

Dalton State College

Detailed Assessment Report 2015-2016 HIST 2111 (Gilmer)

As of: 8/15/2016 09:36 AM EDT

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

Program Outcomes

PO 1: Historical Knowledge (History)

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

PO 2: Critical Reading (LA)

Graduates of associate's degree programs in the School of Liberal Arts will read critically.

PO 3: Critical Thinking (LA)

Graduates of associate's degree programs in the School of Liberal Arts will think critically.

PO 4: Social Science Skills (LA)

Graduates of associate's degree programs in the School of Liberal Arts will demonstrate competence in the social sciences.

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

Outc. 1: Major Events (SLO)

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

Related Measures

M 1: Tests-Major Forces & Events (Byron-SP16)

Assignment Description: 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. Grading Criteria: Students will be scored based on whether they correctly answered the questions. (Byron-SP16)

Source of Evidence: Standardized test of subject matter knowledge

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 (Byron-SP16).

Connected Document

[HIST 2111 United States to 1877 Gilmer Syllabus Spring 2016 \(Byron\)](#)

Finding (2015-2016) - Target: Met

This class, HIST 2111-03: United States History to 1877, was a traditional, face-to-face class that met at the extended Gilmer County campus of Dalton State College in Ellijay, Georgia, during Spring 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=26/32) who took the exams answered the questions correctly, whereas 19 percent (N=6/32) 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 2111-03 Gilmer (Spring 2016) showed an understanding of the major factors that have shaped American history to 1877.

This measure's success can be tied to required pre-exam online quizzes and the distribution of study guides for each exam at least one week prior to each test. Students in HIST 2111-03 Gilmer during Spring 2016 were required to take online quizzes through the course in GeorgiaView made up of 20 multiple-choice questions covering the same dimensions as would appear on their upcoming exams. Because students were required to complete these quizzes prior the exams, students were compelled to begin studying the exam material early. The quizzes also allowed the students to begin quizzing themselves on the course material, and, once the quiz was completed, students could review the quiz for practice and to determine where potential weaknesses existed. In addition to the quizzes, I also provided students with study guides for each quiz/exam that provided a list of key terms about which quiz and exam questions would be written. These study guides were provided at least one week prior to each exam. As this system has contributed to student success, I will continue to give quizzes and study guides in the future.

The greatest weakness that students illustrated in this measure was on Question 31 of Exam 3 (the final exam). On this exam, the class average for Question 31 was only 73 percent. While students still met the target for this question, it was the event question for which student averages were lowest. 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. I believe 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, many students forget 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. To assist students with this question in the future, I will make an even stronger point of illustrating that Fort Sumter was both the start of the war and a military action. (Byron-SP16)

Connected Documents

[HIST 2111 United States to 1877 Gilmer Assessment Data Spring 2016 \(Byron\)](#)

[HIST 2111 United States to 1877 Gilmer Exam 1 Spring 2016 \(Byron\)](#)

[HIST 2111 United States to 1877 Gilmer Exam 1 Study Guide Spring 2016 \(Byron\)](#)

[HIST 2111 United States to 1877 Gilmer Exam 2 Spring 2016 \(Byron\)](#)

[HIST 2111 United States to 1877 Gilmer Exam 2 Study Guide Spring 2016 \(Byron\)](#)

[HIST 2111 United States to 1877 Gilmer Exam 3 Spring 2016 \(Byron\)](#)

[HIST 2111 United States to 1877 Gilmer Exam 3 Study Guide Spring 2016 \(Byron\)](#)

Outc. 2: US Perspectives/Cultural Diversity (SLO)

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

Related Measures

M 2: Test-US Perspectives/Cultural Diversity (Byron-SP16)

Assignment Description: Students will complete one Primary Source Reading Quiz during the semester. To prepare for the quiz, students will read three primary sources about Indian Removal during the nineteenth century. After reading the sources, students will take one online quiz comprised of ten multiple choice and/or true-false questions about the primary sources. These sources and the quiz questions will help students better understand the Indian Removal debate in America history prior to 1877. Grading Criteria: Students will be scored based on whether they correctly answered the questions. (Byron-SP16)

Source of Evidence: Standardized test of subject matter knowledge

Target:

A minimum of 70 percent of students will earn a 70 percent or better on the Primary Source Reading Quiz.

Connected Document

[HIST 2111 United States to 1877 Gilmer Syllabus Spring 2016 \(Byron\)](#)

Finding (2015-2016) - Target: Met

This class, HIST 2111-03: United States History to 1877, was a traditional, face-to-face class that met at the extended Gilmer County campus of Dalton State College in Ellijay, Georgia, during Spring 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 the class three primary sources related to Indian Removal during the nineteenth century and then gave the students a Diversity Quiz comprised of 10 questions about the documents. An average of 87 percent (N=27/31) who took the Diversity Quiz earned a 70 percent or better, whereas 13 percent (N=04/31) who took the quiz did not earn a 70 percent or better. The class average on the Diversity Quiz was 89 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 2111-03 Gilmer (Spring 2016) showed an ability to articulate and analyze perspectives and values of diverse cultural groups and their historical experiences in the United States. Student success on this quiz may be related to complementary lecture about the same topic.

