

General Education Assessment Results: Western Civilization

1. Total number of courses offered in spring 2009: 2 courses (HIST 100 offered 25 sections; HIST 125 offered 2 sections) by 14 faculty members
2. Total number of students enrolled: 1,130 for HIST 100 and 147 for HIST 125
3. Survey respondents: 289 (23%, overall)
4. Total number of courses/sections selected: 8 (6 sections of HIST 100 and 2 sections of HIST 125)
5. Total portfolios collected: 8 faculty members teaching 839 students
6. Total reviewers: 4 (each portfolio got at least 2 ratings)
7. Total student work samples reviewed: 35

Learning Outcomes

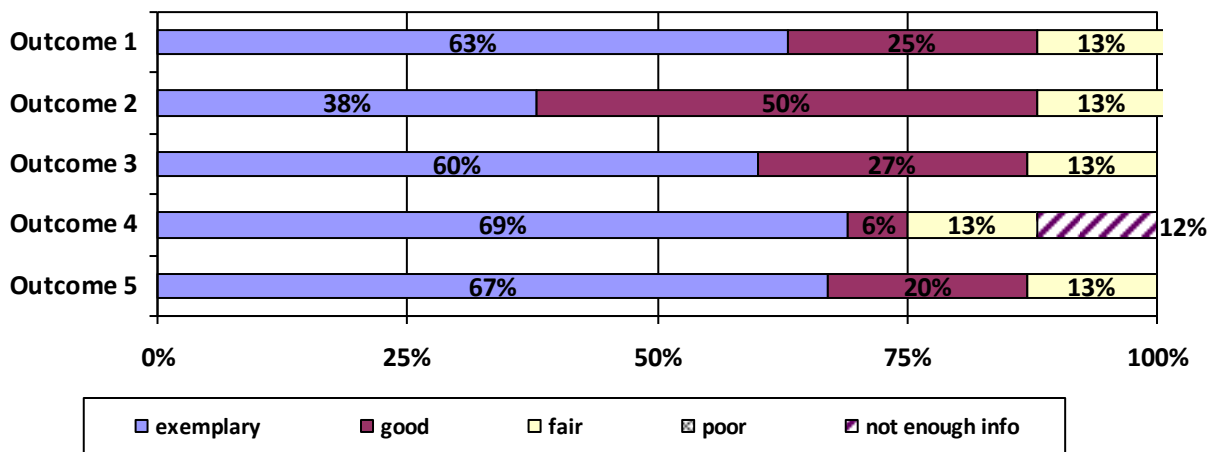
Upon completing a general education course in western civilization, students will be able to:

- demonstrate familiarity with the major chronology of Western Civilization or World history
- narrate and explain long-term changes and continuities in Western Civilization or World history
- identify, evaluate and appropriately cite online and print resources
- develop multiple historical literacies by analyzing primary sources of various kinds (texts, images, music) and using these sources as evidence to support interpretation of historical events
- communicate effectively—orally, in writing, and/or using digital media—their understanding of patterns, processes, and themes in the history of western civilization or the world

