Course Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
Courses (SS) - History - HIST 106 - European Civilization to Present - Major chronological sequence of of European civilizations since 1648 - Demonstrate knowledge of the major chronological sequence of of European civilizations since 1648 GenEd Correspondences: • Cultural Awareness (Sense of Past / Sense of Accountability) (Created By Courses (SS) - History) **Next Assessment:** 2018-2019 **Start Date:** 06/19/2014 **Course Outcome Status:** Active	**Assessment Measure:** Exams, Midterm and Final: ID and Chronology questions: identifying time period and sequence of events. **Assessment Measure Category:** Exam **Criterion:** 67% or more of students achieved a grade of 70% or higher.	10/16/2014 - Exams: ID Questions: The class average over the two exams (Midterm and Final) receiving a grade of 70% or higher was 94% (43 out of 46). The average for the ID portion was 86%. The average between the Midterm and Final exams actually decreased between the two, from 86.7% to 85.4%, but this was due solely to a single exam that only partially answered the ID section. Removing the one partially-completed response resulted in an increase to 88.2%. Exams: Chronology Questions: The class average over the two exams (Midterm and Final) receiving a grade of 70% or higher was 94% (43 out of 46), with two exams not completing the question (1 each for the Midterm and the Final). The average for the two exams was 90.7%. **Criterion Met:** Yes **Reporting Period:** 2013-2014	10/16/2014 - Overall, performance of students on exams has exceeded expectations. The incorporation of some more detailed examples into the study guides may have helped students. Another shift in the exams is that a change seems to have occurred from previous iterations of the course is that students appeared to spend considerable effort on the Chronology questions: answers were longer and more complete for the individual components (the four events), although students continue to be hesitant in advancing a connection between the events (37%; 17 out of 46 total exams submitted). Students are still struggling with bridging between individual events and the larger historical narratives.
	Assessment Measure: Library Research Scavenger Hunt: Required historical background essay. **Assessment Measure Category:** Assignment - Project **Criterion:** Inclusion of historical background paragraph in essay; 67% of essays including background paragraph.	10/16/2014 - Library Research Scavenger Hunt: Only 68% (15 out of 22) referenced the history beyond the specifics of their topic. A preliminary low-grade impact assignment was given focusing on the background paragraph. Of 23 submitted, only 11 (48%) discussed the larger historical period adequately. The emphasis was on the life experiences of their specific topic. Two papers submitted this portion of the assignment unchanged in the final paper, making no efforts to incorporate comments. **Criterion Met:** Yes **Reporting Period:** 2013-2014	10/16/2014 - The inability to tie knowledge of a specific historical person to the larger historical narrative is detrimental to grasping chronological sequences. It also impacts the ability of students to adequately complete paper assignments that require making a historical argument. For example, it is difficult to assess why an eighteenth-century scientists work might be significant if students cannot relate the work to the larger Scientific Revolution which was occurring at the time. It is also a core skill for data-mining/big data analysis. The preliminary background assignment was able to correct some of these issues, but students continue to struggle. Future iterations will experiment with a more explicit assignment (perhaps in a fillable-form format) that would force students to make these connections.

