

## General Education SLOA Summary

General Education Category: History

Semester: Spring 2013

### Data Summary: (link to excel spread sheet or cut and paste a chart of summary data)

During the spring 2013 semester, 141 students were assessed to determine whether they achieved the desired minimum score. For each outcome, students submitted a formal written assignment and then were rated on a scale of zero (no submission or incomplete submission) to five (excellent, student demonstrates superior competency) to determine their degree of competence in each area. A minimum score of three (average, student demonstrates basic competency) was determined to be a satisfactory or passing score.

**Outcome #1:** The student will be able to critically analyze and evaluate issues derived from the social sciences utilizing appropriate methodologies.

**Outcome #2:** The student will be able to demonstrate how culture, society, and diversity shape the role of the individual within society and human relations across cultures.

Total students assessed for all HIS courses:	141
% of students with 3 or better on outcome 1:	77%
% of students with 3 or better on outcome 2:	69%

Total students assessed for HIS 101:	57
% of students with 3 or better on outcome 1:	73%
% of students with 3 or better on outcome 2:	66%

Total students assessed for HIS 102:	29
% of students with 3 or better on outcome 1:	82%
% of students with 3 or better on outcome 2:	86%

Total students assessed for HIS 201:	40
% of students with 3 or better on outcome 1:	70%
% of students with 3 or better on outcome 2:	57%

Total students assessed for HIS 202:	15
% of students with 3 or better on outcome 1:	93%
% of students with 3 or better on outcome 2:	80%

**Discussion of Analysis Results: (narrative in Word format of who, what, where, when, what was discussed and what was determined)**

Who: Drs. Lore Kuehnert and Timothy Jenness

When: 30 July 2013

The spring semester was the first time the current common rubric was used. We met on an on-going basis as the rubric was designed during the spring semester and met again in July 2013 to analyze the final results. The expected goal was for 75% of students to earn at least a three for each of the outcomes. The nature of the assessment tool was qualitative in nature because such an approach is consistent with many of the history profession's established practices.

**Plan of Action: (closing the loop)**

The data suggests the need for continued emphasis on the reading, interpretation, and analysis of primary documents as a tool in historical research. The rubric should be applied more rigorously in some instances during the 2013-2014 academic year in order to provide a better baseline from which to assess students' progress.