

Subject Area Committee Name: HST

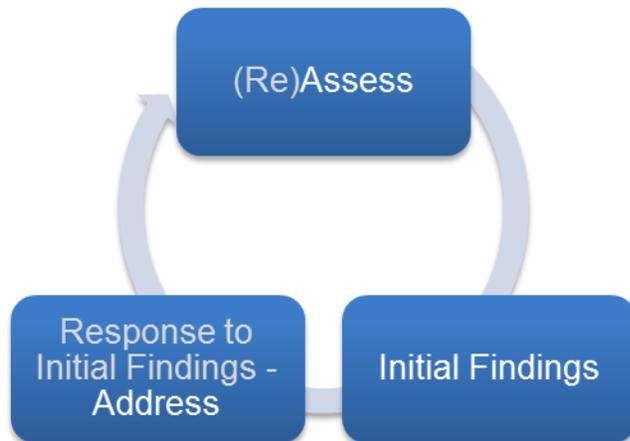
Note: Two appendices are embedded at the end of this report.

Core Outcome Being Assessed: Communication

Contact Person:

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Use this form if your assessment project is a follow-up reassessment of a previously completed initial assessment. The basic model we use for core outcome assessment at PCC is an “assess – address – reassess” model.



The primary purpose for yearly assessment is to improve student learning. We do this by seeking out areas of concern, making changes, reassessing to see if the changes helped.

Only one assessment or reassessment report is required this year. Document your plan for this year's assessment report(s) in the first sections of this form. This plan can be consistent with the Multi-Year Plan you have submitted to the LAC, though, this year, because PCC is engaging in a year-long exploration of our core outcomes and general education program, SACs are encouraged to explore/assess other potential outcomes. If reassessing, complete each section of this form. In some cases, all of the information needed to complete the section may not be available at the time the report is being written. In those cases, include the missing information when submitting the completed report at the end of the year.

- Refer to the help document for guidance in filling-out this report. If this document does not address your question/concern, contact [Chris Brooks](#) to arrange for coaching assistance.
- Please attach all rubrics/assignments/etc. to your report submissions.
- **Subject Line of Email:** Assessment Report Form (or ARF) for <your SAC name> (Example: ARF for MTH)
- **File name:** SACInitials_ARF_2016 (Example: MTH_ARF_2016)
- SACs are encouraged to share this report with their LAC coach for feedback before submitting.
- Make all submissions to learningassessment@pcc.edu.

Due Dates:

- **Planning Sections of LAC Assessment or Reassessment Reports: November 16th, 2015**
- **Completed LAC Assessment or Reassessment Reports: June 17th, 2016**

Please Verify This Before Beginning this Report:

- This project is the second stage of the assess/re-assess process (if this is not a follow-up, re-assessment project, use the LAC Assessment Report Form LDC. Available at:*
http://www.pcc.edu/resources/academic/learning-assessment/LDC_Assessment_Templates.html

Initial Assessment Project Summary (previously completed assessment project)

Briefly summarize the main findings of your initial assessment. Include either 1) the frequencies (counts) of students who attained your benchmarks and those who did not, or 2) the percentage of students who attained your benchmark(s) and the size of the sample you measured:

The following is based on the rubric subcategories (Organization, Efficacy, and Appropriateness) established for the History SAC's Communication rubric, as assessed in the 2014 - 2015 school year:

Both frequencies and averages were calculated. In the category of Organization, 46 out of 70 students scored a 3 or 4. In the category of Efficacy, 48 out of 71 students (note: one artifact was not scored for Organization, hence the different number of total artifacts between those categories) scored a 3 or 4. In the category of Appropriateness, 54 out of 71 students scored a 3 or 4. The percentages are thus Organization: 66% achieved benchmark, Efficacy: 67% achieved benchmark, Appropriateness: 76% achieved benchmark.

Briefly summarize the changes to instruction, assignments, texts, lectures, etc. that you have made to address your initial findings:

In 2015 - 2016, the SAC plans to hold a session on writing pedagogy in the winter SAC meeting during which SAC members will share effective strategies and tool they have developed to help students master writing effectively about history. SAC members are committed to expanding their pedagogical "toolkit" as a result of this workshop and implementing strategies from it in both winter and spring terms. To that end, we will maintain a shared Google document in which we provide one another strategies and feedback for (more) effective pedagogy in teaching how to write about history.

Since the SAC plans to gather student artifacts at the end of winter term, we hope that those artifacts will show evidence of improved student writing vis-à-vis last year's results.

If you initially assessed students in courses, which courses did you assess:

Sections drawn from all history courses with the exception of HST 100.

If you made changes to your assessment tools or processes for this reassessment, briefly describe those changes here:

The tools and processes used last year were extremely effective. The changes this year will focus on pedagogy as detailed above, rather than the assessment process itself.

