

**Eastern West Virginia Community and Technical College
COURSE ASSESSMENT REPORT**

Course Title and Number: HIT 241 American History II	Academic Term and Year of Assessment Activity (Ex: Fall, 2014) Spring, 2017
Report Submitted By: Mary Faith Tantillo	Number of Students Assessed: 15
Date Report Submitted:	Number of Sections Included: 1
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): WEB	

Course Role in the Curriculum
Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.
American History II is a college-level general education elective.

Assessment Methods
Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
Students are assessed by their participation in discussion boards, writing essays and completing a primary source document as well as an Ask My Opinion forum. All of these have connections with self, text and world as well as connections with other students.

Assessment Results				
Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to "See attached".				
Learning Outcome	# Students 75% or above	# Students 75% or below	% Meeting Outcome	% Failing Outcome
Identify links between causes and effects	15	0	100	0
Make links to relevant aspects of contemporary American life	12	3	80	20
Select relevant information	13	2	86	14
Employ the mechanics of writing accurately including spelling, punctuation and grammar	10	5	67	33

Course Level Assessment Summary of Outcomes, Indicators and Results				
Course Title and Number:				
Number of students in assessment sample =				
Number of Sections in Assessment =				
Add additional rows to table if necessary				
Learning Outcomes (Insert learning outcomes assessed during this cycle)	Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (75%)* (yes or no)
Outcome 1: Identify links between causes and effects	Primary Source Document	100	0	Yes
Outcome 2: Make links to relevant aspects of contemporary American life	Essays	80	20	Yes
Outcome 3: Select relevant information	Responses in Discussion Board	86	14	Yes
Outcome 4: Employ the mechanics of writing accurately including spelling, punctuation and grammar	Primary Source Document	67	33	No

* Please note if using a different minimum performance standard.

Conclusions
Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to "See attached".
Outcomes 1 – 3 above were met by the majority of students. However, to develop these areas further, a course rubric (attached) will be shared with the students and used to help them understand the course's requirements more fully. In addition, a template (attached) which guides students through the first essay assignment with direct reference to learning outcomes, has been developed.
The outcome which was not met addressed the accuracy of written communication, one of the General Education 'Oral and Written Communication' requirements. The main issues which led to this requirement not being met were weaknesses in the basic mechanics of writing as described in the rubric.

Previous Assessment Reports and Results
Date of Previous Assessment:
List of Outcomes Not Met:
Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to "See attached".
None

Action Plan and Date for Reassessment

Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to "See attached".

In order to support writing accuracy more fully in the course, students will receive the course rubric (attached) which makes it clear that clear and accurate communication is a requirement for the course. They will also which be directed to Tutor.com which will allow them to have their essay drafts checked for accuracy by qualified tutors who will direct them in in making whatever adjustments are needed.

Date for Reassessment: Spring, 2019

**Assessment Committee Recommendation/Approval
(To be posted by Assessment Committee Chair)**

- Approved as presented
- Approved with recommendations for future reports (Explanation Required)
- Resubmission Required. Reason for Resubmission:

Date: 09/08/2017

Attachment #1: Essay Template

Your Name

Instructor: Mary-Faith Tantillo

History of the United States

Due Date:

Essay I, Chapters 19-22

Web References: put all web references here especially those for images.

Text References: You may put them here or you may put them in the chapter summary, that is your choice.

In your essay you must include these items: use a variety of sources, select the relevant information, recognize a possible bias, identify links between causes and effects. You must examine the role of social groups and minorities, appraise the impact of movements such as civil rights and amendments, make links to relevant aspects of contemporary American life. A clear thesis, or opening statement, must be made, range of evidence that is cited accurately, writing is organized in proper paragraphs with accurate mechanics.

Opening Paragraph: this can be a general summary of the chapter group or you can have a summary of each chapter-that is your choice.

Text to Self: you must make a connection with the text to yourself, something that has happened to you or your family.

Text to Text: you must make a connection with the text to something you have read outside of the text. It can be internet, magazine, a book, a movie, a TV show, etc....

Text to World: you must make a connection with a specific event that has happened within the last ten years.

Attachment #2: Course Rubric

HIT 241: Course Outcomes and Grading Rubric			
Letter Grades	<i>Students will be able to construct meaning from a variety of sources</i>	<i>Students will be able to analyze the significance of historical and cultural events</i>	<i>Students will produce cogently argued writing with supporting evidence</i>
A 90 - 100	Relevant information is selected from a wide variety of sources and media such as written texts such as primary source documents, images, graphics and statistics. Bias is recognized, identified and evaluated. The link between cause and effect is clearly established and explored in detail.	Cogent analysis shows command of interpretive and conceptual tasks required by the assignment and course materials. Persuasive reasoning is used to develop and support the thesis consistently, resulting in logical conclusions. Causal connections between ideas are evident; ideas are original, often insightful. Sources are referenced seamlessly.	Writing is directed by a clear, precise thesis which is explored in detail and supported by a wide range of relevant, accurately cited evidence. Ideas are organized into logically ordered paragraphs. Standard English conventions of spelling and grammar are followed consistently. Language choices are sophisticated and apt.
B 80 - 89	Relevant information is selected from a range of sources and media. Bias is recognized and identified. The link between cause and effect is clearly established and explored in some detail.	A good understanding of materials and ideas shown; goes beyond the obvious. Pursues thesis consistently with a clear major point, appropriate evidence and supporting detail. Clear transitions and relevant links are logically arranged.	A specific thesis is pursued consistently, although some minor terms may remain unidentified. Ideas are organized into paragraphs. Appropriate, accurately cited evidence from multiple sources supports the writing. Standard English conventions are followed, although there may be occasional errors.
C 70 - 79	Relevant information is selected from a limited range of sources. The presence of bias is recognized but its source or nature not necessarily identified. The link between cause and effect is established but not explored in any great depth.	While some analysis is evident, the thesis is only partially developed with shallow analysis and limited use of textual evidence; ideas are general, under-developed and under-supported by organized reference. Some extraneous information may be included.	A general thesis may not define central terms, although there is a clear understanding of basic ideas and information. Supporting evidence is present, although it may not be referred to in any great detail. An attempt has been made to cite sources accurately, although errors in formatting may have been made. Writing is organized into paragraphs. Language may be imprecise, awkward or basic with several errors in grammar and punctuation present.
D 60 - 69	Information is selected from one or two sources. The presence of bias may or may not be recognized. The link between cause and effect is asserted but not clearly established.	Little analysis or evaluation of material evident - writing tends to be mainly unsubstantiated assertion or repetition of information without interpretive comment; insufficient use of textual evidence to support thinking.	This is vague or not central to argument and central terms may not be defined. There is insufficient or awkward use of any evidence provided; the evidence may not be cited. Ideas are not clearly organized and may wander from one to another without much development. Language may be quite simple and marred by multiple errors in spelling, punctuation and grammar.
F 59 or less	Information is selected from one or two sources although its relevance may not be made clear. The presence of bias is not acknowledged. There is little if any linkage between cause and effect.	No relevant analysis; ideas are largely incoherent; suggests poor planning or no serious revisions	No discernable thesis - the writer has not understood the assignment. There is little if any supporting evidence which is not cited. Material seems to be randomly organized. Numerous spelling, punctuation and grammatical seriously detract from the argument.