

Dalton State College

Detailed Assessment Report

2015-2016 HIST 3730

As of: 5/05/2016 10:43 AM EDT

(Includes those Action Plans with Budget Amounts marked **One-Time, Recurring, No Request**.)

Program Outcomes

PO 1: Historical Knowledge

Students will demonstrate a broad knowledge of history and its role in society.

PO 2: Critical Thinking

Students will demonstrate the ability to think critically by analyzing and interpreting situations, events, practices, or historical texts.

PO 3: Writing Skills

Students will demonstrate competence in written communication, producing well-organized writing that meets conventional standards of correctness, exhibits appropriate style and awareness of audience, and presents substantial material.

PO 4: Research Skills

Students will demonstrate an ability to use research and technology effectively in communication and scholarship.

Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

Outc. 1: Historical Developments (PO:1)

Students will identify the major historical developments in America from European contact until 1763.

Related Measures

M 1: Essay Exam (Byron/FA15)

Assignment Description: Students will answer an essay question on Exam 2 in which they will demonstrate their ability to identify the major historical developments in America from European contact until 1763. Grading Criteria: Students' essay answers will be graded based upon how well they demonstrated their ability to identify major historical developments in colonial American history. The Grading Criteria for Essay Exams will be used for this assessment (attached). (FA15/Byron)

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents

[HIST 3730: Colonial America Grading Criteria for Essay Exams Fall 2015 \(Byron\)](#)

[HIST 3730: Colonial America Syllabus Fall 2015 \(Byron\)](#)

Target:

A minimum of 70 percent of students will earn an 80 or better on the essay question on Exam 2. (FA15/Byron)

Finding (2015-2016) - Target: Met

This class, HIST 3730: Colonial America, was a traditional, face-to-face class that met at Dalton State College in Dalton, Georgia, during Fall 2015. Assessment of students' ability to identify the major historical developments in America from European contact until 1763 was achieved through their completion of an essay question about colonial America on Exam 2. Ninety-one percent of students (N=19/21) in HIST 3730 in Fall 2015 earned 80 percent or better on the essay question, whereas 9 percent of students (N=2/21) did not. The overall class average was 92 percent. This illustrates that the target of 70 percent of students earning an 80 percent or better on the essay question on their exam was met for Fall 2015. <p>

The two students who did not reach the threshold of 80 percent both earned 78 percent on their essays. These students lost points because they both mentioned, but failed to fully and/or accurately explain the significance of most of the key events, concepts, and ideas required of the question. If they had included these elements, they would have earned at least 80 percent. <p>

Overall student success on the essay question can be tied to the distribution of a study guide one week prior to the exam. Student success can also be tied to course lecture about the topic of the essay question. At least one week of course lecture was devoted to that specific topic, and subsequent lectures were related to the theme as well. As the distribution of a study guide and extensive in-class lecture were helpful to my students in learning and understanding, and then identifying the major historical developments in America from European contact until 1763 on their exams, I will continue to do this in the future. (FA15/Byron)

Connected Documents

[HIST 3730: Colonial America Assessment Data Fall 2015 \(Byron\)](#)

[HIST 3730: Colonial America Exam 2 Fall 2015 \(Byron\)](#)

[HIST 3730: Colonial America Grading Criteria for Essay Exams Fall 2015 \(Byron\)](#)

Outc. 2: Cultural Diversity (PO:1, 2, 3)

Students will evaluate the richness and diversity of American culture from European contact until 1763.

Related Measures

M 2: Essay Exam (Byron/FA15)

Assignment Description: Students will answer a book essay question on Exam 2 that will allow them to evaluate the richness and diversity of American culture from European contact until 1763. Grading Criteria: Students will be evaluated on how well they illustrated their understanding of the material. The Grading Criteria for Essay Exams will be used for this assessment (attached). (FA15/Byron)

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents

[HIST 3730: Colonial America Grading Criteria for Essay Exams Fall 2015 \(Byron\)](#)

[HIST 3730: Colonial America Syllabus Fall 2015 \(Byron\)](#)

Target:

A minimum of 70 percent of students will earn an 80 or better on the book essay question on Exam 2. (FA15/Byron)

Finding (2015-2016) - Target: Met

This class, HIST 3730: Colonial America, was a traditional, face-to-face class that met at Dalton State College in Dalton, Georgia, during Fall 2015. For this learning outcome, 95 percent of students (N=20/21) earned 80 percent or better on the measure, whereas 5 percent (N=1/21) did not. Students were required to read Townsend's *Pocahontas and the Powhatan Dilemma*, and one class period was dedicated to discussing that text. Then, on Exam 2, I assessed students' ability to evaluate the richness and diversity of American culture from European contact until 1763 by assigning an essay question based upon *Pocahontas and the Powhatan Dilemma*. As 95 percent of students (N=20/21) in HIST 3730 during Fall 2015 earned 80 percent or better on their book essays, and the overall class average was 91 percent, it is clear that the target of 70 percent of students earning 80 percent or better on their book essays on Exam 2 was met. <p>