1. Core Outcome

1A. PCC Core Outcome: Communication

1B. The Core Outcomes can look different in different disciplines and courses. For example, professional competence in math might emphasize the procedural skills needed for the next course; professional competence in psychology might emphasize the ability to interpret the meaning of some basic statistics. Briefly describe how your SAC will be identifying and measuring your students' attainment of this core outcome below.

Communication in the discipline of history centers on the effective organization and presentation of historical facts while analyzing their meaning. For the HST SAC, we define our “mapped” communication outcome, applicable to all of our courses, as “Construct a well-organized historical argument using effective, appropriate, and accurate language.”

1C. Ideally, assessment projects are driven by faculty curiosity about student learning (e.g., are they really getting what is expected in this course?). Briefly share how/why the faculty expectation assessed in this report is useful to your students. Continuing with the above examples, if math students do not have the expected procedural skills for the next course, they may not be successful; psychology students are required to read and understand peer-reviewed research in the next course – so the ability to interpret basic statistics is essential for success in the next course.

Along with the development of critical thinking skills, effective communication skills are the most important result of effective historical pedagogy.

In PCC history courses, students are asked to organize historical information in a manner that makes sense and helps support an independent point or argument of their own. In that sense, the form of communication specific to history is applicable to and for a large number of other fields, since the organization of facts in service to an independent point is an almost universally-required skill in both higher education and the private sector alike.

In the context of re-assessing communication, the SAC hopes to see improved student performance based on a more active focus on writing by history faculty in the classroom and online. As noted above, SAC members will actively collaborate in sharing strategies that they have developed or have adopted from professional development resources. SAC members will have the freedom to adopt

and adapt those strategies as they see fit, with the understanding that all SAC members will apply greater focus on writing in winter and spring terms. Ultimately, we hope that this project results in greater student success in writing going forward.

2. Project Description

2A. Assessment Context

Check all the applicable items:

Course based assessment.

Course names and number(s): HST101, 102, 103, 104, 106, 107, 201, 202, 203, 204, 218, 240, 246, 275, 285

Expected number of sections offered in the term when the assessment project will be conducted: 49

Number of these sections taught by full-time instructors: 25

Number of these sections taught by part-time instructors: 24

Number of distance learning/hybrid sections: 14

Type of assessment (e.g., essay, exam, speech, project, etc.): Essay

Are there course outcomes that align with this aspect of the core outcome being investigated? Yes No

If yes, include the course outcome(s) from the relevant CCOG(s): Construct a well-organized historical argument using effective, appropriate, and accurate language

Common/embedded assignment in all relevant course sections. An embedded assignment is one that is already included as an element in the course as usually taught. Please attach the activity in an appendix. If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.): **All PCC history courses include analytical essays. The specific topics are not common across courses, but the nature of and expectations behind the assignments are equivalent. Topics will be provided in an appendix to the completed assessment report.**

Common – but not embedded - assignment used in all relevant course sections. Please attach the activity in an appendix. If the activity cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

Practicum/Clinical work. Please attach the activity/checklist/etc. in an appendix. If this cannot be shared, indicate the type of assessment (e.g., supervisor checklist, interview, essay, exam, speech, project, etc.):

External certification exam. Please attach sample questions for the relevant portions of the exam in an appendix (provided that publically revealing this information will not compromise test security). Also, briefly describe how the results of this exam are

broken down in a way that leads to nuanced information about the aspect of the core outcome that is being investigated.

SAC-created, non-course assessment. Please attach the assessment in an appendix. If the assessment cannot be shared, indicate the type of assignment (e.g., essay, exam, speech, project, etc.):

Portfolio. Please attach sample instructions/activities/etc. for the relevant portions of the portfolio submission in an appendix. Briefly describe how the results of this assessment are broken down in a way that leads to nuanced information about the aspect of the core outcome that is being investigated:

Survey

Interview

Other. Please attach the activity/assessment in an appendix. If the activity cannot be shared, please briefly describe:

In the event publically sharing your assessment documents will compromise future assessments or uses of the assignment, do not attach the actual assignment/document. Instead, please give as much detail about the activity as possible in an appendix.

2B. How will you score/measure/quantify student performance?

Rubric (used when student performance is on a continuum - if available, attach as an appendix – if in development - attach to the completed report that is submitted in June)

Checklist (used when presence/absence rather than quality is being evaluated - if available, attach as an appendix – if in development - attach to the completed report that is submitted in June)

Trend Analysis (often used to understand the ways in which students are, and are not, meeting expectations; trend analysis can complement rubrics and checklist)

Objective Scoring (e.g., Scantron scored examinations)

Other – briefly describe:

2C. Type of assessment (select one per column)

Quantitative

Qualitative

Direct Assessment

Indirect Assessment

If you selected 'Indirect Assessment', please share your rationale:

Qualitative Measures: projects that analyze in-depth, non-numerical data via observer impression rather than via quantitative analysis. Generally, qualitative measures are used in exploratory, pilot projects rather than in true assessments of student attainment. Indirect assessments (e.g., surveys, focus groups, etc.) do not use measures of direct student work output. These types of assessments are also not able to truly document student attainment.

