

## GBC Class/Course Assessment Report

Course Prefix, Number, and Title: HIST 101 U.S. to 1877  
 Section Number(s): 1002  
 Department: Social Science  
 Instructor: Jonathan Foster

Academic Year: 2021  
 Semester: Spring (first 8 week)  
 Is this a GenEd class? Yes  No

Complete and submit your assessment report electronically to your department chair. As needed, please attach supporting documents and/or a narrative description of the assessment activities. You may use as many or as few outcomes as necessary.

Class/Course Outcomes	Assessment Measures	Assessment Results	Outcome Results Analysis
<p>In the boxes below, summarize the outcomes assessed in your class or course during the last year. If this is a GenEd class, include the appropriate GenEd objectives.</p>	<p>In the boxes below, summarize the methods used to assess course outcomes during the last year. Include the criterion you'll use to judge whether or not students have achieved the expected outcome.</p>	<p>In the boxes below, summarize the results of your assessment activities during the last year. Include your judgement as to whether or not the criterion for student achievement has been met.</p>	<p>In the boxes below, please reflect on this outcome's results and summarize how you plan to use the results to improve student learning.</p>
<p>Course Outcome #1:             Demonstrate knowledge of the chronological sequence of U.S. History to 1877.</p>	<p>Assessment Measure:             exams (selected grading criteria and/or questions)             Criterion for achievement: 70 percent or greater of triad identification answers submitted for both exams receiving no points deduction for errors in time frame or chronology.</p>	<p>Results:             82.7 percent of all triad answers submitted for both exams did not receive points deductions for errors in timeframe or chronology.             Criterion Met: Yes</p>	<p>1. Results Analysis:             I am satisfied with this result. This is a significant improvement over last year's performance in 101 for this outcome (73 percent, spring 2020). This improvement in score could be based on a change in question type used to measure this outcome from one essay question per exam to two triad identification questions per exam.             2. Action Plan: Continue with current practices.</p>

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<p>Course Outcome #2:</p> <p>Recognize major events, themes, and issues of U.S. History to 1877.</p>	<p>Assessment Measure:</p> <p>exams (selected grading criteria and/or questions)</p> <p>Criterion for achievement:</p> <p>70 percent of test takers scoring 75 percent or greater on all multiple choice and fill-in-the blank questions on both exams.</p>	<p>Results:</p> <p>89.5 percent of test takers scored 75 percent or greater on both exams' multiple choice and fill-in-the-blank questions.</p> <p>Criterion Met: Yes</p>	<p>1. Results Analysis:</p> <p>I am satisfied with the results for this measure. Students performance was excellent on the multiple choice and fill-in-the-blank questions for both exams.</p> <p>2. Action Plan: Continue with current practices.</p>
<p>Course Outcome #3:</p> <p>Demonstrate knowledge of the unique context of the drafting of the U.S. Constitution and its provisions.</p>	<p>Assessment Measure:</p> <p>U.S. Constitution quiz</p> <p>Criterion for achievement: Average score of 75 percent or greater for all quiz takers.</p>	<p>Results:</p> <p>Average score of 74 percent for all quiz takers.</p> <p>Criterion Met: No</p>	<p>1. Results Analysis:</p> <p>Student performance on this measure did not meet the benchmark of an average score of 75 percent or greater for all quiz takers. Students performed poorly on the quiz's essay question. Forty-five percent of quiz takers scored 70 percent or below on the quiz's essay question. This was due both to errors and omissions in content and structural errors in essay construction. Some students also left the essay question blank.</p> <p>2. Action Plan: I plan to place more emphasis on the importance of completing essay question and how to properly structure an essay. Also, I will devote more time to covering and place more emphasis on historical information that is relevant to the quiz's essay</p>