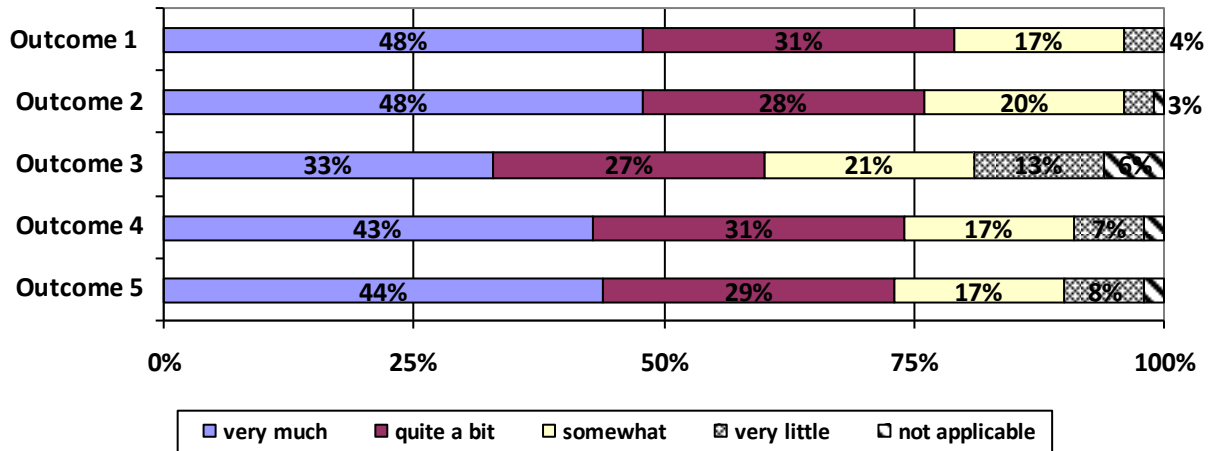
1. Which gen ed learning outcomes does the faculty member intend to address in the course/section?

	Checked		Unchecked	
	Count	Row N %	Count	Row N %
Outcome 1	16	100%	0	0%
Outcome 2	15	94%	1	6%
Outcome 3	14	88%	2	13%
Outcome 4	15	94%	1	6%
Outcome 5	16	100%	0	0%

2. How well are the intended learning outcomes addressed in the course?



3. **Student Perception:** To what extent has this course contributed to your knowledge and skills in the following areas? Please note that some of these goals may NOT be addressed in your course. In those cases, please check "not applicable."



Student Work Samples

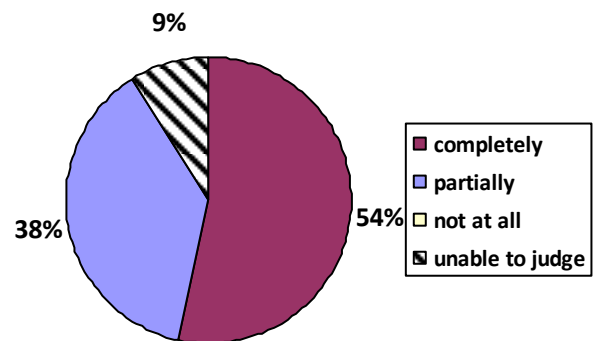
4a. Intended Outcome(s) addressed in the selected assignment

	Addressed in the Assignment	
	Count	Row N %
Outcome 1	5	31%
Outcome 2	5	31%
Outcome 3	9	56%
Outcome 4	5	31%
Outcome 5	12	75%
Unclear outcome	1	6%

4b. To what extent does the assignment give students the opportunity to demonstrate their competence in the intended outcome(s)?



4c. How fully do the student work samples manifest the intended outcomes?

