

HIST 101/102 Colonnade Assessment 2021-22	
PCAL	HISTORY
Foundations	
Jennifer Hanley	

<i>Use this page to list learning outcomes, measurements, and summarize results for your course. Detailed information must be completed in the subsequent pages.</i>		
<p>Colonnade Learning Outcome 1: Demonstrate knowledge of at least one area of the social and behavioral sciences.</p>		
Instrument 1	Direct: Primary Source Writings	
Based on your results, circle or highlight whether the program met the goal Colonnade Learning Outcome 1.		<div>Met</div> <div>Not Met</div>
<p>Student Learning Outcome 2: Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.</p>		
Instrument 1	Direct: Primary Source Writing	
Based on your results, circle or highlight whether the program met the goal Colonnade Learning Outcome 2.		<div>Met</div> <div>Not Met</div>
<p>Colonnade Learning Outcome 3: Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.</p>		
Instrument 1	Direct: Primary Source Writing	
Based on your results, circle or highlight whether the program met the goal Colonnade Learning Outcome 3.		<div>Met</div> <div>Not Met</div>

Colonnade Learning Outcome 4:		
Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.		
Instrument 1	Direct :Primary Source Writing	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.		Met
Colonnade Learning Outcome 5:		
Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.		
Instrument 1 Direct: Primary Source Writing		
Based on your results, circle or highlight whether or not the program met the goal Colonnade Learning Outcome 5		Met
Colonnade Learning Outcome 6:		
Students will read, comprehend, and analyze primary texts independently and proficiently.		
Instrument 1 Direct: Analysis of Primary Writing Source		
Based on your results, circle or highlight whether the program met the Colonnade Learning Outcome 6		Met
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)		

As promised in the 2020-21 assessment, the 2021-22 assessment of Foundations World History Courses (HIST 101 and 102) was carried out by a team of faculty teaching these courses using one of three common questions and collection of primary source documents appropriate for the content covered in either History 101 or History 102. By these measures the students taking History 101 and 102 met all six of the Colonnade Learning Objectives in the 2021-2022 Academic Year. It should be noted, however, that this assessment does not include data from courses taught in dual credit settings and part-time instructors, nor does it factor in modality in its assessment.

Additional concerns were raised by the History faculty about the double (and sometimes triple) barreled Colonnade Learning Outcomes that make it virtually impossible to fully and properly assess student successes in meeting these objectives. There were also significant issues noted with the Colonnade Assessment rubric requiring students in introductory courses demonstrate skills that are not appropriate for their stage in their academic journeys. While students in these history classes were able to meet the requirement that 70% of students perform at the Excellent or Good level, the bulk of these students were ranked as “Good.” Moving forward, we are aiming to increase the number of students performing at the “Excellent” level by re-designing our rubric to better represent the abilities of an incoming first-year college student.

For the 2022-23 assessment cycle, the History faculty will decide on a revised set of CLOs and rubric and send them through the colonnade curriculum process. If approved, we will then use a common question and approved set of primary source materials and collect one artifact from across all sections of History 101 and 102. Faculty have universally agreed to limit our assessment to one common question, however, there is still some choice in the approved documents. We are also refining our assessment collection process to guarantee that we can separate our materials to separately assess dual credit and web-based classes. We have also clarified the assessment process with ALL instructors in the History Department to guarantee that we have a random sampling from all sections.

Student Learning Outcome 1			
Colonnade Learning Outcome	Demonstrate knowledge of at least one area of the social and behavioral sciences.		
Measurement Instrument 1	Direct measure of student learning: Students in both History 101 and 102 provided a primary source analysis requiring them to place the materials into their proper historical context and explain how the document highlighted cross-cultural interactions.		
Criteria for Student Success	Students should achieve a score of at least 2 for CLO 1 based on the attached rubric.		
Program Success Target for this Measurement	70 percent	Percent of Program Achieving Target	100% percent
Methods	Evaluation of Artifacts: In 2021-22, the History Department's Colonnade Assessment Committee, which included four faculty members (two from HIST 101 and two from HIST 102) all of whom teach in Foundations analyzed a random sample of 30 percent of the primary source writing projects of the faculty who submitted assessment artifacts. All members of the Committee evaluated the sample and assigned a score of 1 to 4 for each project, based on CLO 1: Thesis of the attached rubric. The scores were then averaged. A score of 2.5 or higher was deemed to have met the success target.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			<div>Met</div> <div>Not Met</div>
Actions (Describe the decision-making process and actions planned for improvement. The actions should include a timeline.)			
The faculty teaching in HIST 101 and 102 worked together to clarify the Colonnade Learning Objectives, revise the Colonnade Assessment rubric, and re-design the Colonnade assessment question to better fit the course's primary audience—first-year students. This assessment as well as the revised rubric and CLOs are being implemented in both the Fall and Spring semesters of the 2022-2023 AY.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
The success target for all CLOs will be maintained at 70%.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
The History faculty have devised a new set of CLOs, a new artifact question, and a more comprehensive rubric. Faculty will be collecting the requisite number of assessment artifacts both Fall and Spring, and care will be taken to identify varying modalities as well as dual credit courses. At the end of the Spring 2023 semester, a Colonnade Assessment team comprised of at least four faculty who teach our Foundations courses (two from 101 and 102 respectively) to evaluate using the new CLOs and rubric.			

