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| HIST 101/102 Colonnade Assessment  2023-24 | |
| PCAL | History |
| Foundations | |
| Alexander Olson | |

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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.*** | | | |
| Colonnade Learning Outcome 1: **Demonstrate knowledge of world history.** | | | |
| Instrument 1 | Direct: Primary Source Analysis Papers collected in sections of HIST 101 and HIST 102 | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1. | | **Met** | **Not Met** |
| Colonnade Learning Outcome 2: **Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to world history.** | | | |
| Instrument 1 | Direct: Primary Source Analysis Papers collected in sections of HIST 101 and HIST 102 | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2. | | **Met** | **Not Met** |
| Colonnade Learning Outcome 3:  **Understand and demonstrate how world history conceptualizes diversity and the ways it shapes human experience.** | | | |
| Instrument 1 | Direct: Primary Source Analysis Papers collected in sections of HIST 101 and HIST 102 | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. | | **Met** | **Not Met** |
| Colonnade Learning Outcome 4:  **Integrate knowledge of world history into issues of personal or public importance.** | | | |
| Instrument 1 | Direct: Primary Source Analysis Papers collected in sections of HIST 101 and HIST 102 | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4. | | **Met** | **Not Met** |
| Colonnade Learning Outcome 5:  **Communicate effectively using the language and terminology germane to world history.** | | | |
| Instrument 1 | Direct: Primary Source Analysis Papers collected in sections of HIST 101 and HIST 102 | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5. | | **Met** | **Not Met** |
| Colonnade Learning Outcome 6:  **Students will read, comprehend, and analyze primary texts independently and proficiently.** | | | |
| Instrument 1 | Direct: Primary Source Analysis Papers collected in sections of HIST 101 and HIST 102 | | |
| 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.)** | | | |
| This assessment of Foundations World History (HIST 101 and HIST 102) for AY 2023-24 was carried out by a team of four faculty reviewers, each of whom scored 25 artifacts. The artifacts were randomly sampled (n=100) from a large pool of essays. The artifact was a common assignment used in every section of HIST 101 or 102 (including Dual Credit courses): a primary source analysis. These artifacts were scored on a 1-4 scale (4=excellent, 3=superior, 2=competent, 1=unsatisfactory). The success targets were 70% achieving a 3 or higher on each CLO. The program missed the success target in 4 of the 5 outcomes, which reflected a deviation from past years. This is potentially due to a sample in which weaker papers were overrepresented. It could also reflect individual reviewer quirks, since scoring was not normed. The average for all six CLOs firmly surpass the 2.00 threshold, which may be a better success target by smoothing out the impact of individual reviewer outliers: CLO 1 (2.78), CLO 2 (2.71), CLO 3 (2.81), CLO 4 (2.51), CLO 5 (2.71), CLO 6 (2.85). | | | |

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| Colonnade Learning Outcome 1 | | | | | |
| Student Learning Outcome | **Demonstrate knowledge of world history.** | | | | |
| Measurement Instrument 1 | Direct: Students in HIST 101/102 provided a primary source analysis requiring them to place the materials into their proper historical context and explain how the document highlighted cross-cultural interactions. | | | | |
| Criteria for Student Success | Students should achieve at least a score of 2 (“Superior”) on a scale of 1-4 based on the attached rubric. | | | | |
| Program Success Target for this Measurement | | 70% | Percent of Program Achieving Target | 60% (60/100) | |
| Methods | Evaluation of Artifacts: In AY 2023-24, all students in HIST 101 or HIST 102 completed the assessment. A random sample (n=100) was pulled from these submissions. A committee of four faculty members independently scored the artifacts on a 0-3 scale using the attached rubric. Each reviewer was assigned 25% of the artifact pool. A score of 3 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 results for CLO 1 fell short of the target for AY 2023-24. Nevertheless, it is too early to determine whether this is a long-term problem, as the average scores for this outcome did meet or exceed the target in previous years and the results could be a statistical anomaly. It might also reflect the inclusion of artifacts from Dual Credit courses into the assessment pool rather than courses taught by on-campus WKU faculty. The mean across all samples of CLO 1 was 2.78 (broken down as 2.82 for 101 and 2.74 for 102). | | | | | |
| **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 CLOs will be maintained at 70%. The History faculty will observe longitudinal trends in the scores for CLO 1 and the other new Outcomes. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| The assessment for AY 2024-25 will be carried out using the same methods as AY 2023-24, but faculty scorers will score some artifacts in common to ensure a more uniform application of the rubric. An assessment committee will be convened in Fall to coordinate the ASL process over the course of the full year. | | | | | |

