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Course Outcomes Guide
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Course/Program Title: HIS-102   Date: 08/10/2014
              History of Civilization II
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Expected Learning Outcomes
1) Demonstrate the ability to evaluate and utilize primary sources.
2) Demonstrate the ability to analyze secondary sources through the identification of important themes and author bias; critically evaluate the arguments presented in the source and demonstrate the ability to formulate alternative interpretations.
3) 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
Prior to this academic year no common assessment tool was applied because of the low numbers of sections available for assessment each semester. Previously essay questions were utilized, but the data gathered was lost when the History program was moved from the Humanities to the Social Sciences division in Summer 2012, a change which coincided with the process of hiring the current full-time faculty members. In Fall 2013 a ten-question assessment tool was piloted. 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. External validation derives from the alignment of the assessment tools with standards set by the American Historical Association.

Results
Because there are only one or two sections of HIS 102 each semester, and the course often has less than full enrollment, there is relatively little data upon which to base conclusions. To date, there is data for a total of only four sections of the course, with a total of only 48 students. Assessment scores improved in each of the four sections over the course of each semester. For Fall of 2013, 23% 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 64% of students scored 6 points or

better. For Spring of 2014, 38% 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 58% of students scored 6 points or better.

Follow-up

Despite the dearth of data, the results indicate several improvements that may be made. First, the textbook that was previously used in the course did not align well with the learning objectives for the course. For Fall 2014, the program has adopted a new textbook which provides material that directly addresses the development of appropriate foundational skills as well as providing more up-to-date content. Second, assignments in the course emphasize the analysis of secondary sources, whereas the assessment tool emphasizes primary source reading skills. Better alignment between course assignments and the assessment tool will be combined with additional emphasis on the use of primary sources in course assignments.

Budget Justification

Resources are adequate at this time.