2D. Check any of the following that were used by your SAC to create or select the assessment/scoring criteria/instruments used in this project:

- Committee or subcommittee of the SAC collaborated in its creation
- Standardized assessment
- Collaboration with external stakeholders (e.g., advisory board, transfer institution/program)
- Theoretical Model (e.g., Bloom's Taxonomy)
- Aligned the assessment with standards from a professional body (for example, The American Psychological Association Undergraduate Guidelines, etc.)
- Aligned the benchmark with the Associate's Degree level expectations of the Degree Qualifications Profile
- Aligned the benchmark to within-discipline post-requisite course(s)
- Aligned the benchmark to out-of-discipline post-requisite course(s)
- Other (briefly explain:)

2E. In which quarter will student artifacts (examples of student work) be collected? If student artifacts will be collected in more than one term, check all that apply.

- Fall Winter Spring Other (e.g., if work is collected between terms)

2F. When during the term will it be collected? If student artifacts will be collected more than once in a term, check all that apply.

- Early Mid-term Late n/a

2G. What student group do you want to generalize the results of your assessment to? For example, if you are assessing performance in a course, the student group you want to generalize to is 'all students taking this course.'

All PCC students taking a history course in winter term, 2015, with the exception of HST 100 students (note: HST 100 is an introduction to historical methodology class with different expectations than the rest of the history catalog and was thus judged to be inappropriate for this assessment project.)

2H. There is no single, recommended assessment strategy. Each SAC is tasked with choosing appropriate methods for their purposes. Which best describes the purpose of this project?

To measure established outcomes and/or drive programmatic change (proceed to section H below)

To participate in the Multi-State Collaborative for Learning Outcomes Assessment

Preliminary/Exploratory investigation

If you selected 'Preliminary/Exploratory', briefly describe your rationale for selecting your sample of interest (skip section H below). For example: "The SAC intends to add a Cultural Awareness outcome to this course in the upcoming year. 2 full-time faculty and 1 part-time faculty member will field-test 3 different activities/assessments intended to measure student attainment of this proposed course outcome. The 3 will be compared to see which work best."

2I. Which will you measure?

the population (all relevant students – e.g., all students enrolled in all currently offered sections of the course)

a sample (a subset of students)

If you are using a sample, select all of the following that describe your sample/sampling strategy (refer to the Help Guide for assistance):

Random Sample (student work selected completely randomly from all relevant students)

Systematic Sample (student work selected through an arbitrary pattern, e.g., 'start at student 7 on the roster and then select every 5th student following'; repeating this in all relevant course sections)

Stratified Sample (more complex, consult with an LAC coach if you need assistance)

Cluster Sample (students are selected randomly from meaningful, naturally occurring groupings (e.g., SES, placement exam scores, etc.))

Voluntary Response Sample (students submit their work/responses through voluntary submission, e.g., via a survey)

Opportunity/Convenience Sample (only some of the relevant instructors are participating)

The last three options in bolded red have a high risk of introducing bias. If your SAC is using one or more of these sample/sampling strategies, please share your rationale:

2J. Briefly describe the procedure you will use to select your sample (including a description of the procedures used to ensure student and instructor anonymity. For example:

"We chose to use a random sample. We asked our administrative assistant to assist us in this process and she was willing. All instructors teaching course XXX will turn-in all student work to her by the 9th week of Winter Quarter.

She will check that instructor and student identifying information has been removed. Our SAC decided we wanted to see our students' over-all performance with the rubric criteria. Our administrative assistant will code the work for each section so that the scored work can be returned to the instructors (but only she will know which sections belong to which instructor). Once all this is done, I will number the submitted work (e.g., 1-300) and use a random number generator to select 56 samples (which is the sample size given by the Raosoft sample size calculator for 300 pieces of student work). After the work is scored, the administrative assistant will return the student work to individual faculty members. After this, we will set up a face-to-face meeting for all of the SAC to discuss the aggregated results."

Each history instructor will contribute 10 student-produced written assignment exemplars (i.e. essays) from one of their courses. These will be randomized by each contributing instructor before being sent to the assessment coordinator (randomization methodology will vary by instructor, but the suggested approach is the "every third essay by last name" technique or the equivalent.) The assessment coordinator will then randomizing exemplars again by topic. The total number of exemplars to be scored by the SAC will be at least 65, to reach an adequate sample size, but will probably be at least a bit larger. Dossiers of exemplars will be compiled by the coordinator and distributed to teams at the Spring SAC meeting for scoring according to a common, agreed-upon, normed rubric

*2K. Follow this link to determine how many artifacts (samples of student work) you should include in your assessment: <http://www.raosoft.com/samplesize.html> (see screen shot below). **Estimate the size of the group you will be measuring (either your sample or your population size [when you are measuring all relevant students]). Often, this can be based on recent enrollment information (last year, this term, etc.):***

Estimated enrollment for all history courses except HST 100 for winter term 2015: 1225. Minimum sample size, per the Raosoft sample size calculator: 65.

