Assurance of Student Learning 2024-25	
PCAL	History
Social Studies BA (592)	
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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 2024-25 assessment is the third year utilizing the five new SLOs that were created as part of a substantial curriculum revision to the Social Studies BA program. After a departmental review, it was determined that the old Social Studies curriculum included too many 100- and 200-level requirements at the expense of coursework at the 300 and 400 levels. The new Social Studies curriculum took effect in Fall 2023. The new SLOs offer greater visibility into five elements of historical investigation that are critical for social studies majors: 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=4), 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 Social Studies program met the success target for 2 of 5 SLOs, falling short on SLO 2, SLO 3, and SLO 4. This is a decline from AY 2023-24, but an increase from AY 2022-23, when the program did not meet any of the student learning targets.

In AY 2024-25, the Social Studies 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	75% (3/4)
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 Social Studies majors for Senior Seminar ($n = 4$). Each faculty member independently scored the 4 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 as part of an overhaul of the Social Studies BA curriculum. This is the third year in which these SLOs are being utilized. 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.

We are gratified to see a large increase for SLO 1 since 2022-23 (33% to 78% to 75%), but it is too soon to determine if this is a durable improvement or statistical anomaly.

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 Department 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.

We plan to use a larger sample size, as we did in previous years. This year, we only used 4 artifacts to try to make service on the assessment committee more manageable, since each artifact is 20-25 pages long, but this was a mistake since the sample size is too small to garner meaningful data.

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	50% (2/4)
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 Social Studies majors for Senior Seminar (n = 4). Each faculty member independently scored the 4 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 as part of an overhaul of the Social Studies BA curriculum. This is the third year in which these SLOs are being utilized. 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.

The scores for SLO 2 have increased since 2022-23 (22% to 78% to 50%), but it is too soon to determine if this is a durable improvement, particularly considering the large fluctuations from year to year. The very small sample size may have impacted results.

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 Department 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.

We plan to use a larger sample size, as we did in previous years. This year, we only used 4 artifacts to try to make service on the assessment committee more manageable, since each artifact is 20-25 pages long, but this was a mistake since the sample size is too small to garner meaningful data.

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	50% (2/4)
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 Social Studies majors for Senior Seminar (n = 4). Each faculty member independently scored the 4 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 as part of an overhaul of the Social Studies BA curriculum. This is the third year in which these SLOs are being utilized. 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.

The scores for SLO 3 have increased since 2022-23 (22% to 78% to 50%), but it is too soon to determine if this is a durable improvement, particularly considering the large fluctuations from year to year. The very small sample size may have impacted results.

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 Department 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.

We plan to use a larger sample size, as we did in previous years. This year, we only used 4 artifacts to try to make service on the assessment committee more manageable, since each artifact is 20-25 pages long, but this was a mistake since the sample size is too small to garner meaningful data.

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	75% (3/4)	
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 Social Studies majors for Senior Seminar (n = 4). Each faculty member independently scored the 4 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 as part of an overhaul of the Social Studies BA curriculum. This is the second year in which these SLOs are being utilized. 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.

The scores for SLO 4 have increased since 2022-23 (44% to 78% to 75%), but it is too soon to determine if this is a durable improvement. Nevertheless, SLO 4 has consistently been the strongest category in the ASL assessment.

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 Department 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.

We plan to use a larger sample size, as we did in previous years. This year, we only used 4 artifacts to try to make service on the assessment committee more manageable, since each artifact is 20-25 pages long, but this was a mistake since the sample size is too small to garner meaningful data.

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	50% (2/4)
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 Social Studies majors for Senior Seminar (n = 4). Each faculty member independently scored the 4 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 as part of an overhaul of the Social Studies BA curriculum. This is the second year in which these SLOs are being utilized. 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.

SLO 5 is the only outcome that has not met the success target in three years (44% to 67% to 50%). We will continue to emphasize this as an area for improvement.

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 Department 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.

We plan to use a larger sample size, as we did in previous years. This year, we only used 4 artifacts to try to make service on the assessment committee more manageable, since each artifact is 20-25 pages long, but this was a mistake since the sample size is too small to garner meaningful data.

Rubric for Student Learning Outcomes: Social Studies BA (592)

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.