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| Colonnade Learning Outcome 2 | | | | | |
| Student Learning Outcome | **Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to world history.** | | | | |
| Measurement Instrument 1 | Direct: Students in HIST 101/102 provided a primary source analysis requiring them to place the materials into their proper historical context and explain how the document highlighted cross-cultural interactions. | | | | |
| Criteria for Student Success | Students should achieve at least a score of 2 (“Superior”) on a scale of 1-4 based on the attached rubric. | | | | |
| Program Success Target for this Measurement | | 70% | Percent of Program Achieving Target | 61% (61/100) | |
| Methods | Evaluation of Artifacts: In AY 2023-24, all students in HIST 101 or HIST 102 completed the assessment. A random sample (n=100) was pulled from these submissions. A committee of four faculty members independently scored the artifacts on a 0-3 scale using the attached rubric. Each reviewer was assigned 25% of the artifact pool. A score of 3 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 results for CLO 2 fell short of the target for AY 2023-24. Nevertheless, it is too early to determine whether this is a long-term problem, as the average scores for this outcome did meet or exceed the target in previous years and the results could be a statistical anomaly. It might also reflect the inclusion of artifacts from Dual Credit courses into the assessment pool rather than courses taught by on-campus WKU faculty. The mean across all samples of CLO 2 was 2.71 (broken down as 2.88 for 101 and 2.54 for 102). | | | | | |
| **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 CLOs will be maintained at 70%. The History faculty will observe longitudinal trends in the scores for CLO 2 and the other new Outcomes. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| The assessment for AY 2024-25 will be carried out using the same methods as AY 2023-24, but faculty scorers will score some artifacts in common to ensure a more uniform application of the rubric. An assessment committee will be convened in Fall to coordinate the ASL process over the course of the full year. | | | | | |

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| Student Learning Outcome 3 | | | | | |
| Student Learning Outcome | **Understand and demonstrate how world history conceptualizes diversity and the ways it shapes human experience.** | | | | |
| Measurement Instrument 1 | Direct: Students in HIST 101/102 provided a primary source analysis requiring them to place the materials into their proper historical context and explain how the document highlighted cross-cultural interactions. | | | | |
| Criteria for Student Success | Students should achieve at least a score of 2 (“Superior”) on a scale of 1-4 based on the attached rubric. | | | | |
| Program Success Target for this Measurement | | 70% | Percent of Program Achieving Target | 58% (58/100) | |
| Methods | Evaluation of Artifacts: In AY 2023-24, all students in HIST 101 or HIST 102 completed the assessment. A random sample (n=100) was pulled from these submissions. A committee of four faculty members independently scored the artifacts on a 0-3 scale using the attached rubric. Each reviewer was assigned 25% of the artifact pool. A score of 3 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 results for CLO 3 fell short of the target for AY 2023-24. Nevertheless, it is too early to determine whether this is a long-term problem, as the average scores for this outcome did meet or exceed the target in previous years and the results could be a statistical anomaly. It might also reflect the inclusion of artifacts from Dual Credit courses into the assessment pool rather than courses taught by on-campus WKU faculty. The mean across all samples of CLO 3 was 2.81 (broken down as 2.86 for 101 and 2.76 for 102). | | | | | |
| **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 CLOs will be maintained at 70%. The History faculty will observe longitudinal trends in the scores for CLO 3 and the other new Outcomes. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| The assessment for AY 2024-25 will be carried out using the same methods as AY 2023-24, but faculty scorers will score some artifacts in common to ensure a more uniform application of the rubric. An assessment committee will be convened in Fall to coordinate the ASL process over the course of the full year. | | | | | |