Course Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
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Courses (SS) - History - HIST 106 - European Civilization to Present - European civilizations from 1648 through the end of the twentieth century - Recognize the major themes and issues of European civilizations from 1648 through the end of the twentieth century. GenEd Correspondences: • Critical Thinking (Reasoning and Independent Thought / Scientific Understanding) • Cultural Awareness (All) • Communication Skills (Writing) • Personal Wellness (Created By Courses (SS) - History) **Next Assessment:** 2018-2019 **Start Date:** 06/19/2014 **Course Outcome Status:** Active	**Assessment Measure:** Exams, Midterm and Final: ID and Chronology questions: defining events and elucidating their historical significance. **Assessment Measure Category:** Exam **Criterion:** 67% or more of students achieved a grade of 70% or higher.	10/16/2014 - See discussion of results of these questions in Learning Objective # 1, above, for the overall viewpoint. Students overall have traditionally been more able to define terms and make an attempt at identifying significance as opposed to placing events within a historical context. **Criterion Met:** Yes **Reporting Period:** 2013-2014	10/16/2014 - Overall, the ID and Chronology questions on the exams are working as intended, with the exception of students being able to identify major historical trends (build-up to the French Revolution, how World War I created conditions leading to World War II, etc.) These items are more related to the discussion for Learning Outcome # 1, above. ———————————
	Assessment Measure: Map Test of the major political units of urban areas in modern Europe. **Assessment Measure Category:** Exam **Criterion:** 67% or more of students receiving a grade of C-minus (70%) or more.	10/16/2014 - The success rate for the Map Test was 100%, with all students completing the test. **Criterion Met:** Yes **Reporting Period:** 2013-2014	10/16/2014 - Although the Map Test remains an important component in orienting students to the subject matter, the online format prevents a rigorous application to truly test students' knowledge of European geography. More research into technological solutions is needed. ———————————
	Assessment Measure: Library Research Scavenger Hunt **Assessment Measure Category:** Assignment - Project **Criterion:** 67% or more of students receiving a grade of C-minus (70%) or more.	10/16/2014 - Of submitted papers, 86% (19 of 22) achieved a grade of 70% or more. The range was 43% to 100%. Four students did not submit papers, giving an enrollment achievement rate of 73%. The assignment average was 80.3%. **Criterion Met:** Yes **Reporting Period:** 2013-2014	10/16/2014 - Overall, the Library Scavenger Hunt project for this course went very well, and will be continued in future classes. Key aspects of the project are discussed under Learning Outcome # 1, above, and Learning Outcome # 4, below. A deeper analysis of the essay portion will be undertaken in future assessments. ———————————
	Assessment Measure: Class Discussions—Discussions 2 through 10 (Discussion # 1 was merely an introductory post) **Assessment Measure Category:** Discussion **Criterion:** 67% or more of students receiving a grade of C-minus (70%) or higher	10/16/2014 - Of those students who participated in at least one course discussion, 86% received an average of 10.5 (70%) or higher (163 out of 189). One student completed only a single discussion. **Criterion Met:** Yes **Reporting Period:** 2013-2014	10/16/2014 - Overall, the discussions for this course worked very well. Students were able to draw out the key historical themes of the primary source readings. At times, however, students struggled to connect the primary sources to the textbook readings and key historical events.

Course Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
			A number of students continue to refuse to engage with other students in the weekly discussions, merely posting their initial response.

Course Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
Courses (SS) - History - HIST 106 - European Civilization to Present - Analyze historical documents - Analyze historical documents to construct an understanding of the past. GenEd Correspondences: • Critical Thinking (Reasoning and Independent Thought / Scientific Understanding) • Communication Skills (Writing) • Cultural Awareness (Sense of Past / Sense of Individual in Society) (Created By Courses (SS) - History) **Next Assessment:** 2018-2019 **Start Date:** 06/19/2014 **Course Outcome Status:** Active	**Assessment Measure:** Communist Manifesto Paper **Assessment Measure Category:** Assignment - Written **Criterion:** 67% or more of students receiving a grade of C-minus (70%) or higher	10/16/2014 - Communist Manifesto Primary Source Paper: Submitted Papers: 85% achieved grades of C-minus (70%) or higher (17 of 20). The assignment average for submitted papers was 75.2%. Enrollment: 68% of students enrolled in the class at the time of the assignment achieved grades of C-minus (70%) or higher (17 of 25). Five students did not submit assignment. **Criterion Met:** Yes **Reporting Period:** 2013-2014	10/16/2014 - The relatively high proportion of success on the Communist Manifesto paper was the result of the continuation of the use of a low grade-impact (quiz-level assignment) thesis/examples assignment. All submitted assignments were successful, and 80% of enrolled students (20 of 25) submitted the assignment. The use of the assignment will be continued in the future. One area in which students struggled on the assignment, however, concerned the integration of the second primary source, the People's Charter of 1848. Although the two documents were composed at the same time in response to the same events, the fact that the two documents were not parallel in presentation students could not see them as related. The question of dealing with diverse documents will be addressed through more explicit discussion of the issue in lectures.
	Assessment Measure: Class Discussions—Discussions 2 through 10 (Discussion # 1 was merely an introductory post) **Assessment Measure Category:** Discussion **Criterion:** 67% or more of students receiving a grade of C-minus (70%) or higher	10/17/2014 - Of those students who participated in at least one course discussion, 86% received an average of 10.5 (70%) or higher (163 out of 189). One student completed only a single discussion. **Criterion Met:** Yes **Reporting Period:** 2013-2014	10/17/2014 - Overall, the discussions for this course worked very well. Students were able to draw out the key historical themes of the primary source readings. At times, however, students struggled to connect the primary sources to the textbook readings and key historical events. A number of students continue to refuse to engage with other students in the weekly discussions, merely posting their initial response.