Student success on this measure can be connected to the distribution of a study guide for the exam one week prior the test. This study guide contained the book essay question. This gave students ample time to study and prepare for the exam question. In addition, my class spent one class period discussion *Pocahontas and the Powhatan Dilemma*, providing students with further opportunity to develop an understanding of the material, as well as further developing their own interpretations and learning the interpretations of others. <p>

The one student who did not meet the threshold of 80 percent earned 70 percent on his book essay on Exam 2. He earned this grade because he mentioned the key concepts and ideas, but he failed to fully explain them. More ample and accurate explanations of his examples would have increased his book essay grade. To continue student success in the future, I will continue to provide the class with a study guide and I will continue to hold in-class discussions; to assist those students who may fail to provide full explanations of the content and examples in their book essay answers on the exam, I will further impress upon students the need to be as specific as possible, both in my verbal as well as my written instructions. (FA15/Byron). <p>

Connected Documents

[HIST 3730: Colonial America Assessment Data Fall 2015 \(Byron\)](#)

[HIST 3730: Colonial America Exam 2 Fall 2015 \(Byron\)](#)

[HIST 3730: Colonial America Grading Criteria for Essay Exams Fall 2015 \(Byron\)](#)

Outc. 3: Historical Interpretations (PO:1, 2, 3, 4)

Students will develop critical thinking skills and formulate individual interpretations of historical events that relate to American history from European contact until 1763.

Related Measures

M 3: Research Paper (Byron/FA15)

Assignment Description: Students will complete a major research paper during the semester in which they will illustrate critical thinking skills and formulate individual interpretations of historical events that relate to American history from European contact until 1763. Grading Criteria: Students will be evaluated on their mastery of the objective, use of examples, organization, and coherence/style. The Grading Rubric for the Research Papers will be used for this assessment (attached). (FA15/Byron)

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents

[HIST 3730: Colonial America Chicago Style Guide Fall 2015 \(Byron\)](#)

[HIST 3730: Colonial America Grading Rubric for Research Paper Fall 2015 \(Byron\)](#)

[HIST 3730: Colonial America Syllabus Fall 2015 \(Byron\)](#)

Target:

A minimum of 70 percent of students will earn an 80 or better on their research papers (FA15/Byron).

Finding (2015-2016) - Target: Met

This class, HIST 3730: Colonial America, was a traditional face-to-face class that met at Dalton State College in Dalton, Georgia, during Fall 2015. I assessed students' critical thinking skills and their ability to formulate individual interpretations of historical events that relate to American history from European contact until 1763 by assigning a research paper of 4000-5000 words (16-20 pages). Seventy-five percent of students (N=15/20) enrolled in HIST 3730: Colonial America during Fall 2015 and who completed the research paper, earned 80 percent or better on those research papers, whereas 25 percent of students (N=5/20) did not. The overall class average for the paper was 83 percent. This illustrates that the target of 70 percent of students earning an 80 percent or better on their research papers was met. <p>

Student success on this measure can be tied to the extensive detail and assistance provided to students regarding expectations for this research project. The syllabus provided a detailed assignment description, a list of writing rules, a bibliography example, a footnote example, and a Chicago Manual of Style guide. In addition, I required students to submit a topic proposal and annotated bibliography for this paper as part of their course grade, and I provided feedback on both of these assignments to assist students further with the overall research project. In addition, I urged students to contact me with questions and concerns, and at least half a 6 of 20 students did so. As a result, student success on this measure was strong and the target was met. <p>

Of the five students who did not meet the target of 80 percent or better on their research papers, three students earned 70, 73, and 76.5 percent, respectively. These students failed to achieve at least 80 percent on their research papers all scored low on the element of the grading rubric related to use of examples/evidence, organization, and coherence/style. The two other students who failed to reach the 80

percent benchmark earned 5 percent and 60 percent on their research papers, respectively. The student who earned 5 percent only submitted one page, even though the assignment required at least 16 pages. The student who earned 60 percent submitted a paper that included academic honesty issues that affected the paper's grade. If this student's grade were to be discounted, the overall class would have achieved 80 percent of students earning 80 percent or better on their research papers. <p>

To help future students achieve the threshold of 80 percent or better, I will encourage students to submit partial or full drafts of their papers prior to final submission. This will allow me to point out to students issues related to evidence, organization, and coherence/style, giving them the opportunity to learn from my feedback and remedy these issues. Thus, student success should improve. (FA15/Byron).

