



SLO Assessment Cycle for HIST 4B

History of Western Civilization

Assessment Initiated by: [Patrick Marder](#) () in HIST

Outcomes:

Outcome 1: Statement

Students will demonstrate and apply knowledge of the Roman Republic through the Middle Ages to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [04/15/2011]

Assessment Strategy Used:

Quarter: Fall 2010

Assessors: Patrick Marder

Assessment Tools: Exams • Papers/Essays

Sections being assessed: 02

Outcome 1: Reflect & Enhance Modified: [04/22/2011]

Number of people involved in Reflection and Enhancement: 4

Changes:

Methods:

The assessment for this student learning outcome was in the form of a substantial take-home paper that required students to demonstrate and apply knowledge of the Crusades in constructing defensible statements about Medieval History. Students wrote papers choosing and interpreting historical primary sources. Students selected 3 different sources among a total of 10 sources, with the stipulation that the selected sources be from contrasting cultural groups. The papers were graded according to a detailed 4 level rubric designed to assess students' achievement of the course learning objectives.

Summary:

31 students participated in the assignment. Overall, students demonstrated competent-to-developing knowledge of the Crusades, within the context of Medieval History. 3 students, or about 10% of those who did the assignment, were assessed as having produced papers deemed to be at the 'A' or 'accomplished' level, demonstrating depth, sophistication, in analysis, as well as multiple supporting examples. 16 students, a little more than 50% the class, produced papers assessed at the 'B', or 'competent' level, demonstrating analysis and more than 1 supporting example. Finally, 12 students, or around 40% of the class, produced papers assessed at the 'C', or 'developing' level, demonstrating uneven patterns of analysis or support. Participating students largely conformed to departmental expectations of proficiency and student success.

Enhancement (Part I):

Due to the small student sample, I believe it would be premature to reach a conclusion on these topics until a firmer statistical base is compiled. When the next cycle is completed and the sloacs can be systematically interpreted, then conclusions can be drawn with some hope of validity.

Enhancement (Part II):

Improve basic English language skills and impose minimum standards prior to admission to courses such as History that require a competent level of reading and writing.

Outcome 2: Statement

Students will identify, critically evaluate, and interpret Roman through Middle Ages primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.

Outcome 2: Assessment Planning Modified: [04/16/2011]

Assessment Strategy Used:

Quarter: Fall 2010

Assessors: Patrick Marder

Assessment Tools: Exams • Papers/Essays

Sections being assessed: 02

Outcome 2: Reflect & Enhance Modified: [04/22/2011]

Number of people involved in Reflection and Enhancement: 4

Changes:

Methods:

The assessment tool for this student learning objective was a major take-home paper that required students to select and then critically evaluate and interpret primary documents from the Crusades to construct historical analyses. Students selected 3 different sources among a total of 10 sources, with the stipulation that the selected sources be from contrasting cultural groups. The papers were graded according to a detailed 4 level rubric designed to assess students' achievement of the course learning objectives.

Summary:

31 students participated in the assignment. Overall, students demonstrated competent-to-developing critical ability to evaluate and interpret primary sources of the Crusades, within the context of Medieval History. 3 students, or about 10% of those who did the assignment, were assessed as having produced papers deemed to be at the 'A' or 'accomplished' level, demonstrating depth, sophistication, in analysis, critical evaluation of source bias, as well as multiple supporting examples. 16 students, a little more than 50% the class, produced papers assessed at the 'B', or 'competent' level, demonstrating analysis, awareness of bias, and more than 1 supporting example. Finally, 12 students, or around 40% of the class, produced papers assessed at the 'C', or 'developing' level, demonstrating uneven patterns of analysis, critical evaluation, or support. Participating students largely conformed to departmental expectations of proficiency and student success, especially given the particular difficulties involved in interpreting disparate and difficult ancient primary sources.

Enhancement (Part I):

Due to the small student sample, I believe it would be premature to reach a conclusion on these topics until a firmer statistical base is compiled. When the next cycle is completed and the sloacs can be systematically interpreted, then conclusions can be drawn with some hope of validity.

Enhancement (Part II):

Improve basic English language skills and impose minimum standards prior to admission to courses such as History that require a competent level of reading and writing.

[Number of Outcomes for HIST 4B: 2]