

## GBC Class/Course Assessment Report

Course Prefix, Number, and Title: HIST 102, US since 1877  
 Section Number(s): 1001  
 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  |
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| <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>Outcome #1:<br/><br/>           Demonstrate knowledge of the chronological sequence of U.S. History since 1877.</p>   | <p>Assessment Measure:<br/><br/>           Exams (Triad Identification Questions, time frame and chronology requirements)<br/><br/>           Criterion for achievement: 70 percent of test takers receiving credit for time frame and chronology requirements on triad identification questions.</p> | <p>Results:<br/><br/>           75.8 percent of test takers received full credit for the time frame and chronology requirement on triad identification questions.<br/><br/>           Criterion Met: Yes</p> | <p>1. Results Analysis:<br/><br/>           I am satisfied with the results for this outcome. Overall, students were successful in identifying the time frame of significant historical events and issues and placing them in chronological order. Students seemed better able to do so as part of a written identification style questions (multiple paragraphs required) that I used this semester as opposed to multiple choice chronology questions that I have used in previous semesters.<br/><br/>           2. Action Plan: Retain current practices.</p> |

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| <p>Outcome #2:</p> <p>Recognize major events, themes, and issues of U.S. History since 1877.</p>                                     | <p>Assessment Measure:</p> <p>Exams (Multiple choice and fill-in-the blank questions).</p> <p>Criterion for achievement: 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>91.2 percent of test takers answered 75 percent or greater on the multiple choice and fill-in-the-blank questions correctly.</p> <p>Criterion Met: Yes</p>  | <p>1. Results Analysis:</p> <p>I am satisfied with the results for this measure. Students performed exceptionally on the two exams' multiple choice and fill-in-the-blank questions.</p> <p>2. Action Plan: Retain current practices.</p>  |
| <p>Outcome #3:</p> <p>Demonstrate knowledge of the unique context of the drafting of the Nevada Constitution and its provisions.</p> | <p>Assessment Measure:</p> <p>Nevada Constitution Quiz</p> <p>Criterion for achievement: Average score for quiz takers of 75 percent or greater on the quiz.</p>  | <p>Results:</p> <p>The average score of quiz takers was 79.7 percent.</p> <p>Criterion Met: Yes</p>  | <p>1. Results Analysis:</p> <p>Students performed very well on the Nevada Constitution Quiz. They displayed knowledge of the constitution's provisions and the historical influences on its creation and content.</p> <p>2. Action Plan: Retain current practices.</p>   |
| <p>Outcome #4:</p> <p>Demonstrate critical thinking skills concerning historical sources, events, and issues.</p>                    | <p>Assessment Measure:</p> <p><i>Dust Bowl</i> paper (Critical Thinking: Evaluation and Analysis rubric criteria), exams (Triad Identification: Historical Significance and Historical Connections criteria), primary source discussions</p> <p>Criterion for achievement: 70 percent of test takers scoring 75 percent or greater on <i>Dust Bowl</i> Paper's Critical Thinking: Evaluation and Analysis rubric criteria; 70 percent of test</p> | <p>Results:</p> <p><i>Dust Bowl</i> Paper (Critical Thinking: Evaluation and Analysis grading criteria): 70 percent of students scored 75 percent or greater on the <i>Dust Bowl</i> paper's Critical Thinking: Evaluation and Analysis rubric criteria.</p> <p>Exams (Triad Identification: Historical Significance and Historical Connections grading criteria): 74.2 percent of exam takers received full credit for identifying the historical significance of triad</p> | <p>1. Results Analysis:</p> <p>Students scored above the criteria for achievement on all three assignments used to measure critical thinking skills. However, I would like to see improvement regarding student performance on the <i>Dust Bowl</i> paper's "Critical Thinking" Evaluation and Analysis" grading rubric criteria. Here, students, were required to evaluate a book's effectiveness as a scholarly source of history. To do</p> |

