

Assessment Impact by Course Objectives
Palau Community College
Department (SS/HUM) - Social Sciences & Humanities Department

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CLO: HI 259 - American History: Post Civil War to Present: CLO 1

Demonstrate critical thinking about historical arguments relative to (Post-Civil War) American History and evaluate an argument's major assertions, its background assumptions, the evidence used to support its assertions.

CLO Assessment Cycle: 2014-2015 (Spring 2015)

CLO Status: Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Demonstration critical thinking about historical arguments relative to (Post-Civil War) American History and evaluate an argument's major assertions, its background assumptions, and the evidence used to support its assertions. Signature assignment: Critical Thinking Assignment	70% of the students assessed will perform at the proficiency level.		Yes

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Critical Thinking Assignment - 05/26/2015 - 100% of the students assessed performed at the proficiency level. Expected Student Performance Met: Yes Related Documents: HI259_SP2015_CLO1-4.pdf	05/26/2015 - Based on the action plan of the previous assessment for this course, which was to provide a more clear and detail instruction for the essay and also submit rough draft, students were able to perform better		2014 - 2015 (Spring 2015)
Critical Thinking Assignment - 05/27/2014 - 57% of the students assessed performed at the proficiency level. Expected Student Performance Met: No Related Documents: HI 259 CLO 1-4.PDF	05/27/2014 - Plan of action for the future is to make sure that the student have a better understanding of the instruction given. Will require in the future to submit rough drafts ahead of time, so that the instructor have an idea of where the student is heading.		2013 - 2014 (Spring 2014)

CLO: HI 259 - American History: Post Civil War to Present: CLO 2

Understand and articulate historical/chronological change(s) relative to (Post-Civil War) American History and how culture, society, and diversity shape the role of the individual within society and human relations across cultures from an historical context.

CLO Assessment Cycle: 2014-2015 (Spring 2015)

CLO Status: Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Understand and articulate historical/chronological changes relative to (Post Civil War) American history and how culture, society and diversity shape the role of the individual within society and human relations across cultures from a historical context. Signature assignment: Critical Thinking Assignment	70% of the students assessed will perform at the proficiency level.		Yes

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Critical Thinking Assignment - 05/26/2015 - 100% of the students assessed performed at the proficiency level. Expected Student Performance Met: Yes Related Documents: HI259_SP2015_CLO1-4.pdf	05/26/2015 - No action required at this time because the action plan that was proposed was carried out this semester and the results show improvement.		2014 - 2015 (Spring 2015)
Critical Thinking Assignment - 05/27/2014 - 57% of the students assessed performed at the proficiency level. Expected Student Performance Met: No Related Documents: HI 259 CLO 1-4.PDF	05/27/2014 - Action plan to require a rough draft before final draft of essay or other critical thinking assignment.		2013 - 2014 (Spring 2014)

CLO: HI 259 - American History: Post Civil War to Present: CLO 3

Demonstrate knowledge of how history relative to (Post-Civil War) American History can be employed to: (a) analyze historical change, (b) analyze historical problems, and (c) analyze and develop historical/social policies.

CLO Assessment Cycle: 2014-2015 (Spring 2015)

CLO Status: Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Demonstrate knowledge of how history relative to (Post Civil War) American history can be employed to: (a) analyze historical change; (b) analyze historical problems; and (c) analyze and develop historical/social policies. Signature assignment: Critical Thinking Assignment	70% of the students assessed will perform at the proficiency level.		Yes

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Critical Thinking Assignment - 05/26/2015 - 100% of the students assessed performed at the proficiency level. Expected Student Performance Met: Yes Related Documents: HI259_SP2015_CLO1-4.pdf	05/26/2015 - No action required at this time.		2014 - 2015 (Spring 2015)

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Critical Thinking Assignment - 05/27/2014 - 57% of the students assessed performed at the proficiency level. Expected Student Performance Met: No Related Documents: HI 259 CLO 1-4.PDF	05/27/2014 - Plan of Action will require students to submit a rough draft of the critical thinking assignment. By providing a rough draft it will help instructor and student to work together and direct student to analyze and develop ideas related to class topic.		2013 - 2014 (Spring 2014)

CLO: HI 259 - American History: Post Civil War to Present: CLO 4

Use appropriate technologies to conduct research on and communicate about social or political history topics relative to (Post-Civil War) American History and to access, evaluate, and manage information to prepare and present their work effectively.

CLO Assessment Cycle: 2014-2015 (Spring 2015)

CLO Status: Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Use appropriate technologies to conduct research on and communicate about social or political history topics relative to (Post Civil War) American history and to access, evaluate, and manage information to prepare and present their work effectively. Signature assignment: Critical Thinking Assignment	70% of the students assessed will perform at the proficiency level.		Yes

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Critical Thinking Assignment - 05/26/2015 - 100% of the students assessed performed at the proficiency level. Expected Student Performance Met: Yes Related Documents: HI259_SP2015_CLO1-4.pdf	05/26/2015 - No action required at this time.		2014 - 2015 (Spring 2015)
Critical Thinking Assignment - 05/27/2014 - 62% of the students assessed performed at the proficiency level. Expected Student Performance Met: No Related Documents: HI 259 CLO 1-4.PDF	05/27/2014 - Although the percentage of students did not meet the required proficiency level, most of the students were able to communicate with the local state and approach political leaders for this particular assignment. however, the evaluation and manage of information was not well organized. Plan of action assign students to conduct research and communicate with local people, use proper technology such internet, phone interview, even skype and organize the information properly.		2013 - 2014 (Spring 2014)