

Final

## HIST 2111 - United States History to 1877

Reporting Period

&lt;

2016-2017

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## Course Description

Surveys the history of colonial America and the United States from the first European encounters with the New World through the Civil War and Reconstruction.

## Program Outcomes/Goals

POG1

## Social Sciences and History

Produce graduates who demonstrate an understanding of the forces shaping contemporary society as revealed through the social sciences and history.

## Student Learning Outcomes

SLO1

## Major Events

Students will articulate an understanding of major forces, events, influences, or ideas that have shaped history and society.

## Supported Initiatives

2

Standards

1

General Education

0

Institutional Priorities

13

Strategic Initiatives

## Measures

M1

## Exams-Major Events

Students will take three (3) exams over the course of the term composed of multiple-choice questions. Some of the questions will assess their understanding of forces, events, influences, or ideas shaping history and society in American history up to 1877.

## Methodology

For the exams, students will be scored based on whether they correctly answer the questions.

Source of Evidence: Test/Exam/Quiz

## Target

A minimum of 70 percent of the students will earn a 70 percent or better on selected questions on the tests that relate to their understanding of what factors have shaped American history to 1877.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
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70%

This class, HIST 2111-04: United States History to 1877, was a traditional, face-to-face class that met at the extended main campus of Dalton State College in Dalton, Georgia, during Fall 2016. To measure students' understanding of the events, influences, or ideas shaping history and society to 1877, I selected a total of nine multiple-choice questions from three graded exams. An average of 81 percent (N=29/36) who took the exams answered the questions correctly, whereas 19 percent (N=07/36) did not. This illustrates that the target of 70 percent of students earning a 70 percent or better on select questions was met, and that students in HIST 2111-04 (Fall 2016) showed an understanding of the major factors that have shaped American history to 1877.

During spring semester 2016, my students' greatest weakness on this measure was on an event question on Exam 3 (the final exam). The class average for this particular question was only 73 percent. The question was: The first military/violent action of the US Civil War occurred at..." Four battle names were provided: Fort Sumter, Bull Run, Shiloh, and Antietam. In my Spring 2016 assessment, I concluded that some students incorrectly selected "Bull Run" as their answer because I teach the US Civil War in such a way that I begin with Fort Sumter, then discuss both Federal and Confederate military mobilization, then move on to address battles in depth, beginning with the Battle of Bull Run. Thus, I concluded that many students forgot that the first military engagement was actually at Fort Sumter, despite the fact that I stress it numerous times throughout the course and even in my discussion of Bull Run. Thus, to assist students with this question, I made an even stronger point of illustrating that Fort Sumter was both the start of the war and a military action. As a result, student success on this question improved from 73 percent in Spring 2016 to 81 percent in Fall 2016.

Academic: Improved Scores

Met

### Analysis of Finding and Evaluation Results

The measure's success is related to the assignment of pre-exam online quizzes and the distribution of study guides at least one week prior to each exam. I required my students in HIST 2111-04 to take quizzes online through our course in GeorgiaView prior to each exam. Each quiz was made up of 20 multiple-choice questions that covered the same dimensions as later appeared on the upcoming exam. As I required students to complete these quizzes before each exam, the students had to begin studying the exam material ahead of the test. Another benefit of the quizzes was that they allowed students to begin quizzing themselves on course material, which they could review after completing each quiz. In addition to the quizzes, I also gave my students study guides for each quiz/exam that provided a list of key terms related to quiz/exam questions. I provided these study guides at least one week prior to each exam. Because pre-exam quizzes and the distribution of study guides has helped with student success, I will continue doing these things in the future.

SLO2

## US Perspectives/Cultural Diversity

Students will demonstrate the ability to articulate and analyze perspectives and values of diverse cultural groups and their historical experiences in the United States.

### Supported Initiatives



### Measures

M1

## Quiz-Cultural Diversity

Students will take an online Diversity Quiz this semester. To prepare for the quiz, students will examine five primary sources about American westward expansion in the late eighteenth century. These sources will include documents by a Chinese-American during the California gold rush, a white American man examining the Rocky Mountains, a white woman pioneer, and a Kiowa native chief. The documents also include John Gast's 1872 painting, American Progress, which illustrates Manifest Destiny. After examine these sources, students will take an online quiz made up of ten multiple choice and/or true-false questions about the sources. These sources and the quiz questions will allow students to analyze the perspectives and values of these diverse cultural groups and historical experiences in the United States prior to 1877.

### Methodology

Students will be scored based on whether they correctly answered the questions.

