Course Outcomes 1 and ctu.unitid = 655	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
HIST 105 - Eurpn Civilzatn I to 1648 - Analyze historical documents to construct an understanding of the past - Analyze historical documents to construct an understanding of the past. **Next Assessment:** 2012-2013 **Start Date:** 06/04/2013 **Course Outcome Status:** Active	**Assessment Measure:** Primary Source Paper **Assessment Measure Category:** Assignment - Written **Criterion:** 67% or more of students achieved a grade of 70% or higher	10/27/2015 - Of 26 submitted papers, 85% scored above 70%. The course average was 84%, with a range of 47% [submitted late] to 97%. One submitted paper was plagiarized, assigned a grade of 0 (zero), and not included the grade averages above. One student submitted no paper. **Criterion Met:** Yes **Reporting Period:** 2014-2015	10/27/2015 - Overall, the papers were good. There was some clumsiness in handling the two different students which students were required to use (two different lives of Charlemagne), but most students handled the basics well. In 6 of the 26 submitted papers, however, students struggle with integrating evidence from the primary sources into their arguments. While this is acceptable, fuller discussion of the issue will be incorporated in future courses.
	Assessment Measure: Class Discussions - # 2, 3, 4, 6, 9, 10 **Assessment Measure Category:** Discussion **Criterion:** 67% or more of students achieved a grade of 70% or higher	10/27/2015 - For these six discussions where students were asked to directly engage with primary sources, the course average was 80%, with 73% earning an average of 70% or higher. The range for the average over these discussions was 39% to 98%. One student participated in no discussions. **Criterion Met:** Yes **Reporting Period:** 2014-2015	10/27/2015 - Overall, the discussions of primary sources are going well, and are one of the more active portions of the class. Many of the issues of low scores comes from citation errors or failure to respond to colleagues' posts (see discussion of Outcome # 2, above), rather than content. See, however, the discussion of the "Aristotle Syndrome" in the Notes section below.
HIST 105 - Eurpn Civilzatn I to 1648 - Major chronological sequences of European civilizations through 1648. - Demonstrate knowledge of the major chronological sequences of European civilizations through 1648.	**Assessment Measure:** Exams, Midterm and Final: ID and Chronology questions: identify time period and sequence of events. **Assessment Measure Category:** Exam **Criterion:** 67% or more of students achieved a grade of 70% or higher.	10/26/2015 - Exams: ID Questions: The class average over the two exams (Midterm and Final) receiving a grade of 70% or higher was 86% (44 of 51 submitted exams). The average for the ID portion was 86%. The average was consistent over the Midterm and Final; students demonstrated no improvement over the ID portion. Exams: Chronology Questions: The class average over	10/26/2015 - Performance on the ID and Chronology sections of the exams continue to be good. The inclusion of a detailed study guide appears to have helped students. The Chronology questions revealed an excellent understanding of the chronological sequence; most students

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Next Assessment: 2018-2019 **Start Date:** 10/26/2015 **Course Outcome Status:** Active		the two exams (Midterm and Final) receiving a grade of 70% or higher was 86% (44 of 51 submitted exams). The average for the Chronology sections was 83%, and was consistent over the Midterm and Final. **Criterion Met:** Yes **Reporting Period:** 2014-2015	could adequately place four events in chronological order. The problems in the Chronology questions came from the inability of students to formulate connections between the events (see discussion of Outcome # 2, below). One concern with the ID and Chronology questions is the lack of improvement in performance between the exams.
	Assessment Measure: Library Research Scavenger Hunt: Required historical background essay **Assessment Measure Category:** Project **Criterion:** Inclusion of historical background paragraph in essay; 67% of essays include background paragraph.	10/26/2015 - Library Research Scavenger Hunt: All submitted papers included the historical background essay. However, about 13% (3 out of 24) had major deficiencies in the paragraph, neglecting major historical events (defined as scoring less than 7 out of 10 possible points on the rubric). A preliminary low-grade-impact assignment was given focusing in part on the background paragraph. Of the 25 submitted, 6 (24%) demonstrated background information severely lacking (defined as scoring 10 or lower out of 15 possible points). **Criterion Met:** Yes **Reporting Period:** 2014-2015	10/26/2015 - The introduction of a preliminary assignment asking students to focus on the larger historical backgrounds of their Scavenger Hunt projects has seemed to increase performance on this section of the assignment. The previous assessed iteration had historical background paragraphs in just over half of submitted papers. The preliminary assignment will be continued in future iterations of the course.
HIST 105 - Eurpn Civilzatn I to 1648 - Major themes and issues of European civilizations from the dawn of western history through the Reformation. - Identify the major themes and issues of European civilizations from the dawn of western history through the Reformation. **Next Assessment:** 2018-2019 **Start Date:** 10/26/2015 **Course Outcome Status:** Active	**Assessment Measure:** Exams, Midterm and Final: ID and Chronology questions: identify time period and sequence of events. **Assessment Measure Category:** Exam **Criterion:** 67% or more of students achieved a grade of 70% or higher.	10/26/2015 - Exams: ID Questions: The class average over the two exams (Midterm and Final) receiving a grade of 70% or higher was 86% (44 of 51 submitted exams). The average for the ID portion was 86%. The average was consistent over the Midterm and Final; students demonstrated no improvement over the ID portion. Exams: Chronology Questions: The class average over the two exams (Midterm and Final) receiving a grade of 70% or higher was 86% (44 of 51 submitted exams). The average for the Chronology sections was 83%, and was consistent over the Midterm and Final. **Criterion Met:** Yes **Reporting Period:** 2014-2015	10/26/2015 - See discussion of Outcome # 1 for further information on the ID and Chronology questions One significant problem were the number of students who were unable or unwilling to provide a connection between the four events in the Chronology questions. Only 68% of students did so on the Midterm Exam, dropping to 54% on the Final Exam. While admittedly the connection asks students to "think on the fly," the lack of willingness to engage in the question reinforces the difficulties students appear to have with connecting individual issues with larger historical dynamics. More discussion and advice on connecting topics to larger themes will

