

Course Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: HIS 201 – United States History I

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Expected Learning Outcomes:

1. Analyze and evaluate primary and secondary sources; demonstrate knowledge of the sources' content, identify bias, and express a critical opinion of the validity of the author's argument.
2. Demonstrate the ability to think critically about a specific historical event based on the examination of a variety of source materials.
3. Recognize important trends and themes in United States history and demonstrate the connection between historical foundations and current events.
4. Recognize the contributions of voluntary and coerced immigrants to the American nation.

Assessment (How do or will students demonstrate achievement of each outcome? Please attach a copy of your assessment electronically.)

Comprised of several primary source reading selections and ten multiple choice questions, the assessment requires students to evaluate and analyze the sources' content and identify trends and themes common to several or all of the passages. Students are administered the assessment at the beginning and end of the semester to determine the degree to which they have achieved the desired outcomes. At least 70% of students should be able to achieve a minimum score of seven on the assessment after completing the course.

Validation (What methods have you used or will you use to validate your assessment?)

Internal validation includes analysis of the data collected by faculty with terminal degrees in the discipline. The results from the assessment tool typically yields data that are generally consistent from semester to semester. External validation derives from the alignment of the assessment tools with standards set by the American Historical Association in the 2013 tuning core document, "History Discipline Core" (<http://www.historians.org/teaching-and-learning/current-projects/tuning>).

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

Assessment data for the academic year 2016-2017 is summarized below:

	<u>Pre-Test</u>	<u>Post-Test</u>
<u>Fall 2016</u>		
Average score (3 sections/33 students)	6.61/10	7.82/10
% of students achieving a score of 7+	54.5%	84.8%
<u>Spring 2017</u>		
Average score (3 sections/29 students)	5.83/10	6.86/10
% of students achieving a score of 7+	41.3%	62.1%

The updated data continue to show that a majority of students perform better on the assessment after completing the course. Assignments designed to strengthen students' analytical and critical thinking skills and the course's overall rigor undoubtedly contributed to the aggregate improvement. More than 50% of students missed the questions on chronology and identifying the central argument of a specific passage on the pre-test. Reassessment at the end of the course showed that students' chronological knowledge improved, however, they still struggled significantly with identifying the central argument of a specific narrative (portions of Outcomes 1 and 2). Given the lack of general preparedness (e.g. reading comprehension, etc.) and weak critical thinking skills with which many students enter college, this is an ongoing pedagogical challenge that cannot be overcome in one semester.

Follow-up (How have you used or how will you use the data to improve student learning?)
Faculty integrate a variety of primary documents and analytical strategies in each course to strengthen students' ability to analyze and interpret historical evidence. Review of the SLOA data will continue to determine the effectiveness of the current course design. Long-term decreases or increases in aggregate scores will be analyzed to determine if any changes in the course are necessary. Ongoing faculty discussions focus on strategies that might more effectively address student deficiencies.

Budget Justification (What resources are necessary to improve student learning?)
Resources appear adequate at this time.