

Core Curriculum Annual Assessment

Year 2022-2023	Spring 2023
Course number and Name:	HIST 1301 US History I, HIST 1302 US History II, HIST 2301 Texas History
Component area:	060
Number of sections offered:	HIST 1301-11 sections, HIST 1302-11 sections, HIST 2301-2 sections
Number of students enrolled:	HIST 1301-393 students, HIST 1302-441 students, HIST 2301-73 students
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Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for core course improvement. Point to a specific example of how an assessment provided the department with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

To increase success rates in HIST 1301, 1302, and 2301, the SACS committee distributed to departmental faculty the rubrics that delineated their assessment expectations and procedures. Below are the improvements made during the last several years:

Communication

	2016-2017 or 2017-2018 (Target)	*2020-2021 (Target)	2022-2023 (Target)
HIST 1301	60% (Not Met)	88% (Met)	100% (Met)
HIST 1302	60% (Not Met)	84% (Met)	100% (Met)
HIST 2301	90% (Met)	80% (Met)	100% (Met)

Social responsibility

	2016-2017 or 2017-2018 (Target)	*2020-2021	2022-2023
HIST 1301	60% (Not Met)	87% (Met)	100% (Met)
HIST 1302	90% (Met)	95% (Met)	100% (Met)
HIST 2301	27% (Not Met)	**No data available	100% (Met)

*Since our committee missed the 2019-2022 cycle, assessment took place the following year.

** Neither of the two HIST 2301 instructors gave essay questions on their exams.

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Course highlights Since Last Report

Identify and briefly discuss any changes made to the course since the last report.

Respond here:

Based on the performance of students in their survey classes, the professors of the history department identified the classical essay assignment as a big impediment to student success. Recognizing this, the professors of the department sought new ways to assess the communication skills of students such as providing the option of creating historical videos, podcasts, and artifacts such as diaries or speeches as examples of communication. Acceptance of assignments outside of the traditional essay has brought out the creativity, critical thinking, and communication skills of our students.

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Table 1. Assessment Results and Analysis for Current Cycle

Stage 1: PLAN			STAGE 2: DO		Stage 3: STUDY	
General Education Competencies Addressed in this Course:	Assessment Method(s) – e.g. pre/post tests, embedded questions, portfolio evaluation, rubric-scored essay; list only activities for which you are reporting assessment data	Proficiency – e.g. the proficient student will correctly answer 5 out of the 6 embedded questions on the final exam	Benchmark – e.g. 80% of students taking the final exam will correctly answer 5 of the 6 embedded questions on the final exam	Results of course assessment(s)	Analysis of results – e.g. strengths and weaknesses What does this data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and what were the results of those changes?	Recommendations for Course based on assessment
Communication (required)	Written assignments (term papers, critical essays, book reports, etc.)	The proficient student will score 10 out of 15 points on a rubric assessing written communication skills	75% of students will score at least 10 out of 15 points on a rubric assessing written communication skills	100% of students scored at least 10/15 on a rubric assessing written communication skills.	In previous years, we considered only the traditional essay in our evaluation of written communication. As professors have changed the formats of their assignments, we have seen the number of essay assignments dwindle. This requires a new	Going forward, we will require each professor to assign projects, discussions, and/or papers with a combined total of at least 1500-2000 words. The department SACs committee will evaluate samples of these according to a rubric that scores 1) accuracy in

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					approach to assessment.	grammar, punctuation, and spelling and 2) articulation and successful defense of a thesis statement.
Critical Thinking (required)					The department did not assess critical thinking as its own category in previous years.	The department will assess samples of assignments in a variety of formats that focus on the evaluation of primary source documents. The rubric will score these in three categories: 1) The student effectively evaluates and synthesizes evidence from multiple sources. 2) The student clearly and effectively draws conclusions that are well-supported by the available evidence. 3) The student demonstrates an ability to evaluate

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						the causes and consequences of historical change and continuity.
Select One: <input type="checkbox"/> Empirical & Quantitative Skills <input type="checkbox"/> Teamwork <input checked="" type="checkbox"/> Social responsibility <input type="checkbox"/> Personal Responsibility	Midterm or final exam essays	The proficient student will score 3 out of 4 points on a rubric assessing social responsibility	75% of students will score at least 3 out of 4 points on a rubric assessing social responsibility	100% of students scored at least 3/4 on a rubric assessing social responsibility.	No improvements were deemed necessary. But the committee had difficulty collecting assessment materials because some faculty did not assign exam essays to their students.	The department will require all faculty to include significant writing components in their exams.
Select One: <input type="checkbox"/> Empirical & Quantitative Skills <input type="checkbox"/> Teamwork <input type="checkbox"/> Social responsibility <input checked="" type="checkbox"/> Personal Responsibility	Homework completion rates	The proficient student will complete 75% of homework assignments in their classes	75% of students will complete at least 75% of homework assignments in their classes	HIST 1301: The average homework completion rate was 68.4%. Compared with 81.8% in 2020-2021, the success rate dropped by 13.4%. The target was not met. HIST 1302: For the 2020-2021 cycle, the average homework completion rate was 84.05%. This	The department must communicate SACS expectations to all faculty and share some tips on how to encourage students to do their homework.	All faculty teaching survey courses should understand the challenges students experience and seek solutions to the problems. They will be advised to extend assignment deadlines if the need arises. Faculty will also be encouraged to pay extra attention to HIST 1301 students, as they

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				<p>year's result was 84.5%. The success rate increased by 0.45%. The target was met.</p> <p>HIST 2301: This year's result was 68.6%. The target was not met.</p>		are generally less prepared than HIST 1302 students.
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Table 2. Continuous Improvement Results Since Last Report

STAGE 4: ACT		
Actions/Goals based on data results <i>*copy last cycles actions/goals and report on progress toward continuous improvement on those here</i>	Status <i>C=Complete</i> <i>P=Progressing</i> <i>N=No action taken</i>	Discussion of status <i>If C, describe efforts that led to accomplishment of actions/goals</i> <i>If P, provide update on progress made toward accomplishing actions/goals and what tasks remain</i> <i>If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
We are working on collecting better data by asking both HIST 2302 instructors to contribute written assignments	P	One of the course instructors submitted 6 papers and 6 exam essays. The other professor, however, had not given any paper assignments or exam essay questions. The SACs committee will do a better job communicating its goals and vision to the faculty.
We are expanding our definition of writing assignments to move beyond the formal essay. We now accept videos, podcasts, presentations, time capsules, curated “exhibits,” imagined historical diaries, speeches, etc.	P	Although the format of the formal essay requirement requires synthesis and analysis, there are many other assignment formats that go beyond these to require students to “create” – the highest peak in Bloom’s Taxonomy pyramid. Although some professors had already introduced these projects, they had not often been assessed. The department is encouraging more of these creative assignments going forward.