

# Assessment Report - Annual Update

## Program Assessment (focus on most recent year)

<b>Department:</b>	Social Science
<b>Program:</b>	History
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<b>Date Submitted:</b>	

### A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

1 Students will analyze major forces, events, and people instrumental in shaping human history.

2 Students will examine past social/cultural value systems which have formed a basis for human

3 Students will analyze the various racial, ethnic and social subgroups which have played a role in the

4 Students will evaluate historical evidence using both primary and secondary sources.

### B. How did your outcomes assessment results inform your program planning? Use the bullet points below to organize your response.

We realize that many of our students are first time students in college, and thus have not yet developed the requisite skills at note taking, test preparation, writing, reading for comprehension, or any of the other skills a successful college student demonstrates.

One significant issues is that we have come to realize that we have relied too much on the success or failure of a student in demonstrating competency in a specific SLO as the assessment tool to

### C. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

The History Program has aligned their course level SLOs to our PLOs, and then aligned both to the ILOs. Yet there is one area of concern regarding the ILOs. From our department's understanding, an ILO is an outcome that all graduates of the institution will have demonstrated competency in, and are skills/abilities that they will take with them upon completion of their time here.

ILOs 1-3 are clearly measurable while here, but ILO 4's inclusion of nation and world make it more problematic for every one of our 20,000 enrolled students to attain. The other three characteristics are relatively easy to measure and track, but the ambiguity and complexity of assisting 20,000+ students to become engaged productively in the nation and world is harder to achieve and track. We

**Institutional Learning Outcomes:**

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

**D. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.**

See response to C

**E. How do you engage in collegial dialog about student learning outcomes?**

The History Program engages the unit members in the self-evaluation process through department meetings, through email correspondence to work out kinks in pedagogy that may address demonstrated concerns, through breakout groups and one-on-one dialogs.

In addition, our individual members brainstorm specific solutions to the specific issues that develop within each of their individual courses, and then share their best practices with each other.

**F. In your previous program review did you specify a major objective or project to implement specifically designed to improve equity?**

**\*How has the objective or project impacted equity in your department or program?**

**\*What areas have you identified for program improvements that relate directly to equity in the coming year?**

We did not specify a major objective or project specifically designed to improve equity. As such, we cannot report on the success of steps taken.

There are many facets to Equity: enrollments, retentions, success rates, support, and a host of others.

Our History Program demonstrates a focus on equity, as evidenced by our enrollment numbers, which reveals that we have as large [or larger] of a percentage of attendance from each ethnic group as the college's average for that same group, with the exception of 'White' students.

Our success and retention rates are the two areas for us to focus on issues of Equity in the upcoming year, as we are consistently lower than the campus average in both categories. However, it is interesting to note that we are