On Line History 394 Course Assessment
for Academic year 2009

Prepared by Kathleen Huttenmaier
Department of History
Independent Learning Course Assessment
History 394

I. Goal Assessed
The Department of History will assess for Goal 1 "Students will analyze multiple perspectives on a given issue related to the course content"

II. Assessment of Instrument with Scoring Rubric
The Department of History will assess via Pre-test/Post-test. A mailing to all new 394 History students (pre-test) was sent out on Jan 7, 2009. This mailing was followed with the Post-test, as students completed their work.

III. Summary of Scores (see Attached summary sheet of scores)
In addition to the pre-post testing, student's knowledge increased through writing assignments. This instructor noticed a definite improvement from starting assignments to the ending assignments. Quality of writing improved and so did the student's ability to reflect on historical perspectives.

VI. Interpretation of Results
Students can effectively learn through a distance learning program. Readings, films, documents and content materials can be delivered in such a way that student subject knowledge can be mastered, although attention should be given to critical inquiry in relationship to interaction with fellow students and course instructor.

V. Recommendations
This instructor continues to work with the Office of Professional Development to improve course work and to facilitate better communication with students. Review of course work is continual; future clarity of syllabus will be addressed. New history materials will be considered to enrich student's overall grasp of historical information.

Assessment recommendation: Next assessment cycle I will redo some of the questions on the present form and search for questions that require students to use more of reflective thinking. I need to rethink how I can get more students to respond to the pre and post test. I think that this would provide a clearer picture of weak and strong content areas.
<table>
<thead>
<tr>
<th>Pre-test</th>
<th>V1</th>
<th>V2</th>
<th>V3</th>
<th>V4</th>
<th>V5</th>
<th>V6</th>
<th>V7</th>
<th>V8</th>
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<tr>
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<td>10</td>
<td>3</td>
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<td>7</td>
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<td>Pre-test</td>
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<table>
<thead>
<tr>
<th>Post Test</th>
<th>V1</th>
<th>V2</th>
<th>V3</th>
<th>V4</th>
<th>V5</th>
<th>V6</th>
<th>V7</th>
<th>V8</th>
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<td>12</td>
<td>15</td>
<td>11</td>
<td>8</td>
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<td>V10</td>
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<tr>
<td>Post Test</td>
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<tr>
<td>Total Valid</td>
<td>116/140</td>
<td>83%</td>
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</table>

Summary of Scores:
History 394 Jan 7, 09 to Sept 30, 09
Pre-test responders: 15
Post Test responders: 14
Summary of Scores

Online History 394 from January 7, 2009 to September 30, 2009
History 394, fifteen responder's for pre-test and 14 responder's for post test,

Pre-test total possible valid was 100%, students achieved 44%
Post-test total possible valid was 100%, students achieved 83%

Students achieved a 39% increase in post-test answers/over the pre-test.
I. Goal to be Assessed: Students will analyze multiple perspectives on a given issue related to the course content.

I presently have a good understanding for both the historical and social factors that have developed into the stereotypes and generalizations about the groups this course focuses on.

Uncomfortable 1 2 3 4 5 Comfortable

1. Ann Hutchinson was a Quaker living in Boston. T or F
2. Mercy Otis Warren was a British loyalist. T or F
3. Catherine Beecher was a leader in the movement to education girls. T or F
4. Who led the Seneca Falls Convention ________________ of 1848?
5. Elizabeth Blackwell was the 1st female doctor in the U.S. T or F
6. Emma Goldman was a communists. T or F
7. Margaret Sanger was known for A. Drug Control B. Temperance C Birth Control
8. Women got the vote in what year? A. 1915 B. 1908 C. 1920
9. Black Women had their own Suffrage Clubs? T or F
10. The new morality referred to A. 1920’s B. 1930 C. 1950’s
History 394 Course Assessment
for Winter Quarter 2010

Prepared by Kathleen Huttenmaier
Department of History
On Campus course offering  
History 394 Winter 2010

I. Goal Assessed  
The Department of History will assess for Goal 1 "Students will analyze multiple perspectives on a given issue related to the course content"

II. Assessment of Instrument with Scoring Rubric  
The Department of History will assess via Pre-test/Post-test. A pre-test was given the 1st day of winter quarter 2010 to all new 394 history students. This was followed with a post test during the last week of winter quarter.

III. Summary of Scores (see Attached summary sheet of scores)  
In addition to the pre-post testing, student's knowledge increased through writing assignments. This instructor noticed a definite improvement from starting assignments to the ending assignments. Quality of writing improved and so did the student's ability to reflect on historical perspectives.

IV. Interpretation of Results  
Students did effectively learn through lecture, group discussions, readings, films, documents and research projects. Content materials were delivered in such a way that student subject knowledge increased by giving attention to critical inquiry in relationship to interaction with content materials, fellow students and course instructor.

V. Recommendations  
This instructor continues to work with the Office Teaching and Learning to improve course work and to facilitate better communication with students. Review of course work is continual; future clarity of syllabus will be addressed. New history materials will be considered to enrich student's overall grasp of historical information. Students questions will be addressed in class discussions.

Assessment recommendation: Next assessment cycle I will redo some of the questions on the present form and search for questions that require students to use more of reflective thinking. I need to rethink how I can get more students to respond to key ideas by using critical thinking skills. I will attempt to use more inquiry skills in course content.
Summary of Scores: Campus 2010

History 394, Winter quarter 2010

History 394, 16 responder's for pre-test and 18 responder’s for post test,

Pre-test total possible valid was 100%, students achieved 57%
Post-test total possible valid was 100%, students achieved 84%

Students achieved a 33% increase in post-test answers/over the pre-test.

Summary of questions 1-3, Uncomfortable 1, to Comfortable 5
Pre-test 2.7  Post test 4.3
<table>
<thead>
<tr>
<th>Pre-Test</th>
<th>V 1</th>
<th>V 2</th>
<th>V 3</th>
<th>V 4</th>
<th>V 5</th>
<th>V 6</th>
<th>V 7</th>
<th>V 8</th>
</tr>
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<td>11</td>
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</tbody>
</table>

Questions
One -three are averages
1 Uncomfortable — — 5 Comfortable

<table>
<thead>
<tr>
<th>Post-Test</th>
<th>V 1</th>
<th>V 2</th>
<th>V 3</th>
<th>V 4</th>
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<th>V 6</th>
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<td>14</td>
<td>15</td>
<td>14</td>
<td>17</td>
<td>13</td>
</tr>
</tbody>
</table>

Summary of Scores:

History: Winter Enrolment: 13
Pre-test total respondents: 18
Post Test total respondents: 16
Assessment Questionnaire for Women’s American History

1. I presently have a good understanding for both the historical and social factors that have developed into the stereotypes and generalizations about the groups this course focuses on.

   Uncomfortable 1 2 3 4 5 Comfortable

2. I believe that I have a good understanding of the cultural experiences and dynamics of the group(s) that is/are focused on in this course.

   Uncomfortable 1 2 3 4 5 Comfortable

3. I have a good knowledge of the contributions to contemporary U.S. society and culture made by the group(s) in this course.

4. Margaret Sanger was know for A. Drug Control  B. Temperance  C. Birth Control


6. Seneca Falls occurred in? A. 1743 B. 1930  C. 1848

7. Black Women had their own suffrage clubs? T or F

8. Rosie the Riveter worked in A. Large department stores  B. Laundries  C. War Plants

9. Circle two of the most important leaders of suffrage. A. Stone  B. Stanton  C. Sanger  D. Flynn  E. Anthony

10. Who wrote the Feminine Mystique? A. Mott  B. Steinem  C. Friedan