

Course Outcomes	Assessment Measures	Results	Actions
<ul style="list-style-type: none"> Cultural Awareness (Sense of Past / Sense of the Individual in Society) <p>Course Outcome Status: Active Next Assessment: 2016-2017 Start Date: 12/31/2013</p>	<p>Assignment - Written - U.S. Constitution Paper Criterion: 67% of students should achieve a grade of 70% or higher.</p>	<p>HIST-101-1014: 64% of submittals passed (10/17/2016)</p> <p>Reporting Period: 2015-2016 Criterion Met: No</p> <p>Overall Paper Success Rates Submitted: 62 / 94 = 66% Enrolled: 62 / 110 = 56%</p> <p>This was an assignment which demonstrated significant differences between between the two sections: HIST-101-1001: 76% of submittals passed HIST-101-1014: 56% of submittals passed (10/17/2016)</p>	<p>Action: Similar to the U.S. Constitution Paper, specific section demographics appear to be a major factor here. (10/17/2016)</p>
<p>Recognize the major themes and issues of U.S. History through 1877 - Recognize the major themes and issues of U.S. History through 1877.</p> <p>GenEd Correspondences:</p> <ul style="list-style-type: none"> Critical Thinking (Reasoning and Independent Thought / Scientific Understanding) Cultural Awareness (All) Communication Skills (Writing) <p>Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 10/17/2016</p>	<p>Exam - Exams (Chronology and Essay Questions) Criterion: 67% of students scored 70% or higher on each question on each exam.</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes</p> <p>Midterm Exam: Chronology: 92 / 96 (96%) Essay: 79 / 96 (79%)</p> <p>Final Exam: Chronology: 88 / 94 (94%) Essay: 76 / 94 (81%)</p> <p>Four of 96 students did not answer the Essay question on the Midterm Exams (4%); two of 94 students did not answer it on the Final (2%), with one case of plagiarism on the Final.</p> <p>See above for overall passage rates on exams (10/17/2016)</p>	<p>Action: The Chronology questions continue to improve; see discussion for Learning Outcome # 1, above.</p> <p>The Essay questions continue to be successful, although less so than the IDs or Chronology. The main issue remains students not providing sufficient specific examples to provide an argument. Part of this is a tendency to wait to do the essays, and students run out of time. The success rate, however, has been higher than in the past, so the study guide advice appears to be working. (10/17/2016)</p>
	<p>Discussion - Discussions Criterion: 67% of students scored 70% or higher on each question on each exam.</p>	<p>Reporting Period: 2015-2016 Criterion Met: No</p> <p>Overall Rates: 58 / 110 students = 53%</p> <p>These low rates are largely the result of a large number of students who refuse to do discussions. (10/17/2016)</p>	<p>Action: Those discussions which are completed are quite good, although a number fail to complete the two responses each week and just submit the initial post.</p> <p>A cursory review of the data indicates that self-identified high school students are less likely to participate regularly in the discussions (and in other aspects of the course). A more detailed analysis of this demographic aspect will dependent on accurate enrollment</p>