Course Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
Courses (SS) - History - HIST 106 - European Civilization to Present - Exercise technological skills to find in online databases historical documents - Exercise technological skills to find in online databases historical documents that are both primary (evidence) and secondary (interpretation). GenEd Correspondences: • Technological Understanding • Critical Thinking (Reasoning and Independent Thought / Scientific Understanding) • Cultural Awareness (Sense of Past) (Created By Courses (SS) - History) **Next Assessment:** 2018-2019 **Start Date:** 06/19/2014 **Course Outcome Status:** Active	**Assessment Measure:** Library Research Scavenger Hunt **Assessment Measure Category:** Assignment - Project **Criterion:** 67% or more of students receiving a grade of C-minus (70%) or higher	10/17/2014 - Submitted Papers: 86% achieved grades of C-minus (70%) or higher (19 of 22 papers). Enrollment: 73% of students enrolled in the class at the time of the assignment achieved grades of C-minus (70%) or higher (19 of 26). Four students did not submit the assignment. **Criterion Met:** Yes **Reporting Period:** 2013-2014	10/17/2014 - The Library Research Scavenger Hunt was more successful this semester than previously. A major significant problem with the papers remains the identification and location of sources, particularly primary. Overall averages for the bibliography portion of the assignment alone are not available due to unexpected changes in WebCampus concerning access to course rubrics after courses are completed. In the future, every bloody page of WebCampus will be printed out at the end of each semester to insure that vital content is assessable for use. On the primary sources, only 45% of submitted papers (10 of 22) included 5 primary sources, although 4 others included multiple works by the same author in violation of assignment instructions (making 64% of submitted papers). In most cases, additional potential sources were listed in the essay (identification of contemporaries, rivals, or influences) or within the titles of sources already located in the bibliography. The problem appears to be an inability to critically assess work already undertaken to generate new possibilities for sources, rather than an inability to locate those sources. The issue concerns critical thinking, not technological understanding. The issue also is related to the problem of placing events in a larger historical context discussed in Learning Outcome # 1, above. One solution that will be tried in future iterations will be to incorporate questions concerning keywords and possible additional topics into the Background quiz-level assignment discussed in Learning Outcome # 1, above.

