

Course-Level SLO Assessment

▼ Text and Image Section

1. Each of 20 courses offered under the purview of the History Program and the four SLOs for all of them (critical thinking, communication, personal action & civic responsibility, and global awareness), are listed on a grid. The department's internal SLO coordinator has entered all data collected, to date, into TaskStream and tracks when course assessments are complete. While most history courses have been assessed on Personal Action & Civic Responsibility, the work for six courses that are offered only once yearly will be done during Spring Semester 2015. Similarly, one section of Hist 132, offered only during Spring Semester every other year will be assessed by the end of Spring 2015. Hence, all History Program courses will have been assessed by the end of Spring 15, meeting the deadline for completion within the accreditation cycle.

2. History Program faculty have agreed to assessment of each history course on four SLOs: critical thinking, communication, personal action & civic responsibility, and global awareness. The faculty also established a high bar of a 70-percent score minimal on the designated task as the threshold measure of success. The department's internal SLO coordinator plots out on the vertical axis of a grid, each course offered by the program and its scheduling rotations; SLOs are listed on the horizontal axis. Each year, sections of each course offered are assessed on a minimum of one SLO; assessment of those courses offered only biennially requires doubling-up on assessments, during semesters when those courses are scheduled. For each basic survey-level course (Hist 100/101 and Hist 109/110) multiple sections each semester are scheduled; accordingly a number of sections well in excess of fifty percent offered, are identified for assessment. In the case of a course that is scheduled to be taught in only one or a few sections in a semester, all sections are assessed. Faculty teaching course sections that have been designated for assessment are advised about the SLO performance to be measured and given latitude to determine which specific teaching/learning activity in their respective sections are appropriate for assessing the outcomes of student learning with respect to the objective. The faculty teaching one of these specified sections then assesses the student performance and submit the results, along with a copy of the assessment instrument used, to the departmental SLO coordinator who, in turn, enters the data into Taskstream. In this way, we methodically assess each courses offered by the program in a timely way, spreading the work out so as to be minimally intrusive on our real work of teaching. While collectively we view this whole enterprise with healthy skepticism, we proceed as directed, given the alternative. Each semester formally, at our Social Sciences Department meeting, we set aside time for robust discussion reviewing our strategy and our compliance with the mandate.

3. Findings from these assessments confirm are that each of the courses which is offered by the History Program has a curricular foundation which incorporates aspects of the SLOs we have adopted. It follows that we are able to measure the students' performances on tasks encompassing aspects of each of the four SLOs. The targets on all SLO assessments for each course were exceeded in all cases. Students achieved the targeted levels on all SLOs successfully.

4. Based on these outcomes no changes in instruction or assessment of any course is required.

Program-Level SLO Assessment

▼ Text and Image Section

1. All of the 20 courses offered under the purview of the History Program and the four SLOs for all of them (critical thinking, communication, personal action & civic responsibility, and global awareness), are listed on a grid. The department's internal SLO coordinator has entered all data collected, to date, into TaskStream and tracks when course assessments are complete. While most history courses have been assessed on Personal Action & Civic Responsibility, the work for six courses that are offered only once yearly will be done during Spring Semester 2015. Similarly, one section of Hist 132, offered only during Spring Semester every other year will be assessed by the end of Spring 2015. Hence, all History Program courses will have been assessed by the end of Spring 15, meeting the deadline for completion within the accreditation cycle.

2. History Program faculty have agreed to assessment of all history courses on four SLOs: critical thinking, communication, personal action & civic responsibility, and global awareness. The faculty also established a high bar of a 70-percent score minimally on the designated task as the threshold measure of success. Then, the department's internal SLO coordinator plots out on the vertical axis of a grid, all courses offered by the program and their scheduling rotations; SLOs are listed on the horizontal axis. Each year, courses offered are assessed on a minimum of one SLO; courses offered biennially double-up on assessments, during semesters when the courses are scheduled. For the basic survey-level courses (Hist 100/101 and Hist 109/110) scheduled for multiple sections each semester, a number of sections well in excess of fifty percent offered, are identified for assessment. For courses that are scheduled to be taught in only one or a few sections in a semester, all sections are assessed. Faculty teaching sections of those identified courses then are advised about the SLO to be measured and given latitude to determine which specific teaching/learning activity in their respective sections are appropriate for assessing the outcomes of student learning with respect to the objective. The faculty respectively then assess the student performances, after which they submit the results, along with a copies of the assessment instruments used, to the departmental SLO coordinator who, in turn, enters the data into Taskstream. In this way, we methodically assess all courses offered by the program in a timely way, spreading the work out so as to be minimally intrusive on our real work of teaching. While collectively we view this whole enterprise with healthy skepticism, we proceed as directed, given the alternative. Each semester formally, at our Social Sciences Department meeting, we set aside time for robust discussion reviewing our strategy and our compliance with the mandate.

3. Findings from these assessments confirm are that the History Program curriculum incorporates aspects of the SLOs in each course design in such a manner that students' performance of tasks identified as encompassing the four SLOs have been properly assessed. The targets on all SLO assessments for each course were exceeded in all cases. Students achieved the targeted levels on all SLOs successfully.

4. Based on these outcomes no changes in instruction or assessment are required.