

# Assessment: Course Four Column



## Courses (SS) - History

### HIST 101 (Foster):U.S. History to 1877

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p><b>Chronology of United States history prior to 1877</b> - Demonstrate knowledge of the chronology of United States history prior to 1877</p> <p><b>Course Outcome Status:</b> Active <b>Next Assessment:</b> 2023-2024</p>	<p><b>Exam</b> - Exam (selected questions) <b>Criterion:</b> Average score of 70 percent or greater on chronology section of exams.</p>	<p><b>Reporting Period:</b> 2018-2019 <b>Criterion Met:</b> No Students averaged 65.3 percent correct on exams' chronology questions.</p> <p>Results Analysis: Students struggled with identifying proper chronological order of historical events. This could be because I reduced the number of chronology questions on reading and lecture quizzes in order to include more content-based questions. (09/19/2019)</p>	<p><b>Action:</b> I will place greater emphasis on order of historical events in discussions and quizzes. I will also create timelines of significant events and post in each course module. (09/19/2019)</p>
<p><b>Recognize major events, themes, and issues of U.S. History to 1877</b> - Recognize major events, themes, and issues of U.S. History to 1877</p> <p><b>Course Outcome Status:</b> Active <b>Next Assessment:</b> 2023-2024</p>	<p><b>Exam</b> - Exam (selected questions) <b>Criterion:</b> Average score of 70 percent or greater on exams (excluding chronology sections of exams).</p>	<p><b>Reporting Period:</b> 2018-2019 <b>Criterion Met:</b> Yes Students averaged 76.4 percent correct on the exams' questions (excluding chronology questions).</p> <p>Results Analysis: Students performed as expected on this outcome. (09/19/2019)</p>	<p><b>Action:</b> I will continue with current practices. (09/19/2019)</p>
<p><b>Drafting of the United States Constitution and its provisions</b> - Demonstrate knowledge of the unique context of the drafting of the United States Constitution and its provisions</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Quiz</b> - U.S. Constitution Quiz <b>Criterion:</b> Average score of 70 percent or better on the U.S. Constitution Quiz.</p>	<p><b>Reporting Period:</b> 2018-2019 <b>Criterion Met:</b> Yes The class average for the U.S. Constitution Quiz was 74.3 percent.</p> <p>Results Analysis: I am satisfied with the overall average on the quizzes.</p>	<p><b>Action:</b> I will continue with current practices and incorporate some discussion (perhaps a brief video lecture) on how to properly structure responses to essay questions. (09/19/2019)</p>

Course Outcomes	Assessment Measures	Results	Actions
<p><b>Next Assessment:</b> 2023-2024</p>		<p>However, students struggled with the essay portion of this quiz. Students who completed the quiz averaged a score of 64.4 percent on the essay portion. Many students (34.8 percent) failed to properly structure their essay. I observed similar results in my HIST 102 sections. This indicates that a large percentage of students taking history survey courses lack adequate preparation in the fundamentals of writing. (09/19/2019)</p>	
<p><b>Analyze primary historical sources -</b> Analyze primary historical sources <b>Course Outcome Status:</b> Active <b>Next Assessment:</b> 2023-2024</p>	<p><b>Discussion - Primary Source</b> Discussions <b>Criterion:</b> Average score of 70 percent or better on Primary Source Discussions.</p>	<p><b>Reporting Period:</b> 2018-2019 <b>Criterion Met:</b> Yes The average score for discussion posts submitted was 84.7 percent.</p> <p>Results Analysis: Students were required to complete three primary source discussions. In each discussion students were provided with a number of primary source documents related to an historical event or issue. Students were asked to draw conclusions from the documents (in the context of other assigned secondary source material) and evaluate their value as historical documents. Students who participated in these discussions indicated a strong interest in the documents and the ability to evaluate them.</p> <p>While students who submitted discussions performed above expectations, it should be noted that 24 percent of assigned discussion posts were not submitted. I would like to see a higher submission rate in future classes. (09/19/2019)</p>	<p><b>Action:</b> I will continue with current practices and place more emphasis on the importance of completing and submitting all course assignments. (09/19/2019)</p>
<p><b>Express ideas and arguments clearly in written format -</b> Express ideas and arguments clearly in written format  <b>Course Outcome Status:</b> Active <b>Next Assessment:</b> 2023-2024</p>	<p><b>Assignment - Written - Life in Early America Paper</b> <b>Criterion:</b> Average score of 70 percent or better on the Life in Early America Paper.</p>	<p><b>Reporting Period:</b> 2018-2019 <b>Criterion Met:</b> Yes The average score for papers submitted was 82.6 percent. However, only 68 percent of enrolled students submitted the paper.</p> <p>Results Analysis: I am satisfied with the performance of students who submitted the paper. However, it should be noted that the frequency of points deducted for grammatical and stylistic errors was high. This is a concern.</p>	<p><b>Action:</b> I will continue with the assignment in its current form. However, I believe that students will benefit from extra emphasis on the development of writing skills leading up to the assignment. I am considering implementing a writing and grammar exercise that will address basic grammar, essay structure, and writing style.</p>

