

**Program:** History      **Date:** May 10, 2013      **Completed by:** Kristen Epps

**Assessment contributors:** Judy Gaughan, Brigid Vance, Matt Harris

Please complete this form for each undergraduate program (e.g., B.A., B.S.) in your department and return it to Erin Frew, [erin.frew@colostate-pueblo.edu](mailto:erin.frew@colostate-pueblo.edu) as an email attachment before June 1, 2013. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>.

**I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.**

A. Which of the program SLOs were assessed during this cycle?	B. When was this SLO last assessed?	C. What method was used for assessing the SLO?	D. Who was assessed?	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements are planned based on this assessment?
"Demonstrate knowledge of specific times and locations studied, and knowledge of the complexities of the past and the diversity of human cultures in those times and places" (bullet point #3)— <b>for this cycle we focused on the first half of this</b>	No previous published report on this SLO	Review of aggregate data from final exams from two instructors' HIST101 courses (Brigid Vance and Judy Gaughan), and review of sampling (A-D grades) of short answer questions from Vance's	Students in three general education courses—two sections of HIST101 and one section of HIST103 (some of these students were majors, but most were	Over the entire course, expect 15% of students to reach high proficiency (A-B grades); 70% of students to reach at least proficiency (C); 80% to reach low proficiency (D); and 15% not proficient (this 15% includes all students who earn Fs, including those who failed by	Faculty met to discuss the data and compiled a list of areas to strengthen in the future; most students were in the proficient or low proficiency categories, and we would like this to	Students were successful in certain areas but most struggled with applying factual knowledge to interpretive questions (i.e. struggled with higher-order thinking skills and reading comprehension) ( <i>*see comments for additional</i>	1) Give students more experience answering interpretive questions (practicing more in class, in quizzes, etc.) 2) Give students additional map exercises to improve geographic literacy 3) Place more emphasis on chronology, to help students grasp cause and effect 4) If course includes a final exam, administer a midterm to help students learn professor's testing style, etc. 4) Have the faculty who teach world history courses

<b>SLO</b>		HIST103 course	non-majors)	default for lack of attendance, etc.)	improve	<i>discussion*)</i>	meet more regularly to discuss specific strategies
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*Comments:* Both HIST101: World Civilization to 1100 and HIST103: World Civilization Since 1800 are general education courses. The majority of students are non-majors taking the course to fulfill that requirement; all majors are required to take both of these courses and pass with a full C. These courses also count as core courses for the history minor. History students must meet the same expectations for these survey courses regardless of the degree program (B.A. or B.S.); professors do not distinguish between degree programs in their syllabi, assignments, etc. The strengths we saw in this review of final comprehensive exams included the following: for students, they were capable of answering straightforward factual questions in multiple-choice format or short-answer identification format. In Brigid Vance's section, they had high scores on the map identification section of the final exam, so those students exhibited excellent geographic literacy. For faculty, two strengths are that we are very adept at incorporating primary sources (which form the core of our discipline) into final exams and at crafting questions that test various forms of factual knowledge. Although this review only pertained to World Civilization courses, these same strengths and weaknesses no doubt apply to U.S. history survey courses as well (given the personal, albeit anecdotal, experience of others on the assessment committee). The aggregate data for this assessment was quite useful, but in order to better assess this SLO in the future, we are considering administering a pre-test and post-test in selected survey courses. We will also be revising our assessment plan in the 2013-2014 academic year.

As a group, we discussed various strategies that will not be implemented across the board, but which are interesting options. One suggestion was to help with understanding dates and cause/effect relationships by choosing textbooks that move chronologically instead of thematically (this is optional because there is no common textbook for either course and faculty should have the freedom to choose their own readings). Judy Gaughan also discussed having students build interacting maps to help with geographic literacy; she will be experimenting with this in her fall survey courses. Brigid Vance suggested having students build the study guide themselves to determine which topics are important and give them a "buy in" to the testing process; she used this strategy in HIST103 and it was successful. Lastly, because these are general education courses, the group also discussed the importance of having students enter the university with necessary preparation; in all cases, a study skills course that presents basic advice about how to take notes, how to read a textbook effectively, etc. would be of great benefit to many of our students. We each try to accomplish this to some degree in our courses, but our primary task is to teach content and historical thinking, not these general skills. In World Civilization courses especially, there is a lot of important content material to cover.

**B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.**

A. What SLO(s) did you address?	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
N/A	N/A	N/A	N/A	N/A

*Comments:* Because this is our first year assessing this SLO, there are no comments regarding a previous assessment cycle.