

# Assessment: Course Four Column



## Courses (SS) - History

### HIST 478: Islamic and Middle Eastern History since 1750

| Course Outcomes  | Assessment Measures   | Results  | Actions   |
|--|---|--|---|
| <p><b>Demonstrate knowledge of Middle Eastern History since 1750. -</b><br/>                     Demonstrate knowledge of the major chronological sequence, themes, and issues of Middle Eastern History since 1750.</p> <p><b>Course Outcome Status:</b> Active<br/> <b>Next Assessment:</b> 2021-2022<br/> <b>Start Date:</b> 10/24/2017</p> | <p><b>Discussion - Class Discussions</b><br/> <b>Criterion:</b> 70% of class achieve an average grade of 70% or more (17.5/25 points) for discussions</p> | <p><b>Reporting Period:</b> 2016-2017<br/> <b>Criterion Met:</b> Yes<br/>                     11 out of 15 students (73%) achieved an overall average of greater than 70% (17.5/25 points) on the discussions. The class average was 82% (20.5/25 points).</p> <p>Range was 35% (8.7/25) to 100% (25/25 points).</p> <p>Of 4 students not meeting criterion, the reason was missing or late submittals. One student failed to submit 1 discussion, 2 failed to submit 2, and 1 failed to submit 6. All four turned in 3-5 discussions late. (10/26/2017)</p> | <p><b>Action:</b> Results Analysis:<br/>                     Overall, discussions were one of the strengths of the course. Many of the discussions were much longer than required. While student engagement is one factor, many of posts struggled to condense information adequately, often adding far more details or meandering in discussing the issues for the discussion.</p> <p>Action Plan:<br/>                     The discussions are a strong feature of the course. The length (which slows down grading as well) is due to students needing to develop summarizing skills. Will give more consideration to this in future. (10/26/2017)</p> |
|  | <p><b>Written Test/Exam - Middle East Map Test</b><br/> <b>Criterion:</b> 70% of class achieve a grade of 70% or more</p>                                 | <p><b>Reporting Period:</b> 2016-2017<br/> <b>Criterion Met:</b> Yes<br/>                     All students achieved more than 70%. Average was 98.5%. (10/26/2017)</p>   | <p><b>Action:</b> Results Analysis:<br/>                     Like in the survey courses, the online format makes it difficult to give a rigorous map test. However, given most students have little knowledge of the geography of the area, even looking at a map to</p>  |

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|                 | <p><b>Written Test/Exam</b> - Midterm Exam<br/> <b>Criterion:</b> 70% of class achieve a grade of 70% or more</p>           | <p><b>Reporting Period:</b> 2016-2017<br/> <b>Criterion Met:</b> Yes<br/> Of 16 students enrolled at time, 12 achieved a grade of 70% (105/150 points) on the Midterm Exam (75%). The class average was 83.5% (125.2/150 points).</p> <p>Range was 60% (90/150 points) to 96% (144/150 points).<br/> Two students did not submit a Midterm Exam. (10/26/2017)</p>  | <p>answer a question is probably a benefit.</p> <p>Action Plan:<br/> Will keep the assignment, although maybe will reduce the points value in future iterations of the course. (10/26/2017)</p> <p><b>Action:</b> Results Analysis:<br/> Performance overall on the exam was good. The basic format asked students to reflect on the first half of the semester by answering a core “theme” question using previously assigned readings as an evidence base.</p> <p>Action Plan:<br/> The results were overall good, and the format presents a good review of the first part of the course and foundation practice for research papers. Will keep model in future courses. (10/26/2017)</p> |
|                 | <p><b>Term Paper</b> - Final Research Paper<br/> <b>Criterion:</b> 70% of class achieve an average grade of 70% or more</p> | <p><b>Reporting Period:</b> 2016-2017<br/> <b>Criterion Met:</b> Yes<br/> On the Final Research Paper, 12 of 15 students achieved a grade of 70% (175/250 points), or 80% of class. The class average was 82.2% (205.5/250 points).</p> <p>Range was 57% (143/250 points) to 93% (233/250 points).</p> <p>Two students did not submit the assignment.</p> <p>An earlier preparatory assignment to this was the Project Proposal at the beginning of the semester. For this assignment, 11 of 16 students (69%) made a grade of 70% or higher (35/50 points). The class average was 80.5% (40.3/50 points). Range was 60% (30/50 points) to 96% (48/50 points). Two students did not submit the</p> | <p><b>Action:</b> Results Analysis:<br/> The Final Research Papers overall were quite good. The main issues concerned putting together complex amounts of information together into a coherent argument.</p> <p>The relatively small improvement between the Project Proposals and the Final Research Papers reflects both adequate preparedness for most students in entering the class, but also difficulties students have working within what is an alien cultural</p>  |