Colonnade Learning Outcome 2	
Colonnade Learning Outcome	Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.

Measurement Instrument 1	Direct measure of student learning: Students in both HIST 101 and 102 were tasked with analyzing a primary source document and identifying issues of bias, cross-cultural interactions, cultural differences, and historical context. They were asked to write a well-structured essay demonstrating their understanding not only of the document but also of what constitutes good writing.		
Criteria for Student Success	Students should achieve at least a 2 for CLO 2 based on the attached rubric.		
Program Success Target for this Measurement	70 percent	Percent of Program Achieving Target	100% percent
Methods	Evaluation of Artifacts: In 2021-22, a team of four History Department faculty who teach in Foundations collected artifacts from their colleagues and assessed a primary source written artifact. Because there were multiple assessment questions to choose from, assessment faculty focused primarily on the structure of the artifacts and found that while the bulk of the students ranked at the 2 or Good level, it was clear that they understood the basics of good essay writing.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<div>Met</div> <div>Not Met</div>
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Moving forward, the department has committed to using one common prompt/question for HIST 101 and 102 assessment but will still allow faculty to choose from one of three primary sources. Thus 2022-2023 AY we have given all instructors copies of the required assessment prompt and the approved primary source documents. Moreover, the assessment team will be using a new rubric designed to better align with CLOs.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
At the end of the Spring 2023 semester, a group of faculty will be tasked with assessing the HIST 101 and 102 artifacts based on this common question using a newly designed rubric and CLOs.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
The History Department has already voted on the new rubric, assessment prompt, and revised CLOs and at the end of the Spring 2023 semester will assess this academic year's artifacts using these new processes.			

Colonnade Learning Outcome 3	
Colonnade Learning Outcome	Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.

Measurement Instrument 1	Direct measure of student learning: Students in HIST 101 and 102 develop the skills to analyze how the historical experiences of humanity has shaped issues of diversity. Students are then tasked with writing an analysis of a primary source document that challenges them to situate the vast array of human experiences into their proper historical context and identify the lasting implications of events (particularly as they relate to diversity and equity issues) of the past in the modern world.		
Criteria for Student Success	Students should achieve at least a 2 on CLO 3 on the attached rubric		
Program Success Target for this Measurement	75 percent	Percent of Program Achieving Target	100 percent
Methods	Evaluation of Artifacts: The History Colonnade Foundations Assessment team reviewed the primary source documents and determined that students were able to correctly interpret the primary sources and use information from the assigned documents to make arguments about historical people and events.		
Based on your results, circle or highlight whether the program met the goal Colonnade Learning Outcome 3.			<div>Met</div> <div>Not Met</div>
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
As explained above, the department has re-worked its Colonnade Assessment materials (including CLOs, rubric, and prompt) and these will be used in the 2022-23 academic year. Additionally, the department has worked to refine its artifact collection process to better identify variations in modality, etc.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
The CLO success rate will remain at 70%, however, the artifacts will be assessed using the new department model.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
The History faculty have developed a better and more cohesive collection process for artifacts, refined our CLOs and rubric, and voted on the new assessment prompt for the 2022-2023 AY. The results of this year's assessment will be tabulated in May and any adjustments to HIST 101 and 102 will be decided at the department workday in August.			