Connected Documents

[HIST 3730: Colonial America Assessment Data Fall 2015 \(Byron\)](#)

[HIST 3730: Colonial America Grading Rubric for Research Paper Fall 2015 \(Byron\)](#)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Continue Detailed Explanations and Encourage Students to Submit Partial or Full Drafts Prior to Final Submission (FA15/Byron)

Established in Cycle: 2015-2016

In HIST 3730: Colonial America, a traditional, face-to-face course on the Dalton main campus of Dalton State College during Fall...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Continue Detailed Explanations and Encourage Students to Submit Partial or Full Drafts Prior to Final Submission (FA15/Byron)

In HIST 3730: Colonial America, a traditional, face-to-face course on the Dalton main campus of Dalton State College during Fall 2015, students met the target of 70 percent earning 80 percent or better on their research papers (SLO:3). Overall, 75 percent of students (N=15/20) earned an 80 percent or better on their research papers, whereas 25 percent (N=5/20) did not. The class average for the research paper was 83 percent. Of the five students who did not meet the threshold of 80 percent, three earned 70, 73, and 76.5 percent, respectively. These students failed to achieve at least 80 percent on their research papers all scored low on the element of the grading rubric related to use of examples/evidence, organization, and coherence/style. The other two students who failed to reach the 80 percent benchmark earned 5 percent and 60 percent on their research papers, respectively. The student who earned 5 percent only submitted one page, even though the assignment required at least 16 pages. The student who earned 60 percent submitted a paper that included academic honesty issues that affected the paper's grade. If this student's grade were to be discounted, at least 80 percent of students would have earned 80 percent or better on their research papers. To help future students earn at least 80 percent or better, I will continue to provide an in-depth syllabus with a detailed assignment description, writing rules list, bibliography and footnote examples, and Chicago Style Guide. I will also encourage students to submit partial or full drafts of their papers prior to final submission. This will allow me the opportunity to point out to students issues related to evidence, organization, and coherence/style, giving them the opportunity to learn from my feedback and remedy these issues. Thus, student success should continue and improve.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Research Paper (Byron/FA15) | **Student Learning Outcome:** Historical Interpretations (PO:1, 2, 3, 4)

Implementation Description: I will continue to provide a detailed syllabus with an in-depth assignment description, writing rules list, bibliography and footnote examples, and Chicago Style Guide. I will continue to urge students to reach out for assistance. To help future students, I will encourage them to submit partial or full drafts prior to final submission so that I may point out issues related to evidence, organization, and coherence/style, giving them the opportunity to learn from feedback and remedy these issues.

Analysis Questions and Analysis Answers

What strengths and weaknesses did your assessment results show? In addition, please describe 2 to 3 significant improvements or continuous improvement measures you'll put in place as a result of your assessment findings.

The Fall 2015 assessment of HIST 3730: Colonial America at the Dalton State main campus illustrates that all three targets for all three measures were met.<p>

A strength of this course was the distribution of study guides at least one week before each exam. Each study guide provided the book essay question and several essay questions. Access to these study guides prior to the exams gave students a chance to begin focusing their studying and gave them time to research and/or ask questions about material about which they felt unsure. As a result, students met the SLO:1 and SLO:2 targets. I will continue distributing study guides in the future to assist with continued student success.<p>

Another strength of this course was extensive assignment descriptions and examples provided on the syllabus. For the research paper, which was used to measure SLO:3, I provided students with not only a detailed explanation of what was expected of them for this assignment, but also with a list of writing rules, a bibliography example, a footnote example, and a Chicago Manual of Style guide. This ensured that students were aware of the expectations for the assignment and helped them to successfully meet them.<p>

Yet another strength of the course, which assisted students in achieving the target for SLO:3, was that I required them to submit a topic proposal and an annotated bibliography related to their research paper. The submission of this topic proposal allowed me to provide suggestions and assistance to students in refining their paper topic and thesis, and the annotated bibliography assignment allowed students to hone their citation skills, as well as begin analyzing sources and formulating individual interpretations of historical events. This provided the foundation necessary for students to create strong and successful research papers that resulted in the course achieving the target of at least 70 percent of students earning 80 percent or better on their research papers for SLO:3.<p>

Although all three targets were for HIST 3730: Colonial America during Fall 2015, a weakness of this course was that more students did not earn 80 percent or better on their research papers. While 75 percent of students (N=15/20) earned an 80 percent or better on their research papers, meaning that the target for the SLO:3 was met, 25 percent (N=5/20) did not achieve the threshold of 80 percent. This could be improved. In the future, I will strive even harder to assist the other 25 percent achieve the 80 percent threshold by encouraging students to submit partial or full drafts of their papers prior to final submission. This will give me the opportunity to point out issues related to evidence, organization, and coherence/style that students may have, and also give students the opportunity to learn from my feedback and remedy these issues, likely improving student success even more. (FA15/Byron)