

Assessment: Course Four Column

Courses (SS) - History

HIST 417C:West National Experience

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>Significant themes and events the U.S. West's history - Demonstrate knowledge of significant themes and events the U.S. West's history from pre-colonial times to through the early 21st century</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2022-2023</p> <p>Start Date: 06/19/2014</p>	<p>Exam - Selected questions from exam 1 and 2</p> <p>Criterion: 67 percent of students scoring 70 percent or greater on relevant questions.</p>	<p>Reporting Period: 2017-2018</p> <p>Criterion Met: Yes</p> <p>70 percent of students scored 70 percent or greater on relevant exam questions.</p> <p>Results Analysis: Triad questions from both exams were used to measure this outcome. Sixty-three of 90 such questions answered by students received a score of 70 percent or greater. For each question, students were given three historical terms. These terms included significant events, people, themes, etc. Students were required to define each term historically, place each in the correct timeframe, identify the historical significance of each, and identify at least one specific way in which the three terms were linked historically. Students struggled most with identifying the historical significance and relationships between terms. However, a significant number of students also struggled with defining several of the terms. This was particularly evident when such definitions were found primarily in assigned readings. (02/12/2019)</p>	<p>Action: I plan on placing more emphasis on historical connections between events and topics discussed. Also, I will place more emphasis on identifying and discussing the historical significance of historical topics discussed.</p> <p>The tendency to provide insufficient definitions of terms discussed primarily in the assigned readings indicates either a lack of reading comprehension skills or failure to complete assigned readings. Based on the resulted of other assignments, I believe that the latter is the cause. I will place more emphasis on the importance of completing all assigned readings. (02/12/2019)</p>
<p>Role of the U.S. West in the wider context of U.S. History - Identify and analyze the role of the U.S. West in the wider context of U.S. History</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2022-2023</p>	<p>Exam - Selected questions from exam one and two and selected discussions</p> <p>Criterion: 67 percent of students scoring 70 percent or greater on relevant questions.</p>	<p>Reporting Period: 2017-2018</p> <p>Criterion Met: Yes</p> <p>88.5 percent of students scored 70 percent or greater on relevant exam questions.</p> <p>Results Analysis:</p>	<p>Action: retain current practices. (02/12/2019)</p>

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<p>Start Date: 06/19/2014</p>		<p>Essay questions and online discussions were used to measure student performance on this outcome. Student performance was exceptional and exceeded my expectations. (02/12/2019)</p>	
<p>Analyze the U.S. West as an historical idea and as a distinct region - Identify and analyze the U.S. West as an historical idea and as a distinct region Course Outcome Status: Active Next Assessment: 2022-2023 Start Date: 06/19/2014</p>	<p>Exam - Selected questions from exam one and two and selected discussions Criterion: 67 percent of students scoring 70 percent or greater on relevant questions.</p>	<p>Reporting Period: 2017-2018 Criterion Met: Yes 96 percent of students scored 70 percent or greater on relevant questions.</p> <p>Results Analysis: Essay questions and online discussions were used to measure student performance on this outcome. I believe that the results for this outcome are skewed as a result of how I set up the exam. I set the essay portion of the exam to pull each exam's essay question from a bank of two questions. Upon review, I do not think that one of the questions adequately addressed this outcome. Unfortunately the majority of students taking the exam received that question. Only seven students received the question relevant to this outcome. All seven scored 70 percent or greater. However, I should add that students also performed remarkably well on the discussion question that was relevant to this outcome. Twenty-two of twenty-three posts discussion replies scored 70 percent or greater. (02/12/2019)</p>	<p>Action: In the future, I will be more careful to ensure that questions used to measure specific outcomes are, in fact, directly relevant to the outcomes. Based on discussion results, I will retain instructional practices related to this outcome. (02/12/2019)</p>
<p>Synthesize written material and communicate one's ideas through writing - Synthesize written material and communicate one's ideas through writing Course Outcome Status: Active Next Assessment: 2022-2023 Start Date: 06/19/2014</p>	<p>Assignment - Written - Term paper (stylistic and breadth of content requirements) Criterion: 67 percent of students earning a satisfactory score on these requirements.</p>	<p>Reporting Period: 2017-2018 Criterion Met: No 65 percent of students scored satisfactory on the stylistic requirement. 47 percent scored satisfactory on the breadth of content requirement.</p> <p>Results Analysis: For the stylistic element, a satisfactory score means less than five grammatical, stylistic, and/or structural errors. Students struggled with writing their papers. Many papers displayed significant issues with grammar, structure, and/or adherence to stylistic requirements.</p>	<p>Action: Poor performance on these outcomes indicates a lack of preparedness for upper-division coursework in terms of writing skills and work ethic. This problem seems to be have worsened in recent years. In response, I will incorporate remedial writing instruction in my upper-division courses. This is unfortunate, as it will take time away from instruction on relevant content. Regarding student performance</p>

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		<p>Satisfactory for the breadth of content indicates that all required books were adequately addressed in the paper. The poor performance on the breadth of content requirement indicates that students did not read all required books. More than half of students failed to discuss at least one assigned book. (02/12/2019)</p>	<p>on the breadth of coverage requirement, I can only continue to emphasize the importance of reading all assigned material. In recent years, there has been a tendency among students to view a normal-to-light college reading loads as excessive or even unfair. I first noticed this in lower-division courses a few years ago when students began to complain about being required to read a textbook (the brief edition at that). I am now seeing the same attitudes and reactions to reading requirements in upper-division courses. Perhaps workload and reading load expectations are something that should be addressed in INT 100. (02/12/2019)</p>
<p>Arguments presented in secondary source material - Identify and evaluate arguments presented in secondary source material Course Outcome Status: Active Next Assessment: 2022-2023 Start Date: 06/19/2014</p>	<p>Assignment - Written - Term paper (argument identification requirement) Criterion: 67 percent of students scoring satisfactory on this requirement.</p>	<p>Reporting Period: 2017-2018 Criterion Met: No 61 percent of students scored satisfactory on the argument identification requirement.</p> <p>Results Analysis: In order to earn a satisfactory score on this requirement, students had to correctly identify the main arguments of three of the four books that were required as sources for the paper. Only 61 percent of students did so. These results are indicative of the previously discussed issue of students failing to read all assigned books. In many instances, students failed to even mention two or three of the four assigned books in their papers. Thus, they made no attempt to identify the books' main arguments. Students typically identified the book's arguments successfully if they included discussion of the book in their paper. Thus, it does not seem that most students experience significant problems in identifying themes and main arguments when</p>	<p>Action: I will place more emphasis on the importance of reading all assigned material. Also, I will discuss workload expectations for upper-division courses. Again, I think INT 100 should also address workload expectations for college. (02/12/2019)</p>

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<p>Effectively communicate one's ideas verbally - Effectively communicate one's ideas verbally</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2022-2023</p> <p>Start Date: 06/19/2014</p>	<p>Performance/Presentation - Presentation</p> <p>Criterion: 67 percent scoring 70 percent or greater on the presentation</p>	<p>they read a book. However, it appears that many seem to avoid reading the assigned books. This, again, is a work ethic issue. (02/12/2019)</p> <hr/> <p>Reporting Period: 2017-2018</p> <p>Criterion Met: Yes</p> <p>92 percent of students scored 70 percent or greater on the presentation</p> <p>Results Analysis: Student performance exceeded my expectations on this assignment. (02/12/2019)</p>	<p>Action: Retain current practices (02/12/2019)</p>