

PROGRAM: HISTORY (US, WC, Af/Am, Women’s Latin Am.)

Outcome 1 Student Academic Performance	Measurable Criteria	Measurement Tool	Time Frame
Students will demonstrate an understanding of the dynamics of history.	70% or better of the students should receive a C- or better as a final grade	Student course grades	Academic year 2004-2005
<p>Results: Number of students with a C- or higher: 210 Number of students below C- (including "V" grades) 14</p> <p>Approx. 87% of the students received a grade of C- or higher in the eight history courses included in this study.</p>			
<p>Comments: It is evident that a significant amount of either grade inflation is taking place or the examinations are being “dummied up.” In fact there are very few “F” and “D” grades reported. It is also important to point out that there are also very few “A” grades. The majority are “Bs” and “Cs” which renders a quantitative score—as per the existing criteria—that appears much higher than is the case.</p> <p>Analysis and Action: It was recommended in the 2004-05 Outcomes assessment that the quantitative barometer (70% “C-“or above) be reevaluated. The conclusion is that, imperfect though it may be, when used in conjunction with the other criteria possible inaccuracies are greatly reduced. The system thus stands.</p>			

Outcome 2 Student Satisfaction	Measurable Criteria	Measurement Tool	Time Frame
Students will indicate satisfaction with learning objectives in History courses based on student surveys	70% of the students should be satisfied the objective has been met.	Student surveys	Academic year 2004-2005
<p>Results: During Fall and Winter '05-'06 student surveys were used in some US Hst. Class with the result that a general student satisfaction level of over 70% was obtained. Several ad hoc end-of-the-term discussion sessions reveal that several students would like to see less writing assignments and more videos. Interestingly, the more successful students welcomed the use of writing assignments such as essay examinations and critical book reviews.</p>			

Analysis and Action:
 With that in mind, WC classes will once again be using critical writing exercises (see below). Invite Writing Lab. Rep. in for discussion, forewarn students in syllabus of importance of developing writing skill. A regime of exit survey questions will be applied during the 2006-2007 academic year to gauge overall acceptance of such actions.

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Outcome 3 Instructor Satisfaction	Measurable Criteria	Measurement Tool	Time Frame
The instructor will indicate satisfaction with student Learning outcomes.	Subjective interpretation of instructional quality.	Instructor's assessment of History classes	Academic year 2005-2006

Results:
 Overall the instructor is satisfied but with reservations.

- A new, easier (and significantly less expensive) West. Civ. text was introduced during the 04-05 year. The hope was that there would be more reading and thus class preparation. All indications point to no real increase in out-of-class preparations has taken place. The “consequences” side of the equation must be employed; perhaps some quizzes some entirely on the text.
- Attendance problems in WC have ceased to be so great (non-attendance format) with the increase of pop-quizzes (re-takes disallowed) from 5 to 10 during the quarter.
- Recommendations last year of more discussion of current events and their applicability to history has paid off. Just the ten minutes at the beginning of class to show that similar situations have happened in the past and discuss how people reacted and what was the result has proved beneficial.
- More videos were purchased, especially for the Af/Am class and the WW II series. They have proven worthy especially when followed by discussion or quiz. Simply viewed w/ no follow-up exercise renders the experience incomplete.

Analysis and Action:

- Students should expect periodic quizzes and informal question/answer exercises based on general text reading. In this way they will be more "on their guard" and allow them to not get so far behind on reading that they are disinclined to try to catch up.
- There is talk of experimenting with seminar type instruction (E. Chase).
- New videos will be part of instruction, not just optional entertainment.