Raosoft Sample size calculator

What margin of error can you accept?
5% is a common choice

What confidence level do you need?
Typical choices are 90%, 95%, or 99%

What is the population size?
If you don't know, use 20000

What is the response distribution?
Leave this as 50%

Your recommended sample size is

10 %

90 %

105

50 %

42

The margin of error is the amount of error that you can tolerate. If 90% of respondents answer yes, while 10% answer no, you may be able to tolerate a larger amount of error than if the respondents are split 50-50 or 45-55. Lower margin of error requires a larger sample size. **Use 10% and 90% in these boxes.**

Confidence level is the amount of uncertainty you can tolerate. Suppose that you have 20 yes-no questions in your survey. With a confidence level of 95%, you would expect that for one of the questions (1 in 20), the percentage of people who answer yes would be more than the margin of error away from the true answer. The true answer is the percentage you would get if you exhaustively interviewed everyone. Higher confidence level requires a larger sample size. **Enter the total number of students currently enrolled in all sections of the courses you are assessing here.**

How many people are there to choose your random sample from? The sample size doesn't have to be much larger than 20,000.

For each question, what do you expect the results will be? If the sample is skewed highly one way or the other, the population probably is, too. If you don't know, use 50%, which gives the largest sample size. See below under **More information** if this is confusing. **Measure this many students.**

This is the minimum recommended size of your survey. If you create a sample of this many people and get responses from everyone, you're more likely to get a correct answer than you would from a large sample where only a small percentage of the sample responds to your survey.

3. Project Mechanics

3A. Does your project utilize a rubric for scoring? Yes No

If 'No', proceed to section B. If 'Yes', complete the following.

Multiple raters should always be used in SAC assessment projects that utilize rubrics or checklists. SACs have several options for ensuring that ratings are similar across each rater. The most time consuming option is for all raters to collectively rate and discuss each artifact until they reach 100% agreement on each score (this is called **consensus**). In most cases, SACs should consider a more efficient strategy that divides the work (a norming or calibrating session). During a norming session, all raters participate in a training where the raters individually score pre-selected student work and then discuss their reasons for giving the scores they chose. Disagreements are resolved and the process is repeated. When the participants feel they are all rating student work consistently, they then independently score additional examples of student work in the norming session (often 4-6 artifacts). The ratings for these additional artifacts are checked to see what percentage of the scores are in agreement (the standard is 70% agreement or higher). When this standard is reached in the norming session, the raters can then divide-up the student work and rate it independently. If your SAC is unfamiliar with norming procedures, contact [Chris Brooks](#) to arrange for coaching help for your SAC's norming session.

Which method of ensuring consistent scoring (inter-rater reliability) will your SAC use for this project?

Agreement – the percentage of raters giving each artifact the same/similar score in a norming session

If you are using agreement, describe your plan for conducting the “norming” or “calibrating” session:

In the Winter Term SAC meeting, the SAC will collectively examine sample essays and score them according to the rubric using the consensus method. Afterwards, individual instructors will score additional sample essays. The assessment coordinator will calculate inter-rater reliability. In the case of an insufficiently high rate of inter-rater reliability, the SAC will revisit the rubric and the exercise will be repeated as necessary.

Consensus - all raters score all artifacts and reach agreement on each score

Though rarely used at PCC, some SACs might occasionally use the consistency measure for determining the similarity of their ratings. Consistency is generally only recommended when measuring student improvement – not for showing outcome attainment (which explains its rarity). See the Help Guide for more information. Check here if you will be using consistency calculations in this assessment.

Consistency* – raters’ scores are correlated: this captures relative standing of the performance ratings - but not precise agreement – and then briefly describe your plan:

3B. Have performance benchmarks been specified?

The fundamental measure in educational assessment is the number of students who complete the work at the expected/required level. We are calling this SAC-determined performance expectation the ‘benchmark.’

Yes (determined by faculty consensus – all instructors who currently teach the course)

Yes (determined by only some of the instructors who currently teach the course)

Yes (determined by alignment with an external standard: e.g., standards published by the discipline’s professional organization)

Yes (determined by post-requisite course expectations within PCC)

Yes (determined by post-requisite course expectations for transfer institution)

Yes (other). Describe briefly:

No

If yes, briefly describe your performance benchmarks, being as specific as possible (if needed, attach as an appendix):

The performance benchmark for the communication outcome will be set to PCC level 3. The rubric will incorporate specific language taken from PCC's outcome levels, with artifacts able to score between 1- 4. The SAC expects most – at least 75% - students to score a 3 or 4.

If no, what is the purpose of this assessment (for example, this assessment will provide information that will lead to developing benchmarks in the future; or, this assessment will lead to areas for more detailed study; etc.)?

3C. The purpose of this assessment is to have SAC-wide evaluation of student work, not to evaluate a particular instructor or student. Before evaluation, remove identifying student information (and, when possible remove instructor identifying information). If the SAC wishes to return instructor-specific results, see the Help Guide for suggestions on how to code and collate. Please share your process for ensuring that all identifying information has been removed.