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|  | <p>takers receiving full credit for Historical Significance and Historical Connections grading criteria on triad identification questions; 70 percent of discussion assignments submitted receiving score of 75 percent or greater.</p> | <p>question terms. 85 percent of exam takers received full credit for identifying the historical connections between triad question terms.</p> <p>Primary Source Discussions: 76.5 percent of discussion assignments submitted received score of 75 percent or greater.</p> <p>Criterion Met: Yes</p> | <p>so, they were required to identify and discuss the book’s strengths and weaknesses as a scholarly academic work. Several students struggled with this requirement. Primarily, students who struggled seemed uncomfortable critiquing the work or seemed to lack extensive knowledge of the characteristics of a scholarly academic work of history.</p> <p>2. Action Plan: I plan on retaining current practices and providing additional information on how to identify, evaluate, and analyze scholarly works of history.</p>   |
| <p>Outcome #5:<br/><br/>Express ideas and arguments clearly in written format.</p> | <p>Assessment Measure:<br/><br/><i>Dust Bowl Paper</i></p> <p>Criterion for achievement: 70 percent of papers submitted receiving score of 75 percent or greater.</p>   | <p>Results:<br/><br/>78.57 percent of papers submitted received a score of 75 or greater.</p> <p>Criterion Met: Yes</p>   | <p>1. Results Analysis:<br/><br/>Students performed well overall on the <i>Dust Bowl</i> papers. Two areas of weaker performance include critical analysis of the assigned book’s strengths and weaknesses as a scholarly work of history (see Outcome 4’s results analysis) and thesis statement development. In regard to thesis statement development, only 57 percent of students who submitted the paper scored 75 percent or greater of the possible points on the rubric’s thesis statement grading criteria. Many thesis statements failed to take a direct position on the book’s overall effectiveness as required by the assignment’s instructions.</p> |

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|   |   |   | <p>2. Action Plan: Retain current practices and place more emphasis on assignment requirements regarding thesis statement construction and critical analysis.</p>   |
| <p>Gen. Ed. Outcome #1:<br/><br/>Demonstrate an understanding of American constitutions and institutions and their development.</p> | <p>Assessment Measure:<br/><br/>Nevada Constitution Quiz<br/><br/>Criterion for achievement:<br/><br/>Average score of 70 percent or greater for all quiz takers.</p> | <p>Results:<br/><br/>Average score of 79.7 percent for all quiz takers.<br/><br/>Criterion Met: Yes</p> | <p>1. Results Analysis:<br/><br/>Overall, students met the benchmark set by the criterion for achievement for this measure. However, as I have noticed in other 100 level sections as well, students struggled with the quiz's essay question (41.4 percent of quiz takers scored below 70 percent on the quiz's essay). Specifically, students seemed to struggle with structuring their essays and with drawing connections between the historical context and the constitution's provisions.<br/><br/>2. Action Plan: I will continue with all current practices and add additional coverage of how to structure an essay and place more emphasis on linkages between historical context and the Nevada constitution's 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 88.9 percent for all quiz takers.</p> <p>Criterion Met: Yes</p>                                     | <p>1. Results Analysis:</p> <p>Students' performance on this measure surpassed the benchmark set by the criterion for achievement. Students excelled at answering multiple choice questions drawn from course material on historical social stratification and inequality in American society. I am concerned that the success rate was too high for this assignment and thus might indicate the need for a more rigorous measure. With that in mind, I am considering adding an essay question to the quiz.</p> <p>2. Action Plan: Continue with current practices and add additional questions (perhaps an essay) to the quiz.</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 77.8 percent for all primary source discussion assignments submitted.</p> <p>Criterion Met: Yes</p> | <p>1. Results Analysis:</p> <p>Student performance on the primary source discussions surpassed the benchmark set by this outcome's criterion for achievement. In each discussion, students were tasked with evaluating multiple primary source documents' value as historical sources and using those sources along with assigned secondary sources to formulate a response to a question about a historical topic. Students struggled most with secondary source usage and primary source evaluation.</p>   |

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|  |  |  | <p>However, the class's overall performance on the discussions was good.</p> <p>2. Action Plan: Continue with current practices.</p> |
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**Notes:**

I have reviewed this report:

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Department Chair

Date \_\_\_\_\_

\_\_\_\_\_  
Dean

Date \_\_\_\_\_

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Vice President of Academic Affairs and Student Services

Date\_\_\_\_\_