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			be included in future study guides.
	Assessment Measure: Map Test of the major political, geographic, and urban areas discussed in the course. **Assessment Measure Category:** Exam **Criterion:** 67% or more of students achieved a grade of 70% or higher.	10/26/2015 - 100% of students submitting the Map Test scored a grade of 70% or higher. One student did not submit the Map Test. **Criterion Met:** Yes **Reporting Period:** 2014-2015	10/26/2015 - While the Map Test is still a vital component of the course, the online format continues to create problems in devising a rigorous test. While a totally scripted test paradigm is currently not available in WebCampus, future iterations will move from a single map to a semi-randomized selection of highlight maps for individual questions.
	Assessment Measure: Library Research Scavenger Hunt **Assessment Measure Category:** Project **Criterion:** 67% or more of students achieved a grade of 70% or higher.	10/26/2015 - Of submitted papers, 18 of 24 (75%) received a grade of 70% or higher. The average grade on the assignment was 77%. The range was 30% to 97%. Three students did not submit the assignment. **Criterion Met:** Yes **Reporting Period:** 2014-2015	10/26/2015 - Overall, the Library Research Scavenger Hunt is meeting expectations. The preliminary background assignment (see discussion of Outcome # 1, above) is guiding students to identifying major themes, largely by forcing them to pay attention to the larger historic background of their topics.
	Assessment Measure: Class Discussions **Assessment Measure Category:** Discussion **Criterion:** 67% or more of students achieved a grade of 70% or higher.	10/26/2015 - The class average on discussions was 78%, with 19 of 27 students who completed the course achieving an average of 70% or higher (70% of students). The range was 17% to 99%. One student completed no discussions. Two others failed to complete 5 of 9 graded discussions. **Criterion Met:** Yes **Reporting Period:** 2014-2015	10/26/2015 - Content in the discussions has overall been good, and a small core of dedicated students actively engage each week. The discussions are an asset to be retained. Students refusing to respond to other students was reduced this course over previous iterations. Excluding the student who submitted no discussions, three students failed to respond to other students comments in 5 or more discussions. One problem was the inability to cite information probably. The most egregious version a belief that only direct quotes need to be cited. The average citation grade on discussions was 2.5/3 (83%)—but only 18 of 26 regular participants averaged above 70% on citation components. The issue is currently covered by the Discussion Requirements and an Academic Integrity tutorial, but students are

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			failing to follow through.
HIST 105 - Eurpn Civilzatn I to 1648 - Find in online databases historical documents that are both primary (evidence) and secondary (interpretation) sources. - Exercise technological skills to find in online databases historical documents that are both primary (evidence) and secondary (interpretation) sources. **Next Assessment:** 2018-2019 **Start Date:** 10/26/2015 **Course Outcome Status:** Active	**Assessment Measure:** Library Research Scavenger Hunt **Assessment Measure Category:** Project **Criterion:** 67% or more of students achieved a grade of 70% or higher	10/26/2015 - Of submitted papers, 18 of 24 (75%) received a grade of 70% or higher. The average grade on the assignment was 77%. The range was 30% to 97%. Three students did not submit the assignment. **Criterion Met:** Yes **Reporting Period:** 2014-2015	10/26/2015 - Overall, students did excellent work on locating secondary sources. A few students continued to rely on encyclopedia-style articles rather than scholarly sources. Students made more extensive use of library databases this semester than in previous iterations of the course. The GBC Library's efforts to provide more targeted how-to videos, which were incorporated into the course, Four students included a number of book reviews as scholarly sources. More discussions of how to identify book reviews among A major concern going forward is the number of students who struggled with identifying primary sources (those which are composed within the time period being studied). Ten of the 18 submitted papers included 3 or fewer of 5 required primary sources. In many cases, students listed appropriate sources in the essay. However, they appear to struggle with the idea that a book written in the 14th century (for instance) may have a modern edition—often in the GBC Library—which can be used. Future courses will need to emphasize the centrality of primary sources more. Students continue to be unable to generate new sources from information they have already located.
HIST 105 - Eurpn Civilzatn I to 1648 - Critical thinking and written communication skills - Improve critical thinking and written communication skills	**Assessment Measure:** Primary Source Paper **Assessment Measure Category:** Assignment - Written **Criterion:**	10/26/2015 - Of 26 submitted papers, 85% scored above 70%. The course average was 84%, with a range of 47% [submitted late] to 97%. One submitted paper was plagiarized, assigned a grade	10/26/2015 - While students continue to struggle with finding a "voice" in writing about historical topics, the papers were overall quite good.