All artifacts will have student-identifying and instructor-identifying information removed by instructors before being submitted to the SAC assessment coordinator. The assessment coordinator will then double-check all artifacts and insure that all identifying information is removed before compiling dossiers for scoring.

3D. Will you be coding your data/artifacts in order to compare student sub-groups? Yes No

If yes, select one of the boxes below:

student's total earned hours previous coursework completed ethnicity other

Briefly describe your coding plan and rationale (and if you selected 'other', identify the sub-groups you will be coding for:

*3E. Ideally, student work is **evaluated** by both full-time and adjunct faculty, even if students being assessed are taught by only full-time and/or adjunct faculty. Further, more than one rater is needed to ensure inter-rater reliability. If you feel only one rater is feasible for your SAC, please consult with an LAC coach prior to submitting your plan/conducting your assessment.*

Other groups may be appropriate depending on the assessment. Check all that apply.

- PCC Adjunct Faculty within the program/discipline
- PCC FT Faculty within the program/discipline
- PCC Faculty outside the program/discipline

- Program Advisory Board Members
- Non-PCC Faculty
- External Supervisors
- Other:

End of Planning Section – Complete the remainder of this report after your assessment project is complete.

Beginning of End of Year Reporting Section – complete the following sections after your assessment project is complete.

4. Changes to the Assessment Plan

Have there been changes to your project since you submitted the planning section of this report? **Yes** **No**

If so, note the changes in the planning section above.

5. Results of the Analysis of Assessment Project Data

5A. Quantitative Summary of Sample/Population

How many students were enrolled in all sections of the course(s) you assessed this year? 1141 (note: number provided by institutional effectiveness, includes students who took multiple history sections in winter term, and omits HST 100 totals.)

If you did not assess in a course, report the number of students that are in the group you intend to generalize your results to.

How many students did you actually assessed in this project? 65

Did you use a recommended sample size (see the [Sample Size Calculator](#) linked to above)? Yes No

If you did not use a recommended sample size in your assessment, briefly explain why:

5B. Did your project utilize a rubric for scoring? Yes No

If 'No', proceed to section C. If 'Yes', complete the following.

How was inter-rater reliability assured? (Contact your SAC's LAC Coach if you would like help with this.)

- Agreement** – the percentage of raters giving each artifact the same/similar score in a norming session
- Consensus** - all raters score all artifacts and reach agreement on each score
- Consistency** – raters' scores are correlated: this captures relative standing of the performance ratings - but not precise agreement
- Inter-rater reliability was not assured.**

If you utilized agreement or consistency measures of inter-rater reliability, report the level here:

Using the "within 1" method of determining agreement for a four-level rubric (i.e. scores within 1 point out of 4 possible are considered equivalent), inter-rater reliability was at 100% following the norming and sample scoring exercises during and following the HST SAC's winter SAC meeting.

5C. Brief Summary of Your Results

In most cases, report the numbers of students who attain your benchmark level and the numbers who do not. **Do not average these numbers or combine dissimilar categories (e.g., do not combine ratings for communication and critical thinking together).** If your project measures how many students attain the overall benchmark level of performance, report the summary numbers below (choose one):

1. If you used frequencies (the actual number who attained the desired level(s) and the actual number who did not), report those here for each of your criteria for this learning outcome. For example, “54 students attained the benchmark level over-all in written communication and 7 did not. Our SAC used 5 criteria within this rubric: 54 student achieved the benchmark level in idea expression (7 did not); 54 achieved the benchmark level for use of standard English (10 did not); etc.”

Students achieved or exceeded benchmarks as follows: out of 65 samples, 54 met or exceed the benchmark in the category of organization, 56 met or exceeded the benchmark in the category of efficacy, and 52 met or exceeded the benchmark in the category of appropriateness. See appendix for details.

2. If your project used percentages of the total to identify the degree of benchmark attainment in this project, report those here for each of your criteria for this learning outcome. For example, “89% of 61 students attained the benchmark level over-all in written communication. Our SAC used 5 criteria within this rubric: 89% of students achieved the benchmark level in idea expression; 89% achieved the benchmark level for use of standard English; etc.”

Percentages of students meeting or exceeding benchmarks are as follows: 83% for organization, 86% for efficacy, and 80% for appropriateness. See appendix for details.

3. Compare your students’ attainment of your expectations/benchmarks in this reassessment with their attainment in the initial assessment. Briefly summarize your conclusions.

The results are very encouraging - across the board, a very significant percentage of students performed better in our project this year than they did last year. To wit, the percentage of students meeting or exceeding the benchmarks for the three sub-categories we defined went up by 17%, 19%, and 4% compared to last year's project (note that the 4% figure - for appropriateness - was the category that already showed high levels of student achievement last year, so the smaller increase is not discouraging.) More to the

point, the percentage of students meeting or exceeding the benchmarks was significantly higher than our target of 75%.

