**Executive Summary**

(After completing the questions on the next few pages, please replace this area with a written executive summary of the questions that follow, including your data analysis, findings, action plan, and improvements you have already made. This will be the top sheet of your report. This summary should be at least a paragraph, and can definitely be longer if desired.)

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

Eileen 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 GELO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each GELO column *and* the corresponding GELO passing rate as an aggregated percentage.

**GENERAL EDUCATION LEARNING OUTCOMES Students Passed/Assessed TOTAL RATE**

Social and Behavioral Science

Demonstrate proficiency in Social and Behavioral Science by:

1. *Describing the method of inquiry used by the social and behavioral sciences.* 655/745 88%
2. *Describing how societies and social subgroups have operated in various times* 663/745 89%

*and cultures.*

1. *Analyzing the ways that individuals act and have acted in response to their* 663/645 88%

*societies.*

Humanities

Demonstrate proficiency in the Humanities by:

1. *Demonstrating the awareness of the various ways that culture and ethnicity* 98/112 85%

*affect individual experience and society as a whole.*

1. *Demonstrating the ability to make well considered aesthetic judgments.* 98/112 85%

1. Reflect on, consider and analyze the data you have. ***What does your CLO data tell you about how your students are achieving GELOs?*** *Be detailed, descriptive and analytical* in this qualitative assessment of each GELO 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 in meeting our General Education Learning Outcomes. Our success rates are over 80% in all of our CLOs relating to these outcomes, which is above both our standard (70%) and our expectations as we established them last year (75%). This is the first round of evaluation of our GELOs and we feel that this is a good start. In general, the department believes that our numbers demonstrate that, in general, we are able to maintain reasonable consistency, despite the fact that we have 23 instructors teaching our courses, all of which are considered general education.*

*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 GELOs. This issue will merit further discussion as we continue to develop our assessments of our CLOs and align them with our PLOs and GELOs more completely.*

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 history 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.*

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.*