

The Liberal Arts and Sciences (LAS) program learning outcomes are under review but no changes have been approved at this time. Please refer to the section on the LAS degrees for more information on the review process.

a. Program Learning Outcomes

There are seven Liberal Arts and Science program learning outcomes for the AA and AS Degrees in the Division of Liberal Arts and Sciences. The History 111-113 sequence supports five of these:

- Communicate the significance of facts, concepts and ideas in spoken and written English which is clear, precise and logical.
- Recognize the ways in which a scientific approach can be used to formulate an understanding of the observable world.
- Recognize and describe the interactions and institutions that characterize the individual and society.
- Appraise the values and character of both Western and non-Western cultures.
- Demonstrate an academic proficiency comparable to students completing the second year of a baccalaureate degree program.

b. End-of-sequence Learning Outcomes

The end-of-sequence learning outcomes for HIS 111-113 are:

- Describe specified Western political, social, cultural and economic institutions from the Congress of Vienna to the present.
- Evaluate specified historical interpretations of these institutions and developments.
- Analyze specific historical interpretations through a class-developed set of criteria.

Each course in the History sequence has standard objectives which all faculty use (see above).

III. **Assessment Method(s)**: A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

a. Formative Assessment Method(s) and Description: a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

Writing activities are a major formative means of assessing student progress in the HIS 111, 112, 113 sequence. Each instructor must have a minimum of half of the final grade based on writing assignments. A major emphasis is placed on writing and pre-writing assignments throughout the Western Civilization sequence.

Topics to be covered for each course (HIS 111, 112, 113) are listed in the master syllabi. Since the courses do not have to be taken in sequence, no assumption of knowledge about any of the other courses is made by the instructors. All instructors construct their own exams to determine the extent of their students' learning.

Consistency among instructors is maintained by reviewing grade statistics periodically.

Students enrolled in full-time-instructor-taught sections of HIS 113 in Spring Term write a critical essay set up and assigned by the department faculty to demonstrate the student's ability to think and write critically utilizing the five program learning outcomes of the sequence. The essay emerges from the study of a specific packet of primary source material. The packet contains background information about the topic, a list of documents that must be used as references, guidelines for the critical essay, and a specific topic on which they must write. The essay forms a part of the student's final grade as determined by the specific instructor. The essays are assessed according to predetermined criteria. The results of the assessment are then tabulated to determine departmental norms. All instructors receive the list of department norms with which they compare their own.

The critical essays are evaluated by the faculty using a standard grid and the agreed upon criteria. The criteria are clearly defined and a rating of 1 to 4 is used to rate each student's level of acquisition of the learning outcomes. Each student receives his/her paper with comments from the instructor.

The critical essay requirement was developed in 1993. The activity is completed every year and reported to the faculty, LAS Division Dean, department Chair and the assessment coordinator. An analysis of all HIS 113 student ratings is completed by faculty. The analysis points out strengths and weaknesses relative to student acquisition of the specified learning outcomes.

Informal student feedback is also received by the faculty. Faculty from neighboring four-year institutions occasionally provide information about the performance of SCC graduates who have completed the HIS sequence.

- b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

This section is not applicable to end-of-sequence assessment in Liberal Arts and Sciences. Refer to the section on summative assessment of the program learning outcomes for liberal Arts and Sciences.

IV. Results: A description of the actual results of overall student performance gathered from the assessment(s). (see III.a.)

Informal feedback from transfer students indicate they compete very well with students at four-year institutions. In addition, faculty from four-year institutions have expressed a high level of satisfaction with SCC students who transfer to their institution.

Assessment reports for HIS 113 have been done every Spring since 1995. Assessments were completed in HIS 113 during Spring of 1999 but the report that was written compiling the results was not available during the department update.

Listed below are the results from the most recent report available:

A. Number of Students Assessed

Total number of regular class sections taught in Spring 1998 was 11.
Total number of students taught in these sections was 254.
Total number of sections assessed was 9 or 81%.
Total number of students assessed was 155 or 61%.

Comments: Dr. Martin did not submit the necessary data to assess and correlate various factors as had been done historically. The results listed in III. B. use the data provided by Dr. Smith and Mr. Walter. This data accounts for only 35% of all students enrolled in HIS 113 this Spring and only 57% of all students assessed. These percentages are not statistically high enough to compare and contrast with the results of previous assessments, but will be listed with an asterisk.

B. Averages of Past Years Compared

1993	2.6	2.6	2.88
1995	2.9	3.6	3
1996	2.4	2	2.3
1997	2.76	2.7	2.7
1998*	2.3*	2.7*	2.3*

C. Ranges of Scoring

Both professors had a full range for POs 1 through 3.

D. Statistics of Note

1. Of the students assessed, the credit hour achieved was as follows:

0-15	=	20%
16-30	=	23%
31-45	=	23%
46-60	=	13%
61-75	=	8%
76-90	=	6%
90+	=	7%

Compared to the analysis of Spring 97, students appear still to be radically changing when they take the survey. Most now take it within the first year.

2. Of those indicating, 42% (64% in 96, 43% in 95) were seeking degrees at Sinclair. Of those planning to transfer, most indicated they would transfer to Wright State University (WSU).

3. One history major was assessed. That makes four history majors in the entire history of the assessment.

4. No attempt was made to collect final grades of students taking the assessment. Thus there is no correlation between assessment scores and grades achieved.

A round of annual assessments in HIS 113 is currently being conducted for Spring of 2000. A report showing those results may be available after this report is updated.

- V. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The faculty are currently considering other essay questions to be used as part of the end-of-sequence assessment.

These new questions will be designed to meet and assess the same end-of-sequence Learning Outcomes/General Education Outcomes and thus be equivalent to the current essay questions.

- VI. **General Education:** Are you using any tool(s) to assess any of the three primary general education outcomes * (communication, thinking, values/citizenship)? If so, describe.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Written communication skills are emphasized in the Western Civilization sequence through required writing assignments.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Class discussion is required of all students which serves as a means of reinforcing oral communication skills.

Some teamwork is done in HIS 111-112-113. Groups are given an issue to research and devise an oral response. When the response is presented to the class, the group is responsible for responding to class questions.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Thinking and problem-solving skills are stressed through discussions and interactions as well as through use of the essay questions.

Classes are being re-structured for "less lecture, more reading" to allow more class time for analysis of events.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values/citizenship is stressed through the discussion of basic historical topics such as the development of liberalism and the development of constitutionalism.

Faculty in HIS 111-112-113 help students to value these concepts: human rights and dignity, democratic systems and freedom of speech.

- * Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.

- * Note: These three general education outcomes were identified during the 1994-95 academic year through a prioritization process with faculty/students/staff.