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			question. Specifically, students struggled to identify and discuss the connections between the historical context of the revolutionary and immediate post-revolutionary era and the constitution’s provisions.
<p>Course Outcome #4:</p> <p>Demonstrate critical thinking skills concerning historical sources, events, and issues.</p>	<p>Assessment Measure:</p> <p>exams (selected questions), primary source discussions</p> <p>Criteria for achievement:</p> <ol style="list-style-type: none"> <li>1. Average score of 75 percent or greater score for all triad identification answers submitted for exams 1 and 2.</li> <li>2. Average score of 75 percent or greater for all primary source discussion assignments submitted.</li> </ol>	<p>Results:</p> <ol style="list-style-type: none"> <li>1. Average score of 80 percent for all triad identification answers submitted for exams 1 and 2.</li> <li>2. Average score of 76.9 percent for all primary source discussion assignments submitted.</li> </ol> <p>Criterion Met: Yes</p>	<ol style="list-style-type: none"> <li>1. Results Analysis:</li> <li>2. I am satisfied with students’ overall performance on this outcome’s measures. I did, however, notice that some students struggled with identifying the historical significance of terms and each triad question’s three given terms’ connections to each other and other major issues and events.</li> </ol> <p>2. Action Plan: Continue with current practices and place more emphasis on the importance of considering historical significance and connections when thinking about history and historical events.</p>
<p>Course Outcome #5:</p> <p>Express ideas and arguments clearly in written format.</p>	<p>Assessment Measure:</p> <p>Exams (selected grading criteria and/or questions) and Life in early America paper (total score)</p> <p>Criterion for achievement:</p> <ol style="list-style-type: none"> <li>1. 75 percent or greater of all triad identification answers</li> </ol>	<p>Results:</p> <ol style="list-style-type: none"> <li>1. 83.2 percent of triad identification answers submitted for both exams did not receive points deductions for problems with structure or readability.</li> <li>2. Average score of 79.5 percent for all Life in Early America papers</li> </ol>	<ol style="list-style-type: none"> <li>1. Results Analysis:</li> </ol> <p>I am satisfied with the results for this measures. Students showed an ability to communicate their ideas and arguments clearly with their answers to the exams’ triad identification question and with their Life in Early America papers.</p>

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	<p>submitted for both exams receiving full credit for structure and readability</p> <p>2. Average score of 75 percent or greater for all Life in Early America papers submitted.</p>	<p>submitted.</p> <p>Criterion Met: Yes</p>	<p>2. Action Plan: Continue with current practices.</p>
<p>Gen. Ed. Outcome #1:</p> <p>Demonstrate an understanding of American constitutions and institutions and their development.</p>	<p>Assessment Measure:</p> <p>U.S. Constitution Quiz</p> <p>Criterion for achievement:</p> <p>Average score of 70 percent or greater for all quiz takers.</p>	<p>Results:</p> <p>Average score of 74 percent for all quiz takers.</p> <p>Criterion Met: Yes</p>	<p>1. Results Analysis:</p> <p>Performance on this measure surpassed the criterion for success (average score of 70 percent). However, as indicated in my course level outcome related to the U.S. Constitution, I would like to see students score 75 percent or better. As discussed previously in relation to that outcome's results analysis, one area for improvement in student learning and performance exists in the quiz's essay question. I feel that I could better prepare students for that question by placing more emphasis on the relationship between contextual issues in the revolutionary and immediate post-revolutionary eras that indicated a need for a new constitution and influenced its provisions.</p> <p>2. Action Plan: Add more discussion about the influence of the historical context on the need for a new constitution and its provisions.</p>

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<p>Gen. Ed. Outcome #2:</p> <p>Demonstrate understanding of processes of social stratification and inequality in American society.</p>	<p>Assessment Measure:</p> <p>Gen. Ed. American Society Quiz</p> <p>Criterion for achievement:</p> <p>Average score of 70 percent or greater for all quiz takers.</p>	<p>Results:</p> <p>Average score of 89.2 percent for all quiz takers.</p> <p>Criterion Met: Yes</p>	<p>1. Results Analysis:</p> <p>Students performed very well on this measure. This measure consisted of a multiple-choice question quiz with questions addressing historical examples of social stratification, diversity, and inequality.</p> <p>2. Action Plan: Continue with current practices.</p>
<p>Gen. Ed. Outcome #3:</p> <p>Demonstrate knowledge of the methods used to study American society.</p>	<p>Assessment Measure:</p> <p>Primary Source Discussions</p> <p>Criterion for achievement:</p> <p>Average score of 70 percent or greater for all primary source discussion assignments submitted.</p>	<p>Results:</p> <p>Average score of 76.9 percent for all primary source discussion assignments submitted.</p> <p>Criterion Met: Yes</p>	<p>1. Results Analysis:</p> <p>I am satisfied with this result. Most students displayed a capability to analyze primary source documents' strengths and weaknesses as historical sources and to use such documents along with assigned secondary sources to formulate positions and interpretations of historical events.</p> <p>2. Action Plan: Continue with current practices.</p>

### Notes:

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I have reviewed this report:

\_\_\_\_\_  
Department Chair

Date \_\_\_\_\_

\_\_\_\_\_  
Dean

Date \_\_\_\_\_

\_\_\_\_\_  
Vice President of Academic Affairs and Student Services

Date \_\_\_\_\_