5D. Attach a more detailed description or analysis of your results (e.g., rubric scores, trend analyses, etc.) as an appendix to this document. Appendix attached? **Yes** **No**

5E. What did the SAC learn about your students' attainment of your important benchmarks from this reassessment? For example, "We are pleased that most of our students are using standard English in their writing, and want to improve our students' ability to express ideas clearly. We found significant improvements in the reassessment as a result of the changes in instruction and assignments that we made this year...."

We were pleased with the results, because they demonstrate that a greater shared pedagogical focus within the SAC can result in tangible benefits to our students. To date, a point of frustration within the history SAC is that the majority of SAC-wide discussions have to do with administrative requirements (not least assessment itself) instead of substantive discussions of how to teach history more effectively. This project suggests that assessment can be a meaningful way to bring about those discussions and measure the results of the pedagogical changes that derive from them.

Going forward, the SAC will carry out comparable projects targeting other outcomes in hopes of achieving similar results in the name of improving student learning.

5F. Do the results of this project suggest that additional academic changes might be beneficial to your students (changes in curriculum, content, materials, instruction, pedagogy etc.)? **Yes** **No**

If you answered 'Yes,' briefly describe the changes to improve student learning below. If you answered 'No', detail why no changes are called for.

"No" only in that an ongoing shared focus on teaching effective historical writing can and should remain an integral part of history instruction at PCC.

If you are planning changes, when will these changes be fully implemented?

5G. Has all identifying information been removed from your documents? (Information includes student/instructor/supervisor names/identification numbers, names of external placement sites, etc.) **Yes** **No**

6. SAC Response to the Assessment Project Results

6A. Assessment Tools & Processes: Indicate how well each of the following worked for your assessment:

Tools (rubrics, test items, questionnaires, etc.):

very well some small problems/limitations to fix notable problems/limitations to fix tools completely inadequate/failure

Please comment briefly on any changes to assessment tools that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome).

Processes (faculty involvement, sampling, norming, inter-rater reliability, etc.):

very well some small problems/limitations to fix notable problems/limitations to fix tools completely inadequate/failure

Please comment briefly on any changes to assessment process that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome).

Unfortunately, fewer SAC members participated in assessment this year - particularly in scoring the final set of artifacts - than did last year. That was because of low morale among PT faculty members and the retirement of two FT faculty members. A cross-section of FT and PT faculty did participate actively, but fewer PT faculty participated than did last year.

As with many (most?) SACs at PCC, there is a disconnect between the requirement for assessment and the active participation of PT faculty who are not adequately compensated for their time. The history SAC's strategy to address this going forward will be to request funds from our dean liason to cover the time of PT faculty who play an active role in assessment, including funds to cover their time outside of the time spent attending SAC meetings themselves.

The assessment project as a whole will continue to be managed and coordinated by a FT faculty member as part of the required college service expected of FT faculty.

7. Follow-Up Plan

7A. How will the changes detailed in this report be shared with all FT/PT faculty in your SAC? *(select all that apply)*

- | | | |
|--|--|-----------------------------------|
| <input checked="" type="checkbox"/> email | <input type="checkbox"/> phone call | <input type="checkbox"/> workshop |
| <input type="checkbox"/> campus mail | <input checked="" type="checkbox"/> face-to-face meeting | <input type="checkbox"/> other |
| <input type="checkbox"/> no changes to share | | |

If 'other,' please describe briefly below.

Results will be sent to all SAC members via e-mail, with a follow-up discussion (along with the planning session for our next project) at the Fall 2016 SAC meeting.

7B. Is further collaboration/training required to properly implement the identified changes? Yes No

If 'Yes,' briefly detail your plan/schedule below.

7C. Sometimes reassessment projects call for additional reassessments. These can be formal or informal. How will you assess the effectiveness of the changes you plan to make?

- | | |
|---|---|
| <input type="checkbox"/> follow-up project in next year's annual report | <input type="checkbox"/> on-going informal assessment |
| <input checked="" type="checkbox"/> in a future assessment project | <input type="checkbox"/> other |

If 'other,' please describe briefly below.

7D. SACs are learning how to create and manage meaningful assessments in their courses. This development may require SAC discussion to support the assessment process (e.g., awareness, buy-in, communication, etc.). Please briefly describe any successful developments within your SAC that support the quality assessment of student learning. If challenges remain, these can also be shared.

As indicated above, the basic model of assess - make changes - re-assess appears to have born fruit for the HST SAC in this outcome. We hope to implement a comparable strategy in our next report, considering the Cultural Awareness outcome.

Rubric: Communication

- Construct a well-organized historical argument using effective, appropriate, and accurate language. (level 3.)

