**Executive Summary**

The History Department has reviewed our Institutional Learning Outcomes through our CLOs for all courses in our department. All fulltime faculty were involved in the creation of this document, as well as one adjunct faculty who was able to attend. We examined the data we had gathered, and discussed the connections between our CLOs and ILOs. Our overall conclusions and actions relate mainly to the overall process of assessment, which we are very new at figuring out. We agreed this year to standardize our curriculum through C-ID language, to standardize our assessment tools for each course across sections, and to develop norming sessions and rubrics to assist in developing consistency in our process, despite the challenge of having over ½ of our courses taught by adjunct faculty who are often unable to attend meetings and who are not paid for the work they do.

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**Faculty Included in the Preparation and Sharing of this Report:**

Eileen P. Kerr

Eva Mo

Albert Smith

Curtis Martin

William Newell

Hans Hauselmann

**Please provide a brief and cogent narrative in response to each of the following questions.**

1. Provide a quantitative analysis for each ILO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each ILO column *and* the corresponding ILO passing rate as an aggregated percentage.

**INSTITUTIONAL LEARNING OUTCOMES Students Passed/Assessed TOTAL RATE**

Communication

1. *Articulate ideas through written, spoken, and visual forms appropriately N/A N/A*

*and effectively in relation to a given audience and social context.*

1. *Utilize interpersonal and group communication skills, especially those that N/A N/A*

*promote collaborative problem-solving, mutual understanding, and teamwork.*

1. *Mindfully and respectfully listen to, engage with and formally respond to the 663/745 89%*

*ideas of others in meaningful ways.*

1. *Plan, design, and produce creative forms of expression through music, speech, N/A N/A*

*and the visual and performing arts.*

Creative, Critical and Analytical Thinking

1. *Analyze differences and make connections among intellectual ideas, academic 663/745 89%*

*bodies of knowledge and disciplinary fields of study.*

1. *Develop and expand upon innovative ideas by analyzing current evidence and 663/745 89%*

*praxis, employing historical and cultural knowledge, engaging in theoretical*

*inquiry, and utilizing methods of rational inference.*

1. *Utilize the scientific method and solve problems using qualitative and N/A N/A*

*quantitative data.*

1. *Demonstrate the ability to make well-considered aesthetic judgments. N/A N/A*

Cultural Literacy and Social Responsibility

1. *Interpret and analyze ideas of value and meaning exhibited in literature, 98/112 85%*

*religious practices, philosophical perspectives, art, architecture, music, language,*

*performance and other cultural forms.*

1. *Describe the historical and cultural complexities of the human condition in its 663/745 89%*

*global context, including the emergence and perpetuation of inequalities and the*

*interplay of social, political, economic and physical geographies.*

1. *Analyze and evaluate the value of diversity, especially by collaborating with 663/745 89%*

*people of different physical abilities and those with distinct linguistic, cultural,*

*religious, lifestyle, national, and political backgrounds.*

1. *Demonstrate a pragmatics of ethical principles, effective citizenship, and social 663/745 89%*

*responsibility through cross-cultural interactions, volunteerism, and civic*

*engagement.*

Information and Technology Literacy

*1. Effectively access information and critically evaluate sources of information. 663/745 89%*

*2. Analyze, synthesize and apply information practically and ethically within 663/745 89%*

*personal, professional and academic contexts.*

*3. Identify, utilize and evaluate the value of a variety of technologies relevant to N/A N/A*

*academic and workplace settings.*

Personal and Professional Development

*1. Identify and assess individual values, knowledge, skills, and abilities in order to set N/A N/A*

*and achieve lifelong personal, educational, and professional goals.*

*2. Practice decision-making that builds self-awareness, fosters self-reliance, and N/A N/A*

*nourishes physical, mental, and social health.*

*3. Apply skills of cooperation, collaboration, negotiation, and group decision-making. N/A N/A*

*4. Exhibit quality judgment, dependability, and accountability while maintaining N/A N/A*

