

Assurance of Student Learning  
2022-23

PCAL

History

History BA (695)

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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: **Frame an original research question.**

Instrument 1 | Direct: Capstone research papers from Senior Seminar

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2: **Investigate a historical question.**

Instrument 1 | Direct: Capstone research papers from Senior Seminar

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3: **Critically analyze evidence.**

Instrument 1 | Direct: Capstone research papers from Senior Seminar

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met

Not Met

Student Learning Outcome 4: **Contextualize historical materials.**

Instrument 1 | Direct: Capstone research papers from Senior Seminar

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.

Met

Not Met

Student Learning Outcome 5: **Communicate ideas in writing effectively.**

Instrument 1 | Direct: Capstone research papers from Senior Seminar

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.

Met

Not Met

**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

The AY 2022-23 assessment used the five new SLOs that were created as part of a substantial curriculum revision to streamline the History BA program. The previous SLOs offered poor visibility into student learning since they were poorly targeted to our goals and excessively complicated. The new SLOs capture five critical elements of historical investigation: framing a research question (SLO 1), methods (SLO 2), sources (SLO 3), contextualization (SLO 4), and effective written communication (SLO 5). The artifacts were a random sampling of Senior Seminar capstone research papers (n=10), each approximately 20-25 pages long. These artifacts were assessed by a team of three full-time faculty, which used a 0-3 scale (0=unacceptable, 1=low pass, 2=pass, 3=high pass). The success targets were 75% achieving a 2 or higher.

The program met the success target in 3 of the 5 new Outcomes: SLO 2, SLO 3, and SLO 4. It missed the success target for 2 of the 5 new Outcomes: SLO 1 and SLO 5. However, the average for all five SLOs did meet or surpass the 2.00 threshold: SLO 1 (2.00), SLO 2 (2.10), SLO 3 (2.13), SLO 4 (2.37), SLO 5 (2.03).

This distribution of results suggests that students are struggling more with writing-based outcomes (SLO 1 and SLO 5) than methodological and contextualization-based outcomes (SLO 2, SLO 3, SLO 4), where they met the success targets. The highest scores were for SLO 4 (“Contextualize historical materials”).

### Student Learning Outcome 1

Student Learning Outcome	<b>Frame an original research question.</b>		
Measurement Instrument 1	Direct: Students enrolled in the capstone course (HIST 498: Senior Seminar) were required to develop and complete a final, independent research project of approximately 20-25 pages.		
Criteria for Student Success	Students should achieve at least a score of 2 (“Pass”) on a scale of 0-3 based on the attached rubric.		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	50% (5/10)
Methods	Evaluation of Artifacts: In AY 2022-23, a total of 32 students enrolled in HIST 498. A committee of three faculty members analyzed a random sample of independent research projects written by History majors for Senior Seminar ( $n = 10$ ). Each faculty member independently scored the 10 artifacts on a 0-3 scale using the criteria for SLO 1 on the attached rubric. The scores were then averaged. A score of 2 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.			<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The SLOs in this assessment were newly created as part of a substantial overhaul of the History BA curriculum. The new SLOs are a significant improvement in reflecting the learning goals for the program. The flaws in the old SLOs were outlined in the ASL Report for AY 2021-22. The History faculty will work to ensure that coursework in the major advances the program’s Student Learning Outcomes.			
<b>Follow-Up</b> (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 for all SLOs will be maintained at 75%. The History faculty will observe longitudinal trends in the scores for SLO 1 and the other new Outcomes.  Although SLO 1 fell short of the target for AY 2022-23, it is too early to determine whether this is a long-term problem.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
The assessment for AY 2023-24 will be carried out using the same methods as AY 2022-23. An assessment committee will be convened in Fall to coordinate the ASL process over the course of the full year.			