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| Student Learning Outcome 4 | | | | | |
| Student Learning Outcome | **Integrate knowledge of world history into issues of personal or public importance.** | | | | |
| Measurement Instrument 1 | Direct: Students in HIST 101/102 provided a primary source analysis requiring them to place the materials into their proper historical context and explain how the document highlighted cross-cultural interactions. | | | | |
| Criteria for Student Success | Students should achieve at least a score of 2 (“Superior”) on a scale of 1-4 based on the attached rubric. | | | | |
| Program Success Target for this Measurement | | 70% | Percent of Program Achieving Target | 54% (54/100) | |
| Methods | Evaluation of Artifacts: In AY 2023-24, all students in HIST 101 or HIST 102 completed the assessment. A random sample (n=100) was pulled from these submissions. A committee of four faculty members independently scored the artifacts on a 0-3 scale using the attached rubric. Each reviewer was assigned 25% of the artifact pool. A score of 3 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 results for CLO 4 fell short of the target for AY 2023-24. Nevertheless, it is too early to determine whether this is a long-term problem, as the average scores for this outcome did meet or exceed the target in previous years and the results could be a statistical anomaly. It might also reflect the inclusion of artifacts from Dual Credit courses into the assessment pool rather than courses taught by on-campus WKU faculty. The mean across all samples of CLO 4 was 2.51 (broken down as 2.66 for 101 and 2.36 for 102). | | | | | |
| **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 CLOs will be maintained at 70%. The History faculty will observe longitudinal trends in the scores for CLO 4 and the other new Outcomes. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| The assessment for AY 2024-25 will be carried out using the same methods as AY 2023-24, but faculty scorers will score some artifacts in common to ensure a more uniform application of the rubric. An assessment committee will be convened in Fall to coordinate the ASL process over the course of the full year. | | | | | |

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| Student Learning Outcome 5 | | | | | |
| Student Learning Outcome | **Communicate effectively using the language and terminology germane to world history.** | | | | |
| Measurement Instrument 1 | Direct: Students in HIST 101/102 provided a primary source analysis requiring them to place the materials into their proper historical context and explain how the document highlighted cross-cultural interactions. | | | | |
| Criteria for Student Success | Students should achieve at least a score of 2 (“Superior”) on a scale of 1-4 based on the attached rubric. | | | | |
| Program Success Target for this Measurement | | 70% | Percent of Program Achieving Target | 52% (52/100) | |
| Methods | Evaluation of Artifacts: In AY 2023-24, all students in HIST 101 or HIST 102 completed the assessment. A random sample (n=100) was pulled from these submissions. A committee of four faculty members independently scored the artifacts on a 0-3 scale using the attached rubric. Each reviewer was assigned 25% of the artifact pool. A score of 3 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 results for CLO 5 fell short of the target for AY 2023-24. Nevertheless, it is too early to determine whether this is a long-term problem, as the average scores for this outcome did meet or exceed the target in previous years and the results could be a statistical anomaly. It might also reflect the inclusion of artifacts from Dual Credit courses into the assessment pool rather than courses taught by on-campus WKU faculty. The mean across all samples of CLO 5 was 2.71 (broken down as 3.05 for 101 and 2.36 for 102). | | | | | |
| **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 CLOs will be maintained at 70%. The History faculty will observe longitudinal trends in the scores for CLO 5 and the other new Outcomes. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| The assessment for AY 2024-25 will be carried out using the same methods as AY 2023-24, but faculty scorers will score some artifacts in common to ensure a more uniform application of the rubric. An assessment committee will be convened in Fall to coordinate the ASL process over the course of the full year. | | | | | |