Colonnade Learning Outcome 4				
Colonnade Learning Outcome	Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.			
Measurement Instrument 1	Direct measure of student learning: Students in HIST 101 and 102 were required to develop and complete a written primary source project. Students’ work was evaluated on how well they were able to integrate their own observations of the past into their analysis. Students were also asked to analyze the historical significance of the primary source they were analyzing and situate it into its proper historical context. In their work, students needed to demonstrate an ability to logically assess historical context and persuasively argue why they thought this was an important historical phenomenon.			
Criteria for Student Success	Students should achieve at least “2” Learning Outcome 4 Logic and Argumentation from the attached rubric.			
Program Success Target for this Measurement	75 percent	Percent of Program Achieving Target	100 percent	
Methods	Evaluation of Artifacts: In 2021-22, four members of the History Department analyzed the assessment artifacts of students enrolled in both HIST 101 and 102. Student essays were based on one of three questions and drawn from a common collection of primary source documents.			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.			Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)				
As explained above, the department has re-worked its Colonnade Assessment materials (including CLOs, rubric, and prompt) and these will be used in the 2022-23 academic year. Additionally, the department has worked to refine its artifact collection process to better identify variations in modality, etc.				
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)				
The success target for all CLOs will be maintained at 70%. However, we anticipate revising the CLOs and rubric to better reflect the goals of the Colonnade Program.				
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)				
The History faculty will develop a revised set of CLOs to better reflect the goals of the Colonnade Program. Faculty will also work to improve the artifact collection process and will develop a more comprehensive assessment question/prompt.				

Colonnade Learning Outcome 5	
Colonnade Learning Outcome	Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

Measurement Instrument 1	Direct measure of student learning: Students in HIST 101 and 102 were required to develop and complete a written primary source project. Students' work was evaluated on how well they were able to integrate their own observations of the past into their analysis. Students were also asked to analyze the historical significance of the primary source they were analyzing and situate it into its proper historical context. In their work, students needed to demonstrate an ability to logically assess historical context and persuasively argue why they thought this was an important historical phenomenon. Additionally, students needed to demonstrate an understanding of the proper methods of citation as well as the ability to differentiate between a primary and secondary source.		
Criteria for Student Success	Students should achieve at least a score of "2" on Learning Outcome 5 from the attached rubric.		
Program Success Target for this Measurement	75 percent	Percent of Program Achieving Target	100 percent
Methods	Students in HIST 101 and 102 were required to develop and complete a written primary source project. Students' work was evaluated on how well they were able to integrate their own observations of the past into their analysis. Students were also asked to analyze the historical significance of the primary source they were analyzing and situate it into its proper historical context. In their work, students needed to demonstrate an ability to logically assess historical context and persuasively argue why they thought this was an important historical phenomenon.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			Met
Not Met			
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
As explained above, the department has re-worked its Colonnade Assessment materials (including CLOs, rubric, and prompt) and these will be used in the 2022-23 academic year. Additionally, the department has worked to refine its artifact collection process to better identify variations in modality, etc.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
The success target for all CLOs will be maintained at 70%. However, we anticipate revising the SLOs to better reflect the goals of the Colonnade Program. Additionally, the History Department is committed to implementing a selection of the Kentucky Graduate Profile Academy competencies into their HIST 101 and 102 classes.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
The History faculty will develop a revised set of CLOs to better reflect the goals of the Colonnade Program. Faculty will also work to improve the artifact collection process and will develop a more comprehensive assessment question/prompt.			

Colonnade Learning Outcome 6	
Colonnade Learning Outcome	Students will read, comprehend, and analyze primary texts independently and proficiently.

Measurement Instrument 1	A committee of HIST 101 and 102 faculty read a collection of primary source essays collected from students taking these classes in the AY 2021-2022.		
Criteria for Student Success	Students should achieve at least a score of “2” on Learning Outcome 5 from the attached rubric.		
Program Success Target for this Measurement	75 percent	Percent of Program Achieving Target	100 percent
Methods	A Colonnade Assessment team made up of HIST 101 and 102 faculty gathered together to review collected HIST 101 and 102 artifacts.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<div>Met</div> <div>Not Met</div>
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) As explained above, the department has re-worked its Colonnade Assessment materials (including CLOs, rubric, and prompt) and these will be used in the 2022-23 academic year. Additionally, the department has worked to refine its artifact collection process to better identify variations in modality, etc.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) The success target for all CLOs will be maintained at 70%. However, we anticipate revising the SLOs to better reflect the goals of the Colonnade Program.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome) The success target for all CLOs will be maintained at 70%. However, we anticipate revising the SLOs to better reflect the goals of the Colonnade Program. Additionally, the History Department is committed to implementing a selection of the Kentucky Graduate Profile Academy competencies into their HIST 101 and 102 classes.			