## Student Learning Outcome 2

Student Learning Outcome	<b>Investigate a historical question.</b>		
Measurement Instrument 1	Direct: Students enrolled in the capstone course (HIST 498: Senior Seminar) were required to develop and complete a final, independent research project of approximately 20-25 pages.		
Criteria for Student Success	Students should achieve at least a score of 2 (“Pass”) on a scale of 0-3 based on the attached rubric.		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	80% (8/10)
Methods	Evaluation of Artifacts: In AY 2022-23, a total of 32 students enrolled in HIST 498. A committee of three faculty members analyzed a random sample of independent research projects written by History majors for Senior Seminar ( $n = 10$ ). Each faculty member independently scored the 10 artifacts on a 0-3 scale using the criteria for SLO 2 on the attached rubric. The scores were then averaged. A score of 2 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.			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The SLOs in this assessment were newly created as part of a substantial overhaul of the History BA curriculum. The new SLOs are a significant improvement in reflecting the learning goals for the program. The flaws in the old SLOs were outlined in the ASL Report for AY 2021-22. The History faculty will work to ensure that coursework in the major advances the program’s Student Learning Outcomes.			
<b>Follow-Up</b> (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 for all SLOs will be maintained at 75%. The History faculty will observe longitudinal trends in the scores for SLO 2 and the other new Outcomes.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
The assessment for AY 2023-24 will be carried out using the same methods as AY 2022-23. An assessment committee will be convened in Fall to coordinate the ASL process over the course of the full year.			

### Student Learning Outcome 3

Student Learning Outcome	<b>Critically analyze evidence.</b>		
Measurement Instrument 1	Direct: Students enrolled in the capstone course (HIST 498: Senior Seminar) were required to develop and complete a final, independent research project of approximately 20-25 pages.		
Criteria for Student Success	Students should achieve at least a score of 2 (“Pass”) on a scale of 0-3 based on the attached rubric.		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	80% (8/10)
Methods	Evaluation of Artifacts: In AY 2022-23, a total of 32 students enrolled in HIST 498. A committee of three faculty members analyzed a random sample of independent research projects written by History majors for Senior Seminar ( $n = 10$ ). Each faculty member independently scored the 10 artifacts on a 0-3 scale using the criteria for SLO 3 on the attached rubric. The scores were then averaged. A score of 2 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.			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The SLOs in this assessment were newly created as part of a substantial overhaul of the History BA curriculum. The new SLOs are a significant improvement in reflecting the learning goals for the program. The flaws in the old SLOs were outlined in the ASL Report for AY 2021-22. The History faculty will work to ensure that coursework in the major advances the program’s Student Learning Outcomes.			
<b>Follow-Up</b> (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 for all SLOs will be maintained at 75%. The History faculty will observe longitudinal trends in the scores for SLO 3 and the other new Outcomes.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
The assessment for AY 2023-24 will be carried out using the same methods as AY 2022-23. An assessment committee will be convened in Fall to coordinate the ASL process over the course of the full year.			

### Student Learning Outcome 4

Student Learning Outcome	<b>Contextualize historical materials.</b>		
Measurement Instrument 1	Direct: Students enrolled in the capstone course (HIST 498: Senior Seminar) were required to develop and complete a final, independent research project of approximately 20-25 pages.		
Criteria for Student Success	Students should achieve at least a score of 2 (“Pass”) on a scale of 0-3 based on the attached rubric.		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	90% (9/10)
Methods	Evaluation of Artifacts: In AY 2022-23, a total of 32 students enrolled in HIST 498. A committee of three faculty members analyzed a random sample of independent research projects written by History majors for Senior Seminar ( $n = 10$ ). Each faculty member independently scored the 10 artifacts on a 0-3 scale using the criteria for SLO 4 on the attached rubric. The scores were then averaged. A score of 2 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 4.			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The SLOs in this assessment were newly created as part of a substantial overhaul of the History BA curriculum. The new SLOs are a significant improvement in reflecting the learning goals for the program. The flaws in the old SLOs were outlined in the ASL Report for AY 2021-22. The History faculty will work to ensure that coursework in the major advances the program’s Student Learning Outcomes.			
<b>Follow-Up</b> (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 for all SLOs will be maintained at 75%. The History faculty will observe longitudinal trends in the scores for SLO 4 and the other new outcomes.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
The assessment for AY 2023-24 will be carried out using the same methods as AY 2022-23. An assessment committee will be convened in Fall to coordinate the ASL process over the course of the full year.			

