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| **Assurance of Student Learning Report**  **2023-2024** | | |
| *PCAL* | | *History* |
| *MA History 078* | | |
| *Alexander Olson* | | |
| ***Is this an online program***?  Yes  No  **HYBRID** | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

**\*\*\* Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

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| ***.*** | | | |
| **Program Student Learning Outcome 1:** Graduates will showcase broad knowledge of historical events/periods and their significance. | | | |
| Instrument 1 | Direct: Comprehensive Exams (each graduate must complete four essays and an oral examination) | | |
| Instrument 2 | Direct: Thesis (for those opting for thesis-track MA) | | |
| Instrument 3 | Indirect: Faculty scoring report on oral component of comprehensive exam. | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 2:** Graduates will effectively and accurately interpret primary sources and historical data. | | | |
| Instrument 1 | Direct: Comprehensive Exams (each graduate must complete four essays and an oral examination ) | | |
| Instrument 2 | Direct: Thesis (for those opting for thesis-track MA) | | |
| Instrument 3 | Indirect: Faculty scoring report on oral component of comprehensive exam. | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 3:** Graduates will identify and describe the contours and stakes of conversations among historians within defined historiographical fields. | | | |
| Instrument 1 | Direct: Comprehensive Exams (each graduate mst complete four essays and an oral examination ) | | |
| Instrument 2 | Direct: Thesis (for those opting for thesis-track MA) | | |
| Instrument 3 | Indirect: Faculty scoring report on oral component of comprehensive exam. | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| All three SLOs were assessed this year, and we plan to do this annually. | | | |

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| **Student Learning Outcome 1** | | | | | | |
| **Student Learning Outcome** | **Graduates will showcase broad knowledge of historical events/periods and their significance.** | | | | | |
| **Measurement Instrument 1** | **Direct: Written Comprehensive Examination.** The purpose of the comprehensive exams is to give students the opportunity to demonstrate mastery in three areas of historical inquiry as well as the handling of primary sources. The written examinations are completed over a three-day period and are followed by an oral examination. Both thesis and non-thesis students must sit for the four comprehensive exams. | | | | | |
| **Criteria for Student Success** | The program used two measures of success. The first was achieving at minimum a Low Pass for all students. The second was for at least 80% of students to achieve an average of 2 (Pass). | | | | | |
| **Program Success Target for this Measurement** | | | **100% (Low Pass)**  **80% (Pass)** | **Percent of Program Achieving Target** | **100% (10 of 10)**  **80% (8 of 10)** | |
| **Methods** | The artifacts were the five comprehensive exams (*N* = 10) and all identifiers removed. The artifacts were split among three full-time faculty so that each comprehensive exam was read by three different reviewers. The rubric was divided into three categories: low pass (1 point), pass (2 points), and high pass (3 points). No students failed (0 points) the comprehensive exam this assessment cycle. The average of all three reviewers was used as the final score for each artifact. | | | | | |
| **Measurement Instrument 2** | **Direct: MA Thesis.** The thesis is a culminating research project which will demonstrate the student’s mastery of historical research. It should present an original argument that is carefully documented from primary and secondary sources. The thesis should represent a contribution to the field and be of a quality suitable for submission to an academic publication. | | | | | |
| **Criteria for Student Success** | The program used two measures of success. The first was achieving at minimum a Low Pass for all students. The second was for at least 80% of students to achieve an average of 2 (Pass). | | | | | |
| **Program Success Target for this Measurement** | | **100% (Low Pass)**  **80% (Pass)** | | **Percent of Program Achieving Target** | **100% (1 of 1)**  **100% (1 of 1)** | |
| **Methods** | Only one of the ten students who graduated in AY 2023-24 chose to write a thesis (*N* = 1). The thesis were read by three full-time faculty. The rubric was divided into three categories: low pass (1 point), pass (2 points), and high pass (3 points). No students failed the comprehensive exam this assessment cycle. The average of all three reviewers was used as the final score for each artifact. | | | | | |