	Exceptional (level 4):	Proficient (level 3):	Adequate (level 2):	Inadequate (level 1):
<u>Organization</u> Organization of writing	Prose is clearly organized, with a direct thesis and logical presentation of information	Prose is coherently organized, but thesis may not be clear and/or some ideas may be disjointed	Overall meaning is clear, but ideas are not consistently logically presented	Prose fails to present ideas in a meaningful logical structure or manner
<u>Efficacy</u> How effective language is at conveying meaning	Meaning is immediately understandable; prose is clear and direct	Overall meaning is clear, with occasional problems with phrasing or ambiguity	Overall meaning is clear, but prose is cumbersome and understanding requires effort on the part of the reader	Meaning is unclear or ambiguous
<u>Appropriateness</u> Correctness and context	Prose is both free of grammatical errors and is written in an appropriate academic tone	Prose has minor grammatical errors, and/or some phrasing is overly casual or otherwise inappropriate	Some significant grammatical errors exist, and/or tone is consistently at variance with standards of academic writing	Major grammatical errors significantly undermine the success of the writing, and/or phrasing is completely inappropriate in a college writing context

Benchmarks

Based on pedagogical changes since our initial assessment, we hope to see at least 75% of students achieve or exceed the benchmark level (3) in all three categories of the above rubric.

Assignment Topics

TOPIC #1

1. What was Joan's vision? Was her vision understood differently by the Church or by her during her trial?
2. What are the signs that indicated to the judges that Joan was a heretic?
3. Do the judges (who were English and their supporters in France) appear to have made up their minds about Joan in advance? If so, why?
4. What credit can we give a document that was generated by Joan's opponents?

TOPIC #2

Prepare an outline that answers the question: How does this food impact American History? *In other words, your presentation must include an argument (don't just tell us the history of the food, arrange your outline topically, not chronologically.)* Consider how the food was produced, its relationship to inhabitants of its original environment, the process of introduction to a new group of people (North American Indians, Africans or European colonists), how the food was prepared, which labor systems produced it, and any other political economic or cultural significance.

TOPIC #3 (students could choose any of the following)

- What were the main principles of Nicolo Machiavelli's The Prince, and what events in his life and times led him to those adopt those views?
- What were the key points and events in Martin Luther's protest against the church(1517-1521), and what circumstances led to the success of that movement and Luther's own survival when so many other church reformers had failed?
- What were the similarities between the beliefs, politics, and cultures of the new world empires (Aztecs and/or Incas) and those of medieval and renaissance Europe; also, beyond guns and germs, what mentalities, practices, and strategies allowed the Cortez and Pizarro to deal so swiftly and effectively with those empires?
- What was the Peasants' War of 1525 about, and what factors led to the outbreak and outcome of that conflict?
- What were the disasters of the 14th-century, and what were their short-and long-term effects?
- What factors caused the Renaissance?
- What were the key social, cultural, and technological factors that led to the capacity and desire to discover the new world?

TOPIC #4 (note: presentation outline)

1. In his book *Ecological Imperialism*, Crosby famously begins with the phrase, “European emigrants and their descendants are all over the place, which requires explanation.” In the excerpt you have read, he describes “all over the place” as the “Lands of the Demographic Takeover.” To what lands (or countries) is he referring? Why would there be success in these geographical regions in particular?
2. The traditional view, including that held by early modern Europeans themselves, had been that Europeans successfully spread across the globe after 1492 because they were technologically more advanced (weapons, sailing), ideologically superior (Christianity), and had capitalist economies. Crosby provides a different perspective that suggests there may have been accidental or unintended factors which contributed to European success. Discuss the factors that Crosby outlines as contributing the most to European success in the “Lands of the Demographic Takeover.” What were they, and how did each factor play a role?
3. Even though Crosby calls the processes an “exchange,” he also describes it almost entirely as a “one-way street.” What does he mean by this?
4. Based on what you have learned about the Columbian Exchange from our discussion in class, the reading in your textbook, and Crosby’s excerpt, describe two ways the Exchange affects your life personally today.

TOPIC #5

What were the most important causes of World War I and World War II, and how (if at all) did the wars resolve those issues? Your paper should compare and contrast the historical origins and aftermaths of the world wars and identify salient commonalities and differences. Be sure to use relevant historical examples from the lectures and textbook.

TOPIC #6

Rashid Khalidi's *Sowing Crisis* seeks to examine the impact of the Cold War rivalry between the US and the USSR on the Middle East. According to Khalidi, did the Cold War restrain or exacerbate conflict and disputes within the region? In answering this question, please discuss three specific Middle Eastern conflicts, and explain how Khalidi believes that the Cold War affected those disputes.

TOPIC #7

Was America founded as a Christian nation? This is one of the most heated historical and politicized debates in America today. I hope the deeper look provided by HST 246 has helped you better understand the complex role of faith and freedom in the founding era (1765 – 1800).

In your answers, please reflect on whether the **founding fathers** (including Isaac Backus and John Leland) and **mothers** (please include the thoughts of Abigail Adams and Judith Sargent Murray (posted files) at least briefly in your analysis) **get the delicate and often contentious balance between religious faith and freedom** – or in Lambert’s words, “**a free marketplace of religion**” – “**right**” or not?