### Student Learning Outcome 5

Student Learning Outcome	<b>Communicate ideas in writing effectively.</b>		
Measurement Instrument 1	Direct: Students enrolled in the capstone course (HIST 498: Senior Seminar) were required to develop and complete a final, independent research project of approximately 20-25 pages.		
Criteria for Student Success	Students should achieve at least a score of 2 (“Pass”) on a scale of 0-3 based on the attached rubric.		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	70% (7/10)
Methods	Evaluation of Artifacts: In AY 2022-23, a total of 32 students enrolled in HIST 498. A committee of three faculty members analyzed a random sample of independent research projects written by History majors for Senior Seminar ( $n = 10$ ). Each faculty member independently scored the 10 artifacts on a 0-3 scale using the criteria for SLO 5 on the attached rubric. The scores were then averaged. A score of 2 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 5.			<input type="checkbox"/> <b>Met</b> <input checked="" type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The SLOs in this assessment were newly created as part of a substantial overhaul of the History BA curriculum. The new SLOs are a significant improvement in reflecting the learning goals for the program. The flaws in the old SLOs were outlined in the ASL Report for AY 2021-22. The History faculty will work to ensure that coursework in the major advances the program’s Student Learning Outcomes.			
<b>Follow-Up</b> (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 for all SLOs will be maintained at 75%. The History faculty will observe longitudinal trends in the scores for SLO 5 and the other new Outcomes.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
The assessment for AY 2023-24 will be carried out using the same methods as AY 2022-23. An assessment committee will be convened in Fall to coordinate the ASL process over the course of the full year.			

### Rubric for Student Learning Outcomes: History BA (695)

Learning Outcomes	High Pass (3)	Pass (2)	Low Pass (1)	Unacceptable (0)
<b>1. Frame an original research question.</b>	Clearly defined research that demonstrates awareness of existing historiography and relevant primary source materials.	Sufficiently defined research that demonstrates awareness either of existing historiography or relevant primary source materials.	Loosely defined topic that demonstrates limited awareness either of existing historiography or relevant primary source materials.	Poorly defined topic with no awareness of existing historiography and little to no awareness of relevant primary source materials.
<b>2. Investigate a historical question.</b>	Research demonstrates strong engagement with historiography and relevant primary source materials.	Research demonstrates engagement with historiography and relevant primary source materials. Historiographical discussion links to a small number of works and does not demonstrate a clear overview of field.	Research demonstrates weak engagement with some relevant primary source materials but largely ignores secondary works on the topic.	Research demonstrates limited engagement with primary source materials. Research might rely substantially on a single secondary work.
<b>3. Critically analyze evidence.</b>	The analysis of evidence is strong. Analysis demonstrates insights specific to the evidence presented and advances overall argument.	The analysis of evidence is solid. Analysis demonstrates understanding of specific evidence (i.e., content of a document) but evidence is not always used effectively to advance overall argument.	The analysis of evidence is largely flawed. Analysis demonstrates some insights but also misinterprets evidence or relies on factual errors in applying historical data.	Analysis is largely absent or deeply flawed.
<b>4. Contextualize historical materials (ex. Events, ideas, historical documents or objects, etc.).</b>	Research placed in a broader historical context. The use of historical data demonstrates a firm grasp of historical facts and advances interpretation of the student's research.	Research often placed in a broader historical context. The use of historical data is informative but not always clearly related. Historical facts are not always explained or used to advance the student's research.	Research rarely placed in a broader historical context. The use of historical data is insufficient and is not used to advance the student's research.	Historical context is largely absent.
<b>5. Communicate ideas in writing effectively.</b>	Structure is evident, understandable, appropriate, and shaped around thesis. Excellent transitions and solid topic sentences. Correct grammar throughout and always written with care.	Writing and structure is generally clear but wanders occasionally. Essay includes a few unclear transitions and/or 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. Thesis is weak or non-existent. Little or no structure or organization. Transitions are confusing and unclear. Few or non-existent topic sentences. Many grammar errors and much sloppiness.