

# Program Student Learning Outcome (PSLO) Assessment Reporting Template 2016-2017

[For further guidance on this process, see the [PSLO Assessment How-To Guide](#) on the TLC website]

Program: **History**

Semester: **Spring 2017**

Faculty/Staff Assessing the Program: **Joshua Bearden, Jenny Smith**

## Part 1: Assessment Goals

**What do you want to learn about your students and their learning from this process?**

**Are students able to use a variety of sources (secondary and primary) to build independent historical analyses? Can students express their thinking clearly in both oral and written formats? Can our students recognize and value diverse viewpoints in history?**

## Part 2: Assessment Plan

PSLO	Method of Assessment	Proficiency Criteria	Student Population Assessed
Enter all the PSLOs for your program below. (Additional rows may be needed)	<b>Identify and describe the assessment activity</b> (capstone project, portfolio, interview, pre/post survey, analysis of success rates, etc) used to assess the students' proficiency of the PSLO. Explicitly state which part of the assessment activity assessed a particular PSLO.	<b>List the criteria you used to determine proficiency levels for each of your PSLOs.</b> How did you determine "needs improvement," "meets proficiency," or "exceeds proficiency" criteria?	<b>Describe which student populations you assessed and how you chose those populations.</b> How many students did you assess? To what extent did the sample adequately represent all students in the program? Why did you choose this particular group for this particular PSLO? Explain.
PSLO_1_ : <b>Demonstrate the ability to analyze, evaluate, and synthesize historical data into independent interpretations</b>	Students were asked to write a formal essay in response to the following prompt:  How did Cherokee women's protests of removal compare/contrast with that of Elias Boudinot and John Ross? What accounts for these similarities and/or differences?	Exemplary--- Students are able to effectively analyze both secondary and primary sources and use those sources in constructing their own arguments.  Adequate--- Students are able to determine the argument of secondary and primary sources and mentions those arguments in his/her own paper; however, only minimum effort is made to incorporate those sources into a boarder historical argument.  Minimal--- Students mention the secondary and primary sources, but do not seem to understand the central argument of each. In general the student does not have an independent interpretation in his/her own paper.	The history department decided to assess a section of Hist 047.  Hist 047 is a course that history majors can take to fulfill either Area 1 or Area 2 for the history major. The course is also available to students for GE transfer requirements for CSU area D.  A total of 37 students completed this assessment.

<p><b>PSLO _2_ :</b></p> <p><b>Understand and value the importance of diverse perspectives in history</b></p>	<p>We used the same essay prompt quoted above to assess PSLO 2 regarding diverse perspectives.</p>	<p>Exemplary--- Students are able to effectively articulate how Cherokee women’s gender roles impacted their political stance regarding removal. Students also recognize that the intersections of gender and race often complicated how historical actors responded to events.</p> <p>Adequate--- Student acknowledges that Cherokee women often had a different response from Cherokee men to the removal crisis. However, the connection to gendered roles or racial identities is not clearly articulate.</p> <p>Minimum--- Student is not able to identify that different responses existed and does not seem aware that gender and race impacted the response to removal.</p>	<p>See information above regarding the Hist 047 course.</p>
<p><b>PSLO _3_ :</b></p> <p><b>Analyze the cause and effect of historical events</b></p>	<p>Not assessed--- see discussion below</p>		
<p><b>PSLO _4_ :</b></p> <p><b>Organize and express their thoughts clearly and coherently in both oral and written formats.</b></p>	<p>Students were asked to respond to the following prompt in Hist 040 class:</p> <p>“The following excerpts are written by victims of Hitler’s Final Solution, a technologically and bureaucratically sophisticated system of camps for incaerating and exterminating European Jews and other “undesirables.” Either inmates were killed on their arrival or spared to endure starvation, abuse, and overwork.</p> <p>Please discuss in a response, who the authors are, what kind of source this is, why it was created, who was the intended</p>	<p>Exemplary-The content and prose is clearly written at an advanced level, with no spelling, grammar, or punctuation errors.</p> <p>Adequate: The content and prose is average and contains a few spelling, grammar, and/or punctuation errors</p> <p>Minimum: The response contains many spelling and grammar errors; the meaning and argument of the paper is often obscured by major errors in grammar.</p>	<p>Students in the Hist 040 class were assessed.</p> <p>The Hist 040 class is a major requirement for the ADT degree in history. In addition, many students take this class for GE transfer requirements.</p> <p>A total of 35 students completed this assessment.</p>

	audience, what the message and main points of these sources are, and how they are valuable to you. In addition, discuss what conditions were like in the camp and any lessons the Holocaust may hold for the future.		
PSLO __ :			

### Part 3: Assessment Findings

#### What are the findings from your assessment efforts?

- Summarize and interpret your data. How many students were at each proficiency level?
- Describe what you discovered about your students and their learning from the assessment.

#### PSLO 1: Demonstrate the ability to analyze, evaluate, and synthesize historical data into independent interpretations

Exemplary: 21 (56%)

Adequate: 9 (24%)

Minimal: 7 (19%)

The majority of the students assessed were able to articulate the arguments of either primary source material or secondary sources and effectively build their own historical interpretations based on their exploration of a variety of sources. However, a large minority (43%) rated either adequate or minimal on this criteria.

