

Course Outcomes Guide June 2018
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Course/Program Title: World History II (HIS-102)

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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

Since Fall 2013 a rigorous ten-question assessment has been implemented each semester. The assessment includes several primary source reading selections and ten multiple choice questions which 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. Items included on the assessment were designed to pose significant challenges to even those students who became adept at interpreting historical documents. This is the fifth year in which it has been implemented, and the second year since revisions were made.

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 in the 2016 Tuning core document, "History Discipline Core" (<https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/2016-history-discipline-core>).

Results

As compared to data from the preceding years, the scores for this year were significantly weaker. While data for each outcome shows similar improvement from pre-test to post-test for each student, the overall number of students scoring 6 or better on the post-test is lower than that measured last year, and pre-test scores are significantly lower. This has coincided with both the reduction in prerequisite from ENG 100 to ENG 099 (to match that in HIS 101), and a revision of the assessment tool. Since scores on the General Education assessment and course performance were strong overall, this seems to indicate that the revision to the assessment tool

needs to be reconsidered, although the data from the 2016-17 revised tool did reflect significantly stronger scores in comparison to this past year.

The following table provides a semester by semester comparison of aggregate data:

Semester/Year	Percentage of students scoring 6 or better on Pre-test	Percentage of students scoring 6 or better on Post-test
SP18	15	37
FA17	16	31
SP17	21	57
FA16	15	59
(Assessment tool revised Summer, 2016, and prerequisite adjusted to match HIS 101.)		
SP16	38	62
FA15	28	66
SP15	31	54
FA14 (For this semester some data was omitted because of errors.)	18	36
SP14	38	58
FA13	23	64

Follow-up

- 1) Several revisions to the tool will be changed back, and a new set of revisions will be piloted in one section by at least Spring 2019.
- 2) The lower ENG prerequisite may still need to be reconsidered, however, in terms of reading-level the material taught in HIS 102 includes documents that are more current and have less antiquated language than that taught in HIS 101. The revised tool is assumed to be primarily responsible for weaker scores, and if amending it resolves much of the variance in scores over the past two years, this concern will be easier to follow up.
- 3) Results indicate that instructional emphasis should continue to focus on developing students' abilities to process historical evidence, although based on pretest scores, some students require supplemental support in reading comprehension. (See budget justification below.)

Budget Justification

The volume of reading material assigned in a World History course poses a problem for both ESL students and for students with poor reading comprehension. Some other Maryland Community Colleges (Frederick and Prince George's) offer pre- or co-requisite reading comprehension or co-instruction in college-level reading. At HCC perhaps targeted assistance in reading comprehension provided to specific students via the Student Learning Center could provide an alternative solution, but this would require that the LSC had resources to provide access to tutors or faculty proficient in teaching remedial reading.