

Assurance of Student Learning 2024-25		
PCAL		History
History BA (695)		
Alexander Olson		

<i>Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.</i>			
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 2024-25 assessment is the third year utilizing the five new SLOs that were created as part of a substantial curriculum revision to the History BA program. The new SLOs offer greater visibility into five 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=6), 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. For the first time in recent years, the BA History program met all success targets for all 5 SLOs. This is an improvement from AY 2023-24 (when the program met 3 of 5) and AY 2022-23 (when the program did not meet any of the student learning targets). In AY 2024-25, the History program underwent the APR process. Our priority in the coming year will be implementing suggestions from the APR final report. One issue with the SLOs is that they focus on techniques of writing. A more holistic approach would measure other dimensions of historical learning as well.			

Student Learning Outcome 1			
Student Learning Outcome	Frame an original research question.		
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	100% (8/8)
Methods	Evaluation of Artifacts: In AY 2024-25, a total of 33 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 ($n = 8$). Each faculty member independently scored the 8 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.			☐ Met ☒ Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The SLOs in this assessment were created in AY 2022-23 as part of a substantial overhaul of the History BA curriculum. This is the third year in which these SLOs are being utilized for assessment. The new SLOs are an improvement in reflecting the learning goals for the program, although they focus largely on writing techniques. The flaws in the old SLOs were outlined in the ASL Report for AY 2021-22. In AY 2025-26, the History faculty will work to implement suggestions from the APR review and continue its efforts to ensure that coursework in the major advances the program's Student Learning Outcomes. This process will include curriculum revisions to ensure that coursework reflects recent scholarship in the field.			
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 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.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
The assessment for AY 2025-26 will be carried out using the same methods as AY 2024-25. 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	Investigate a historical question.		
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	88% (7/8)
Methods	Evaluation of Artifacts: In AY 2024-25, a total of 33 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 ($n = 8$). Each faculty member independently scored the 8 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.			☐ Met ☒ Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The SLOs in this assessment were created in AY 2022-23 as part of a substantial overhaul of the History BA curriculum. This is the third year in which these SLOs are being utilized for assessment. The new SLOs are an improvement in reflecting the learning goals for the program, although they focus largely on writing techniques. The flaws in the old SLOs were outlined in the ASL Report for AY 2021-22. In AY 2025-26, the History faculty will work to implement suggestions from the APR review and continue its efforts to ensure that coursework in the major advances the program's Student Learning Outcomes. This process will include curriculum revisions to ensure that coursework reflects recent scholarship in the field.			
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 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.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
The assessment for AY 2025-26 will be carried out using the same methods as AY 2024-25. An assessment committee will be convened in Fall to coordinate the ASL process over the course of the full year. One faculty reviewer in last year's assessment noted that SLO 2 appears to be redundant, since it overlaps substantially with SLO 1. The close similarity in scores for these two SLOs corroborate the faculty reviewer's observation. We may revisit the SLOs to better measure student learning beyond writing techniques.			

Student Learning Outcome 3			
Student Learning Outcome	Critically analyze evidence.		
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	88% (7/8)
Methods	Evaluation of Artifacts: In AY 2024-25, a total of 33 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 ($n = 8$). Each faculty member independently scored the 8 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.			☒ Met ☐ Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The SLOs in this assessment were created in AY 2022-23 as part of a substantial overhaul of the History BA curriculum. This is the third year in which these SLOs are being utilized for assessment. The new SLOs are an improvement in reflecting the learning goals for the program, although they focus largely on writing techniques. The flaws in the old SLOs were outlined in the ASL Report for AY 2021-22. In AY 2025-26, the History faculty will work to implement suggestions from the APR review and continue its efforts to ensure that coursework in the major advances the program's Student Learning Outcomes. This process will include curriculum revisions to ensure that coursework reflects recent scholarship in the field.			
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 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.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
The assessment for AY 2025-26 will be carried out using the same methods as AY 2024-25. 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	Contextualize historical materials.		
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	88% (7/8)
Methods	Evaluation of Artifacts: In AY 2024-25, a total of 33 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 ($n = 8$). Each faculty member independently scored the 8 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.			☒ Met ☐ Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The SLOs in this assessment were created in AY 2022-23 as part of a substantial overhaul of the History BA curriculum. This is the third year in which these SLOs are being utilized for assessment. The new SLOs are an improvement in reflecting the learning goals for the program, although they focus largely on writing techniques. The flaws in the old SLOs were outlined in the ASL Report for AY 2021-22. In AY 2025-26, the History faculty will work to implement suggestions from the APR review and continue its efforts to ensure that coursework in the major advances the program's Student Learning Outcomes. This process will include curriculum revisions to ensure that coursework reflects recent scholarship in the field.			
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 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.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
The assessment for AY 2025-26 will be carried out using the same methods as AY 2024-25. 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	Communicate ideas in writing effectively.		
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	100% (8/8)
Methods	Evaluation of Artifacts: In AY 2024-25, a total of 33 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 ($n = 8$). Each faculty member independently scored the 8 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.			☒ Met ☐ Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The SLOs in this assessment were created in AY 2022-23 as part of a substantial overhaul of the History BA curriculum. This is the third year in which these SLOs are being utilized for assessment. The new SLOs are an improvement in reflecting the learning goals for the program, although they focus largely on writing techniques. The flaws in the old SLOs were outlined in the ASL Report for AY 2021-22. In AY 2025-26, the History faculty will work to implement suggestions from the APR review and continue its efforts to ensure that coursework in the major advances the program's Student Learning Outcomes. This process will include curriculum revisions to ensure that coursework reflects recent scholarship in the field.			
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 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.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
The assessment for AY 2025-26 will be carried out using the same methods as AY 2024-25. 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)
1. Frame an original research question.	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.
2. Investigate a historical question.	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.
3. Critically analyze evidence.	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.
4. Contextualize historical materials (ex. Events, ideas, historical documents or objects, etc.).	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.
5. Communicate ideas in writing effectively.	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.