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| Student Learning Outcome 6 | | | | | |
| Student Learning Outcome | **Students will read, comprehend, and analyze primary texts independently and proficiently.** | | | | |
| Measurement Instrument 1 | Direct: Students in HIST 101/102 provided a primary source analysis requiring them to place the materials into their proper historical context and explain how the document highlighted cross-cultural interactions. | | | | |
| Criteria for Student Success | Students should achieve at least a score of 2 (“Superior”) on a scale of 1-4 based on the attached rubric. | | | | |
| Program Success Target for this Measurement | | 70% | Percent of Program Achieving Target | 70% (70/100) | |
| Methods | Evaluation of Artifacts: In AY 2023-24, all students in HIST 101 or HIST 102 completed the assessment. A random sample (n=100) was pulled from these submissions. A committee of four faculty members independently scored the artifacts on a 0-3 scale using the attached rubric. Each reviewer was assigned 25% of the artifact pool. A score of 3 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 results for CLO 6 barely met the target for AY 2023-24. This is potentially due to the close alignment of the artifact (a primary source analysis) with this particular CLO. The mean across all samples of CLO 6 was 2.85 (broken down as 2.94 for 101 and 2.76 for 102). | | | | | |
| **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 CLOs will be maintained at 70%. The History faculty will observe longitudinal trends in the scores for CLO 6 and the other new Outcomes. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| The assessment for AY 2024-25 will be carried out using the same methods as AY 2023-24, but faculty scorers will score some artifacts in common to ensure a more uniform application of the rubric. An assessment committee will be convened in Fall to coordinate the ASL process over the course of the full year. | | | | | |

**Rubric for Colonnade Learning Outcomes: History 101 and History 102**

* CLO 1: Demonstrate knowledge of world history.
* CLO 2: Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to world history.
* CLO 3: Understand and demonstrate how world history conceptualizes diversity and the ways it shapes human experience.
* CLO 4: Integrate knowledge of world history into issues of personal or public importance.
* CLO 5: Communicate effectively using the language and terminology germane to world history.
* CLO 6: Students will read, comprehend, and analyze primary texts independently and proficiently.

**Rubric for all CLOs**

**Excellent (4 points): Excellent overall performance, no major weaknesses.**

Student’s work demonstrates sophisticated critical thinking skills, including the ability to analyze texts and construct clear historical arguments. Student’s writing is clear, precise, well-written and makes appropriate use of sources and examples. Student is able to move beyond the interpretations and questions covered in class lectures/discussions and provides insightful interpretation/questions of his or her own.

**Superior (3 points):** Consistently high-level performance but displays some distinctive weaknesses/inconsistencies. Student’s work demonstrates critical thinking skills, including the ability to analyze texts and construct historical arguments. Student’s writing is clear, precise, and well-written but is inconsistent and does not make full use of sources and examples. Student is occasionally moves beyond the interpretations and questions covered in class lectures/discussions but mainly repeats material covered in the classroom.

**Competent (2 point):**Average-level performance that displays some skills but is inconsistent. Student’s work demonstrates some grasp of critical thinking, including the ability to analyze texts and construct clear historical arguments. While student’s writing is above a minimum level, it is inconsistent and makes inadequate use of sources and examples. Student’s analysis rarely moves beyond the interpretations and questions provided in the classroom.

**Unsatisfactory (1 points)**: Displays a minimum-level of understanding and skill. Work is highly inconsistent. Student’s work demonstrates only a minimal grasp of critical thinking and writing. Student is unable to construct clear historical arguments with does not provide an adequate analysis of the sources and examples. Student is unable to identify and discuss interpretations and questions raised in the classroom​.