*flexibility in an ever-changing world.*

1. Reflect on, consider and analyze the data you have. ***What does your CLO data tell you about how your students are achieving ILOs?*** *Be detailed, descriptive and analytical* in this qualitative assessment of each ILO in relation to your CLO data. **Are your results satisfactory?**

*Overall, the history department feels that in terms of the outcomes assessment numbers, we are doing well. Our success rates are over 70% in all of our CLOs relating to our identified Institutional Learning Outcomes, which is above both our standard (70%) and our expectations as we established them last year (75. In general, the department believes that our numbers demonstrate that we are able to maintain reasonable consistency, despite the fact that we have 23 instructors teaching our core courses, which make up the bulk of the degree courses.*

*Our one issue as we examine this data and compare it with our student pass rate, is that our pass rate is lower than our success on CLOs relating to our ILOs. This issue will merit further discussion as we continue to develop our assessments of our CLOs and align them with our ILOs, GELOs and PLOs (see next question).*

1. Your department and the college should be making improvements based on student learning outcomes assessment, and we need to continue to document and share the improvements and progress you have already made. Did you make any changes in your CLO statements or analysis during the last 4-year cycle? Did you receive funding for resources requests that were aimed to improve assessment results? Did you make any improvements in the areas of teaching and instruction processes, your courses, or your program? *Please explain your accomplishments and provide details about your efforts.*

*The department has begun to work together during the last two years to transform our assessment processes. It is a big challenge to plan and implement assessment systems when more than half of our courses are taught by adjunct faculty. Since they are not paid for the time they spend on assessment, it is difficult to require that adjuncts attend meetings and engage in the types of conversations necessary to develop a coherent program. That said, we are beginning to standardize our assessments and develop methods to increase efficiency and allow our adjuncts to participate without increased burden on them.*

*In terms of changes made and accomplishments, the following are areas that we have made progress in our assessment system:*

* + *During the last year, we streamlined out CLOs down to three statements that we feel are measurable, and consistent with our focus on developing historical thinking skills.*
  + *We have added Supplemental Instruction and tutoring to our department. Currently, three instructors use SI in their courses (Kerr, Martin, Newell), and we place at least one tutor each semester in the Library and Learning Center.*
  + *We also have increased our training in Distance Education and are working as a department to create modules to support skill development (writing, reading primary sources) that can be used in online and face to face courses. Eva Mo leads this effort for the department.*

1. **Action Plan.** Based on the assessments and analysis you have provided, please consider what changes or improvements you would like to make, which might include updating your CLO statements, modifying course outlines, rethinking instruction efforts, using different assessment instruments, asking for additional resources to improve assessment results, etc. ***Based on the analysis, provide an action plan for improvement that draws on your assessment results and efforts.***

*Action Plan:*

*Standardize Assessment Tools for Fall 2015:*

*One of our ongoing issues as we have evaluated CLOs is the fact that we have not standardized our assessment tools across sections of courses. Although our numbers are good, we worry that we aren’t really seeing the whole story of student success on our CLOs – if we are tracking different things, do we really know what students are learning and that we are teaching the topics/skills we most value?*

*For Fall 2015, our course, History 101, will have a standardized set of tools (one essay question given across sections, and three multiple choice quizzes). We will meet at the time the essays are given on exams to norm our scores and devise a rubric to guide the grading process. In Spring 2016, we will implement this process with History 102, then assess how the process worked and what revisions are needed to streamline or improve the process for the remaining courses.*

*Course Outlines Made C-ID Consistent*

*With the creation of our new degree, we have developed language in our Course Outlines of Record that will gain C-ID approval for those courses with C-ID descriptors (101, 102, 104, 105, 106, 107). We plan this year, when updating our curriculum, to expand the language used for Methods of Evaluation, Instruction and Assignments to be consistent across courses, which we believe will strengthen our ability to teach more consistently the goals we have for our students, and thus improve our assessment of these skills through our CLOs.*