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|  |  | (10/26/2017)   | <p>context. So, high minimums but constrained maximums on the grades.</p> <p>A continuing problem with the Final Research Papers, and the most significant reason for the lower scores on the Project Proposal, was locating adequate primary sources. See discussion in Outcome # 4, below.</p> <p>Action Plan:<br/>The assignment will be kept in future classes. (10/26/2017)</p>  |
| <p><b>Recognize the ways in which Islam has shaped Middle Eastern society.</b> - Recognize the ways in which Islam has shaped Middle Eastern society.<br/><b>Course Outcome Status:</b> Active<br/><b>Next Assessment:</b> 2021-2022<br/><b>Start Date:</b> 10/26/2017</p> | <p><b>Discussion</b> - Class Discussions # 2, 3, and 9<br/><b>Criterion:</b> 70% of class achieve an average grade of 70% or more (17.5/25 points) for these</p> | <p><b>Reporting Period:</b> 2016-2017<br/><b>Criterion Met:</b> Yes<br/>Of 15 students completing the course, 12 (80%) completed the three discussions with 70% (17.5/25 points) or higher. Class average was 84% (21.1/25 points).</p> <p>The range was 55% (13.7/25) to 100% (25/25 points).</p> <p>Two of the students failing to meet criteria did not submit 1 of the three discussions. (10/26/2017)</p> | <p><b>Action:</b> Results Analysis:<br/>Like discussions generally (see main discussion in Outcome #1, above), the discussions devoted to Islam went very well overall.</p> <p>One content issue which emerged—and one shared across the course—was the assumption of Islam as a monolithic religion, despite lectures and readings emphasizing the variety within Islamic societies. Part of the issue here is that students are coming into the course with little background with Islam (indeed, the two-week unit was added specifically to address this lack of background), and therefore are not able to differentiate the religious varieties as easily as in other contexts.</p> <p>Action Plan:<br/>The discussions are working; will</p> |



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| <p><b>Start Date:</b> 10/26/2017</p> |                     | <p>Of the 5 students failing to meet the criterion, 1 turned in all discussions (with 3 being late), 3 submitted 5 of the required 7, and 1 submitted 2 of the required 7. (10/26/2017)</p> | <p>as this, the mathematical impact is significant but not reflective of class performance. Students who achieved the criterion did so with grades of 80% or higher, with a median of 91% (22.7/25 points).</p> <p>In terms of content, the discussions were good, albeit the religious issues discussed elsewhere as well as the “long-windedness” of students (see discussion of Discussion in Outcome # 1, above) were evident here as well.</p> <p>Students did struggle with large concepts such nationalization, modernization theory, capitalism, and state centralization, all of which are significant imports from Western societies to the Middle East. The suspicion is students have limited previous contact with these concepts, and tend to underestimate their significance within the Middle Eastern context.</p> <p>The discussions are working; the majority of students are engaged with the material. Will keep going forward.</p> <p>The content issues will need to be addressed by more clearly explaining the key concepts that students are struggling with. Integrating more tightly with other Social Science classes might be useful as well. (10/26/2017)</p> <p><b>Action:</b> See earlier discussions in</p> |

