

Student Learning Assessment Plan *Summary (SLAPS!)*

**Operational Unit: History Department**

**OU broad learning goals (copy from website):**

Student Learning Goals

1. *Students will engage in reading primary and secondary sources including textbook.*
2. *Students will engage in constructing historic narratives.*

**Step 1: Provide a narrative overview of the assessment process.**

1. What course(s) or co-curricular activities will be involved in the assessment?

Common Learning Activity-Source Analysis. Involves selection of a primary history source related to the textbook and in construction of a historic source analysis and narrative associated with the course and text.

1. Who will be involved in administering, evaluating, and assessing the results?

Full-Time (FT) Faculty in HIS department at RRCC.

1. What professional development will be necessary to start the assessment process?

Nothing for Beta version in fall/spring of 2017-2018 implementation as all FT faculty are professional historians currently utilizing a common learning activity-source analysis in FT taught courses. If after the Beta version is developed and tested it may be necessary to apply for funding to attend conference/training for further development of FT Faculty.

1. What estimated cost will be associated with the assessment process?

Nothing for Beta version. If the HIS department decides to scale up the Common Learning Activity-Source Analysis in 2018-2019 year as part of the Action Plan we may need to do the following for the PT HIS instructors so they can implement the Common Learning Activity-Source Analysis across all HIS courses at RRCC:

10 hours of PT professional development training with FT Faculty x 25$ per hour x 5 PT instructors = 1250$ total estimate

**Step 2: Specific Student Learning Outcomes**

1. What RRCC Common Learning Outcome will the evaluation measure (other times referred to as CLO, RRCC Competencies, or LEAP standards)?

Common Learning Outcomes

1) Upon successful completion of a source analysis activity students will be able to analyze ideas from multiple perspectives and articulate a historic argument based on their analysis. (RRCC CLO Critical Thinking)

2) Upon successful completion of a source analysis activity students will be able to identify the need for source information as well as to identify, locate, evaluate and responsibly use information. (RRCC CLO Information Literacy)

1. What specific Student Learning Outcomes will be evaluated?

Student Learning Outcomes (tentative with state system retool of GT Pathways courses)

1) Upon successful completion of a source analysis activity students will be able to incorporate source evidence into a historical narrative or analysis. (LEAP Critical Thinking competency 4a)

2) Upon completion of a source analysis activity students will be able to summarize the source as well as consider relevance to research question, currency, authority, audience and bias when evaluating the source. (LEAP Information Literacy competency 3b)

**Step 3: Describe the measurement tool.**

1. What measurement tool will be used to evaluate each learning outcome? Briefly describe the assignment, quiz, activity, survey, essay, observation, etc.

The Common Learning Activity-Source Analysis in the Beta version for fall 2017 spring 2018 will be used as implemented in two courses by the FT Faculty in HIS department at RRCC. The two courses will be selected from the ancient history section of offerings and the modern history section of offerings. Likely candidates are HIS111 World Civilization I or HIS101 Western Civilization I for the ancient history section and HIS247 Contemporary World History for the modern history section.

Currently the PAER(S) format is utilized to provide a model for Common Learning Activity-Source Analysis measurement. This involves students analyzing Purpose, Argument, Epistemology, Relation, and Specialization. Our idea is to have first year courses such as HIS111 or HIS101 analyze only the Purpose and perhaps Argument sections and to tie the measurement to those PAERS format sections. For second year, more advanced courses such as HIS247 more PAER(S) format sections would be utilized such as R where students Relate the source under analysis to another relevant/related source on same historic topic in question for the overall Common Learning Activity.

1. Will the RRCC Common Learning Outcomes and the course or assignment Student Learning Outcomes be blended in the same measurement?

Yes both the RRCC Common Learning Outcomes and the LEAP Student Learning Outcomes will be blended and assessed in the same activity measurement. The Beta version in fall 2017 and spring 2018 will provide information allowing development of the details of this process.

1. What is the timeframe of the evaluation (when will it take place)? Beta version amongst FT faculty will be fall 2017 and spring 2018. Out of this a refined format, methodology and process will be developed for possible implementation across the HIS department with goal of all HIS courses at RRCC utilizing the Common Learning Activity-Source Analysis as part of an Action Plan developed for Fall 2018 and spring 2019.

 **Describe the evaluation tool.**

1. Briefly describe how the learning outcomes will be evaluated (rubric, checklist, etc.) Currently the idea amongst HIS FT faculty for an evaluation tool would be a rubric based on the LEAP Competency and Student Learning Outcome rubric for Critical Thinking and Information Literacy. This would blend with the RRCC Common Learning Outcomes of the same name.

Critical Thinking Rubric and Checklist would be based upon-

Upon successful completion of a source analysis activity students will be able to analyze ideas from multiple perspectives and articulate a historic argument based on their analysis. (RRCC CLO Critical Thinking).

Upon successful completion of a source analysis activity students will be able to incorporate source evidence into a historical narrative or analysis. (LEAP Critical Thinking competency 4a).

Information Literacy Rubric and Checklist would be based upon-

Upon successful completion of a source analysis activity students will be able to identify the need for source information as well as to identify, locate, evaluate and responsibly use information. (RRCC CLO Information Literacy)

Upon completion of a source analysis activity students will be able to summarize the source as well as consider relevance to research question, currency, authority, audience and bias when evaluating the source. (LEAP Information Literacy competency 3b)

**Step 4: Baseline Data**

1. Summarize the baseline results
2. Describe the action plan and implementation strategies for improvement
3. How will you know if your improvement plan worked? In other words, what are your indicators of success or benchmark for improvement?

**Step 5: Comparative Data**

1. Summarize the comparative results

 **Conclusions and future action**

1. What conclusion can be drawn from the results? What action will be taken based on the results?