| **Measurement Instrument 3** | **Indirect: Oral Comprehensive Examination.** A scoresheet and report was collected from each student’s exam committee. | | | | | |
| **Criteria for Student Success** | The program used two measures of success. The first was achieving at minimum a Low Pass for all students. The second was for at least 80% of students to achieve an average of 2 (Pass). | | | | | |
| **Program Success Target for this Measurement** | | **100% (Low Pass)**  **80% (Pass)** | | **Percent of Program Achieving Target** | **100% (10 of 10)**  **90% (9 of 10)** | |
| **Methods** | The artifact is the report form (*N* = 10) produced by faculty supervisors of the oral component of the comprehensive exam. The oral comprehensive examination is a one-hour exam that follows the written portion, and we are including it since student performance can vary from the written portion. The scoresheet was divided into three categories, each reflecting one of the three SLOs, and faculty committees were asked to arrive at a consensus for scoring: fail (0 points), low pass (1 point), pass, (2 points), and high pass (3 points). These reports provide an indirect assessment tool, since scoring is based on the decision of the committee, but it is not feasible for the assessment committee to directly observe oral examinations. | | | | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | | | | **Met** | **Not Met** |
| **Results** | | | | | | |
| In AY 2023-24, across all instruments, the average for SLO 1 was 2.33. This breaks down by artifact into 2.20 for written comps, 3.00 for thesis, and 2.40 for oral comps.  SLO 1 measures student mastery of historical content, as opposed to methodology (SLO 2) and historiography (SLO 3). In ASL reports from 2019 to 2022, the scores for SLO 1 were notably higher than the scores for SLO 2 and SLO 3, and our curricular efforts have focused on improving the latter two categories. In AY 2023-24, the scores for all three SLOs were roughly similar (2.33 for SLO 1, 2.30 for SLO 2, and 2.32 for SLO 3).    The department is undergoing the following actions:   * Review how the department can best serve the needs of students on the Non-Thesis Track. * Discuss how to ensure that students encounter historical content that enhances understanding of race, gender, and power in a global context. This included the creation of two new graduate courses for the AY 2023-24 catalog. * Examine learning outcomes for all courses, making sure that the course learning outcomes align with those of the program. Where necessary and appropriate, adjust course-specific learning outcomes to dovetail with program learning outcomes. * Ensure that students receive mentoring and practice for their comprehensive exams throughout their studies as part of their regular coursework. | | | | | | |
| **Conclusions** | | | | | | |
| The History MA has undergone significant curriculum revision and growth over the past four years, and a priority will be to increase faculty awareness of changes in the graduate program in order to effectively mentor students for the comprehensive examinations and thesis.  Expanded enrollment in the History MA has also made it possible to offer a wider array of electives, which contributes to SLO 1 with greater breadth of content. | | | | | | |
| **Next Assessment Cycle Plan** | | | | | | |
| No major changes will be made to the assessment plan. Faculty will be encouraged to consistenty prepare an oral examination report immediately after the exam and in accordance with the approved scoring sheet. | | | | | | |

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| **Student Learning Outcome 2** | | | | | | |
| **Student Learning Outcome** | **Graduates will effectively and accurately interpret primary sources and historical data.** | | | | | |
| **Measurement Instrument 1** | **Direct: Written Comprehensive Examination.** The purpose of the comprehensive exams is to give students the opportunity to demonstrate mastery in three areas of historical inquiry as well as the handling of primary sources. The written examinations are completed over a three-day period and are followed by an oral examination. Both thesis and non-thesis students must sit for the four comprehensive exams. | | | | | |
| **Criteria for Student Success** | The program used two measures of success. The first was achieving at minimum a Low Pass for all students. The second was for at least 80% of students to achieve an average of 2 (Pass). | | | | | |
| **Program Success Target for this Measurement** | | | **100% (Low Pass)**  **80% (Pass)** | **Program Success Target for this Measurement** | **100% (10 of 10)**  **80% (8 of 10)** | |
