

Assessment: Course Four Column



Courses (SS) - History

HIST 102:U S History Since 1877

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>demonstrate a knowledge of the important dates, events and movements of American history from 1876 to present - demonstrate a knowledge of the important dates, events and movements of American history from 1876 to present, and understand some of the differing interpretations of those facts; Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Exam - Essay final examination Criterion: Knowledge of historical epoch and massive historical change as reaction to social and especially post war-reactions of the period studied</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes Students tend to do very well on their historical essays. But in all fairness we do a very in-depth review and students are supplied with study guides in the form of viable outlines matching each essay questions. (07/31/2019)</p>	<p>Action: I am beginning to move further and away from the emphasis on dates and to cover increasingly the major military and social movements of the post 1872 period in American history. Especially the end of Reconstruction, the growth of the west and later important expansion beyond the traditional boundaries of the continent and the international implications of the United States as an imperial power post 1898 following the Spanish American War. (07/31/2019)</p>
<p>Be able to make connections and see relationships between historic and current events and movements - Be able to make connections and see relationships between historic and current events and movements; Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Assignment - Written - Final essay Criterion: In their final essay examinations, students must be able to show that they have mastered the understanding of the historical implications of one period in the post 1872 America. This would include something along the lines of the revival of massive immigration after the Civil War, the importance of changing demographics on the</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes This ability to understand and analysis historical movements is sometimes difficult for our students since normally they have only been asked to memorize virtually useless information and have gone no further in their historical understanding. It is sometimes difficult for the students to see that history is interconnected and no historical movement happens in a vacuum, and that movements of historical import often take years and years to come to a breaking point or a conclusion. This is emphasized in class</p>	<p>Action: Starting next semester, based upon my readings during the Christmas break and during this semester I shall be making some important changes in the manner in which I teach this class. Although I shall continue to deal with the main currents in American history, as already outlined in assessment, next year I shall also deal strongly with class</p>

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	<p>American character, the western movement towards the Pacific, the end of Reconstruction and its implications that for a period of time, race was put on the back burner of the American consciousness, and the full implications of American Imperialism. All of these are movements that have contributed to the making of modern America.</p>	<p>that it is not enough to write an historical narrative, or book report, but to take an issue of importance and analysis why and how it happened and what were the precursors to the issue and what was the historical aftereffect. With guidance, review and examples our students seem more than able to do this and most of them are able to produce college-level, analytical essays. (07/31/2019)</p>	<p>issues that have also formed the American experience. (07/31/2019)</p>

<p>Better understanding of the work of historians and the writing of history - Better understanding of the work of historians and the writing of history. Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Assignment - Written - Use of the textbook to ascertain the balance of the writer in regards to historical issues.</p> <p>Although only one textbook is assigned, during the semester copies of other textbooks with sometimes different opinions or conclusions was passed out to students via Webcampus.</p> <p>Criterion: In the final essays it was demanded that students use supporting evidence from the textbook, properly cited, in support of all their contentions, but they were also expected to be able to agree or disagree with the assessments and opinions of the author.</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes</p> <p>In a 100 level class it is often difficult for the students to develop critical analysis of the actual textbook. Simply to be able to analysis the critical historical movements is usually the only real critical analysis that I expect from them.</p> <p>But I shall continue to use differencing sources so that even in history there are sometimes conflicting historical interpretations.</p> <p>Considering the level of the students in a 100 level class, I would contend that Yes would be the correct response. (07/31/2019)</p>	
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