



# 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 458 - Roman Civilization - Roman History from foundation to about 500 C.E. - Demonstrates knowledge of the major chronological sequence, themes, and issues of Roman History from foundation to about 500 C.E.</p> <p><b>Next Assessment:</b> 2018-2019</p> <p><b>Start Date:</b> 10/19/2015</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Class Discussions</p> <p><b>Assessment Measure Category:</b> Discussion</p> <p><b>Criterion:</b> 67% of students completing had an average score of a 70% or higher.</p>	<p>10/19/2015 - For the ten discussions assigned over the course of the semester, the class average was 83%, with a range from 50% to 100%. Thirteen of 17 students (76%) scored an average of higher than 70%.</p> <p>Three of 17 students (18%) failed to participate in 5 or more discussions.</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>10/19/2015 - Although the primary purpose of the discussions was to integrate the live and online sections, a change from previous upper-division hybrid courses was to use targeted discussion questions rather than open commentary. The results were good, and although the discussions were not tied to an extensive content-oriented rubric, the results were detailed enough to illustrate student understanding of the themes.</p>
	<p><b>Assessment Measure:</b> Ancient Mediterranean Map Test</p> <p><b>Assessment Measure Category:</b> Exam</p> <p><b>Criterion:</b> 67% of students completing score a 70% or higher.</p>	<p>10/19/2015 - Seventeen of 17 students passed the Map Test. The average score was 94%, with the range from 84% to 100%.</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>10/19/2015 - Still seeking a dynamic approach to creating more rigorous Map Test online. If a model is found, it will be deployed in future iterations of the course.</p>
	<p><b>Assessment Measure:</b> Midterm Exam Paper</p> <p><b>Assessment Measure Category:</b> Exam</p> <p><b>Criterion:</b> 67% of students completing score a 70% or higher.</p>	<p>10/19/2015 - Seventeen students submitted a midterm paper; 15 of 17 (88%) scored a 70% or higher. The class average was 83%, with a range of 65% to 99%.</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>10/19/2015 - Overall, the Midterm Exams went very well. There were some content issues relating to the nature of the questions (see discussions in Outcome # 2 and Outcome # 5, below), but the format was sound and students performed well. The format will be followed in the future.</p>
<p>HIST 458 - Roman Civilization - Changes that the Roman civilization underwent - Recognizes the reasons for the changes that the Roman civilization underwent, particularly as a consequence of acquiring an empire</p> <p><b>Next Assessment:</b> 2018-2019</p> <p><b>Start Date:</b> 10/19/2015</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Class Discussions</p> <p><b>Assessment Measure Category:</b> Discussion</p> <p><b>Criterion:</b> 67% of students completing had an average score of a 70% or higher.</p>	<p>10/19/2015 - For the ten discussions assigned over the course of the semester, the class average was 83%, with a range from 50% to 100%. Thirteen of 17 students (76%) scored an average of higher than 70%.</p> <p>Three of 17 students (18%) failed to participate in 5 or more discussions.</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>10/19/2015 - See Outcome # 1, above, for a broader analysis of the discussions.</p> <p>Future iterations of this course will use a content-specific rubric to gather more information to analyze student performance in this context.</p>

Course Outcomes 1 and ctu.unitid = 655	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
	<p><b>Assessment Measure:</b> Midterm Exam Paper</p> <p><b>Assessment Measure Category:</b> Exam</p> <p><b>Criterion:</b> 67% of students completing score a 70% or higher.</p>	<p>10/19/2015 - Seventeen students submitted a midterm paper; 15 of 17 (88%) scored a 70% or higher. The class average was 83%, with a range of 65% to 99%.</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>10/19/2015 - The Midterm Exam asked students to ponder two questions: 1) Was Rome successful in creating a stable government under the Republic? 2) What caused the Roman Republic to fall?</p> <p>The questions are related. Most students did well in connecting the issues. Interestingly, however, 4 of 17 students struggle to engage with whether the Republic was a stable political system (defined by scoring a 10 or less out of 15 on the assignment rubric for the question). Only one student had difficulty addressing the fall of the Roman Republic. Explaining change, apparently, is easier than explaining stability.</p>
<p>HIST 458 - Roman Civilization - The ways that Roman Civilization impacted neighboring societies. - Elucidates the ways that Roman Civilization impacted neighboring and chronologically later societies, including our own.</p> <p><b>Next Assessment:</b> 2018-2019</p> <p><b>Start Date:</b> 10/19/2015</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Class Discussions</p> <p><b>Assessment Measure Category:</b> Discussion</p> <p><b>Criterion:</b> 67% of students completing had an average score of a 70% or higher.</p>	<p>10/19/2015 - For the ten discussions assigned over the course of the semester, the class average was 83%, with a range from 50% to 100%. Thirteen of 17 students (76%) scored an average of higher than 70%.</p> <p>Three of 17 students (18%) failed to participate in 5 or more discussions.</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>10/19/2015 - Although the criterion was met, discussion posts were insufficient to establish an adequate assessment of this learning outcome. They will not be used this way in future versions of the courses.</p>
	<p><b>Assessment Measure:</b> Media Presentations</p> <p><b>Assessment Measure Category:</b> Project</p> <p><b>Criterion:</b> 67% of students completing had a score of 70% or higher.</p>	<p>10/19/2015 - All 17 students submitted the initial media presentation, examining how Rome was used in a modern media presentation. Sixteen of 17 students (94%) scored a 70% or higher. The class average was 88%, with a range from 60% to 98%.</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>10/19/2015 - The Media Presentation assignment was intended to focus student's attention to how understandings of Rome continue to act as a "filter" for understanding contemporary issues in the United States. In this way, it succeeded. A variation will be used in future courses.</p>
<p>HIST 458 - Roman Civilization - The impact of Rome in modern mass media. - Examines the impact of Rome in modern mass media.</p>	<p><b>Assessment Measure:</b> Media Presentations</p> <p><b>Assessment Measure Category:</b> Project</p> <p><b>Criterion:</b></p>	<p>10/19/2015 - All 17 students submitted the initial media presentation, examining how Rome was used in a modern media presentation. Sixteen of 17 students (94%) scored a 70% or higher. The class average was 88%, with a range from 60% to 98%.</p>	<p>10/19/2015 - While the Media Presentations were successful to engaging students with how Rome continues to be used to discuss</p>