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Next Assessment: 2018-2019 **Start Date:** 10/26/2015 **Course Outcome Status:** Active	67% or more of students achieved a grade of 70% or higher	of 0 (zero), and not included the grade averages above. One student submitted no paper. **Criterion Met:** Yes **Reporting Period:** 2014-2015	Grammatical and spelling issues were greatly improved, with only 3 of 26 papers showing severe problems. Citations continue to be an issue, with the same problems seen in the discussions (see Outcome # 2, above).
	Assessment Measure: Library Research Scavenger Hunt **Assessment Measure Category:** Project **Criterion:** 67% or more of students achieved a grade of 70% or higher	10/26/2015 - Of submitted papers, 18 of 24 (75%) received a grade of 70% or higher. The average grade on the assignment was 77%. The range was 30% to 97%. Three students did not submit the assignment. **Criterion Met:** Yes **Reporting Period:** 2014-2015	10/26/2015 - A major critical thinking issue continues to exist with the Library Research Scavenger Hunt Project: students are struggling to take information they have already located and generate possible new sources. For example, students will find an article in the database with a title which ties their topic to another person. Students will rarely then go search for something about the other person, who they view as "peripheral" to the topic on which they are working. In some cases, students show a remarkable inability to read a Wikipedia article on a person and identify other people to whom the person is connected which could be used as sources. Although the preliminary assignment of the Library Scavenger Hunt asks for specific connections, students are still struggling with the issue. Future iterations of the course will attempt to guide students in making these connections.
	Assessment Measure: Exams—Essay Questions **Assessment Measure Category:** Written Test/Exam **Criterion:** 67% or more of students achieved a grade of 70% or higher	10/26/2015 - The overall average on the Essay portion of exams 80% across both the Midterm and Final Exams. 81% of students completed the Essay portions with an average of 70% or higher (22 of 27). The range of the average across both exams was 35% to 100%. The Essays were the one portion of the exams which showed improvement from the Midterm and the Final, increasing from a class average of 80% to 87% between the two exams. One student failed to complete the Essay portion of the	10/26/2015 - The Essays on the exams overall were relatively good this semester. Most students put the exams into a proper format (thesis, three-paragraphs, etc.) and provided sufficient number of examples. The model will be retained in future iterations.

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		Final Exam.
		Criterion Met:
		Yes
		Reporting Period:
		2014-2015
			Follow-Up:
			
			10/27/2015 - Overall Letter Grade Breakdown: A/A- = 9 (33% of students completing course; 31% of students enrolled at drop/add deadline)
			    B+/B/B- = 7 (26% of students completing course; 24% of students enrolled at drop/add deadline)
			    C+/C/C- = 5 (19% of students completing course; 18% of students enrolled at drop/add deadline)
			    D+/D/D- = 3 (11% of students completing course; 10% of students enrolled at drop/add deadline)
			       F = 3 (11% of students completing course; 10% of students enrolled at drop/add deadline)
			       W = 2 (7% of students enrolled at drop/add deadline)
			 Note 1: All three F grades were due to students failing to submit one or more major assignments worth 10% of course grade or more. One of these students failed to take the Final Exam.
			 Note 2: One student was automatically "purged" from the course for non-payment, and is not included in the above numbers.
			
			DWF Statistic: 17.2% (Ws and Fs as percentage of students enrolled at drop/add deadline)
			
			Course Success Criteria: 67% of students pass the course with a grade of 70% or higher
			Course Success Criteria Met: Yes
			72.4 % of students enrolled at drop/add deadline passed with a 70% or higher
			    77.8 % of students who completed course (no W) passed with a 70% or higher
			
			The "Aristotle Syndrome": One example of the problems encountered in the course is the ability of students to fully pay attention to detail is what I have termed the "Aristotle Syndrome." As part of studying the Greek world, students read and

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			Follow-Up: discuss a selection from Aristotle's Politics discussing government. Both the textbook and the lectures stress that Plato and Aristotle were both deeply distrustful of democracy, and Discussion # 4 asks students as part of the reading to discuss Aristotle's view of democracy. Out of 24 submitted discussions, 20 students zeroed in on a key paragraph in the text: "It is obvious which of the three perversions [of good government] is the worst, and which is the next in badness. . . . democracy is the most tolerable of the three [perversions]" (in Tercheck and Conte, Theories of Democracy: A Reader, 59). However, fully 9 of the submitted discussions interpreted this passage to mean that Aristotle believed that democracy was the most tolerable form of all governments, and he was in favor of democracy. Four additional students who did not cite this passage came to the same conclusion. It took five discussion postings before another student began pointing out that people were misreading the passage. I am at a loss to explain this phenomenon, where students can out of a dense 10-page document zero in on the key passage and then so utterly misread it.