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<p>Demonstrate knowledge of the unique context of the drafting of the U.S. Constitution and its provisions - Demonstrate knowledge of the unique context of the drafting of the U.S. Constitution and its provisions.</p> <p>GenEd Correspondences:</p> <ul style="list-style-type: none"> Nevada U. S. Constitution Requirement Cultural Awareness (Sense of Past / Sense of Individual in Society) <p>Course Outcome Status: Active Next Assessment: 2020-2021 Start Date: 10/17/2016</p>	<p>Assignment - Written - U.S. Constitution Paper Criterion: 67% of students should achieve a grade of 70% or higher.</p>	<p>Reporting Period: 2015-2016 Criterion Met: No Overall Paper Success Rates Submitted: 62 / 94 = 66% Enrolled: 62 / 110 = 56%</p> <p>This was an assignment which demonstrated significant differences between between the two sections: HIST-101-1001: 76% of submittals passed HIST-101-1014: 56% of submittals passed (10/17/2016)</p>	<p>information being provided to instructors, which is now not currently GBC policy. (10/17/2016)</p> <p>Action: While the criteria was not met, the discrepancy between the two sections—combined with the large number of non-submittals—requires further reflection. Given that success rates on the same assignment in class is higher, and that the online classes feature a large number of self-identified high school students, the problem may lay more with class demographics.</p> <p>Unfortunately, the precise course demographic data is not currently being shared with instructors.</p> <p>The assignment has value, and is being kept now. Ways to get a higher percentage of students to submit are being investigated. But students not wanting to write hardly means the</p>
<p>Argue an understanding of the past utilizing historical evidence, reasoning, and clear communication - Argue an understanding of the past utilizing historical evidence, reasoning, and clear communication.</p> <p>GenEd Correspondences:</p> <ul style="list-style-type: none"> Critical Thinking (Reasoning and Independent Thought / Scientific Understanding) Communication Skills (Writing) Technological Understanding <p>Course Outcome Status: Active</p>	<p>Assignment - Written - Primary Source Paper Criterion: 67% of students should achieve a grade of 70% or higher.</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes Overall Paper Success Rates Submitted: 62 / 83 = 75% Enrolled: 62 / 110 = 56%</p> <p>Again, this assignment demonstrated significant differences between between the two sections: HIST-101-1001: 84% of submittals passed HIST-101-1014: 64% of submittals passed (10/17/2016)</p>	<p>Action: A number of shared problems are emerging with the written assignments.</p> <p>1) Inability to formulate thesis statements and arguments: While some unfamiliarity with this process is to be expected, students in these classes are increasingly struggling with the idea of devising an argumentative thesis and developing it through the use of evidence.</p>

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Next Assessment: 2020-2021
Start Date: 10/17/2016

2) Use of Evidence: The ability to use evidence, including proper citation, is worse. Many papers merely present direct quotes with no analysis.

3) Failure to Submit: There is a growing number of students refusing to submit written assignments.

Students need to learn how to write and how to communicate complex ideas through writing; changing pedagogy by de facto pocket vetos is bone-headed policy.

One approach to be tried in the future is more specific instruction on how to write, but even that depends on students turning work in. (10/17/2016)

Assignment - Written - U.S. Constitution Paper
Criterion: 67% of students should achieve a grade of 70% or higher.

Reporting Period: 2015-2016
Criterion Met: No
Overall Paper Success Rates
Submitted: 62 / 94 = 66%
Enrolled: 62 / 110 = 56%

This was an assignment which demonstrated significant differences between between the two sections:
HIST-101-1001: 76% of submittals passed
HIST-101-1014: 56% of submittals passed (10/17/2016)

Exam - Exams (Essay Questions)
Criterion: Student should achieve a grade of 70% or higher on each essay.

Reporting Period: 2015-2016
Criterion Met: Yes
Midterm Exam: Essay: 79 / 96 (79%)
Final Exam: Essay: 76 / 94 (81%)

Four of 96 students did not answer the Essay question on the Midterm Exams (4%); two of 94 students did not answer it on the Final (2%), with one case of plagiarism on the Final. (10/17/2016)

Action: Comparative Course Grade Breakdowns of the two sections

Measurement Criteria	HIST-101-1001	HIST-101-1014
Number % com.	58	58
Notes		Does not include students purged from class for non-payment

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			Completed (-Ws) 57 98%
			53 91%
			Success, completers 41
			72% 32 60%
			Success, enrolled 41 71%
			32 55%
			As 15 26% 11
			21%
			Bs 18 32% 12
			23%
			Cs 8 14% 9
			17%
			Ds 3 5% 4
			8%
			Fs 13 23% 17
			32%
			Ws 1 2% 5
			9% Ws are
			percentage of original enrollment,
			not completers
			DWF metric 24.1%
			36.2%
			1) Both sections used the same
			criteria; the sharp discrepancy in
			performance must lay outside the
			curricula.
			2) It is difficult to see why courses
			which are generating 20-25% As and
			A/B averages of over 40% are "too
			easy" and need to be simplified.
			3) The single largest factor in student
			failure is the non-submittal of
			assignments.
			4) Fully analyzing the demographics
			of these courses to identify some
			commonality in the students who fail
			to submit assignments is warranted.
			Since a key aspect of this
			information, namely the number of
			high school students being enrolled

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in the course, is not being made available to instructors, this creates real problems in performing such an analysis. (10/17/2016)