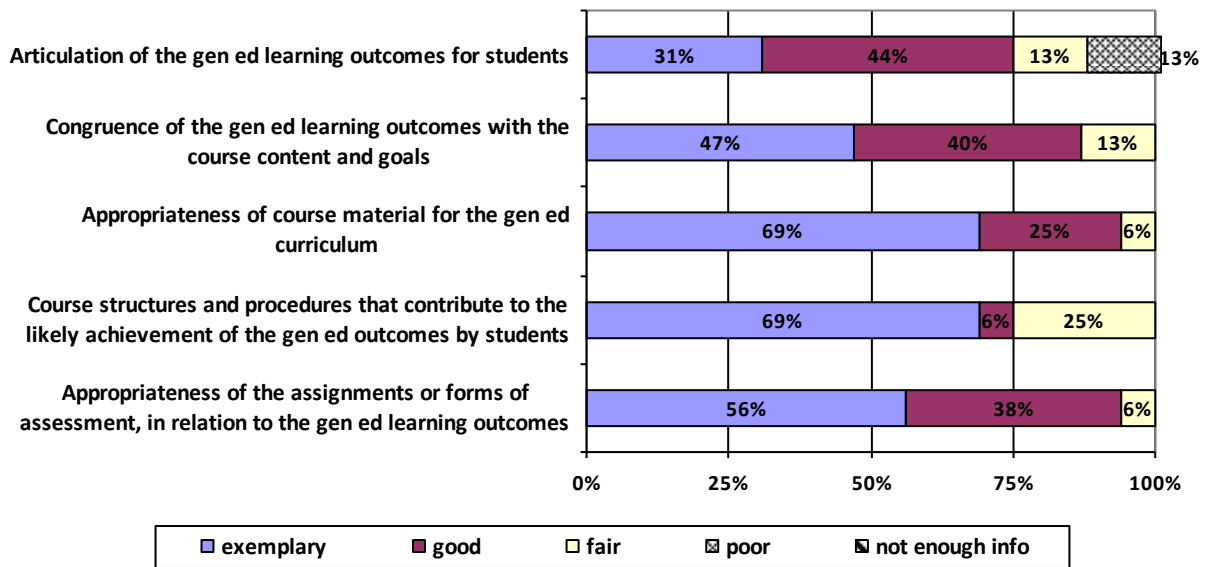


4d. Instructors' Assessment of Student Competence Reflected in the Work Samples

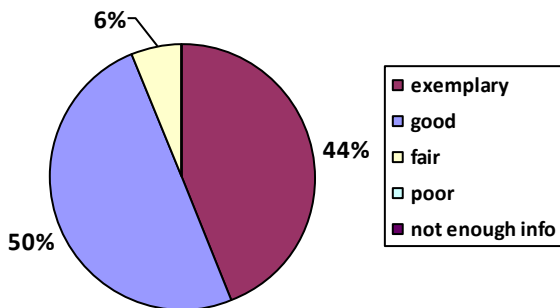
		Highly competent	Competent	Less than competent
Student Work (3 samples have no grade)	Count	14	14	4
	Row N %	44%	44%	12%

Overall Ratings

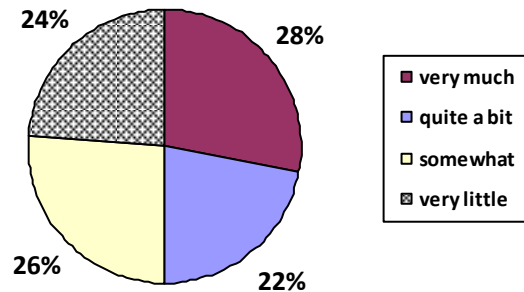
5a. Given the mission of the General Education program, please rate the course in the following categories:



5b. Overall, how well does the course address the intended gen ed learning outcomes for the category?



5c. *Student Perception: To what extent has this course increased your interest in western civilization?*



Examples of Reviewers' Comments

1. What elements/features from the course would you recommend to other faculty members who also teach gen ed courses in western civilization?

- Absolutely comprehensive work with students, having them re-write essay drafts. Emphasis on critical thinking. Novel idea of going back chronologically from the present
- Nicely structured around 3 major themes - rationalism, religion & animalism through time. good use of having students go to museums & understand contemporary concepts derived from historical periods
- Internet Source Evaluation assignment really effectively addressed gen ed outcome #3
- The tone of the syllabus was warm and inviting - both reviewers were quite impressed. The person also had an excellent section in the syllabus about how to read in preparation for class discussion that was terrific
- This person also had fantastic assessment tools and grading rubrics for all of the assignments

2. In terms of addressing the intended gen ed learning outcomes, what suggestions would you give to the faculty member?

- Would suggest integration of Gen Ed learning outcomes more intentionally into the syllabus and the assignments. The course content is congruent with the gen ed learning outcomes, but articulation to students could be improved
- We'll want to encourage [faculty members] to integrate the general education learning goals/objectives with their own. Moreover, while they have the life, liberty and pursuit of happiness document, an example of a brief paragraph for syllabi or even how to relate it to important questions of the day might help students see how this has relevance for them