

## **Course Outcomes Guide**

**August 2014**

**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. However, most of 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 ten-question assessment tool was piloted in Fall 2013. This assessment was also piloted in online courses in Spring 2014. 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 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. Specific questions in the assessment tool measure the application of methods used in the study of history and the application of historical knowledge learned in the course.

### **Validation**

Internal validation includes analysis of the data collected, as well as comparisons between the assessment data and the outcomes of other types of exercises assigned in this course. Moreover, the results from the new assessment tool seem to yield data that is consistent with the data that has survived from 2009-2011. External validation derives from the alignment of the assessment tools with standards set by the American Historical Association.

### **Results**

Assessment scores have improved through the course of each semester in every section for which data was reported. For Fall of 2013, 25% of students scored 6 points or better on the initial HIS 101 assessment at the beginning of the semester, whereas by the end of the semester 71% of students scored 6 points or better. For Spring of 2014, 33% of students scored 6 points or better on the initial HIS 101 assessment at the beginning of the semester, whereas by the end of the semester 73% of students scored 6 points or better. The data supports the conclusion that the course develops mastery of the subject of world history and promotes the development of analytical reading skills. Multiple sections demonstrate fairly consistent results.

**Follow-up**

The results for two items on the assessment demonstrated a lower average than expected. Both items related to the ability to properly distinguish between or properly identify different types of historical evidence. For Fall 2014, the program has adopted a new textbook which provides material that directly addresses the development of this foundational skill.

**Budget Justification**

Resources appear adequate at this time.