Assessment: Course Four Column

Courses (SS) - History

HIST 102 (Foster):US History since 1877

Course Outcomes	Assessment Measures	Results	Actions
Knowledge of the chronological sequence and major events of U.S. - Demonstrate knowledge of the chronological sequence and major events of U.S. History since 1877 (Shared Common Course Outcome) Applicable Gen. Ed Outcomes: critical thinking personal/cultural awareness personal wellness technological understanding **Course Outcome Status:** Active **Next Assessment:** 2020-2021 **Start Date:** 11/05/2015	**Exam -** Exam: Chronology questions **Criterion:** 67 percent of students attempting the exam scoring 70 percent or greater on the chronology and multiple choice sections (combined)	**Reporting Period:** 2015-2016 **Criterion Met:** Yes 68 percent of students who attempted the exam scored 70 percent or greater on the chronology and multiple choice sections (combined). 73 percent scored 70 percent or greater on the chronology sections, while 64 percent scored 70 percent or better on the multiple choice sections. (10/13/2016)	**Action:** While I am satisfied with combined results of the chronology and multiple choice sections, I am not satisfied with students' performance on the multiple choice sections alone. Only 64 percent of students scored 70 percent or greater on the multiple choice sections of the exams. This, along with poor student performance on the short answer sections of the exams indicates that students are not reading or are not retaining detailed information from the textbook. It seems that the most commonly missed questions are those taken from the required textbook readings. I will consider developing assignments (written reading summaries or reading note submission) to ensure that students are reading the textbook. (10/13/2016)
Major themes and issues of U.S. History since 1877 - Recognize major themes and issues of U.S. History since 1877 (Shared Common Course	**Exam -** Exams: essay questions: content requirement **Criterion:** 67 percent of students attempting the exam scoring 70	**Reporting Period:** 2015-2016 **Criterion Met:** Yes 82 percent of students attempting the exams scored 70 percent or greater on the essay questions' content	**Action:** I am satisfied with this result. I plan to retain current instructional practices and assessment measures regarding major themes and issues of

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Outcome) Applicable Gen. Ed Outcomes: critical thinking cultural awareness **Course Outcome Status:** Active **Next Assessment:** 2020-2021 **Start Date:** 11/05/2015	percent or greater on the exams' essay questions' content requirement	requirement (10/13/2016)	U.S. History since 1877. (10/13/2016)
Unique context of the drafting of the Nevada Constitution and its provisions - Demonstrate knowledge of the unique context of the drafting of the Nevada Constitution and its provisions **Course Outcome Status:** Active **Next Assessment:** 2018-2019 **Start Date:** 06/19/2014	**Quiz -** Nevada Constitution Quiz **Criterion:** 67 percent of students attempting the quiz scoring 70 percent or better on the quiz.	**Reporting Period:** 2015-2016 **Criterion Met:** Yes 85 percent of students attempting the Nevada Constitution quiz scored 70 percent or greater on the quiz (10/13/2016)	**Action:** I am satisfied with this result. I plan to retain current instructional practices and assessment measure regarding the history and provisions of the Nevada Constitution. (10/13/2016)
Identify causality and relationships between historical events, actors, processes, and circumstances of United States history since 1877 - Identify causality and relationships between historical events, actors, processes, and circumstances of United States history since 1877 *this outcome and its measures are also applicable to Gen Ed. Objective 2. **Course Outcome Status:** Active **Next Assessment:** 2018-2019 **Start Date:** 06/19/2014	**Assignment - Written -** triad identification questions **Criterion:** 67 percent of students attempting the exam scoring 70 percent or greater on the oral history paper's thesis and support requirement.	**Reporting Period:** 2015-2016 **Criterion Met:** Yes 81 percent of students taking the exams scored 70 percent or greater on the triad identification questions (10/13/2016)	**Action:** I am satisfied with this result. I plan to retain current instructional practices and this assessment measure. (10/13/2016)
Relevance of the historical process to the individual - Recognize the relevance of the historical process to the individual (Instructor Specific Outcome) Applicable Gen. Ed Outcomes: none **Course Outcome Status:** Active **Next Assessment:** 2020-2021	**Assignment - Written -** oral history paper (thesis and support requirement) **Criterion:** 67 percent of students attempting the exam scoring 70 percent or greater on the oral history paper's thesis and support requirement.	**Reporting Period:** 2015-2016 **Criterion Met:** No 43 percent of students who submitted the oral history paper scored 70 percent or greater on the thesis and support requirement. (10/13/2016)	**Action:** Student performance on this measure indicated a lack of knowledge of how to construct a thesis statement, and how to support a thesis with evidence. Further, students displayed a high level of discomfort with the assignment. This is indicated by a very poor