Course Outcomes 1 and ctu.unitid = 655	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p><b>Next Assessment:</b> 2018-2019</p> <p><b>Start Date:</b> 10/19/2015</p> <p><b>Course Outcome Status:</b> Active</p>	<p>67% of students completing had a score of 70% or higher.</p>	<p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>contemporary issues, students struggled a bit with elucidating why this might have been the case. The project will need to be modified in the future to get to this point.</p> <p>On the plus side, far fewer technical issues with</p>
	<p><b>Assessment Measure:</b> Media Review</p> <p><b>Assessment Measure Category:</b> Project</p> <p><b>Criterion:</b> 67% of students completing had a score of 70% or higher.</p>	<p>10/19/2015 - All 17 students successfully completed the assignment with a score of 70% or higher. The average was 84%, with a range of 70% to 98%.</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>10/19/2015 - Although the criterion was met, the Media Review assignment did not work as intended. The goal was to have students look at two peers' Media Presentations and consider why Rome is so constantly used to address contemporary issues. Many students interpreted this as a review of either two more news reports or of their peers' efforts.</p> <p>The assignment will be dropped in future versions of the course, which will reduce the overall student workload and allow more focus on direct course content.</p>
<p>HIST 458 - Roman Civilization - Construct an understanding of the past. - Assesses primary and secondary documents to construct an understanding of the past.</p> <p><b>Next Assessment:</b> 2018-2019</p> <p><b>Start Date:</b> 10/19/2015</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Midterm Exam Paper</p> <p><b>Assessment Measure Category:</b> Exam</p> <p><b>Criterion:</b> 67% of students completing score a 70% or higher.</p>	<p>10/19/2015 - Seventeen students submitted a midterm paper; 15 of 17 (88%) scored a 70% or higher. The class average was 83%, with a range of 65% to 99%.</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>10/19/2015 - Most students adequately integrated the primary source documents studied in the first half of the semester into the papers. Only 4 of 17 students failed to provide the three required evidentiary examples from the primary source documents. The approach will be kept in future classes.</p>
	<p><b>Assessment Measure:</b> Final Research Paper</p> <p><b>Assessment Measure Category:</b> Exam</p> <p><b>Criterion:</b> 67% of students completing score a 70% or higher.</p>	<p>10/19/2015 - A total of 16 papers were submitted. One paper was plagiarized and received a grade of 0 (zero). One student did not submit a paper.</p> <p>Of the 15 graded papers, 12 (80%) achieved a grade of 70% or higher—only 71% of students completing the class. The class average was 77%, with a range from 54% to 97%.</p> <p><b>Criterion Met:</b></p>	<p>10/19/2015 - While the Final Research Papers collectively met the criterion, there were significant problems. Most importantly, students struggled to locate and integrate primary sources into their arguments. The average score on the rubric of the use of sources was 45 out of 60 points (75%), with 6 of 15 students (40%) failing to achieve at least a 70% on the section. The range</p>

Course Outcomes 1 and ctu.unitid = 655	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
		<p>Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>was 42% to 100% on the section.</p> <p>Although a programmatic series of preliminary assignments intended to help guide students was used, a number of students did not take these seriously, especially the Prospectus and Working Bibliography assignment. This assignment was intended to help students compile sources to work on the paper. The average for the assignment was 74%, with 2 students not submitting and only 76% (13 of 17) scoring higher than 70%. In most cases, students did little more work that was included with the Topic Selection assignment earlier in the semester.</p> <p>The problem, as shown with the Midterm Exam, is not working with primary sources, but locating and independently analyzing them.</p> <p>See discussion for Outcome # 6 below for an alternative approach.</p>