Course Outcomes	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
Courses (SS) - History - HIST 106 - European Civilization to Present - Improve critical thinking and written communication skills - Improve critical thinking and written communication skills GenEd Correspondences: • Critical Thinking (Reasoning and Independent Thought / Scientific Understanding) • Communication Skills (Writing) • Personal Wellness (Created By Courses (SS) - History) **Next Assessment:** 2018-2019 **Start Date:** 06/19/2014 **Course Outcome Status:** Active	**Assessment Measure:** Communist Manifesto Primary Source Paper **Assessment Measure Category:** Assignment - Written **Criterion:** 67% or more of students receiving a grade of C-minus (70%) or higher	10/17/2014 - Communist Manifesto Primary Source Paper: Submitted Papers: 85% achieved grades of C-minus (70%) or higher (17 of 20) Enrollment: 68% of students enrolled in the class at the time of the assignment achieved grades of C-minus (70%) or higher (17 of 25). Five students did not submit assignment. **Criterion Met:** Yes **Reporting Period:** 2013-2014	10/17/2014 - Communist Manifesto Primary Source Paper: Submitted Papers: 85% achieved grades of C-minus (70%) or higher (17 of 20) Enrollment: 68% of students enrolled in the class at the time of the assignment achieved grades of C-minus (70%) or higher (17 of 25). Five students did not submit assignment.
	Assessment Measure: Library Research Scavenger Hunt **Assessment Measure Category:** Assignment - Project **Criterion:** 67% or more of students receiving a grade of C-minus (70%) or more.	10/17/2014 - Of submitted papers, 86% (19 of 22) achieved a grade of 70% or more. The range was 43% to 100%. Four students did not submit papers, giving an enrollment achievement rate of 73%. **Criterion Met:** Yes **Reporting Period:** 2013-2014	10/17/2014 - While the Library Research Scavenger Hunt is successful, continued problems with basic research skills are a point of concern. The most common problem is that students tend to rely on items such as online encyclopedias as source material but struggle to actively mine such sources for additional information or to connect them to larger dynamics indicates a fundamental disconnect with the requirements of academic level discourse. Greater emphasis will be placed on such skills in future iterations of the course, largely through integrating these issues into lectures, how-to guides, and the preliminary assignment.
	Assessment Measure: Exams: Essay questions on Midterm and Final Exam **Assessment Measure Category:** Exam **Criterion:** 67% or more of students receiving a grade of C-minus (70%) or more.	10/17/2014 - For both the Midterm and the Final Exams, 89% (41 of 46) achieved a grade of 70% or more. The range was 50% to 100%. The average was 85%, with a decrease in the average of 5% between the Midterm and the Final Exam. One student failed to answer the essay portion on either the Midterm or the Final Exam. **Criterion Met:** Yes **Reporting Period:** 2013-2014	10/17/2014 - While overall the performance on the essays is good on the Exams, a number of students still struggle with the idea of a proper essay format. A number of "essays" merely consist of listing the required examples with little effort to tie the examples together into an organized whole. Study guides in the future will include more discussion on the importance of formulating a complete response. **Follow-Up:**

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			Follow-Up:
			
			10/17/2014 - Overall Letter Grade Breakdown: A/A- = 6 (24% of students who completed course; 21% of enrollees at start of semester)
			    B+/B/B- = 11 (44% of students who completed course; 38% of enrollees at start of semester)
			    C+/C/C- = 3 (12% of students who completed course; 10% of enrollees at start of semester)
			    D+/D/D- = 1 (4% of students who completed course; 3.4% of enrollees at start of semester)
			        F = 4 (16% of students who completed course; 14% of enrollees at start of semester)
			Note: All four F grades were the result of students failing to complete major assignments; 3 were students who failed to complete the course (did
			
			                not take the Final Exam).
			
			A consistent problem running through all the work in the course is an unwillingness of students to engage in-depth with the material. More often than not, students are grasping the basic historical dynamics. The issues come from the inability to connect discreet parts of information together, either to find additional information (the problems with the Library Research Scavenger Hunt) or to completely analyze historical texts or problems. Students appear to spend considerable amounts of time looking for "the answer" rather than actively engaging with the material.
			
			There is also a consistent lack of proof-reading for basic errors such as spelling, plural/possessive distinction, and producing "clean copy" (including placing names on papers).
			
			While some of these issues can be addressed within the context of this course, collectively the problems are indicative of deeper issues within

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			Follow-Up: student preparation for courses. A broader discussion across the college might help generate collectively responses to these issues.