**Written Test/Exam - Midterm Exam    Reporting Period: 2016-2017**

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|  | <p><b>Criterion:</b> 70% of class achieve a grade of 70% or more</p>   | <p><b>Criterion Met:</b> Yes<br/>Of 16 students enrolled at time, 12 achieved a grade of 70% (105/150 points) on the Midterm Exam (75%). The class average was 83.5% (125.2/150 points).</p> <p>Range was 60% (90/150 points) to 96% (144/150 points).<br/>Two students did not submit a Midterm Exam. (10/26/2017)</p>   | <p>Outcome # 1 and Outcome # 2, above, for general comments about the Midterm Exam.</p> <p>Like the discussions, the analyses in the Midterm Exam tended to focus on Islam as a continuity and a devaluation of other concepts such as nationalism, modernization, ethnicity, capitalism, and state centralization which are equally important.</p> <p>Action Plan:<br/>The Midterm Exam format is working, and will be maintained.</p> <p>The course content will need to be refined to clarify the religious variety within Islam and the impact of larger concepts. (10/26/2017)</p> |
| <p><b>Construct an understanding of the past by the critical analysis -</b><br/>Construct an understanding of the past by the critical analysis of primary (evidence) and secondary (interpretation) documents.<br/><b>Course Outcome Status:</b> Active<br/><b>Next Assessment:</b> 2021-2022<br/><b>Start Date:</b> 10/26/2017</p> | <p><b>Discussion -</b> Class Discussions<br/><b>Criterion:</b> 70% of class achieve an average grade of 70% or more (17.5/25 points) for discussions</p> | <p><b>Reporting Period:</b> 2016-2017<br/><b>Criterion Met:</b> Yes<br/>Results:<br/>11 out of 15 students (73%) achieved an overall average of greater than 70% (17.5/25 points) on the discussions. The class average was 82% (20.5/25 points).</p> <p>Range was 35% (8.7/25) to 100% (25/25 points).</p> <p>Of 4 students not meeting criterion, the reason was missing or late submittals. One student failed to submit 1 discussion, 2 failed to submit 2, and 1 failed to submit 6. All four turned in 3-5 discussions late. (11/14/2017)</p> | <p><b>Action:</b> See overview of discussions in Outcome # 1, above.</p> <p>In terms of analysis and the use of sources to support analysis, the students did very well in discussions. A few students struggled with the distinction between summarizing sources and critically analyzing them, but far less than in past classes. There was also some uncomfortableness with a few of the readings because of the content (violence and sexual themes). They also struggled with a transcript of an Iraqi Ba'ath party meeting, apparently not getting it was a</p>                   |

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|                 | <p><b>Assignment - Project - Journal Article Review</b><br/> <b>Criterion:</b> 70% of class achieve a grade of 70% or more</p> | <p><b>Reporting Period:</b> 2016-2017<br/> <b>Criterion Met:</b> Yes<br/> A total of 14 of 16 students enrolled at the time achieved a grade of 70% (70/100 points) or higher (88% of students).<br/><br/> Range was 67% to 99%. One student did not submit the assignment. (11/14/2017)</p> | <p>recorded conversation as opposed to a paper.<br/> Action Plan:<br/> The discussions are working. As the BASS program develops, some of the analysis issues should disappear as earlier courses provide foundational skills. (11/14/2017)</p> <p><b>Action:</b> The project was designed to force students to pay attention to the structure of journal articles (thesis, argument, evidence), by using one they intended to use in their Final Research Paper.</p> <p>Although a success, students struggled with a few parts of the assignment. Some students picked opinion pieces which were actually primary sources rather than scholarly secondary sources. A more common issue was struggling to look at the source material the articles used and classifying it as primary or secondary. For example, a student might list a series of individual interviews used in an article—but not group these as “interviews of people in Group X.” Students also struggled to see how they fit together into the author’s arguments.</p> <p>Action Plan:<br/> The base assignment is good, and a useful exercise. Will need to build more frank discussion of sources into future course discussions. (11/14/2017)</p> |