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Start Date: 11/05/2015			submission rate of 50 percent for the assignment (only 7 of 14 students submitted the assignment). Based on the results of submitted papers and questions received, I believe this was due to apprehension over poorly developed formal academic writing skills. In addition to struggling with thesis development and support, many students displayed very limited knowledge of proper source citation style and of when to cite sources. In the future, I will devote more class time to developing basic writing skills. I may also develop a number of small assignments aimed at this goal. I have been reluctant to do so, as every moment spent on such remedial training takes away from time devoted to the course's subject matter. However, as students' writing skills have deteriorated so extensively over the past few years, I see no alternative. (10/13/2016)
Analyze primary historical sources - Analyze primary historical sources (Instructor Specific Outcome) Applicable Gen. Ed Outcomes: none **Course Outcome Status:** Active **Next Assessment:** 2020-2021 **Start Date:** 10/19/2015	**Demonstrate -** Primary source analyses and discussions **Criterion:** 67 percent of students attempting the exam scoring 70 percent or greater on the primary source analyses and discussions.	**Reporting Period:** 2015-2016 **Criterion Met:** Yes 88 percent of students submitting and participating in the primary source analyses and discussions scored 70 percent or greater. (10/13/2016)	**Action:** I am satisfied with this result. I plan to retain current instructional practices and this measure. (10/13/2016)
Express ideas and arguments clearly in written format - Express ideas and arguments clearly in written format *this outcome and its measures are also applicable to Gen Ed. Objectives 1 and 5. **Course Outcome Status:** Active	**Exam -** Exams: essay questions: (structure and style requirement); oral history paper (overall score) **Criterion:** 67 percent of students attempting the exam scoring 70 percent or greater on the exams' essay questions structure and style	**Reporting Period:** 2015-2016 **Criterion Met:** Yes 71 percent of students submitting the oral history paper scored 70 percent or greater on the assignment. 82 percent of students taking the exam scored 70 percent or greater on the essays' structure and style requirements. (10/13/2016)	**Action:** I am satisfied with this result. However, I am concerned that only 50 percent of students submitted the oral history paper. It seems that my addition of a basic writing skills quiz helped reduce a number of grammatical and stylistic errors on the paper. However, as indicated

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Next Assessment: 2018-2019 **Start Date:** 06/19/2014	requirement and on the oral history paper.		previously, students struggled to develop thesis statements and to properly identify and cite sources. (10/13/2016)
Express ideas and arguments clearly in verbal format - Express ideas and arguments clearly in verbal format (Instructor Specific Outcome) Applicable Gen. Ed Outcomes: communication skills **Course Outcome Status:** Active **Next Assessment:** 2020-2021 **Start Date:** 10/19/2015	**Project -** Dust Bowl presentation **Criterion:** 67 percent of students submitting the Dust Bowl presentation scoring 70 percent or greater on the assignment.	**Reporting Period:** 2015-2016 **Criterion Met:** Yes 90 percent of students who submitted a presentation scored 70 percent or greater. (10/13/2016)	**Action:** I am satisfied with this result. I am concerned that only 71 percent of students submitted the assignment. I will stress the importance of submitting all assignments in the future. (10/13/2016)