | | | | Met | Not Met |
| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | |
| In the last assessment cycle (2019-2020), the department raised the achievement target for SLO 4 from 50 percent to 75 percent, even though only 62.5 percent of students achieved the target.  The outbreak of COVID-19 continued to disrupt teaching and learning in the 2020-21 academic year. Nevertheless, student work exceeded the success target for Student Learning Outcome 4. We plan to maintain the current achievement target into the next assessment cycle, so that we can perform an assessment cycling of what will hopefully be a non-COVID teaching and learning environment. | | | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| The program success target will be maintained at 75%. The SLO 4 criteria for success and program success target will be reevaluated in the next assessment cycle. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| SLO 4 will be assessed again for the 2021-22 academic year. Student learning will be measured directly, using a representative sample of the student capstone research projects in the program’s capstone course, HIST 498. The assessment committee will include at least three faculty members, none of whom will have taught the capstone course. The assessment committee will collect the sample from HIST 498 instructors and use the current rubric and scoring scheme to evaluate the artifacts. The assessment committee will evaluate whether the SLO 4 criteria for success and/or program success target need to be revised. | | | | | |

RUBRIC for Assessing History/Social Studies Capstone Research Projects

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| RATING |  | EXCELLENT | GOOD | NEEDS WORK | POOR |
| POINTS |  | 4 | 3 | 2 | 1 |
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| L.O. 1 Criteria  USE OF EVIDENCE |  | Incorporates well chosen primary source evidence AND historical context to support major points. Examples support thesis and always fit in paragraphs. | Author supports most points with examples but some evidence does not support point or is out of place. Quotations are  generally well-integrated. Some outside contextual information. | Author supports only a few points with examples. Incorporates limited outside contextual info. | Very few or weak primary source examples that support no particular point. Primary sources are mostly not interpreted or are merely  summarized. |
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| L.O. 2 Criteria  A. THESIS |  | Easily identifiable, plausible, original, insightful, and clear. | Identifiable but may be slightly unclear, or lacks insight or originality. | Unclear and unoriginal and vague. Provides little structure for broader essay. | Difficult to identify or non- existent. Reflects minimal effort and/or comprehension. |
| L.O. 2 Criteria  B. LOGIC AND  ARGUMENTATION | | All ideas flow logically.  Argument is clear and sound throughout. Makes original connections that illuminate thesis. | Argument is clear and  mostly flows logically  and makes sense.  Occasional insightful  connections to evidence. | Argument exists but is often unclear or nonsensical. Author does not make sufficient connections to the thesis. Essay may contain logical contradictions. | Argument is too incoherent to determine. Ideas do not flow at all. Essay displays simplistic view of topic with no possible complications. Very weak attempts to relate evidence to arguments. |
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| L.O. 3 Criteria  A. STRUCTURE |  | Evident, understandable, and appropriate for and shaped around thesis. Excellent transitions. Paragraphs begin with solid topic sentences. Correct grammar throughout and always written with care. | Generally clear but wanders occasionally. Essay includes a few unclear transitions, and/or a few paragraphs without strong topic sentences. A few grammar errors but mostly written with care. | Generally unclear, often wanders, or jumps around. Transitions are few and/or weak. Many paragraphs lack topic sentences. More grammar errors and sloppiness. | Extremely unclear, often because thesis is weak or non-existent. Essays has little or no structure or organization. Transitions are confusing and unclear. Few or non-existent topic sentences. Many grammar errors and much sloppiness. |
| L.O. 3 Criteria  B. CITATIONS |  | All direct quotations and specific information are cited correctly in paper and in Bibliography. | Most direct quotations and specific information cited completely and correctly in paper and in Bibliography. but some are missing and/or incorrect. | A few direct quotations and specific information cited correctly in paper and Bibliography but mostly incompletely and/or incorrectly. | Lacks citations entirely or all are  incorrect and incomplete. May lack  Bibliography. |
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