TOPIC #8

The publication of *Narrative of the Life of Frederick Douglass* was a huge success for the abolitionist cause. Who specifically do you think Douglass was trying to appeal to in his autobiography, and how did he go about doing this? In other words, who was his target audience? How successful do you think he was in reaching them? Think about what you know about different parts of American society in the 1820s – 1840s.

TOPIC #9

This assignment is an analysis of an academic article, Heather Ann Thompson's "Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Postwar American History." Please read the assignment instructions carefully before starting to read the article. It is a challenging read, so please give yourself plenty of time to work on the assignment.

Your essay will begin with an introductory paragraph discussing the scope and context of the article. This means a brief explanation of the time frame and subject area of the article.

There are three main sections of Thompson's article: "Mass Incarceration and the Origins of the Urban Crisis," "Mass Incarceration and the Decline of the American Labor Movement," and "Mass Incarceration and the Rise of the Right in Postwar America." Your essay will contain one paragraph on each of these sections, explaining Thompson's argument in your own words.

You will then write one to two paragraphs analyzing two sources from the assigned course materials in light of Thompson's argument. These can be primary or secondary sources contained in the HST 203 Course Content. Do the sources you chose compliment or detract from Thompson's argument? The textbook does not count as one of these two sources, though you can use it as an additional resource.

The essay will end with one to two paragraphs reflecting on how the article did or did not influence your understanding of current events and issues in the United States.

TOPIC #10

Undertake research through the JSTOR database to find an academic article (minimum 12 pages and published **no earlier than 1985**) that relates to a topic directly relevant to this class.

In a 4-6 page, typed, Chicago Format, well-written and proofread paper, analyze the article (its thesis, evidence, and conclusions). Keep in mind that "analysis" means just that: you are analyzing the author's explicit purpose for the article and the evidence that they use to support their overall point. "Analysis" **does not** include evaluation, judgment, or critique of the study.

If you choose to include a critique of the article ("critique" meaning that you provide specific comments that evaluate the relative strength of the author's thesis and evidence), this must only be undertaken **after** you have initially presented your non-opinionated analysis. Any comments on the academic-style, vocabulary, or other non-content-related aspects of the article are inappropriate and **will negatively impact your grade**.

No quotations will be permitted in the paper. Your article analysis has to be entirely in your own words. You are, however, still expected to cite specific concepts, ideas, and facts from the article that you refer to with **Chicago Format footnotes**. Keep in mind that failure to cite the specific page numbers of facts/ideas you refer to in your article analysis is a form of plagiarism. Essays with plagiarism will receive a failing grade.

Please ensure that your paper is **not written in “I” style**. For example “I think the author’s point is...” is **not** an acceptable way to phrase your writing.

Avoid having the structure of your paper come off as tracing the article paragraph-by-paragraph. Rather, organize your paper in a way that best condenses and analyzes the thesis, evidence, and conclusion. Sentences that start, “He/She then goes on to say...” are a clear indicator that your paper is tracing the organization of the article you are analyzing.

TOPIC #11

(Students were to choose a major term from class and construct narratives based on whatever terms they choose.)

TOPIC #12

You will be writing a critical review of an article drawn from an academic journal.

In your review, you must:

- 1) Identify and analyze the author’s main point(s)/thesis.
- 2) Summarize the article’s contents.
- 3) Place the specific article within its larger historical context and relate it to themes covered in the text and/or class meetings. Provide relevant historical background from the textbook or lecture.
- 4) Provide an assessment of the article by including criticisms and/or commendations. Examples of some questions you may want to address: Did the author support his/her main point(s)? Is the author’s interpretation biased? Did the author omit or deemphasize important information? Is the article well-researched and documented? Is there room for improvement? These are just suggestions....the critique can take any approach, just make sure to inject personal reflections.

These requirements are not in any specific order, and you may assemble your review any way you like, as long as it is in proper essay format. Make sure to address each component thoroughly, and support your arguments with examples from the article. You may want to include material/citations from the text, lecture, or other sources if applicable.

Artifact	Organization	Efficacy	Appropriateness
1	3	3	3
2	4	3	4
3	4	3	3
4	4	3	4
5	4	4	4
6	2	3	3
7	3	3	3
8	3	3	3
9	4	4	3
10	3	2	2
11	3	3	3
12	4	4	4
13	4	4	4
14	2	2	2
15	2	3	2
16	3	3	2
17	3	3	3
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45	3	4	3
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47	4	4	4
48	3	3	3
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53	4	4	4
54	3	4	3
55	4	4	4
56	4	3	3
57	4	4	3
58	4	4	4
59	3	4	3
60	4	4	3
61	3	2	2
62	4	4	3
63	3	3	3
64	3	3	3
65	4	3	3

AVERAGES:	3.2	3.323077	3.061538462	3.194872
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FREQUENCIES:				
	1	0	0	0
	2	11	9	13
	3	30	26	35
	4	24	30	17

BENCHMARK ATTAINMENT	83%	86%	80%
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