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HIST 1043 U.S. History to 1877

Southwestern Oklahoma State University

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**SOUTHWESTERN OK STATE UNIVERSITY
GENERAL EDUCATION ASSESSMENT**

Becky **Bruce**
Semester: **Fall2016**
Campus: **Weatherford**
Course: **HIST 1043 U.S. History to 1877**

Choose at least one goal from Goals 1-4 and select one or more sub-goal criteria to assess from the Goal(s) you have chosen.

- GOAL 1 Demonstrate competency in communication and computer literacy.**
Goal 1a Effectively communicate in writing by using appropriate grammar, clear and cohesive thought formulated for a specific audience.
- GOAL 3 Demonstrate competency in communication and computer literacy.**
Goal 3a Explain and evaluate conceptual differences of important landmark contributions and creative works.
- GOAL 4 Demonstrate social and cultural competency in the study of social groups, social issues, cultures, institutions, and globalization.**
Goal 4e Analyze key historical events and their impact on social, cultural, and global change.

Choose a minimum of two of the 5Cs from Goal five to assess.

- GOAL 5 Demonstrate achievement of intellectual and professional aptitudes.**
Goal 5a Critical Thinking: Construct a systematic investigation of content, theories, and practices and evaluate the application and effects to real life settings.
Goal 5c Collaboration: Collectively engage in group activities and contribute information and resources to accomplish group goals.

Assessment Measures: What measure(s) were used to assess the sub-goals that you selected?

Objective exams (multiple choice, true/false, matching items)
Essay exams / discussion questions
Quizzes
Defense of stated position (written/oral)
Other:
Interpretation of multiple views in group discussions

Please describe in detail the assessment measure(s) that you used for each sub-goal criteria assessed.

- GOAL 1 Demonstrate competency in communication and computer literacy.**
Goal 1a Two assignments: Written essay exam questions in which the students have to explain connections between historical events and actors; and interpreting primary sources by answering critical thinking questions about the content
- GOAL 3 Demonstrate competency in communication and computer literacy.**
Goal 3a interpreting primary sources with differing perspectives on a specific historical topic by answering critical thinking questions about the content
- GOAL 4 Demonstrate social and cultural competency in the study of social groups, social issues, cultures, institutions, and globalization.**
Goal 4e Quizzes and tests on the historical events discussed in class and book.

GOAL 5 Demonstrate achievement of intellectual and professional aptitudes.

Goal 5a Two assignments: Written essay exam questions in which the students have to explain connections between historical events and actors; and interpreting primary sources by answering critical thinking questions about the content

Goal 5c Students do group activity in which they interpret primary sources with differing perspectives on a specific historical topic and then they collaborate on a series of interpretive questions to come up with a consensus on the answers

Number of sections included in this report:

3710

Number of faculty participating in assessment analysis:

1

Number of students assessed (total sample size):

48

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Name: Bruce Becky
Semester: Fall2016
Campus: Weatherford
Course: HIST 1043 U.S. History to 1877

Criterion for Success: Expected criterion of student achievement for each sub-goal criterion assessed.

	95% or more students achieved 70% or higher on the Gen. Ed. learning goal as demonstrated by the assessment measure(s).	85% or more students achieved 70% or higher on the Gen. Ed. learning goal as demonstrated by the assessment measure(s).	75% or more students achieved 70% or higher on the Gen. Ed. Learning goal as demonstrated by the assessment measure(s).	Other:	Was the Criterion for Success met?
GOAL 1					
Goal 1a			yes		Yes
GOAL 3					
Goal 3a		yes			Yes
GOAL 4					
Goal 4e			yes		Yes
GOAL 5					
Goal 5a		yes			Yes
Goal 5c		yes			Yes

Briefly describe in detail the strengths and weakness of student learning from each sub-goal assessed.

GOAL 1

Goal 1a Most of the students could communicate clearly, but often had difficulty formulating a critical idea. There were several students with communication difficulties do to poor English language skills.

GOAL 3

Goal 3a Students struggle with understanding context of historical thought, they often choose to infer based on 21st century belief systems and find it difficult to view historical context.

GOAL 4

Goal 4e Most students did poorly on the first assessment, having difficulties identifying connections between events and assessing the significance and impact. By the final assignment, most students had improved on both, managing to find the links and most managed to find the significance. Several students never reached that goal.

GOAL 5

Goal 5a This on was difficult for students at first. Most just wanted me to tell them what to think, so we worked a lot of this. By the end of the semester, most students were able to question events and look more critically

Goal 5c About half of the students engaged collaboratively from the start, but the other half were either hesitant or hostile to the idea. By the end of the semester, most students were engaging in the discussion and contributing to the group activity output. It required a lot of discussion and encouragement on my part to help them engage. Some students never did.