| **Methods** | The artifacts were the five comprehensive exams (*N* = 10) and all identifiers removed. The artifacts were split among three full-time faculty so that each comprehensive exam was read by three different reviewers. The rubric was divided into three categories: low pass (1 point), pass (2 points), and high pass (3 points). No students failed (0 points) the comprehensive exam this assessment cycle. The average of all three reviewers was used as the final score for each artifact. | | | | | |
| **Measurement Instrument 2** | **Direct: MA Thesis.** The thesis is a culminating research project which will demonstrate the student’s mastery of historical research. It should present an original argument that is carefully documented from primary and secondary sources. The thesis should represent a contribution to the field and be of a quality suitable for submission to an academic publication. | | | | | |
| **Criteria for Student Success** | The program used two measures of success. The first was achieving at minimum a Low Pass for all students. The second was for at least 80% of students to achieve an average of 2 (Pass). | | | | | |
| **Program Success Target for this Measurement** | | **100% (Low Pass)**  **80% (Pass)** | | **Program Success Target for this Measurement** | **100% (1 of 1)**  **100% (1 of 1)** | |
| **Methods** | Only one of the ten students who graduated in AY 2023-24 chose to write a thesis (*N* = 1). The thesis were read by three full-time faculty. The rubric was divided into three categories: low pass (1 point), pass (2 points), and high pass (3 points). No students failed the comprehensive exam this assessment cycle. The average of all three reviewers was used as the final score for each artifact. | | | | | |
| **Measurement Instrument 3** | **Indirect: Oral Comprehensive Examination.** A scoresheet and report was collected from each student’s exam committee. | | | | | |
| **Criteria for Student Success** | The program used two measures of success. The first was achieving at minimum a Low Pass for all students. The second was for at least 80% of students to achieve an average of 2 (Pass). | | | | | |
| **Program Success Target for this Measurement** | | **100% (Low Pass)**  **80% (Pass)** | | **Program Success Target for this Measurement** | **100% (10 of 10)**  **70% (7 of 10)** | |
| **Methods** | The artifact is the report form (*N* = 10) produced by faculty supervisors of the oral component of the comprehensive exam. The oral comprehensive examination is a one-hour exam that follows the written portion, and we are including it since student performance can vary from the written portion. The scoresheet was divided into three categories, each reflecting one of the three SLOs, and faculty committees were asked to arrive at a consensus for scoring: fail (0 points), low pass (1 point), pass, (2 points), and high pass (3 points). These reports provide an indirect assessment tool, since scoring is based on the decision of the committee, but it is not feasible for the assessment committee to directly observe oral examinations. | | | | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | | | | **Met** | **Not Met** |
| **Results** | | | | | | |
| In AY 2023-24, across all instruments, the average for SLO 2 was 2.30. This breaks down by artifact into 2.33 for written comps, 3.00 for thesis, and 2.20 for oral comps.  The scores for SLO 2 were roughly in line with the scores for SLO 1 and SLO 3. This reverses a trend in past ASL reports in which SLO 2 was an area of weakness. Prior to the curriculum revision that took effect in Fall 2022, the program’s course offerings focused almost exclusively on historical content (Outcome 1) and historiography (Outcome 3), with no dedicated course offerings providing training in the use of primary sources (Outcome 2) at the graduate level. In Fall 2021, we offered a new course, HIST 536: Sources and Methods. In Fall 2022, this class became the second core course in the MA History curriculum.  The results of this assessment suggest that the curriculum revision has succeeded in strengthening SLO 2.  Note on scoring: the program met 5 out of 6 success targets for this category, missing one target on the oral comprehensive examination portion. We consider the overall category to be meeting the success target since the majority of targets for SLO 2 were achieved.  In Spring 2024, we began offering two sections of HIST 536: Sources and Methods, with one held on-campus and one online. This is meant to strengthen support in SLO 2 and increase the number of students who choose to complete the Thesis Track. | | | | | | |
| **Conclusion** | | | | | | |
| The History MA has undergone significant curriculum revision and growth over the past four years, and a priority will be to increase faculty awareness of changes in the graduate program in order to effectively mentor students for the comprehensive examinations and thesis. | | | | | | |
| **Next Assessment Cycle Plan** | | | | | | |