Source of Evidence: Test/Exam/Quiz

### Target

A minimum of 70 percent of students will average a 70 on their out-of-class essays relating to cultural diversity.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
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70%	<p>This class, HIST 2111-04: United States History to 1877, was a traditional, face-to-face class that met at the main campus of Dalton State College in Dalton, Georgia, during Fall 2016. To measure students' ability to articulate and analyze perspectives and values of diverse cultural groups and their historical experiences in the United States, I assigned five primary sources related to American westward expansion in the late nineteenth century. I then gave the students a Diversity Quiz made up of 10 questions about the sources. An average of 85 percent (N=28/33) of students who took the Diversity Quiz earned a 70 percent or better, whereas 15 percent (N=05/33) who took the quiz did not earn a 70 percent or better. The class average on the Diversity Quiz was 78 percent. This illustrates that the target of 70 percent of students earning a 70 percent or better on the Diversity Quiz was met, and that students in HIST 2111-04 (Fall 2016) showed an ability to articulate and analyze perspectives and values of diverse cultural groups and their historical experiences in the United States.</p>	<p>During previous semesters, students struggled somewhat with the Diversity Quizzes. As a result, I created an action plan in Fall 2015 where I stated that I would spend more time discussing the required reading in class, ensuring that students understood the context and meaning of the documents on which they were tested for the Diversity Quizzes. I subsequently implemented and continue to implement this plan and it has allowed for continued student success on the quizzes.</p>	Academic: Improved Performance	Met
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#### Analysis of Finding and Evaluation Results

Student success on this quiz may be related to complementary lecture about the same topic.

**SLO3** Dimensions

Students will demonstrate a better understanding of the political, social, cultural, economic, diplomatic, or military dimensions of United States history to 1877.

Supported Initiatives



Action Plans for Improvement

Action Plans for Improvement Description

While students still met the target for this measure, they still failed to meet the threshold of 70 percent on Question #3 of Exam 3 (the final exam), which was a social history question. This question was: The antebellum South's planter class encompassed all of the following, EXCEPT... The student average for this question was 67 percent. I believe that student success on this question was weaker due to the fact that—unlike political, diplomatic, or military history—there are few-to- no numbers, dates, outlines that work well in delivering this information. Instead, my PowerPoint slides depicting this information included many photographs and other images, but little text. To assist future semesters of students, I will make a more concerted effort to include text on the PowerPoint slide and on the white board so that they are more fully aware of the important points of the lecture on the antebellum planter class.

Due Date  
May 01 2017

Status  
Planned

Measures

**M1** Exams-Dimensions

Students will take three (3) exams over the course of the term composed of multiple-choice questions. Some of the questions will assess their understanding of the political, social, cultural, economic, diplomatic, or military dimensions of American history emerging before 1877 that shaped and are shaping the nation today.

Methodology

For the exams, students will be scored based on whether they correctly answer the questions relating to this learning outcome.

Source of Evidence: Test/Exam/Quiz

Target

A minimum of 70 percent of the students will average a 70 or better on their midterm and final exams that consist of some questions to assess their understanding of the dimensions of American history.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
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70%

This class, HIST 2111-04: United States History to 1877, was a traditional, face-to-face class that met at the main campus of Dalton State College in Dalton, Georgia, during Fall 2016. I measured students' understanding of the political, social, cultural, economic, diplomatic, or military dimensions of American history emerging after 1877 by choosing a total of twelve multiple-choice questions from three graded exams. An average of 81 percent (N=29/36) who took the exams answered the questions correctly, whereas 19 percent (N=07/36) did not. This illustrates that the target of 70 percent of students earning a 70 percent or better on select questions was met, and that students in HIST 2111-04 (Fall 2016) illustrated an understanding of the political, social, cultural, economic, diplomatic, and military dimensions of American history emerging to 1877.

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Met

### Analysis of Finding and Evaluation Results

My students' success on this measure was related to the students taking online quizzes through GeorgiaView before each exam. Each quiz was comprised of 20 multiple-choice questions covering the same dimensions as later appeared on their upcoming exams. Since I required students to take their online quizzes before each exam, the students were expected to start studying the exam material in advance of the test. Taking these quizzes also provided students with the opportunity to start quizzing themselves on the course material. Once the quiz was completed, students could review it to determine where potential weaknesses existed. Also assisting student success was the fact that I gave the students study guides for each quiz/exam about a week before each quiz/exam. These study guides included a list of key terms about which quiz and exam questions would be written. Because this has contributed to student success, I will continue to give quizzes and study guides in the future.

### Related Projects


There are no related projects to this project.

## Project Collaborators


 **Henry Codjoe**  
Author

 **Tammy Byron**  
Author

 **Judy Cornett**  
Reviewer












 **Sarah Mergel**  
Author

 **Mary Nielsen**  
Author

 **Kathy Payne**  
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## Project Attachments

-  HIST2111-04SyllabusFall2016.pdf
-  HIST2111Fall2016Exam2MW.pdf
-  HIST2111-04Exam1MWFall2016.pdf
-  HIST2111Fall2016Exam3.pdf
-  HIST2111DiversityQuizFall2016.pdf
-  FremontandRockyMountainsforDiversityQuiz.pdf
-  AChinese-AmericanProtestforDiversityQuiz.pdf
-  JohnGastAmericanProgressforDiversityQuiz.pdf
-  LuzenaStanleyWilsonforDiversityQuiz.pdf
-  SantanaChiefoftheKiowaforDiversityQuiz.pdf
-  HIST2111-04USto1877AssessmentChartFall2016.pdf

## Comments

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