

Core Assessment Report, History of World Civilization
Submitted by Kristin Mann and Barclay Key, Department of History

Method

The department chair asked faculty members, who were not already involved in the department's program assessment progress, to assess their sections of 1311 or 1312. No adjunct or concurrent enrollment assignments were used.

Faculty members made copies of final examinations and separated them into low, middle, and high groups. The 21 assignments from HIST 1311 and 1312 in the fall 2015 semester consisted of final examinations with a mix of open-response essays, key term identifications, and primary source document analysis questions. Two members of the world civilization core assessment team looked at the assignments alongside the rubric to determine whether the rubric needed to be revised.

Results

Instructors separated the assignments into low, medium, and high work. The assignments were sufficient for addressing learning outcome 1, understanding the inter-relatedness of historical events and the interactions between groups and societies. Those assignments in the "high" group corresponded with the "excellent" and "good" descriptors in our rubric. The strong student work also matched our descriptors of "excellent" and "good" in learning outcomes 3 (foundational knowledge of history and historical method) and 4 (ability to analyze a contemporary or historic global issue from an historical perspective). Primary source document analysis questions best related to learning outcome 3, while open-response essays and key term identifications related to learning outcomes 1, 4, and part of 3 (foundational knowledge of history, but not historical method/analysis). Since instructors of the assessed sections didn't specifically design the tasks to assess the learning outcomes, very few student work samples contained evidence related to learning outcome 2, science and technology. The "medium" student work corresponded with our "acceptable" and "needs improvement" columns on learning outcomes 1, 3, and 4, while the "low" student work corresponded with the "needs improvement" column. Low student work needed much more elaboration and contained some factual errors. We will revise the "needs improvement" column of our rubric to more specifically correlate to student work in the "low" group. A revised core assessment rubric is attached.

Comments

Going forward, we need a plan for selecting which sections of 1311 and 1312 will be assessed and a specific time when faculty will be notified. All 1311 and 1312 instructors, including concurrent enrollment instructors, need to be familiar with the core assessment rubrics.

We also need to determine who will be responsible for assessing students' work and how this will rotate over future semesters. There was confusion about whether our

department curriculum committee (responsible for assessment) or the group who prepared the rubric last year was responsible for core assessment.

Future Plans

For the 2016-2017 school year, we would like to create 2 assignments and embed their rubrics (portions of the core assessment rubric, to which individual instructors could add their own requirements) into Blackboard shells. We will use an online random number generator to select one section of face-to-face, one section of online, and one section of concurrent enrollment to administer the pre- and post-tests, as well as one of the two assignments. Faculty will be notified in the week before the start of the semester that their courses will be assessed. All other faculty and instructors would have the option of using these assignments.

The first assignment would be a document analysis task where the students look for author, purpose, audience, and potential bias in a primary source document. To make certain that we assess knowledge learning outcome 2, about science and technology, we would incorporate those learning outcomes as part of the document choice and assignment directions.

The second assignment would be an essay question on the final exam (or one which could be written in class) and would cover knowledge learning outcomes 1, 3, and 4. Both assignments also address the written communication goal, so they could be used for assessment of communication as well.

We will ask instructors of the assessed sections to score the assignments based on the revised core assessment rubric. A member of the core assessment committee will also score the student assignments. We would like to use department funds to pay extra compensation to instructors for meeting to standardize their scoring on the rubric (using this year's student assignments) and for scoring and evaluating core assessment data. We could report the data to the core council as follows:

	Avg score knowledge outcome 1	Avg score knowledge outcome 2	Avg score knowledge outcome 3	Avg score knowledge outcome 4
Section 1 (face to face)				
Section 2 (online)				
Section 3 (concurrent)				
Average score				

This format would allow for comparison across delivery method (face to face, online, concurrent) and across knowledge objectives.

Name of Curricular Area:	World Civilization			
Course:	HIST 1311			
Goal assessed [1]	Knowledge 1			
Number of students assessed	15 (sample of low/mid/high			
Rubric Score		0	1	2
List all learning Outcomes for goal [2]	[3]			
Knowledge 1: interrelatedness of historical events/interaction between g			5	7
Knowledge 2: science/technology		NA	NA	NA
Knowledge 3: knowledge of history/ historical method			6	9
Knowledge 4: analysis of contemporary/ historic issue from historical pe			5	4

[1] The two Communication areas will put a skills goal here. All other areas will put a knowledge goal.

[2] list all learning outcomes that are associated with each goal. Put a the median score score for each learning outcome across all course types from all programs in the curricular area.

[3] Put the percent of students whose work falls in this category for each learning objective. If a program (for example Chemistry) has several courses in this curricular area it might be useful to keep a separate record for each and then compile these record into one for use by the CAAC.

Name of Curricular Area:	World Civilization			
Course:	HIST 1312			
Goal assessed [1]	Knowledge 1			
Number of students assessed	21			
Rubric Score		0	1	2
List all learning Outcomes for goal [2]	[3]			
Knowledge 1: Understanding of interrelatedness of h	2	6	9	4
Knowledge 2: Understanding of role of science/tech	NA	NA	NA	NA
Knowledge 3: foundational knowledge of history/hist	2	5	11	3
Knowledge 4: analysis of contemporary/historic eve	4	8	6	3

[1] The two Communication areas will put a skills goal here. All other areas will put a knowledge goal.

[2] list all learning outcomes that are associated with each goal. Put a the median score score for each learning outcome across all course types from all programs in the curricular area.

[3] Put the percent of students whose work falls in this category for each learning objective. If a program (for example Chemistry) has several courses in this curricular area it might be useful to keep a separate record for each and then compile these record into one for use by the CAAC.