

Course Assessment- Part B: Your Results & Analysis

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HST110- World History: Ancient to Medieval- Stephen Shwiff- Part B- Summer 2025

* Part B: Your Results **DIRECTIONS** 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.

This term I piloted an innovation in assessment by aligning the final exam essays directly with all three course outcomes. This provided a single, consistent measure of achievement while allowing students to demonstrate synthesis of knowledge, analysis, and connections to the present.

* Outcome #1

Articulate an understanding of key events in the history of the ancient world and early medieval Europe.

* % of students who successfully achieved the outcome (C or above)

86

* Outcome #2

Critically evaluate historical changes and their impact on world civilization.

* % of students who successfully achieved the outcome (C or above)

71

* Outcome #3

Connect the past with present day events to enhance contemporary understanding and encourage civic activities.

* % of students who successfully achieved the outcome (C or above)

86

* ANALYSIS 3. What contributed to student success and/or lack of success?

Weekly discussions and assignments gave students a foundation for their essays. Success came from synthesizing evidence into clear arguments. Students who struggled tended to give general answers without deeper analysis or evidence.

* 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.

No student survey responses were submitted this term. Assessment is based entirely on final exam performance.

*** 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)**

Yes. Outcomes #1 and #3 exceeded expectations, and Outcome #2 met the 70% benchmark, though with less margin for comfort.

*** 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?**

More structured practice with cause-and-effect analysis earlier in the term will help strengthen Outcome #2. I will continue linking ancient history to modern issues, which engaged students successfully.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

No major budget needs. Minor additions such as cause/effect graphic organizers or short primary source exercises could support outcome #2.

*** 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.**

Not applicable — this was the first assessment cycle for this course under my instruction.

9. Describe how you explain information about course outcomes and their relevance to your students.

Outcomes are listed in the syllabus and referenced during class. Before the final exam, I highlighted how each essay prompt corresponded directly to course outcomes so students saw the purpose of the assessment.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Intercultural Knowledge and Competence. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

ILO #1 (Communication): Essays required structured, evidence-based writing.

ILO #2 (Critical Thinking/Problem Solving): Students identified historical evidence and analyzed transitions.

ILO #4 (Intercultural Knowledge/Competence): Course emphasized understanding diverse civilizations.

ILO #5 (Community/Environmental Responsibility): Discussions connected past governance and resource use to modern civic/global issues.

ILO #3 (Quantitative Literacy): Students engaged with timelines and demographic patterns as supporting evidence.