



Course Assessment Report - 4 Column

Great Basin College

Courses (SS) - History

Course Outcomes 1 and ctu.unitid = 655	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>HIST 102 (Foster) - US History since 1877 - 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</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 11/05/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Exams (chronology questions and multiple choice questions)</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: 67 percent of students attempting the exams' multiple choice and chronology questions scoring 70 percent or greater on the questions</p>	<p>11/05/2015 - 85.6 percent of students attempting the multiple choice and chronology questions scored 70 percent or greater on the questions (90.1 percent for multiple choice, and 80.1 for chronology)</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>11/05/2015 - No action plan necessary. However, I am concerned that the percentage of students scoring above 70 percent on multiple choice question is too great. This does not correspond with performance of my on-campus students with questions of comparable level of difficulty. This leads me to question the effectiveness of the multiple choice format questions for online courses. In the future, I will consider using a different type of measurement for this outcome.</p>
<p>HIST 102 (Foster) - US History since 1877 - Major themes and issues of U.S. History since 1877 - Recognize major themes and issues of U.S. History since 1877 (Shared Common Course Outcome) Applicable Gen. Ed Outcomes: critical thinking cultural awareness</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 11/05/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Exams (essay questions)</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: 67 percent of students attempting the exams' essay questions scoring 70 percent or greater on the questions</p>	<p>11/05/2015 - 60 (59.7 rounded up to 60) percent of students attempting the exams' essay questions scored 70 percent or greater on the questions.</p> <p>Criterion Met: No</p> <p>Reporting Period: 2014-2015</p>	<p>11/05/2015 - In reviewing the essay submission for the midterm and final examinations, It is apparent that students struggled with structuring their essays, constructing thesis statements, and developing arguments. This indicates a lack of earlier preparation in essay writing skills. This conclusion is further supported by the improvement in essay scores between the midterm and final exam. The percentage of students scoring 70 percent or greater on the essay for the two sections improved from 48 percent and 52 percent for the midterm to 65 percent and 72 percent for the final. This indicates that the extensive feedback regarding essay structure that was provided on the midterm was beneficial. Many students simply did not know how to structure an essay.</p> <p>In the future, I will devote more time to instruction on essay basics and the fundamentals of writing prior to the midterm exam.</p> <p>Also, I must find a more effective way of measuring this outcome. Using the total essay score as a measurement</p>

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			<p>resulted in flawed results. Many student essays contained adequate content to suggest average recognition of major themes and issues in US History. However, their overall essay score did not reflect this as it was reduced because of structural errors. In the future, I will use a rubric to evaluate essays with separate categories for content and structure.</p>
<p>HIST 102 (Foster) - US History since 1877 - 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</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/19/2014</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Nevada Constitution Quiz</p> <p>Assessment Measure Category: Quiz</p> <p>Criterion: 67 percent of students attempting the quiz scoring 70 percent or better on the quiz.</p>	<p>11/05/2015 - 82.8 percent of students attempting the Nevada Constitution quiz scored 70 percent or greater on the quiz.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>11/05/2015 - As with Outcome #1, I am reconsidering my use of a multiple choice quiz for this measure.</p>
<p>HIST 102 (Foster) - US History since 1877 - 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</p> <p>*this outcome and its measures are also applicable to Gen Ed. Objective 2.</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 06/19/2014</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Exams (triad questions)</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: 67 percent of students attempting the exams' triad questions scoring 70 percent or greater on the questions.</p>	<p>11/05/2015 - 75.1 percent of students attempting the exams' triad questions scored 70 percent or greater on the questions.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>11/05/2015 - I noticed a significant improvement on triad question performance between the midterm and final exam. This suggests an uncertainty with expectations. In the future, I will try to make expectations clearer prior to the first exam. I believe that this can be accomplished by providing more examples of successful triad identifications.</p>
<p>HIST 102 (Foster) - US History since 1877 - Relevance of the historical process to the individual - Recognize the relevance of the historical process to the individual (Instructor Specific Outcome)</p> <p>Applicable Gen. Ed Outcomes: none</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 11/05/2015</p>	<p>Assessment Measure: Term paper (thesis requirement and support)</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: 67 percent of students submitting the Oral History paper scoring 70 percent or greater on the paper's thesis and support requirement.</p>	<p>11/05/2015 - 70.6 percent of students submitting the Oral History paper scored 70 percent or greater on the paper's thesis and support requirement.</p> <p>Criterion Met: Yes</p> <p>Reporting Period: 2014-2015</p>	<p>11/05/2015 - I can improve the results on this measurement by devoting more time to assignment expectations and basic writing skills. It seems that many students who did not perform well on this measurement lacked knowledge of how to develop and support an argumentative thesis statement. For that reason, it was impossible for those</p>

