

**PSLO1
2018-2019**

Recognize the broadest patterns of United States and World History.

Direct Assessment

Portfolios

Portfolio assessment occurs every five years. They were last assessed summer 2016. Portfolio assessment is scheduled to again occur in the summer of 2021. Faculty have made a more concerted effort to place the evidence required for assessment into portfolio folders at the end of semesters, and also they have also endeavored to use the same rubric consistently. These measures will help allow for more effective portfolio assessment when it again occurs.

Course Grades

Course grades are the most basic measure of assessment to determine whether or not students recognize the broadest patterns in United States and World History. This PSLO applies this assessment year, 2018-2019, to HI100, 101, 102, 111, and 112, GG101 and 102. Concurrent enrollment data for HI111 (fall) and HI112 (spring) also includes data from 2018-2019 for comparative purposes. A thorough breakdown in grades is included in the spreadsheet submitted with this report. The following tables relate the percentage of students who received a B or better or a C or better in the assessed courses in the summer, fall, and spring semesters.

<i>Summer 2018</i>	<i>% Students Received a C or Better</i>	<i>% Students Received a B or Better</i>	<i>Total Students Graded</i>
<i>HI100</i>	89	83	18
<i>HI111</i>	100	71	14
<i>GG101</i>	96	92	26

Fall 2018	<i>% Students Received a C or Better</i>	<i>% Students Received a B or Better</i>	<i>Total Students Graded</i>
<i>HI100</i>	95	92	60
<i>HI101</i>	95	89	37
<i>HI102</i>	70	50	46
<i>HI111 campus</i>	81	57	42
<i>HI111 concurrent</i>	99/99	92/93	141(2016- 2017)/203 (2018- 2019)
<i>HI111 total</i>	90	75	245
<i>HI112</i>	82	62	45
<i>GG101</i>	91	73	33
<i>GG102</i>	80	61	46
Spring 2019	<i>% Students Received a C or Better</i>	<i>% Students Received a B or Better</i>	<i>Total Students Graded</i>
<i>HI100</i>	91	73	22
<i>HI101</i>	100	97	35
<i>HI102</i>	89	54	35
<i>HI111</i>	86	75	28
<i>HI112 campus</i>	86	73	59
<i>HI112 concurrent</i>	99/98	86/82	181 (2016- 2017)/172 (2016- 2017)
<i>HI112 total</i>	98.5	83.5	353
<i>GG101</i>	100	75	51
<i>GG102</i>	100	91	11

If we use 70 percent of students received a C or better in courses as an indicator that most students recognized the broadest patterns in United States, World History, and Geography then all seventeen courses taught on through Washburn met the standard. CEP courses are considered separately. On average, 90 percent of all students enrolled in the seventeen courses passed with a C or better, demonstrating that 90 percent of all students enrolled in survey history and geography courses recognized the broadest patterns in history and geography. When we adjust the standard to receiving a B or better, the range is greater across courses, with a low of 50 percent (HI102 on campus Fall 2018) to a high of 97 percent (HI101 on campus Spring 2019).

Overall, the History Department is satisfied by what this data indicates about students' ability to recognize the broadest patterns in United States, World History,

and Geography courses. The department has concerns about what data continues to indicate about CEP courses.

As noted in the tables above, the percentage of students receiving a C or better or a B or better for CEP courses is significantly higher than campus courses; 81 percent (campus) compared to 99 percent (CEP) received a C or better in HI111, 57/93, B or better. For HI112, the numbers are 86/98 and 73/82. In sum, it is nearly impossible not to pass a CEP course with a C or better. This raises significant concern about how comparable CEP courses are to campus courses, and, by extension, how prepared CEP students are for campus college courses anywhere they matriculate. Dr. Erby continues to work with high school teachers who teach CEP courses on completing the necessary rubrics for general education assessment. She has stressed that assessment, to be consistent with campus courses, must be based on written samples. She has regular conversations with CEP teachers about CEP/campus equivalency and essay writing. She has developed programs to assist CEP teachers adapt their courses, assignments, and expectations to make them more consistent with college-level standards. The Department has begun to teach summer courses directed toward high school teachers to encourage more challenging content in high school courses. Some teachers may be more open to her counsel than others. The raw data indicate that the grade inflation problem is more pronounced for some instructors more than others. Some teachers, for example, give more Bs than As. There are a few teachers, however, whose grades are consistent with what we see on campus. In aggregate, though, the near universal pass rate for CEP courses and the quality concern that raises suggests that CEP students are not necessarily well-served by CEP courses. For the purpose of assessment for this SLO, we cannot say that all CEP students achieve mastery of the skills of the historical discipline with the same confidence with which we make the assertion for non-CEP courses.