| No major changes will be made to the assessment plan. Faculty will be encouraged to consistently prepare an oral examination report immediately after the exam and in accordance with the approved scoring sheet. | | | | | | |

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| **Student Learning Outcome 3** | | | | | | |
| **Student Learning Outcome** | **Graduates will identify and describe the contours and stakes of conversations among historians within defined historiographical fields.** | | | | | |
| **Measurement Instrument 1** | **Direct: Written Comprehensive Examination.** The purpose of the comprehensive exams is to give students the opportunity to demonstrate mastery in three areas of historical inquiry as well as the handling of primary sources. The written examinations are completed over a three-day period and are followed by an oral examination. Both thesis and non-thesis students must sit for the four comprehensive exams. | | | | | |
| **Criteria for Student Success** | The program used two measures of success. The first was achieving at minimum a Low Pass for all students. The second was for at least 80% of students to achieve an average of 2 (Pass). | | | | | |
| **Program Success Target for this Measurement** | | | **100% (Low Pass)**  **80% (Pass)** | **Program Success Target for this Measurement** | **100% (10 of 10)**  **90% (9 of 10)** | |
| **Methods** | The artifacts were the five comprehensive exams (*N* = 10) and all identifiers removed. The artifacts were split among three full-time faculty so that each comprehensive exam was read by three different reviewers. The rubric was divided into three categories: low pass (1 point), pass (2 points), and high pass (3 points). No students failed the comprehensive exam this assessment cycle. The average of all three reviewers was used as the final score for each artifact. | | | | | |
| **Measurement Instrument 2** | **Direct: MA Thesis.** The thesis is a culminating research project which will demonstrate the student’s mastery of historical research. It should present an original argument that is carefully documented from primary and secondary sources. The thesis should represent a contribution to the field and be of a quality suitable for submission to an academic publication. | | | | | |
| **Criteria for Student Success** | The program used two measures of success. The first was achieving at minimum a Low Pass for all students. The second was for at least 80% of students to achieve an average of 2 (Pass). | | | | | |
| **Program Success Target for this Measurement** | | **100% (Low Pass)**  **80% (Pass)** | | **Program Success Target for this Measurement** | **100% (1 of 1)**  **100% (1 of 1)** | |
| **Methods** | Only one of the ten students who graduated in AY 2023-24 chose to write a thesis (*N* = 1). The thesis were read by three full-time faculty. The rubric was divided into three categories: low pass (1 point), pass (2 points), and high pass (3 points). No students failed the comprehensive exam this assessment cycle. The average of all three reviewers was used as the final score for each artifact. | | | | | |
| **Measurement Instrument 3** | **Indirect: Oral Comprehensive Examination.** A scoresheet and report was collected from each student’s exam committee. | | | | | |
| **Criteria for Student Success** | The program used two measures of success. The first was achieving at minimum a Low Pass for all students. The second was for at least 80% of students to achieve an average of 2 (Pass). | | | | | |
| **Program Success Target for this Measurement** | | **100% (Low Pass)**  **80% (Pass)** | | **Program Success Target for this Measurement** | **100% (10 of 10)**  **70% (7 of 10)** | |
| **Methods** | The artifact is the report form (*N*=10) produced by faculty supervisors of the oral component of the comprehensive exam. The scoresheet was divided into three categories, each reflecting one of the three SLOs, and faculty committees were asked to arrive at a consensus for scoring in each field: low pass, pass, and high pass. One point was earned for a low pass, two points for a pass, and three points for a high pass. These reports provide an indirect assessment tool, since scoring is based on the decision of the committee. | | | | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | | | | **Met** | **Not Met** |
| **Results** | | | | | | |
