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| Assurance of Student Learning  2023-24 | |
| PCAL | History |
| History BA (695) | |
| 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.*** | | | |
| 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 2023-24 assessment is the second year utilizing 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 representative 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 outcomes, which matched the results for AY 2022-23. The average for all 5 SLOs did surpass the 2.00 threshold: SLO 1 (2.10), SLO 2 (2.07), SLO 3 (2.20), SLO 4 (2.23), SLO 5 (2.27).  The most notable improvement in our results was the increase in SLO 5 (“Communicate ideas in writing effectively”) from 2.03 to 2.27, which failed to meet the success target in last year but generated the highest average scores among all five outcomes this year. This may represent the impact of resources such as History tutoring services. The lowest scores (SLO 1 and SLO 2) involved framing and investigating historical research questions, which is an area for improvement moving forward. | | | |

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| 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 | 60% (6/10) | |
| Methods | Evaluation of Artifacts: In AY 2023-24, a total of 44 students enrolled in HIST 498. A committee of three faculty members analyzed a representative 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. | | | | **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 second year in which these SLOs are being utilized for assessment. 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.  The results for SLO 1 fell short of the target for both AY 2022-23 and 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 both years and the results could be a 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 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 2024-25 will be carried out using the same methods as AY 2022-23 and AY 2023-24. 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 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 | 60% (6/10) | |
| Methods | Evaluation of Artifacts: In AY 2023-24, a total of 44 students enrolled in HIST 498. A committee of three faculty members analyzed a representative 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. | | | | **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 second year in which these SLOs are being utilized for assessment. 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.  The scores for SLO 2 fell short of the success target, but the average score did exceed the 2.00 target. It is too early to determine if this is a persistent problem. | | | | | |
| **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 2024-25 will be carried out using the same methods as AY 2022-23 and AY 2023-24. An assessment committee will be convened in Fall to coordinate the ASL process over the course of the full year.  One faculty reviewer 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 bring this issue to the attention of the faculty and revise the rubric to better differentiate these categories. | | | | | |

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| 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 | 80% (8/10) | |
| Methods | Evaluation of Artifacts: In AY 2023-24, a total of 44 students enrolled in HIST 498. A committee of three faculty members analyzed a representative 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. | | | | **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 second year in which these SLOs are being utilized for assessment. 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. | | | | | |
| **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 2024-25 will be carried out using the same methods as AY 2022-23 and AY 2023-24. 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 | **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 | 80% (8/10) | |
| Methods | Evaluation of Artifacts: In AY 2023-24, a total of 44 students enrolled in HIST 498. A committee of three faculty members analyzed a representative 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. | | | | **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 second year in which these SLOs are being utilized for assessment. 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. | | | | | |
| **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 2024-25 will be carried out using the same methods as AY 2022-23 and AY 2023-24. 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 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 | 80% (8/10) | |
| Methods | Evaluation of Artifacts: In AY 2023-24, a total of 44 students enrolled in HIST 498. A committee of three faculty members analyzed a representative 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 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 second year in which these SLOs are being utilized for assessment. 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.  The scores for SLO 5 represented a significant improvement compared to AY 2022-23, when we did not meet the success target. | | | | | |
| **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 2024-25 will be carried out using the same methods as AY 2022-23 and AY 2023-24. 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)**

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| **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. |

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| **Curriculum Map** |  |  |  |  |  |  |  |
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| **Program name:** | BA History |  |  |  |  |  |  |
| **Department:** | History |  |  |  |  |  |  |
| **College:** | PCAL |  |  |  |  |  |  |
| **Contact person:** | Alexander Olson | |  |  |  |  |  |
| **Email:** | [alexander.olson@wku.edu](mailto:alexander.olson@wku.edu) | |  |  |  |  |  |
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| **KEY:** |  |  |  |  |  |  |  |
| I = Introduced |  |  |  |  |  |  |  |
| R = Reinforced/Developed |  |  |  |  |  |  |  |
| M = Mastered |  |  |  |  |  |  |  |
| A = Assessed |  |  |  |  |  |  |  |
|  |  |  | **Learning Outcomes** |  |  |  |  |
|  |  |  | **LO1:** | **LO2:** | **LO3:** | **LO4:** | **LO5** |
|  |  |  | Frame an original research question. | Investigate a historical question. | Critically analyze evidence. | Contextualize historical materials. | Communicate ideas in writing effectively. |
| **Course Subject/Core Course** | **Number** | **Course Title** |  |  |  |  |  |
| HIST | 101 | World History I (required core) |  | I | I | I | I |
| HIST | 240 | United States to 1865 (required core) | I | R | R | R | R |
| HIST | 241 | United States since 1865 (200-level elective) | R | R | R | R | R |
| HIST | 365 | Modern Latin America (Global South elective) | R | R | R | R | R |
| HIST | 407 | Crusades (Ancient/Early Modern elective) | R | R | R | R | R |
| HIST | 300-/400-level | Electives (options vary by concentration) | R | R | R | R | R |
| HIST | 498 | Senior Seminar | R/M/A | R/M/A | R/M/A | R/M/A | R/M/A |

