Identify the Course Student Learning Outcomes assessed this semester.

SLO #1: Identify important individuals, events, places, organizations and concepts in modern European history.

How do the above course SLOs align with the Associate of Arts or certificate program-level outcomes?

SLO #1 supports the following A.A. degree Learning Outcome:

3. Use research & technology skills to access information from multiple sources; use critical thinking and problem-solving skills to evaluate and synthesize information to form conclusions, ideas, and opinions.

HIST 231 SLO #1 supports the above A.A. degree Learning Outcome in the following ways:

1. In order for students to produce a 3—5 page research paper on a significant individual in early modern Europe, they must use the library and internet to find primary & secondary sources that will support their research. Students are expected to find at least 5 primary sources, and 2 secondary sources for their paper.

2. Furthermore, students must create their own thesis for this research paper on a significant individual. In order to support this thesis, students must evaluate evidence and synthesize information that they have gathered from the primary & secondary sources they found in the library and on the internet.

3. Lastly, in the process of completing this research paper, students are using critical thinking and problem-solving skills in order to support their theses and arrive at their conclusion.

What skills or competencies are necessary for the student to perform the selected SLOs?

In order to perform SLO #1, students must be able to do the following:
1. Distinguish between primary and secondary sources.
2. Evaluate primary and secondary sources.
3. Synthesize information from multiple sources in order to form an argument.

Example: As stated in my HIST 231 syllabus, students must write a 3—5 page research paper on the following topic:

_The Individual in Early Modern History: Actions & Legacy._ Pick either Martin Luther, Christopher Columbus, Prince Henry, or another significant individual covered in Chapter 11 or 12 (person must be approved by me first) and write a paper that explores this person’s role in history by answering the following questions: Why did this person do this? How did this person do this? What impact did this person make? What legacy did this person leave? What was the historical context surrounding this person?

In writing this paper, students are expected to quote or paraphrase from at least 5 primary sources and 2 secondary sources. Furthermore, they must identify these primary and secondary sources in order to determine their worth / credibility. Lastly, student use the information gathered from these sources to support their theses and arrive at conclusions.

What instructional methods or materials are used to prepare the students?

Students are prepared to perform this SLO in the following ways:

1. Class lecture.
2. Class discussion.
3. Short writing assignments in which they identify and summarize primary and secondary sources.
4. Use of the required textbook and course reader.
What assessment task(s) or tools are being used to assess the outcomes? What are the criteria for success?

1. Knowledge Survey: Students are given a knowledge survey in the beginning of the course that assesses whether they are able to, in their own opinion, meet SLO #1. The same knowledge survey is then given at the end of the course.

2. Embedded Assessment: Students must complete a 3—5 page research paper on a significant individual and earn at least a “C” grade.

What are the results of the assessment?

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<th>A</th>
<th>Knowledge Survey Results:</th>
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<td>a</td>
<td>Pre-Knowledge Survey: 13 students said they are “unable to” to identify significant individuals (1 point response); 6 students said they are “somewhat confident in their ability” to do this (2 point response); 1 students said they are “confident in their ability” to do this (3 point response). The numerical value of all these responses total 28 points. When this number is divided by 20 students who responded, the value becomes 1.4 points. In other words, 46% (1.4 / 3 = 0.466) of the students felt they were able to meet SLO #3.</td>
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<td>b</td>
<td>Post-Knowledge Survey: 0 students said they are “unable to” to identify significant individuals (1 point response); 5 students said they are “somewhat confident in their ability” to do this (2 point response); 10 students said they are “confident in their ability” to do this (3 point response). The numerical value of all these responses total 40 points. When this number is divided by 15 students who responded, the value becomes 2.666 points. In other words, 88% (2.666 / 3 = 0.888) of the students felt they were able to meet SLO #3.</td>
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<td>c</td>
<td>Conclusion: In relation to SLO #3, more students felt that they were able to meet SLO #3 more so at the end of the semester than at the beginning.</td>
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<th>B</th>
<th>Embedded Assessment Results: The 3—5 page research paper on a significant individual was the 2nd research paper (out of 4) that students were required to do. Out of the 18 students who completed the paper, the average score was a “B” or 83%. The breakdown is as follows: 8 students received an “A”; 4 students received a “B”; 2 students received a “C”; 2 students received a “D”; 2 students received an “F”.</th>
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<tbody>
<tr>
<td>a</td>
<td>Conclusion: 77% of the students received a “C” or better for this assignment. In other words, only 77% of the students were able to demonstrate their ability to meet SLO #1.</td>
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How will you use the results? What changes do you propose to improve student learning? When?

According to the Embedded Assessment results, 77% of students were able to meet SLO #1. However, when it comes to the Knowledge Survey results, 88% of students feel that they can meet SLO #1. Hence, I must conclude that since students seem to over-estimate their ability to meet SLO #1, Knowledge Surveys may not be the best indicator of measuring a student’s ability to meet the SLOs. I thus realize that Knowledge Surveys should never be a single indicator of measuring a student’s ability to meet the SLOs.

I am still pondering what changes to make in order to improve student learning. One change, though, that I will make will be to incorporate PowerPoint Presentations into class lecture in order to help the more visual learners. I will incorporate this change into the course the next time I teach it (probably Fall 2011).
Will the changes require funding? How much will the changes cost? No.

Submit this form to your department chair for inclusion in End-of-the-Year (EOY) department reports.

_The results of the assessment are not used for promotion or tenure._