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Course Outcomes Guide

August 2013

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Course/Program Title: History 101

Course/Program Team: Lore Kuehnert, Tim Jenness

Expected Learning Outcomes:

1) Identify and evaluate primary and secondary source materials and demonstrate an understanding of their historical context and relevance; Recognize bias and its impact upon the value of the source; Extract valid and valuable information from the source.
2) Recognize important trends and themes in human cultural, economic, political and ideological development; Identify and evaluate the impact of these historical trends upon global development.

Assessment

A source analysis assessment of ten questions was designed and was first utilized in the fall of 2009 and an on-line version was launched in the fall of 2010. However, the data gathered was lost when the History program was moved from the Humanities to the Social Sciences Division during the summer of 2012. The administrative change coincided with the process of hiring the current full-time faculty members. A new assessment tool will be piloted in Fall 2013. The assessment includes several primary source reading selections and ten multiple choice questions that require students to evaluate and analyze both the content of the sources and the trends and themes common to several or all of the sources. Students will take the assessment at the beginning of the semester and then again at the end of the semester to determine the degree to which they have mastered the desired skills.

Validation

When new data has been collected, results will be validated internally by analyzing the data and comparing the results with information obtained from assignments and exams in various sections of this course.

Results

Over the summer term of 2012, the legacy data for this assessment was lost in the course of moving the History program from the Humanities to the Social Sciences division at the same time as the institution was in the process of hiring the current full-time History faculty. Efforts to recover that data continue. Previous faculty analyzed their findings in the following manner:

"Assessment scores have improved through the course of the semester in every class in which the assessment was utilized. The average score for the pre-semester assessment (from the Fall of 2009 through the Spring of 2011) was 4.4 out of 10 correct. The average score for the post-semester assessment over the same period of time was 6 out of 10 correct. The data is still being analyzed to determine specific correlations, but it does appear to be evidence that student analysis skills are improving as a result of the course."

Follow-up
The data will be reviewed after the Fall 2013 semester.

Budget Justification
Resources appear adequate at this time.