Assurance of Student Learning 2019-20	
PCAL	HISTORY
SOCIAL STUDIES (592)	

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.)

Overall, results from this assessment indicated that the Social Studies major program is meeting and exceeding all of its learning outcome goals. In 2019-20, even though the outbreak of COVID-19 greatly disrupted teaching and learning in Spring 2020, and skewed the assessment data, student work exceeded the success target for each of the program's Student Learning Outcomes. The department does not plan to implement major changes to the program or the capstone course unless future assessments indicate that students are not meeting the program's Student Learning Outcomes. However, the faculty share the conviction that the average assessment score for each of the learning outcomes should be

higher so that our students meet the highest of professional and academic standards. We will continue to move forward with plans to increase success rate targets in student learning outcomes as described below.

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. Student 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" for Learning Outcome 1 Criteria (Use of Evidence) from the attached rubric.			
Program Success Target for this Measurement	50 percent		Percent of Program Achieving Target	87.5percent
Methods	Evaluation of Artifacts: In 2019-20, 15 Social Studies 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 = 8) 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 will 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.)				
Student work exceeded the success target for Student Learning Outcome 1. The department will continue forward with our plan to increase the student success rate target in this learning outcome.				
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)				
We will make the following changes in future assessment beginning in Fall 2020: Program success target will be changed to 75%.				

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. Student 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	50 percent	Percent of Program Achieving Target	62.5 percent

Methods	Evaluation of Artifacts: In 2019-20, 15 Social Studies 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 = 8) 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 will 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.)

Student work exceeded the success target for Student Learning Outcome 2. The department will continue forward with our plan to increase the student success rate target in this learning outcome.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

We will make the following changes in future assessment beginning in Fall 2020:
Program success target will be changed to 75%.

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. Student 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	50 percent	Percent of Program Achieving Target	62.5 percent

Methods	Evaluation of Artifacts: In 2019-20, 15 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 = 8) 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 will 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.)
Student work exceeded the success target for Student Learning Outcome 3. The department will continue forward with our plan to increase the student success rate target in this learning outcome.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
We will make the following changes in future assessment beginning in Fall 2020: Program success target will be changed to 75%.

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. Student 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	50 percent	Percent of Program Achieving Target	75.0 percent
Methods	Evaluation of Artifacts: In 2019-20, 15 Social Studies 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 = 8) 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 will 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.)
Student work exceeded the success target for Student Learning Outcome 4. The department will continue forward with our plan to increase the student success rate target in this learning outcome.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
We will make the following changes in future assessment beginning in Fall 2020: Program success target will be changed to 75%.

RUBRIC for Assessing History/Social Studies Capstone Research Projects

RATING	EXCELLENT	GOOD	NEEDS WORK	POOR
POINTS	4	3	2	1
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.
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.
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.