Active and Collaborative Learning Grant for Fall 2010

Results Summary

Course Embedded Assessment:

Students in HY 105 were asked to prepare beforehand to lead a model discussion on the primary source readings in teams of 3-4 for 5 minutes at the beginning of each discussion period as a way to jumpstart the larger group discussion. Students were assessed through a summative direct assessment by the professor using a rubric. Students were also assessed through an indirect formative assessment by the rest of the class using the same rubric and through two anonymous online surveys.

While no significant numeric improvement was seen in the assessment grades over the course of the semester, the level of student participation increased from satisfactory to superior to the extent that using the rubric was redundant by end of the semester. Students had internalized the requirements of the assignment that the rubric was no longer necessary. Comments on student evaluations at the midterm mentioned this and a change was made mid-course to simplify the rubric. For future semesters, I will continue with the simpler rubric but more a more extensive handout with student directions to be distributed at the beginning of the course.

Of the indirect assessments out of 14 respondents, 61% were satisfied or very satisfied with the model discussions, 23% had no opinion, 15% were dissatisfied, and no students were “very dissatisfied”.

Attainment of Program Level Student Learning Outcomes (SLO):

Students were assessed for the attainment of History Major Student Learning Outcome 2: “Students will be able to evaluate and interpret primary sources, the raw material for historical understanding.”

Students were also assessed for the attainment of the Common University Outcome: “develop skills in working together in team activities.”

Students completed this assessment three times throughout the semester. Each assessment was worth 2% of the final grade for a total of 6% of the final grade. The assessment evaluated both ability to evaluate primary sources (3%) and ability to work in teams (3%).

All students (23) passed on both SLOs (100% of students earning 85% or higher).