While the target for this SLO was met, there was a question on the Diversity Quiz with which students struggled. This was Question 3, which had a 55 percent success rate. Question 3 asked, "President Jackson tried to justify Indian removal by stating that..." The answers provided were: (A) it would protect native peoples from extinction, (B) natives had already promised to leave the eastern part of the nation in the Treaty of Paris of 1736, (C) it would provide a buffer between the United States and the Spanish to the West, (D) None of these. On the quiz, 55 percent of students (N=17/31) selected the correct answer, which was A. Three percent of students (N=1/31) answered B, 3 percent of students (N=1/31) answered C, and 39 percent of students (N=12/34) answered D. As the second-most selected answer was D, it seems as though students did not grasp Jackson's meaning in his address. The section of Jackson's Address to Congress examined the possible extinction of tribes approximately halfway through the source. It specifically stated: "By persuasion and force they have been made to retire from river to river and from mountain to mountain, until some of the tribes have become extinct and others have left but remnants to preserve for a while their once terrible names. Surrounded by the whites with their arts of civilization, which by destroying the resources of the savage doom him to weakness and decay, the fate of the Mohegan, the Narragansett, and the Delaware is fast overtaking the Choctaw, the Cherokee, and the Creek. That this fate surely awaits them if they remain within the limits of the states does not admit of a doubt." This section explicitly illustrated Jackson's argument that he sought to protect natives from extinction; however, because he never specifically used the word "extinction," students may not have grasped that meaning. In a different iteration of this course, taught on the main Dalton State campus during Fall 2015, students experienced similar difficulties with this question, and I took this into consideration when teaching Indian Removal to my extended campus course this Spring semester. I spent more time in class addressing the Jackson's address, its meaning, and its intention. While my increased emphasis on this source and on Indian Removal in general helped students meet the target, they still struggled with this question. As a result, I will consider re-phrasing the question if I use it again in the future.

(Byron-SP16)

Connected Documents

[HIST 2111 United States to 1877 Gilmer Assessment Data Spring 2016 \(Byron\)](#)

[HIST 2111 United States to 1877 Gilmer Indian Removal Act Spring 2016 \(Byron\)](#)

[HIST 2111 United States to 1877 Gilmer Jackson First Annual Message to Congress Spring 2016 \(Byron\)](#)

[HIST 2111 United States to 1877 Gilmer Ross Letter to Congress Spring 2016 \(Byron\)](#)

[HIST 2111 United States to 1877 Gilmer US Perspectives & Diversity Quiz Indian Removal Spring 2016 \(Byron\)](#)

Outc. 3: Dimensions (SLO)

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

Related Measures

M 3: Test-Dimensions (Byron-SP16)

Assignment Description: 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. Grading Criteria: Students will be scored based on whether they correctly answered the questions. (Byron-SP16)

Source of Evidence: Standardized test of subject matter knowledge

Target:

A minimum of 70 percent of the students will earn a 70 percent or better on select questions that relate to their understanding of the political, social, cultural, economic, diplomatic, or military dimensions of American history emerging before 1877 (Byron-SP16).

Connected Document

[HIST 2111 United States to 1877 Gilmer Syllabus Spring 2016 \(Byron\)](#)

Finding (2015-2016) - Target: Met

This class, HIST 2111-03: United States History to 1877, was a traditional, face-to-face class that met at the extended Gilmer County campus of Dalton State College in Ellijay, Georgia, during Spring 2016. To measure students' understanding of the political, social, cultural, economic, diplomatic, or military dimensions of American history emerging after 1877, I selected a total of twelve multiple-choice questions from three graded exams. An average of 81 percent (N=26/32) who took the exams answered the questions correctly, whereas 19 percent (N=6/32) 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 2111-03 Gilmer (Spring 2016) illustrated an understanding of the political, social, cultural, economic, diplomatic, and military dimensions of American history emerging to 1877.

Student success on this measure can be tied to the requirement that the students take online quizzes through GeorgiaView prior to each exam. Each quiz was made up of 20 multiple-choice questions covering the same dimensions as then appeared on their upcoming test. Because students were required to complete these quizzes prior to the exams, students were compelled to begin studying the exam material early. The quizzes also allowed the students to begin quizzing themselves on the course material, and, once the quiz was completed, students could review it for practice and to determine where potential weaknesses existed. In addition to the quizzes, I also provided students with study guides for each quiz/exam that provided a list of key terms about which quiz and exam questions would be written. These study guides were provided at least one week prior to each exam. As this system has contributed to student success, I will continue to give quizzes and study guides in the future.