RUBRIC for Assessing History 101/102 Colonnade Learning Outcomes

RUBRIC for HISTORY 101/102 ANALYTICAL PRIMARY SOURCE ESSAY

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
A. THESIS	Thesis is easily identifiable, plausible, novel, sophisticated, insightful, and clear.	Thesis is promising, but may be slightly unclear, or lacking insight or originality.	Thesis is unclear or unoriginal. Uses vague language. Provides little around which to structure the paper.	Thesis is difficult to identify, non-existent, or merely restates the question. Shows little effort or comprehension of the assignment.
B. STRUCTURE	Structure is evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Structure is generally clear and appropriate, though may wander occasionally. Essay may have a few unclear transitions, or a few paragraphs without strong topic sentences.	Structure is generally unclear, often wanders, or jumps around. Transitions are few and/or weak, and many paragraphs lack topic sentences.	Structure is unclear, often because thesis is weak or non-existent. Essay has little or no structure or organization. Transitions are confusing and unclear. Topic sentences are few or non-existent.
C. USE OF EVIDENCE	Primary source and historical context information is incorporated to support every point. Examples support thesis and fit within paragraph. Quoted material is fully integrated into sentences. Factual information is incorporated. Primary source cited correctly, completely, and using correct footnoted format including proper punctuation.	Author uses examples to support most points. Some evidence does not support point or is out of place. Quotations are generally integrated well into sentences and paragraphs. Some factual information is incorporated. Primary source cited correctly, completely, and using correct footnoted format including proper punctuation.	Author uses examples to support some points. Quotations may be poorly integrated into sentences and paragraphs. There may not be a clear point. Moderate amount of factual information is incorporated. Footnotes are not correctly or fully cited.	Very few or weak examples. Paper is weakened by a general failure to support statements. Evidence supports no particular point. Little or no factual information is incorporated, and primary sources remain mostly not interpreted or are merely summarized. Lacks citations.
D. LOGIC AND ARGUMENTATION	All ideas flow logically. The argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments. Makes original connections that illuminate thesis.	Argument is clear and usually flows logically and makes sense. Some counter-arguments are acknowledged, though perhaps not addressed. Occasional insightful connections to evidence appear.	The argument may often be unclear or not make sense. Author may not address counter-arguments or make sufficient connections with the thesis. Essay may contain logical contradictions.	Ideas do not flow at all, usually because there is no argument to support. Essay displays simplistic view of topic, and no consideration of possible alternative views. Any attempts to relate evidence to argument are very weak. Argument is too incoherent to determine.

E. MECHANICS	Language is clearly organized. Word usage, punctuation, sentence structure, and grammar are correct. Sources are correctly cited. Spelling errors are minimal or non-existent. Absolutely no run-on sentences or comma splices mar the paper. Meets word/page length requirement.	Sentence structure and grammar are strong despite occasional lapses. Punctuation and citation style are generally used correctly. Some spelling errors and run-on sentences, sentence fragments, or comma splices, mar the paper. Meets word/page length requirement.	Essay includes minor problems in sentence structure and grammar, and/or multiple errors in punctuation, citation style, and spelling. It may have several run-on sentences, sentence fragments, and comma splices that detract from coherence of writing. Meets word/page length requirement.	Major problems in sentence structure and grammar mar the paper. These problems may include frequent major errors in citation style, punctuation, and spelling. Essay may have many run-on sentences, sentence fragments, and comma splices that significantly detract from coherence. Major problems in mechanics make the writing very difficult to understand. Fails to meet word/page length requirement.
F. ETHICS	Student identifies different ethical perspectives related to historical topic and can discuss the assumptions and implications of those different ethical perspectives.	Student identifies different ethical perspectives related to historical topics but discussion of assumptions and implications is inadequate.	Student identifies at least one of the ethical perspectives related to the historical topic but is unable to identify the assumptions and implications of that perspective.	Student is unable to identify any ethical perspectives and cannot discuss assumptions and implications.

*This rubric is a composite of those used in several American and World courses taught at Jacksonville University, Barry University, Bowdoin College, Yale University, Manatee Community College, and Florida International University.