| In AY 2023-24, across all instruments, the average for SLO 3 was 2.32. This breaks down by artifact into 2.57 for written comps, 3.00 for thesis, and 2.00 for oral comps.  The scores for SLO 3 were roughly in line with the scores for other student learning outcomes.    The department is undergoing the following actions:   * Discuss how and whether graduate history courses are successfully fostering the historiographical skills measured by SLO 3 as opposed to the content-driven skills measured by SLO 1. * Examine learning outcomes for all courses, making sure that the course learning outcomes align with those of the program. Where necessary and appropriate, seek to adjust course-specific learning outcomes to dovetail with program learning outcomes. * Ensure that students receive mentoring and practice for their comprehensive exams throughout their studies as part of their regular coursework..   Note on scoring: the program met 5 out of 6 success targets for this category, missing one target on the oral comprehensive examination portion. We consider the overall category to be meeting the success target since the majority of targets for SLO 3 were achieved. | | | | | | |
| **Conclusions** | | | | | | |
| The History MA has undergone significant curriculum revision and growth over the past four years, and a priority will be to increase faculty awareness of changes in the graduate program in order to effectively mentor students for the comprehensive examinations and thesis. | | | | | | |
| **Next Assessment Cycle Plan** | | | | | | |
| No major changes will be made to the assessment plan. Faculty will be encouraged to consistenty prepare an oral examination report immediately after the exam and in accordance with the approved scoring sheet. | | | | | | |

**Rubric for Assessment – History M.A.**

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|  | High Pass (3) | Pass (2) | Low Pass (1) |
| **Student Learning Outcome 1:** Graduates will showcase broad  knowledge of historical  events/periods and  their significance. | The overview of historical data is both comprehensive and strategically deployed as it demonstrates a firm grasp of historical events/processes as well as their interpretation. | The overview of historical data is informative, but struggles somewhat with which facts are/are not important to mention and occasionally neglects to identify the significance of historical data. | The overview of historical data provides insufficient information about the historical event/context/process, is largely descriptive, rather than analytical. |
| **Student Learning Outcome 2:** Graduates will effectively and  accurately interpret primary sources and historical data. | The analysis of sources/data is sharp, sophisticated and insightful, reflecting both an understanding of specific documents and an ability to engage with the specifics of the document to advance the argument. | The analysis of the sources/data is solid and straightforward, showing a good understanding of the content of the document but does not advance the argument fully and/or misses key aspects of the sources/data. | The analysis of the document shows some insight, but is flawed in some way, because  of either failure to properly understand primary sources or factual errors in understanding/applying historical data. |
| **Student Learning Outcome 3:** Graduates will identify and describe the contours and  stakes of conversations among  historians within defined  historiographical fields. | The variety of cited monographs andarticles indicates an attempt to analyze a diverse number of historical interpretations. When analyzing individual authors, the  student consistently and accurately  paraphrases the authors’ interpretations. | A heavy reliance on a select  number of monographs and  articles indicates an ability to  recognize major trends in  historical interpretations, but not the variety. When analyzing individual  authors, the student struggles once or twice with accurately summarizing the authors’ theses. | The student exhibits a heavy reliance on a small number of monographs and articles,  indicating a difficulty in readily recognizing major trends in historical  interpretation. When analyzing individual  authors the student consistently struggles to  accurately summarize the authors’  interpretations. |

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| **Curriculum Map** |  |  |  |  |  |
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| **Program name:** | MA 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:** |
|  |  |  | Graduates will showcase broad knowledge of historical events/periods and their significance. | Graduates will effectively and accurately interpret primary sources and historical data. | Graduates will identify and describe the contours and stakes of conversations among historians within defined historiographical fields. |
| **Course Subject/Core Course** | **Number** | **Course Title** |  |  |  |
| HIST | 535 | Historiography | I |  | I |
| HIST | 536 | Sources and Methods | I | I |  |
| HIST | 500- or 600-level | Electives (Historiographical Seminars) | R | R | R |
| HIST | 599 | Thesis Research/Writing (if thesis track) | M/A | M/A | M/A |
| HIST | 598 | Comprehensive Exam Prep (if non-thesis track) | M/A | A | M/A |