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| <p><b>Improves critical thinking, research, written and oral communication skills</b> - Improves critical thinking, research, written and oral</p> | <p><b>Assignment - Written</b> - Final Research Paper<br/> <b>Criterion:</b> 70% of class achieve a grade of 70% or more</p> <p><b>Performance/Presentation</b> - Research Presentation<br/> <b>Criterion:</b> 70% of class achieve a grade of 70% or more</p> | <p><b>Reporting Period:</b> 2016-2017<br/> <b>Criterion Met:</b> Yes<br/> On the Final Research Paper, 12 of 15 students achieved a grade of 70% (175/250 points), or 80% of class. The class average was 82.2% (205.5/250 points).</p> <p>Range was 57% (143/250 points) to 93% (233/250 points).</p> <p>Two students did not submit the assignment.</p> <p>An earlier preparatory assignment to this was the Project Proposal at the beginning of the semester. For this assignment, 11 of 16 students (69%) made a grade of 70% or higher (35/50 points). The class average was 80.5% (40.3/50 points). Range was 60% (30/50 points) to 96% (48/50 points). Two students did not submit the assignment. (11/14/2017)</p> <p><b>Reporting Period:</b> 2016-2017<br/> <b>Criterion Met:</b> Yes<br/> A total of 12 of 15 students (80%) made a successful presentation with a grade of 70% (70/100 points) or higher.</p> | <p><b>Action:</b> While students overall did well on the Final Research Papers, there was continued issues with building an adequate research base.</p> <p>With Middle Eastern History, there are some major issues with primary source availability in English. The number of sources have increased dramatically since the last time the class was taught (Spring 2013). Working with the Library, a list of primary source collections in English were made available for students, a number of whom took advantage of the list. Even here, however, source ranges were much more limited than in other classes, a factor which frustrated some students.</p> <p>There remains a tendency also for students to relay on secondary sources, particularly journal articles, for arguments rather than working with primary sources.</p> <p>Action Plan:<br/> Research papers will continue to be an important part of the course. Will need to work with students more on the proper use of secondary sources in upper-division analytical papers. (11/14/2017)</p> <p><b>Action:</b> Increasing student proficiency with oral communications is one of the current goals of the BASS</p> |



| <i>Course Outcomes</i>  | <i>Assessment Measures</i>   | <i>Results</i>   | <i>Actions</i>  |
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| <p>communication skills</p> <p><b>Course Outcome Status:</b> Active</p> <p><b>Next Assessment:</b> 2021-2022</p> <p><b>Start Date:</b> 11/14/2017</p> |  | <p>The class average was 9.7% (79.7/100 points).</p> <p>Range was 43% to 97%. All students submitted the assignment. (11/14/2017)</p>  | <p>program, and this assignment was added to help with that goal.</p> <p>Students struggled with two areas: organization and technology. The organizational issues concerned both summarizing research data (which immediately was not complete at the point of the assignment) and in presenting it via a Powerpoint/video presentation. Although a simple guide was present, students still had trouble following the guide.</p> <p>The technology issue was more with getting WebCampus to accept Powerpoint recordings. Two students, however, refused to record voiceovers. This may be an issue for future efforts to incorporate oral components in online classes.</p> <p>Action Plan:<br/>For now, the Presentation will remain. BASS faculty are working to develop some more rigorous and helpful guidelines for oral presentations.</p> <p>Will also continue to investigate technological alternatives to Powerpoint. (11/14/2017)</p> |
|   | <p><b>Assignment - Written</b> - Final Research Paper</p> <p><b>Criterion:</b> 70% of class achieve a grade of 70% or more</p> | <p><b>Reporting Period:</b> 2016-2017</p> <p><b>Criterion Met:</b> Yes</p> <p>On the Final Research Paper, 12 of 15 students achieved a grade of 70% (175/250 points), or 80% of class. The class average was 82.2% (205.5/250 points).</p> <p>Range was 57% (143/250 points) to 93% (233/250 points).</p> | <p><b>Action:</b> Students continued to struggle to integrate the complex information from sources into effective papers. While part of the issue was the content problems, there were also some organizational and</p>   |

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|------------------------|----------------------------|--|---|
|                        |                            | Two students did not submit the assignment. (11/14/2017) | <p data-bbox="1623 164 1938 196">conceptualization problems.</p> <p data-bbox="1623 228 2003 548">           Action Plan:<br/>           As the BASS program develops, faculty have currently desired to put an emphasis on foundation skill development. It is hoped that some more foundation work in earlier classes, with some refinement of assignments and rubrics, will ease these problems. (11/14/2017)         </p> <p data-bbox="1623 557 2003 683"> <b>Follow-Up:</b> Total Course Grade Breakdown (percentages are off students who completed the course):         </p> <p data-bbox="1623 691 2003 943">           Overall Course Average:<br/>           80.2% (B-minus)<br/>           A: 5 students (33%)<br/>           B: 6 students (40%)<br/>           C: 1 student (6.7%)<br/>           D: 1 student (6.7%)<br/>           F: 2 students (13.3%)<br/>           W: 1 student         </p> <p data-bbox="1623 951 2003 1008">           Student Success Rate, completed (15 students): 80%         </p> <p data-bbox="1623 1016 2003 1104">           Student Success Rate, original enrollment (16 students): 75% (11/14/2017)         </p> |