



Course Assessment Report - 4 Column

Great Basin College

Courses (SS) - History

| Course Outcomes 1 and ctu.unitid = 655 | Means of Assessment & Criteria / Tasks | Results | Action & Follow-Up |
|---|--|---|--|
| <p>HIST 101 (Foster) - U.S. History to 1877 - Identify significant events, people, circumstances, and themes of United States history prior to 1877 - Identify significant events, people, circumstances, and themes of United States history prior to 1877</p> <p>*this outcome and its measures are also applicable to Gen Ed. Objectives 3, 4, and 5.</p> <p>Start Date: 06/19/2014</p> <p>Course Outcome Status: Active</p> | <p>Assessment Measure: Exams (multiple choice questions)</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: 67 percent of active enrolled students correctly answered 70 percent of all multiple choice questions</p> | <p>11/04/2015 - 60.6 percent of active enrolled students answered correctly 70 percent or more of the two exam's multiple choice questions.</p> <p>Criterion Met: No</p> <p>Reporting Period: 2014-2015</p> | <p>11/04/2015 - This measurement is troubling, as it addresses content knowledge that should be gained through reading and lecture attendance. Exam results indicate that students consistently missed questions drawn from assigned textbook readings, while performing much better on questions drawn from lecture material. This indicates that students are not reading assigned textbook chapters or have not developed good reading strategies. I will address this by emphasize active reading techniques and the importance of reading assigned material. I am also considering drawing more questions from the readings rather than lectures on the low-impact content quizzes.</p> |
| <p>HIST 101 (Foster) - U.S. History to 1877 - Identify causality and relationships between historical events, actors, processes, and circumstances of United States history prior to 1877 - Identify causality and relationships between historical events, actors, processes, and circumstances of United States history prior to 1877</p> <p>*this outcome and its measures are also applicable to Gen Ed. Objective 2.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/19/2014</p> <p>Course Outcome Status: Active</p> | <p>Assessment Measure: Exams (triad questions)</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: 67 percent of active enrolled students with an average score of 70 percent or better on both exams' sets of triad questions</p> | <p>11/04/2015 - 84.8 percent of active enrolled students scored 70 percent or greater on both exams' sets of triad questions</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p> | <p>11/04/2015 - I am satisfied with overall student performance on the triad identification questions. I noticed that room for improvement exists regarding identification of time frame and significance of terms. I will emphasize these aspects to a greater extent during the exam study sessions.</p> |
| <p>HIST 101 (Foster) - U.S. History to 1877 - Historical process to the individual- Gen Ed. 3 and 4 - Recognize the relevance of the historical process to the individual</p> <p>Applicable Gen Ed Objectives: 3. personal and cultural awareness 4. personal wellness</p> | <p>Assessment Measure: Company Aytch paper (Thesis requirement and support)</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion:</p> | <p>11/04/2015 - 77.8 percent of active enrolled students averaged 70 percent or greater on thesis requirement and support aspect of this assignment.</p> <p>Criterion Met: Yes</p> <p>Reporting Period:</p> | <p>11/04/2015 - I am satisfied with overall student performance on the Company Aytch paper's thesis and argument requirement. To meet this requirement, students had to develop and support an</p> |

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| <p>Next Assessment: 2020-2021</p> <p>Start Date: 11/04/2015</p> <p>Course Outcome Status: Active</p> | <p>67 percent of active enrolled students average 70 percent or better on both writing assignments.</p> | <p>2014-2015</p> | <p>argumentative thesis statement that addressed the three most significant influences of the Civil War experience on the soldier's life. One area that could be improved regarding this is the structure and location of the thesis statement. Some students experienced difficulty distinguishing between an argumentative and descriptive thesis statement. Others failed to place the thesis statement in the introductory paragraph. I will address these issues with examples in my Historical Writing lecture.</p> |
| <p>HIST 101 (Foster) - U.S. History to 1877 - Chronology of United States history prior to 1877 - Demonstrate knowledge of the chronology of United States history prior to 1877</p> <p>*this outcome and its measures are also applicable to Gen Ed. Objectives 2 and 3.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/19/2014</p> <p>Course Outcome Status: Active</p> | <p>Assessment Measure: Exams (chronology questions)</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: 67 percent of active enrolled students answered 70 percent of questions correctly</p> | <p>11/04/2015 - 57.6 percent of students enrolled answered 70 percent of the chronology questions correctly</p> <p>Criterion Met: No</p> <p>Reporting Period: 2014-2015</p> | <p>11/04/2015 - Obviously, I must stress the importance of chronology and time frame to a greater degree. Performance on chronology questions improved from the first to second exam from 52.9 to 62.5 percent scoring 70 percent or greater. However, even with this improvement, overall performance on chronology questions did not meet my criterion for success. I will emphasize chronology to a greater degree throughout the semester and in the study sessions. I will also include one chronology question on each content quiz. This should encourage students to consider and study chronology and timeframe throughout the semester.</p> |
| <p>HIST 101 (Foster) - U.S. History to 1877 - Drafting of the United States Constitution and its provisions - Demonstrate knowledge of the unique context of the drafting of the United States Constitution and its provisions</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/19/2014</p> <p>Course Outcome Status: Active</p> | <p>Assessment Measure: United States Constitution quiz</p> <p>Assessment Measure Category: Quiz</p> <p>Criterion: 67 percent of active enrolled students scored 70 percent or better</p> | <p>11/04/2015 - 75.5 percent of active enrolled students scored a 70 percent or better on the U.S. constitution quiz.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p> | <p>11/04/2015 - I am satisfied with overall student performance on the U.S. Constitution quiz.</p> |
| <p>HIST 101 (Foster) - U.S. History to 1877 - Express ideas and arguments clearly in written</p> | | | |