Course Outcomes	Assessment Measures	Results	Actions
		<p>I am also concerned about the number of students who chose not to submit this assignment. This was a major assignment, worth 25 percent of the course grade. Yet 32 percent of students enrolled in the course chose not to submit the assignment. (09/19/2019)</p>	<p>(09/19/2019)</p>
<p><b>American constitutions and institutions and their development -</b>            Demonstrate an understanding of American constitutions and institutions and their development  <b>Course Outcome Status:</b> Active  <b>Next Assessment:</b> 2023-2024</p>	<p><b>Quiz - U.S. Constitution Quiz</b>  <b>Criterion:</b> Average score of 70 percent or better on the U.S. Constitution Quiz.</p>	<p><b>Reporting Period:</b> 2018-2019  <b>Criterion Met:</b> No            The class average for the U.S. Constitution Quiz was 74.3 percent.</p> <p>Results Analysis:</p> <p>I am satisfied with the overall average on the quizzes. However, students struggled with the essay portion of this quiz. Students who completed the quiz averaged a score of 64.4 percent on the essay portion. Many students (34.8 percent) failed to properly structure their essay. I observed similar results in my HIST 102 sections. This indicates that a large percentage of students taking history survey courses lack adequate preparation in the fundamentals of writing. (09/19/2019)</p>	<p><b>Action:</b> I will continue with current practices and incorporate some discussion (perhaps a brief video lecture) on how to properly structure responses to essay questions. (09/19/2019)</p>
<p><b>Social stratification and inequality in American society -</b> Demonstrate understanding of processes of social stratification and inequality in American society  <b>Course Outcome Status:</b> Active  <b>Next Assessment:</b> 2023-2024</p>	<p><b>Quiz - Gen. Ed. American Society Quiz</b>  <b>Criterion:</b> Average score of 70 percent or greater on the General Education American Society Quiz.</p>	<p><b>Reporting Period:</b> 2018-2019  <b>Criterion Met:</b> Yes            79.6 percent average score for students who completed the exam.</p> <p>Results Analysis:</p> <p>Students' exceptional performance on this assignment indicated strong grasp of historical social stratification and inequality in American Society. The quiz included questions on various forms of social stratification and inequality throughout early American history. These are important themes, and are emphasized throughout the course. (09/24/2019)</p>	<p><b>Action:</b> I will continue with current practices. (09/24/2019)</p>
<p><b>Methods used to study American society -</b> Demonstrate knowledge of the methods used to study American society</p>	<p><b>Discussion - Primary Source Discussions</b>  <b>Criterion:</b> Average score of 70</p>	<p><b>Reporting Period:</b> 2018-2019  <b>Criterion Met:</b> Yes            The average score for discussion posts submitted was 84.7</p>	<p><b>Action:</b> I will continue with current practices and place greater emphasis on the importance of</p>

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<p><b>Course Outcome Status:</b> Active</p> <p><b>Next Assessment:</b> 2023-2024</p>	<p>percent or better on Primary Source Discussions.</p>	<p>percent.</p> <p>1. Results Analysis:  Students were required to complete three primary source discussions. In each discussion students were provided with a number of primary source documents related to an historical event or issue. Students were asked to draw conclusions from the documents (in the context of other assigned secondary source material) and evaluate their value as historical documents.  This process introduces students to the historian's work of evaluating primary sources and using them as historical evidence.  I am satisfied with student performance on the primary source discussions. However, it should be noted that 24 percent of assigned discussion posts were not submitted.  (09/24/2019)</p>	<p>completing all assignments.  (09/24/2019)</p>