The greatest weakness that students illustrated in this measure was related to the questions about military history. The student average for the military history questions was 73 percent. While this illustrates student success in meeting the target of at least 70 percent of students earning 70 percent or better, there is still room for improvement. In future semesters, I will make a more concerted effort to elaborate on military history and inquire more fervently as to whether students feel comfortable with the material on military history. (Byron-SP16)

Connected Documents

[HIST 2111 United States to 1877 Gilmer Assessment Data Spring 2016 \(Byron\)](#)

[HIST 2111 United States to 1877 Gilmer Exam 1 Spring 2016 \(Byron\)](#)

[HIST 2111 United States to 1877 Gilmer Exam 1 Study Guide Spring 2016 \(Byron\)](#)

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[HIST 2111 United States to 1877 Gilmer Exam 2 Study Guide Spring 2016 \(Byron\)](#)

[HIST 2111 United States to 1877 Gilmer Exam 3 Spring 2016 \(Byron\)](#)

[HIST 2111 United States to 1877 Gilmer Exam 3 Study Guide Spring 2016 \(Byron\)](#)

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

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

Continue Pre-Exam Quizzes & Study Guides; Elaborate More on Military History & Ask Students If They Understand (Byron-SP16)

Established in Cycle: 2015-2016

In HIST 2111-03: United States History to 1877, a traditional, face-to-face course meeting at the extended Gilmer County campus ...

Details of Action Plans for This Cycle (by Established cycle, then alpha)**Continue Pre-Exam Quizzes & Study Guides; Elaborate More on Military History & Ask Students If They Understand (Byron-SP16)**

In HIST 2111-03: United States History to 1877, a traditional, face-to-face course meeting at the extended Gilmer County campus of Dalton State College in Ellijay, Georgia, during Spring 2016, students met the target of 70 percent earning a 70 percent or better on select questions that relate to their understanding of the political, social, cultural, economic, diplomatic, or military dimensions of American history emerging before 1877 (SLO 3: Dimensions). An average of 81 percent (N=26/32) who took the exams answered the questions correctly, whereas 19 percent (N=6/32) did not; thus, the target of 70 percent of students earning a 70 percent or better on select questions that relate to their understanding of the political, social, cultural, economic, diplomatic, or military dimensions of American history emerging before 1877 was met. Student success on this measure can be tied to the requirement that students take quizzes online through GeorgiaView prior to each exam. These quizzes were comprised of 20 multiple-choice questions covering the same dimensions as later appeared on their upcoming exams. Because students were required to complete these quizzes prior to the exams, they were compelled to begin studying the exam material well in advance. The quizzes also allowed the students to begin quizzing themselves on the course material, and, once the quiz was completed, students could review the quiz for practice and to determine where potential weaknesses existed. In addition to the quizzes, I also provided students with study guides for each quiz/exam that provided a list of key terms about which quiz and exam questions would be written. As this system has contributed to student success, I will continue to give quizzes and study guides in the future. Although students met the target for this measure, they were weakest on military history questions. The student average for the military history questions was 73 percent. While this still meets the target of 70 percent or better, there is still room for improvement. In future semesters, I will make a more concerted effort to elaborate on military history and inquire more fervently as to whether students feel comfortable with the material on military history.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Test-Dimensions (Byron-SP16) | **Student Learning Outcome:** Dimensions (SLO)

Implementation Description: I will continue to require pre-exam quizzes and to provide study guides. Also, to assist students with military history, I will make a more concerted effort elaborate on military history and inquire more fervently as to whether students feel comfortable with the material on military history.

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 Spring 2016 assessment of HIST 2111-03: United States History to 1877 at the extended Gilmer County campus of Dalton State College in Ellijay, Georgia, illustrates that all three targets for all three measures were met. One strength of this course were the required quizzes that students took online through GeorgiaView before each exam. The quizzes were available to students approximately a week before each test, and the quizzes tested students on the same material as that which appeared on the upcoming exams. Since students were required to take these quizzes, they were compelled to start studying in advance of their exams. By taking the quizzes, students also got the chance to test their knowledge of the course material and identify weaknesses. They could then use the time between the quiz and the test to improve their knowledge and understanding of these weaker areas before taking the test. Another course strength was the distribution of study guides at least one week before each exam. Each study guide provided key terms upon which the quiz and exam questions were based. As the students had access to these study guides at least one week in advance, they had the opportunity to begin focusing their studying and research and/or ask questions about material with which they were not entirely comfortable in advance of the test. As a result, students met the targets for both SLO:1 and SLO:3, and I will continue distributing study guides in the future. Even though the assessment of HIST 2111-03 Gilmer illustrates that all three targets were met, a weakness of this course was that there was lower student success on military history questions. The student average for the military history questions was 73 percent. While this illustrates student success in meeting the target of at least 70 percent of students earning 70 percent or better, there is still room for improvement. In future semesters, I will make a more concerted effort to elaborate on military history and to inquire more fervently as to whether students feel comfortable with the material on military history. (Byron-SP16)