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<p>Course Outcome Status: Active</p>			<p>students to successfully meet the assignment requirements regarding thesis statement and support. The assignment required that students develop and support an argumentative thesis statement that addressed the influence of historical events or characteristics on the life of an interviewee.</p>
<p>HIST 102 (Foster) - US History since 1877 - Analyze primary historical sources - Analyze primary historical sources (Instructor Specific Outcome) Applicable Gen. Ed Outcomes: none Next Assessment: 2020-2021 Start Date: 10/19/2015 Course Outcome Status: Active</p>	<p>Assessment Measure: primary source discussions Assessment Measure Category: Discussion Criterion: 67 percent of students submitting the primary source discussions scoring 70 percent or greater on the assignments.</p>	<p>11/05/2015 - 69.5 percent of students submitting the primary source discussions scored 70 percent or greater on the assignments. Criterion Met: Yes Reporting Period: 2014-2015</p>	<p>11/05/2015 - Although the criterion for success for this outcome was surpassed, I am not satisfied with the students' performance on primary source discussions. Students displayed reluctance to properly cite material and to relate primary source material to contextual historical events or characteristics (presented both in the text readings and lectures). In the future, I will emphasize that the primary source documents are products of the time and events that the class is studying. I will also provide more examples and guidance regarding proper citation of sources.</p>
<p>HIST 102 (Foster) - US History since 1877 - 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. Next Assessment: 2018-2019 Start Date: 06/19/2014 Course Outcome Status: Active</p>	<p>Assessment Measure: exams (essay questions) Assessment Measure Category: Written Test/Exam Criterion: 67 percent of students attempting the exams' essay questions scoring 70 percent or greater on the questions</p>	<p>11/05/2015 - 60 (59.7 rounded up to 60) percent of students attempting the exams' essay questions scored 70 percent or greater on the questions. 77.3 percent of students who submitted oral history papers scored 70 percent or greater on the assignment. Criterion Met: Yes and No Reporting Period: 2014-2015</p>	<p>11/05/2015 - As stated above, I am not satisfied with the students' essay writing abilities. I will emphasis proper essay structure, thesis development, and thesis support in future classes. Also, students struggled with proper citation of sources on the Oral History paper. Specifically, students do not understand how to properly cite sources in MLA style. In future classes, I will make available more instructional resources for source citation. I am also considering requiring a writing quiz that will address basic grammar, citation, essay structure, thesis development, evidentiary support, and source citation.</p>

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<p>HIST 102 (Foster) - US History since 1877 - 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 Next Assessment: 2020-2021 Start Date: 10/19/2015 Course Outcome Status: Active</p>	<p>Assessment Measure: Dust Bowl presentation Assessment Measure Category: Project Criterion: 67 percent of students submitting the Dust Bowl presentation scoring 70 percent or greater on the assignment.</p>	<p>11/05/2015 - 81.3 percent of students submitting the Dust Bowl presentation scored 70 percent or greater on the assignment. Criterion Met: Yes Reporting Period: 2014-2015</p>	<p>11/05/2015 - No action plan necessary, as criterion for success was achieved. I will however, increase my emphasis on students presenting themselves in a professional manner during presentations. There seems to be a lack of understanding of norms and expectations regarding how to present oneself professionally.</p>