<p>HIST 458 - Roman Civilization - Improves critical thinking, research, written, and oral communication skills. - Improves critical thinking, research, written, and oral communication skills.</p> <p><b>Next Assessment:</b> 2018-2019</p> <p><b>Start Date:</b> 10/19/2015</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Final Research Paper</p> <p><b>Assessment Measure Category:</b> Term Paper</p> <p><b>Criterion:</b> 67% of students completing score a 70% or higher.</p>	<p>10/19/2015 - Of the 15 graded papers, 12 (80%) achieved a grade of 70% or higher—only 71% of students completing the class. The class average was 77%, with a range from 54% to 97%.</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>10/19/2015 - Although the criterion was met, the Final Research Papers were not satisfactory. The problems largely stemmed from the inability of students to develop an adequate source base. Those students who took advantage of the preliminary assignments did well. Those who did not tended to have papers that failed to integrate enough primary and secondary sources, and were incredibly unfocused.</p> <p>A significant part of the issue was students failing to grasp that the Final Research Papers should have been a semester-long project, and that the preliminary assignments (such as the Topic Selection and Prospectus) were opportunities to move forward and get feedback. Many students failed to show significant progress between the Topic Selection and Prospectus—although the work which should have been done for the Prospectus was done for the Class</p>
--	---	--	---

Course Outcomes 1 and ctu.unitid = 655	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
			<p>Presentations of Research (see below).</p> <hr/> <p>10/18/2015 - Overall Letter Grade  Breakdown:     A / A- = 5 (29% of students completing; 22% of students at add/drop deadline)                    B+ / B / B- = 7 (41% of students completing; 32% of students at add/drop deadline)                    C+ / C / C- = 2 (12% of students completing; 9% of students at add/drop deadline)                    D+ / D / D- = 2 (12% of students completing; 9% of students at add/drop deadline)                    F = 1 – (I) (6% of students completing; 5% of students at add/drop deadline)                    W = 5 (23% of students at add/drop deadline)</p> <p>NOTE: (I) = Incomplete which reverted to F after expiration of completion period.</p> <p>DWF Statistic: 36% (Ws and Fs as percentage of students enrolled at drop/add deadline); not currently applied to upper-division courses.</p> <p>Course Success Criteria: 70% of students completing course pass the course with a grade of 70% or higher.  Course Success Criteria Met: Yes 82.4% of students completed course (no Ws) passed with a 70% or higher.  Overall Course Average: 80.6%; range 47% to 96%</p> <p>Lack of Background: One significant issue encountered in this course was the lack of background in the subject matter. Despite having a text intended to serve as a reference for the basics of Roman Civilization, students struggle with basic information such as timelines or institutions. More effort will be used in future versions of the course to provide a more comprehensive grounding. One possibility might be to assign chapters from survey course textbooks early in the semester to</p>

Course Outcomes 1 and ctu.unitid = 655	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
			<p>ground the students.</p> <p>Hybrid Class Issues: The HIST 458 course taught in Fall 2014 was part of an ongoing effort to implement the hybrid live-online sections using the MediaSite Lecture Capture system. As part of departmental efforts to develop strategies, a last minute change was made to the course to require all students to submit weekly discussions. In Spring 2014, only online students submitted discussions; live students received equivalent points for attending classes and participating. Despite the success in INT 349 in Spring 2015, colleagues had problems with the discussions, hence the need to experiment.</p> <p>The change had detrimental impacts on the course, however. With both sets of students doing discussions, many live section students would fail to attend regularly, viewing lectures online and submitting discussions. This led to curtailed discussions in the live sections --which is one of the advantages of the hybrid approach.</p> <p>Future hybrid courses will definitely use the differential split in discussions/attendance. The experience, however, raised an issue with the hybrid model, especially for seminar courses such as this was intended to be. Active class discussions are important as a way of allowing online students to benefit from questions or points which they may not be able to raise in asynchronous formats such as traditional online courses. But that means the online students are dependent on having an active and present live class section. The ramifications of this dynamic still need to be worked out.</p>
	<p><b>Assessment Measure:</b> Class Presentations of Research <b>Assessment Measure Category:</b> Assignment - Project <b>Criterion:</b></p>	<p>10/19/2015 - Sixteen out of 17 students submitted the assignment; all 16 scored a 70% or higher. The class average was 88%, with a range of 74% to 95%. <b>Criterion Met:</b></p>	<p>10/19/2015 - A number of students appeared to put more effort into securing adequate research for the Class Presentations than for the Prospectus</p>

Course Outcomes 1 and ctu.unitid = 655	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
	<p>67% of students completing score a 70% or higher.</p>	<p>Yes  <b>Reporting Period:</b>            2014-2015</p>	<p>and Working Bibliography which was intended to provide research guidance. This may be due to students having to present before peers, and feeling “pressured” to expand their source base to show they know what they are describing.</p> <p>To address the issue of students not adequately preparing for research papers, this assignment will be combined with the Prospectus/Working Bibliography assignment.</p> <p>A more comprehensive set of criteria for the presentation will also need to be developed.</p> <hr/>