Beyond assessment concerns, the History Department strongly suspects that growth in CEP numbers has undercut enrollments on campus. Enrollment in CEP courses continues to grow at the expense of on-campus sections. The number of CEP sections has remained steady, while the number of campus sections has decreased. HI112 has benefitted since 2017 from the Ichabod Success Institute. Students who participate in that program take HI112 as a cohort class every spring semester, but that is only one section of approximately 20 students annually. Indirectly, high enrollments in HI111/112 as CEP courses also depresses enrollments in HI100/101/102. As students take three or six hours of history before they come to campus, it is less likely that they will take history for social science general education credit. Shrinking class size has meant cancelled classes. We now offer fewer sections of HI111/112 every semester. The other, greater problem is the potential reduction in majors. Because we recruit many of our majors in survey courses, fewer students in fewer sections means the potential for fewer majors.

We are aware that the university relies on CEP students as part of head count. However, we strongly contend that CEP as it exists at present presents the students,

the History Department, and the University with significant challenges. While the History Department can work to address some of those challenges, it cannot solve the larger ones without active support from the College of Arts and Sciences and the University.

Results Sharing

This report and associated data will be posted on the History Department website making them available students and community stakeholders, including alumni and auditors. Faculty can also inform students via course emails that the report is available to view through the web site. Alumni and interested community members who receive the department newsletter will be informed through the newsletter that the report is available through the Department website. The results and all evidence will be reported directly to the University Assessment Committee. The report and associated data will also be emailed directly to faculty members for their review, Tara Porter in Education, and the College of Arts and Sciences. The results will also be discussed at the first department faculty meeting in fall 2019.

Course Embedded Assignment/Other Rubric

Faculty use the established rubric to assess a writing assignment completed by students towards the beginning of the semester and the end of the semester. The writing assignments are not identical from course to course. Three questions in the rubric vary for HI111/112 and HI100/101/102 as the courses fulfill different general education SLOs. The remaining six questions on the rubric are the same.

Those questions are:

1. Understands the disciplinary characteristics of history/geography.
2. Comprehends the nature of primary sources.
3. Formulates historical questions.
4. Understands chronological sweep of material covered.
5. Comprehends major themes and issues in material.
6. Identifies significance of major figures in material.

The targets for each of those questions in the rubric are established in the rubrics already submitted, the critical and creative thinking rubric and the global diversity rubric. As the first question applies equally to history and geography, the data collected for GG101 and 102 for that question was included in analysis.

The questions and the comparative nature of the data allow faculty means to assess more specifically whether or not students mastered the critical skills of the historical discipline. The summary data included in Sheet 2 of the 2018-2019 spreadsheets indicate quite clearly that students master critical skills. Included in the data is the percentage of students who met target and advanced criteria for each question combined, the percentage of students who met developing criteria, and a comparison between the first assessment (pre) and the second assessment (post).

Averaging all courses together per question, the improvement was significant, ranging from a low of 16.54% (Comprehends major themes and issues) to 22.58%

(Understands disciplinary characteristics). The latter is the question that included the geography courses. Factoring out geography, the improvement for “Understanding Disciplinary Characteristics” is greater, 24.55%. Digging into the data indicates more dramatic improvement in some courses on some questions. For example, scores for “Formulates Historical Questions” improved more than 49% in the Fall 2018 semester in HI100. Multiple courses noted over 30% improvement on multiple questions. Other courses noted more limited growth. HI11 noted 1.51% improvement in “Comprehends nature of primary sources.” Some courses noted small decreases in scores on some questions, a situation that may be attributable to higher “Not observed” responses for those courses, data not included in this summation. Overall, data within courses appears consistent, or within a similar range per course when looking at all questions as a whole. There is no data that raises any cause for concern. Instead the opposite is the case. The data suggest that using similar writing samples students enrolled in history classes mastered at least some of the skills of the historical discipline. This data is confirmed when compared to equally strong course grade results.

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