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| <p>format - Express ideas and arguments clearly in written format</p> <p>*this outcome and its measures are also applicable to Gen Ed. Objectives 1 and 5.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/19/2014</p> <p>Course Outcome Status: Active</p> | <p>Assessment Measure: Exams (essay questions); Company Aytch paper</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: 67 percent of active enrolled students scored 70 percent or better on both writing assignments and the presentation.</p> | <p>11/04/2015 - 75.7 percent of active enrolled students averaged 70 percent or greater on the exam essay questions.</p> <p>66.7 percent of students active enrolled scored 70 percent or better on the Company Aytch paper</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p> | <p>11/04/2015 - I am satisfied with overall student performance on the Company Aytch paper and exam essay questions. In addition to content, essay structure proved to be a common source of deduction on the exam essays. I will emphasize proper essay structure to a greater degree in my exam study sessions. Also, identification of time frame and chronology needs more emphasis. In regard to the Company Aytch paper, there is much room for improvement in source identification and source citation. Quite simply, many students seemed at a loss when it came to proper citation of source and distinguishing between scholarly and popular secondary sources. While I provided guides and examples addressing these issues, students apparently did not consult these materials. I will cover this to a greater degree in class in the future, as it seems students are not adequately prepared for college courses in these areas. Likewise, failure to simply follow assignment instructions also resulted in numerous deductions for students. In some cases it appeared that the instructions were not consulted at all. I will emphasize the importance of following instructions and guidelines to a greater degree in the future.</p> |
| <p>HIST 101 (Foster) - U.S. History to 1877 - Express ideas and arguments clearly in verbal format - Express ideas and arguments clearly in verbal format</p> <p>*this outcome and its measures are also applicable to Gen Ed. Objectives 1 and 5.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/19/2014</p> <p>Course Outcome Status: Active</p> | <p>Assessment Measure: Everyday Life in Early America presentation</p> <p>Assessment Measure Category: Performance evaluation</p> <p>Criterion: 67 percent of students attempting the presentation scoring 70 percent or better on the presentation.</p> | <p>11/04/2015 - 83.3 percent of active enrolled students averaged 70 percent or greater on the Everyday Life in Early America presentation.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p> | <p>11/04/2015 - I am satisfied with overall student performance on the Everyday Life in Early America presentation. I do, however, realize the needed to stress the importance of presenting one's self in a professional manner. While I assumed that this was common knowledge, the number of students who failed to do so in various ways, convinced me that it is something that should be addressed going forward.</p> |

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| <p>HIST 101 (Foster) - U.S. History to 1877 - Analyze primary historical sources - Analyze primary historical sources</p> <p>Applicable Gen Ed Objectives:</p> <ol style="list-style-type: none"> 1. communication skills 2. critical thinking 5. technological awareness <p>Next Assessment: 2020-2021</p> <p>Start Date: 11/04/2015</p> <p>Course Outcome Status: Active</p> | <p>Assessment Measure: Primary source analysis writing assignments</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: 67 percent of active enrolled students average 70 percent or better on the primary source analysis writing assignments</p> | <p>11/04/2015 - 77.8 percent of active enrolled students averaged 70 percent or greater on both writing assignments</p> <p>percent of active enrolled students averaged 70 percent or better on discussion posts</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p> | <p>11/04/2015 - I am satisfied with overall student performance analyzing primary historical sources. There is room for improvement regarding the association of the required primary source with the wider historical context of its creation. I addressed this during the semester by steering the in-class discussion element of the assignments toward the relationship of the historical context with the content and characteristics of the document. I will continue to stress the importance of making such linkages and associations.</p> |