

## History Assessment Plan

### Program Student Learning Outcomes:

1. Each student will demonstrate, the ability to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion.
2. Each student will demonstrate the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.
3. Each student will distinguish between primary and secondary sources and identify and evaluate evidence.
4. Each student will demonstrate their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries.

### Institutional Learning Outcomes:

A CCD graduate is a **Complex Thinker**. Students will explore and evaluate multiple sources of information, which they will synthesize to solve problems; they will extract meaning from texts, instruction, experience, and other relevant sources to construct new problem-solving approaches based on their insights. Students will make relevant connections between classroom and out-of-classroom learning. PSLO: 1, 2, 4

A CCD graduate is an **Effective Communicator**. Students will convey meaning by writing and speaking coherently and effectively in a way that others understand; students will write and speak after reflection; students will influence others through writing, speaking, or artistic expression that is appropriate for the context and audience; students will use appropriate syntax and grammar; students will listen attentively to others and respond appropriately. Students will understand and apply conventions of effective writing and oral communication in academic, public, and professional discourse. PSLO: 1

A CCD graduate is **Globally Aware**. Students will consider the interconnectedness of our community and world; they will understand how cultural differences (such as beliefs, traditions, religion, ethnicity, sexuality, and gender) impact personal and community participation; they are aware of the social, environmental, and economic impacts of their actions; they evaluate how technology links individuals and communities and are aware of the social, environmental, technological, and economic impacts of their actions. PSLO: 2, 3, 4

### Curriculum Map

Course	PSLO	ISLO	Assessment
His 101			

His 102			
His 111			
His 112			
His 121			
His 122			
His 203			
His 205			
His 215			
His 225			
His 235			
His 236			
His 243			
His 244			
His 247			
His 249			
His 250			
His 255			
His 259			
His 260			

**Schedule for Assessment:**

During weeks 13-15 Fall, Spring, and Summer semesters

**Methods of Assessment for Each Outcome**

**HISTORY DEPARTMENT –WRITNG ASSESSMENT**

In an essay format **compare and contrast** the two primary sources and place them in the historical context. In other words tell me who the author is, what is he/she getting at? Do more than just summarize, make connections. How does this relate to historical concepts and / or events we have discussed in class?

**Prompt & Grading Rubric for HIS Assessment**

**Student Prompt**

In an essay format **compare and contrast** the two primary sources and place them in the historical context. In other words tell me who the author is, what is he/she getting at? Do more than just summarize, make connections. How does this relate to historical concepts and / or events we have discussed in class?

### **Excellent Response –9, 8, 7**

#### **Score Range: Excellent—all criteria must be true**

**Accuracy:** The student consistently analyzes the primary sources within its cultural context accurately.

**Broader Significance:** The student consistently and thoughtfully indicates the broader cultural significance of the primary sources by explaining its causes, effects, or other broader implications.

### **Competent Response—6, 5, 4**

#### **Score Range: Moderate--most criteria must be true**

**Accuracy:** The student often but not consistently analyzes the primary sources within its cultural context accurately.

**Broader Significance:** The student often attempts to analyze the primary sources within the broader cultural significance of the term, but these attempts often lack precision. The work does, however, imply an adequate mastery of the material.

### **Unsuccessful Response 3, 2, 1**

#### **Score Range: Unsuccessful —most criteria must be true**

**Accuracy:** The student often does not analyze the primary sources within its cultural context accurately.

**Broader Significance:** The student either does not attempt to analyze the primary sources within the broader cultural significance or, what he or she does attempt is fragmented, illogical or inaccurate. Overall, the work does not imply an adequate mastery of the material.

### **Timeline for Assessing Each Outcome:**

We assess the outcomes in each history course sometime during weeks 13-15 of the semester. We do this to ensure that the data gleaned will be meaningful for future course-wide discussions and decisions. This also allows the instructors some flexibility in administering, including giving them the option of using it as their final (either all or part). We offer the students some form of points so that the students will take the assessment seriously (again so that the data will be meaningful). We allow the students the same amount of time for the exercise (45 minutes) again for the same reason. Variance of times would not provide usable data. The artifacts are collected by the instructors, and forwarded to the department chair for storage.

### **Benchmarks for the outcomes to be assessed:**

There are three levels of performance in our assessment, excellent, competent, and unsuccessful. While our goal is that each student is able to perform at least at the competent level, experience has taught that there will be some for a variety of reasons (tired, don't care, won't pass, test anxiety, learning disabilities, ill, apathy, lack of previous academic experience / success, etc.), that 20-25% at "unsuccessful" 35-40% "competent," 30-35% "excellent."

### **Description of How Data Will Be Used:**

We meet as a department within the first week following the conclusion of the semester being assessed. We divide the artifacts amongst the faculty (full-time and part-time) no faculty is allowed to review artifacts from their own courses --- student information is redacted to allow for a blind reading of the artifacts. Each artifact is assigned a rating by the rating faculty member. If there is doubt as to the placement of the artifact amongst the three categories, a second faculty member blindly reads and places their rating; If need be, a third member reads and rates the category determined by two of the rating members reveals where the artifact will be placed.

Once the artifacts have been rated, we as a department discuss what we have learned, what our students need (based on the findings) and what strategies, to meet those needs we may wish to implement, or whether or not we wish to gather more data (the following semester) to see whether or not a given semester is an outlier, or if it is a trend that we need to address.

### **Description of Continuous Process Improvement:**

We meet together often, and assessment is always a topic of conversation and consideration. We care deeply about what our students are learning and how they are learning it. We assess regularly throughout the academic year and use the data to make informed, data-driven decisions about strategies to strengthen areas of instruction.