

Fall 2018
Core Curriculum Assessment Report

of

Values

from the

US History / Government

Core Curricular Area



submitted by

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on behalf of the

US History / Government
Core Area Assessment Committee

Methods

How was student work (artifacts) collected for assessment?

After identifying a face-to-face, an on-line, and a concurrent section to assess, artifacts were collected from faculty for each format.

What type of artifacts were collected?

Written work, such as papers, exams, or document analyses.

How were the artifacts sampled for assessment?

Assessors considered sets of artifacts from whole classes.

How were the artifacts scored?

Assessors analyzed artifacts following a shared rubric on a four-point scale.

How was reliability in scoring determined and ensured?

Each artifact was scored individually by two different faculty members to ensure reliability.

Reflection

In what areas are students doing well?

Many students wrote essays that contained the values of the core.

What areas need attention to improve student outcomes?

We need to design assignments that better assess the values goals of the core.

Continuous Improvement

What changes in the curricular area and/or courses will be made to improve student learning?

What changes in the curricular area and/or courses will be made in the assessment process (i.e. different artifacts, common assignments, different time in the semester to collect artifacts, etc.)?

We would assess the assignments geared to the values goals of the core.

Feedback

What changes are recommended for Core assessment?

None.

Comments

Other comments?

None.

END OF REPORT