

Assessment: Course Four Column

Courses (SS) - History

HIST 441:Am Environmental History

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>Trajectory of American History - Identify the influence of the natural environment on the events and trajectory of American History Course Outcome Status: Active Next Assessment: 2023-2024 Start Date: 09/13/2016</p>	<p>Exam - Exam (selected questions) and/or Discussions (selected questions) Criterion: 67 percent of students scoring 75 percent or greater on relevant questions.</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes 67.8 percent of students scored 75 percent or greater on the final exam's essay question 1.</p> <p>Results Analysis: I used the follow final exam essay question to measure this outcome:</p> <p>Identify and discuss two examples of how the natural environment has significantly influenced the events and/or trajectory of American History. Which of these two had the most significant influence on American History and why?</p> <p>Two students did not reply to the question. Most students accurately identified examples. A few struggled to construct and support an argument regarding which example was most significant and why. (01/09/2020)</p>	<p>Action: While this outcome's criterion for success was met, there is certainly room for improvement. Going forward, I will place greater emphasis on identifying and discussing specific examples of the natural environment's influence on American History. I will do this through assigned readings, discussions, and lectures. (01/09/2020)</p>
<p>American people over time and the influence of these ideas on American society - Identify and analyze changing conceptualizations of the environment held by the American people over time and the influence of these ideas on American society. Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Exam - Exam (selected questions) and/or Discussions (selected questions) Criterion: 67 percent of students scoring 75 percent or greater on relevant questions and/or discussions.</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes 82 percent of students scored 75 percent or better on the final exam's essay question 2.</p> <p>Results Analysis: I used the follow final exam essay question to measure this outcome:</p>	<p>Action: I will continue with current practices. (01/09/2020)</p>

Course Outcomes	Assessment Measures	Results	Actions
<p>Start Date: 09/13/2016</p>		<p>Discuss at least one example of how Americans' conceptualization of the environment has changed over time or differed among groups during the same time period. How did this changing or differing conceptualization influence the nation?</p> <p>I am satisfied with the results of this outcome. I am a bit concerned that this essay question was not as demanding as the essay question regarding the natural environment's influence on American History. Where that question asked for two examples, this questions asked for only one. However, when writing the questions, I felt that this question was more difficult in that it addressed changing conceptualizations rather than events and actions. (01/09/2020)</p>	
<p>Identify and define Environmental History as a field of historical inquiry - Identify and define Environmental History as a field of historical inquiry. Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Exam - Exam (selected question) Criterion: 67 percent of students scoring 75 percent or greater on relevant exam questions.</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes 78.6 percent of students scored 75 percent or better on the relevant short answer question.</p> <p>1. Results Analysis: I used the follow short answer question/prompt on the final exam to measure this outcome:</p> <p>Please define Environmental History as a field of scholarly study. Most students provided accurate and thorough definitions of Environmental History as a field of scholarly study. This indicates that the video lecture I developed on the development and Historiography of Environmental History as a field is effective. (01/09/2020)</p>	<p>Action: I will continue with current practices. (01/09/2020)</p>
<p>Conduct research, develop arguments based on evidence, synthesize written material, and communicate one's ideas - Conduct research, develop arguments based on evidence, synthesize written material, and communicate one's ideas clearly through writing.</p>	<p>Assignment - Written - Research Paper Criterion: 67 percent of students scoring 75 percent or greater on the research paper.</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes 82.1 percent of students scored 75 percent or better on their research papers.</p> <p>1. Results Analysis: Students were required to complete a research paper based</p>	<p>Action: Unfortunately, I will be discontinuing this valuable assignment. The GBC Library, due to budget concerns and on the basis of a consultant's recommendation, has cut subscriptions to multiple</p>

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<p>Course Outcome Status: Active Next Assessment: 2023-2024</p>		<p>on primary and secondary source documents. Students were required to develop their own topics which had to be relevant to American Environmental History and have sufficient source material. Topics had to be submitted early in the semester for instructor approval. Students were also required to submit an annotated bibliography of source material following topic approval.</p> <p>While most students performed well on this assignment, a few struggled with proper source identification and writing style (grammar, structure, and source citation). (01/09/2020)</p>	<p>databases. The loss of databases such as ProQuest's Historical New York Times leaves online rural and Elko-based students without access to an adequate amount of primary source documents to conduct research national-level historical issues. Hopefully I can revive this valuable assignment in the future if library budgeting and/or priorities change. (01/09/2020)</p>
<p>Analyze and evaluate arguments presented in secondary source material - Analyze and evaluate arguments presented in secondary source material Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Assignment - Project - Book Reviews and Documentary Review Criterion: 67 percent of students scoring 75 percent or greater on book and documentary film reviews.</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes 80.4 percent of students scored 75 percent or better on the three book reviews and one documentary film review.</p> <p>1. Results Analysis: Students were asked to write critical reviews of the following three books: Cronon, William. Changes in the Land: Indians, Colonists, and the Ecology of New England.</p> <p>Jacoby, Karl. Crimes Against Nature: Squatters, Poachers, Thieves, and the Hidden History of American Conservation. Hurley, Andrew. Environmental Inequalities: Class, Race, and Industrial Pollution in Gary, Indiana, 1945-1980.</p> <p>In each book review, students were required to identify the book's main argument, very briefly summarize its content, and analyze and evaluate the book's overall effectiveness. Students were expected to read each book critically and discuss each book's strengths and/or weaknesses. Such discussions could include analysis of argument support, quality of research, historical accuracy, structure, writing style, logic and other qualities contributing to each book's overall effectiveness.</p> <p>In addition to the three book reviews, students were required to write a critical review of one of the following</p>	<p>Action: I am satisfied with the results of these assignments and plan to continue with current practices. (01/09/2020)</p>

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three documentary films:

Damnation

The Vanishing of the Bees Uranium Drive-In

In this assignment, students were required to identify the documentary's main theme and message, very briefly summarize its content, and evaluate its effectiveness at getting that message or main argument across to viewers. Students were instructed to critically analyze the documentary's use of evidence to support its message, identify and discuss any bias present, and discuss its stylistic qualities.

Most students' reviews displayed the ability to identify, analyze, and evaluate arguments presented in secondary source material. A few students struggled with writing style and mechanics, but overall the assignment results were impressive. (01/09/2020)

Express ideas and arguments clearly in verbal format - Express ideas and arguments clearly in verbal format
Course Outcome Status: Active
Next Assessment: 2023-2024
Start Date: 10/12/2016

Performance/Presentation -
Presentation
Criterion: 67 percent of students scoring 75 percent or greater on the presentation.

Reporting Period: 2018-2019
Criterion Met: Yes
82 percent of students scored 75 percent or better on their presentations

Action: I am satisfied with the results of these assignments and plan to continue with current practices. (01/09/2020)

Results Analysis:
Students were asked to prepare and submit a presentation based on their research paper. Presentations were to clearly identify the research paper's topic, that topic's historical significance, identify and discuss findings, and discuss the research process that produced the paper. Presentation formats were limited to PowerPoint with voiceover, video, or other equivalent formats. Students obviously invested a great deal of effort in their presentations. Many of the presentations were of high quality and exceeded minimum assignment requirements. (01/09/2020)