

Course or Program Assessment Summary http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: **Social Sciences** Program: **History** Date: **updated October 2013** v. 3 2012

Courses in program, or course: *Hist 203A/B, 204A/B, 207A/B, 210, 212, 233, 237, 239*

Faculty involved with the assessment and analysis: *Lisa DeFraga, Dennis Judd, Anthony Koeninger, and Mark Weber. CPAS prepared by Mark Weber.*

Course-to-program outcome mapping document** is completed Yes No

1	<p>Student Learning Outcome Statements</p> <p><input checked="" type="checkbox"/> Program</p> <p><input type="checkbox"/> Course</p>	<p>Program Learning Outcomes prior to spring 2013 change:</p> <ol style="list-style-type: none"> 1. Prepare students to read and think critically, write clearly and persuasively, and be able to evaluate historical evidence. 2. Enable students to demonstrate awareness and appreciation of the diverse interpretations of the past and the complexity of the links between past and present. 3. Students will demonstrate an understanding of what historians do and the types of questions they pose. 4. Students will demonstrate an understanding of diverse cultures and political and social structures, and how these vary across time and place. 5. Prepare students to participate knowledgeably in the affairs of the world, drawing upon their understanding of the past. <p>Current Program Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will demonstrate that they have the knowledge and skills to succeed in the study of history. 2. Students will demonstrate the ability to write effectively about history.
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>As of May, 2012, the History Department has used only survey-based assessment for student learning outcomes (SLOs). Starting in the 2012-2013 academic year the History Department will begin experimenting with direct assessment.</p> <p>The History Department's course-to-program outcome mapping document is on file in MyCuesta Group/History.</p> <p>During spring semester 2013 the History Department began using direct assessment.</p>
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<p>The History Department is assessing program SLOs based on data from our individual courses. We serve a wide range of students and the only way we are aware of to determine how we're serving our students is to gather the data in our courses. We recognize that the data from our survey-based assessments is subjective and not standardized, but we believe that data still has value for planning and evaluative purposes.</p> <p>Assessments occurred in the spring 2010 at the San Luis Campus for sections of Hist 207A (196 students in</p>

		<p>multiple sections) and Hist207B (102 students in multiple sections). Assessments occurred in the fall 2011 at the San Luis Campus for sections of Hist 204A (49 students in multiple sections), Hist 210 (25 students), Hist 212 (21 students), and Hist 237 (17 students). Assessments occurred in the spring 2010 at the San Luis Campus for sections of Hist 204B (26 students) and Hist 239 (19 students). History 203A/B have not yet been assessed and are being offered for the first time in over a decade in the fall 2012 – they will be assessed then. History 233 was assessed in spring 2012; analysis is pending.</p> <p>During spring semester 2013 direct assessment was conducted in the following courses:</p> <p>203A and 203B: one section each by Chris Neilson</p> <p>207A: one section each by Lisa DeFraga and Anthony Koeninger</p> <p>207B: one section by Mark Weber</p>
4	Assessment Results Summary (summarize Data)	<p><u>Indirect Assessment</u></p> <p>Statistical summaries for each section and aggregated data are on file in MyCuesta Group/History. The Course SLO assessments showed generally high levels of student achievement across all SLOs. In five of the courses surveyed, over 87% of the students surveyed stated that they could meet the SLO fairly well or very well.</p> <p>With the exceptions of History 204A and 204B, students scored over 90% on their ability to distinguish and analyze primary and secondary documents. These high scores indicate that our students are able to successfully evaluate historical evidence (program SLO #1), and understand the kinds of questions historians pose (program outcome #2). The analysis of primary and secondary documents is integral to program outcomes #1 and #2.</p> <p><u>Direct Assessment</u></p> <p>History 203A: over 60 students were assessed with two primary source writing assignments. The average score out of 50 points possible on assignment #2 was 46.2; the average score on assignment #3 was 46.5.</p> <p>History 203B: over 60 students were assessed with two primary sources writing assignments. The average score out of 50 points possible on assignment #4 was 44.8; the average score on assignment #5 was 46.2.</p> <p>History 207A Defraga: 38 students were assessed on 15 multiple choice questions on the final exam that correlate with SLOs 2 and 4. The average score was 93.5.</p> <p>History 207A Koeninger: 42 students were assessed on 10 multiple choice questions on the final exam that correlate with SLO 4. The average score was 91. 27 students were assessed on 10 multiple choice questions on the final exam that relate to SLO 1. The average score was 93.</p> <p>History 207B Weber: 28 students were assessed on 30 multiple choice questions that correlate with all 4 SLOs. The letter grades were: 12 A; 7 B; 4 C; 4 D; 1 F. 25 students were assessed on two quizzes that correlate with SLO 4. One the first quiz the average score was 75%; on the second quiz the average score was 92%.</p>

5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<p>There is no previous improvement plan.</p> <p>Discussion of results: We are pleased that such a high percentage of students judge themselves to be competent in so many course SLOs. This may be the result of effective teaching, or it may be that students are over-estimating their ability to meet the SLOs. As mentioned above, because of this uncertainty the History Department will be experimenting with direct assessment in the 2012-2013 academic year.</p> <p>Our program assessment has revealed that several of our program SLOs are not easily measured by student surveys or even by direct assessment at the course level. For example, program SLO #5 reads: “prepare students to participate knowledgeably in the affairs of the world, drawing upon their understanding of the past.” History Department faculty will be revising our program SLOs so that we can more accurately measure them using course-level data.</p> <p>During spring semester 2013 the history faculty revised our program SLOs as indicated above.</p> <p>Analysis of direct assessment conducted during spring semester 2013 is currently underway.</p>
6	Recommended Changes & Plans for Implementation of Improvements	<p>Faculty should continue to list SLOs on the syllabi and discuss them with their students. Additional consideration of the Program and course SLOs should be made when creating new assignments, exams and other course materials in order to focus student learning on the various SLOs that have been identified for the course and Program.</p> <p>As mentioned in 5 above, the History Department faculty will be revising our program SLOs so that we can more accurately measure them using course-level data. We plan to address this problem at the beginning of the fall 2012 semester.</p> <p>Program SLOs were revised during spring semester 2013 as noted above.</p>
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<p>On September 16, 2011, members of the History Department met with Sally Demarest, one of Cuesta College’s SLOA Coordinators to discuss the assessment process. After meeting with Sally, the members of the History Department caucused to examine and discuss the results for the history classes that had been assessed. On February 15, 2012, members of the History Department met again with Sally Demarest and also with Greg Baxley, Cuesta College’s other SLOA coordinator, to further clarify the assessment process and requirements.</p> <p>History faculty continue to meet and communicate on a regular basis regarding all aspects of course and program assessment. These meetings are too numerous to document.</p>

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>