

COURSE SLO ASSESSMENT REPORT, SCC

Department: History Course: 120 Web

Year: 2012 Semester: Fall

1) Outcome to be assessed	2) Means of assessment and criteria of success	3) Summary of data collected	4) Analysis of data	5) Plan of action/what to do next
<p>1. Critically analyze and examine documents, quantitative data, and historical events to evaluate, develop logical methods and understand contending viewpoints</p> <p>2. Students will develop communication skills through writing exercises and discussions of critical historical events.</p> <p>3. Students will be equipped to act as better informed citizens and knowledgeable voters through the study of US political traditions and concepts of citizenship.</p>	<p>Assignment 2000 word essay addressing and assessing all three SLOs. Students are graded on a scale of 1 to 4 4-A 3-B 2-C 1-D 0-F The essay requires students to visit a historical site or museum. Next the students are asked to relate artifacts to the class themes and topics. The historical and cultural relevance and consequence of the items chosen. Students use MLA format to cite the textbook. This assignment allows the student to exemplify critical thinking, communication skills and demonstrate comprehension of various world cultural, religious and political traditions.</p>	<p>17 essays completed and graded</p> <p>Raw Data 2-As 3-Bs 6-Cs 3-Ds 3-Fs</p> <p>Median score- 3.4 The standard Deviation - 1.52 Maximum score - 92% Minimum score - 0 %</p>	<p>The essays for this class were above average. Some students showed progress in writing and analysis. This assignment is the 2nd written assignment and the students showed some improvement overall. There many zero grades on this assignment as students failed to turn in the 100 point assignment. This is an 8 week class and the time crunch may have been a factor.</p> <p>Weaknesses were: Analysis of the artifacts was unclear, MLA format not used to cite the text and significance of the artifacts either missing or unclear. Not enough exposure to all of the topics in the course in relation to the assignment due date. There was a defined and clear demonstration of cultural and religious diversity.</p>	<p>Plan to:</p> <ol style="list-style-type: none"> 1. Change the textbook for US History. 2. Post a "where are you going?" link on the DSB on BB. 3. Promote the 100 point paper on the announcement page.

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<p>Develop communication skills through writing exercises and discussion of critical historical events.</p>	<p>5page paper where students had to read primary source material including diary entries from Lewis and Clark, and then they had to discuss five serious problems that the Corps of Discovery encountered on their journey up the Missouri River.</p>	<p>35 students completed the assignment which was evaluated using a 50 point rubric.</p> <p>Results were as follows: 18 students scored 45-50 3 students scored 40-44 11 students scored 35-39 3 students scored 34 or less</p> <p>The average score was 42.17 points.</p> <p>32 (91%) students met a passing standard on the assignment. This was above my expectation of 21 students (60%).</p>	<p>Students generally did well on the assignment and exceeded my expected success rate, but this did not translate into sustained improvement in the course.</p> <p>The scores on the SLO were not closely related to scores on the next exam or the overall grade for the course. (15% of students maintained the same grade across all samples.)</p> <p>When letter grades were adjusted to pass/fail marks, there was some correlation in outcome. (55% of students maintained pass/fail across all 3 samples.)</p> <p>The students who failed to meet the standard on the SLO did so because they demonstrated difficulty writing in English and simply did not engage with the primary sources assigned.</p>	<p>Considering the extremely high success rate on this SLO, it is difficult to determine a plan of action for future SLOs.</p> <p>Given the commonalities between my unsuccessful students, and the fact that I consider it a “teachable” cause of failure, I will consider providing supplemental information concerning English grammar and writing to my students to see if it has any affect on future SLO performance.</p> <p>I am uncertain if anything can be done about primary source interaction. Certainly a topic to consult with others about.</p> <p>I will also consider consulting with colleagues about the relevance of consistency in outcome between the SLO and other samples.</p>