#### PSLO 2: Understand and value the importance of diverse perspectives in history

Exemplary: 30 (81%)

Adequate: 5 (14%)

Minimal: 2 (6%)

The vast majority of students in the history 047 class were able to articulate the gendered and racial differences in responses to the Trial of Tears crisis within Cherokee society. Students demonstrated a keen awareness that diverse perspectives to historical events exist. However, a sizeable minority (20%) scored only average or minimal on this important category.

#### PSLO 3: Analyze the cause and effect of historical events

We did not assess this PSLO. History faculty need to discuss the validity of this SLO and how it could be effectively assessed in future CSLO and PSLO assessments.

**PSLO 4: Organize and express their thoughts clearly and coherently in both oral and written formats.**

Exemplary: 27 (77%)

Adequate: 8 (23%)

Minimal: 0

The majority of the students who completed this assessment were able to organize and express their thoughts clearly in written format. The meaning and content of their papers was clear, though a few students did demonstrate the need for remedial training in the area of grammar and mechanics.

This assessment did not include an assessment of the oral communication skill. The oral communication component of the history PSLOs will need to be assessed in the next cycle.

#### **Part 4: Next Steps**

##### **What are your next steps?**

- How will the results of this assessment be used to improve student learning in your program, if you found that improvement is needed? How might you adjust your teaching methods, program design, or other component of your program, if applicable?
- To what extent do your results point you to a need for professional development? Explain.
- What is the plan of action and timeline of your next steps? Who are the major players?

All history faculty, including adjuncts, should participate in a reevaluation of the history PSLO, major requirements, etc. A thoughtful examination of what we teach and how we teach it will ensure that our program outcomes and goals are aligned with current best practices and trends within the discipline. This process should happen within the next academic year (2017-18).

Professional development is needed to strengthen our skills in teaching students how to analyze and synthesize sources into independent historical interpretations. In addition, history faculty could also benefit in more PD on diversity and teaching students to recognize and value diverse viewpoints.

#### **Part 5: Report Summary**

**Lastly, sum up your PSLO assessment in 400 words or less. This summary, along with all program assessment summaries, will be made public on the LMC website's Program Assessment page and used to inform our accreditation self-evaluation. Your summary should include:**

- What you wanted to learn about your students
- What you did
- What you learned
- What you plan to do next to improve student learning

**In completing this assessment, history faculty wanted to know if our students could use a variety of sources, including primary sources and secondary literature, to build their own independent analyses. We also wanted to assess how well our students can express their thinking in oral and written communication. Finally, we wanted to analyze students' ability to recognize and value diverse viewpoints in history.**

History faculty chose to assess students in the Hist 047: Native American History course as well as the Hist 040: Modern World History course. Hist 047 is an elective course that students may take to satisfy either area 1 or area 2 or the history major. The Hist 040 course is a required foundational course for the history major. Both courses also satisfy CSU/UC general education requirements.

We found that 56% of our students scored “exemplary” at demonstrating the ability to analyze, evaluate, and synthesize historical data into independent interpretations. However, we would like to work on improving our ability to teach this important skill to history students, since 44% scored in the “adequate” or “minimum” categories. We also discovered that nearly 8 out of 10 students were able to recognize diverse viewpoints in history. Furthermore, 77% of our students were able to organize their thoughts clearly and express their thinking in written formats. However, we did not assess the oral communication component of this PSLO.

Our next steps include:

- 1) An all history faculty meeting to analyze the PSLOs as currently written. We will ensure that our current PSLOs align with current best practices within the field and suggest any needed revisions.
- 2) Hold professional development on teaching students to recognize and value diversity. We will also hold professional development on teaching students to use a variety of sources to make their own arguments.

\*\* If available, please include the assessment collection or analysis tools you used, such as exam questions, essay prompts, or rubrics, at the end of your report [*copy and paste into this same document to limit your report to one file*].\*\*

[Sample Assignment from Hist 047:](#)

Hist 047  
Essay Assignment  
Spring 2017

Due Date: Thursday, May 18<sup>th</sup> 12:00 am

Your assignment is to write a three to five page response to the following prompt. You will submit a hard copy of your paper at the beginning of class and an electronic version through turn-it-in. You are allowed to use ONLY the sources listed below. If you use any sources other than those specified, you will receive a zero on the paper and will not be given an opportunity to make up this grade.

You will need access to the following documents, available electronically via Canvas:

1. Theda Perdue, “Cherokee Women and the Trial of Tears”
2. Tiya Miles, “Recentering Cherokee Women in the Antiremoval Campaigns”
3. Perdue, *The Cherokee Removal* (Documents 20-26)

You must use at least one of the secondary sources and four of the primary sources in your essay.

**Prompt:**

How did Cherokee women’s protests Removal compare/contrast with that of Elias Boudinot and John Ross? What accounts for these similarities and/or differences?

**Formatting/Content/Mechanical Details:**

Length: 3-5 pages

Citations: parenthetical, example: (McPherson 105). (no separate bibliography is necessary)

Font: times new roman 12 point font

Formatting: standard double spacing with 1" margins on all sides

Title Page: no necessary. Simply write your name in the top left, followed by "Hist 029 Essay, then skip one space and begin your paper.

Page Numbers: Top right Corner (Do not include your last name in page number.)

You are expected to meet all of these formatting/mechanical requirements--- I will deduct ½ a letter grade for each one you don't include. Late papers are accepted up to three days late with a penalty of one letter grade per day late. (Late penalties begin accruing at 12:05 pm on May 18<sup>th</sup>).