The purpose of this Handbook is to provide a general academic overview for all History courses taught at Motlow State Community College. An electronic version is available in the Desire 2 Learn (D2L) Social Sciences and Education Departmental Course. All information in D2L is updated and current. The document is located in Course Content. For more information regarding general help/information, MSCC policies/procedures, administrative duties, using D2L, etc., please refer to the Adjunct Faculty Handbook available here:

http://www.mscc.edu/humanresources/new_employee_orientation.aspx
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# History Tennessee Transfer Pathway Program Map

## History TTP AA

<table>
<thead>
<tr>
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**Grand Total** 60

## History TTP AS

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**Grand Total** 60
**Beginning of the Semester Responsibilities**

At the beginning of each semester, Instructors are required to

1. Send electronic copies of all Course Outlines to the Department Chair (Bryan Thomas bthomas@mscc.edu).

2. Report Attendance in Banner on the first day of class and for each subsequent class period for the first two weeks of the semester (see the Adjunct Faculty Handbook p. 15)

3. Become familiar with the Early Alert System so that it can be used on the first day of class if needed (see the Adjunct Faculty Handbook p. 16)

**Course Outline Requirements**

Each HIST course has a Standard Syllabus which are included in this handbook. At the beginning of the term, Instructors will create Course Outlines based on the Standard Syllabi and will submit these outlines (either electronically or via hardcopy) to their students as well as to the Department Chair (electronically preferred).

Ideally, an Instructor will locate in this Handbook the syllabus for the course(s) they will teach and will then copy and paste the syllabus as a whole into a new Word document. Then, in the new document, the Instructor will erase information under specific Headings (such as Instructor Information) and type in their pertinent information to create their personal Course Outline for the course.

For help creating a Course Outline, contact the Chair at bthomas@mscc.edu.

Faculty are permitted to change information found on the official syllabus to suit their own professional character (such as Assignments and Course Policies), but it is imperative that the Instructor adhere to the Student Learning Outcomes for the course and that their teaching methods, policies, and practices reflect the Best Practices established by the History Discipline (see below).

Course Outlines must include major MSCC policies from the Standard Syllabus (such as the Academic Misconduct Policy, the Classroom Misconduct Policy, the Disability Services/Accommodations statement, the Confidentiality of Student Records statement, etc.).

Instructors should remember that they may not be able to enforce a policy (or receive support from the MSCC administration in a dispute with a student) if that policy has not been explicitly stated in writing (preferably, on the Course Outline).
Ordering and Procuring Textbooks

Textbooks will be ordered in mid-semester for the up-coming semester. Full-time faculty will be asked to submit their preferences to the Chair via email at that time. Except in unusual circumstances, Adjunct Faculty will have the approved text for the course ordered for them. This is because the schedule for classes being taught by Adjunct Faculty is very fluid, and books will have to be ordered for courses even when we do not know who will teach the course. Moreover, Adjunct Faculty schedules are subject to change with very little notice, which limits our ability to order individually-preferred texts for Adjunct faculty.

Any Instructor who needs a textbook for an MSCC HIST course should contact the Department Chair via email to obtain that text. Michelle McEwen will then be notified to order the textbooks. These texts are approved texts for MSCC courses, and the Chair will try to maintain extra copies so that requests can be answered in a timely manner. In the spirit of professional development, all MSCC Instructors are encouraged to also contact the appropriate book representatives whenever they wish to obtain an examination copy of a textbook not currently in use at MSCC and are encouraged to submit new textbooks for approval for specific classes. Such decisions will typically be made in the Spring semester of each year.

If supplemental texts are being used by full-time Instructors, the Instructor will include publication information for them in the Instructor’s email regarding book orders for the semester. Instructors using supplemental text will be responsible for obtaining desk copies of the book via the book’s publisher.

Grading Scale

Final grades for Psychology Department courses are letter-based, with a range of A, B, C, D, and F. These grades are represented numerically on a ten-point scale in accordance with college policy:

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: Below 60

Plagiarism (Academic Misconduct)

The MSCC Catalog and Student Handbook defines plagiarism as the adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper attribution. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately
responsible to the Instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular institutional procedures as a result of academic misconduct, the Instructor has the authority to assign an appropriate grade proportional to the nature and extent of academic misconduct, including an F or zero for the exercise or examination, or F in the course. When an Instructor discovers an incident of academic misconduct and the student is assigned an F in the course specifically because of academic misconduct, the Instructor will notify the department chair/director. The chair/director will notify the student in writing within five (5) working days and will provide a summary of the details of the incident and the penalty along with an explanation of the student’s right to due process and the college’s appeal process. The chair/director will also notify the Assistant Vice President for Student Affairs.

A student may not drop or withdraw from a course when he or she is suspected of academic misconduct to avoid a penalty for academic misconduct. If the Instructor determines before the “last day to drop a class” that a grade of F for academic misconduct in the course is warranted, the Instructor should contact Greer Alsup (galsup@mscc.edu 931-393-1530) before informing the student of the decision to assign the F. This will prevent the student from dropping the course before the F can be assigned.

When a student receives more than one F as a result of academic misconduct, the Assistant Vice President for Student Affairs will summon the student and begin proceedings for additional disciplinary actions, subject to the process for disciplinary procedures.

**Classroom Misconduct**

The Instructor has the primary responsibility for maintenance of academic integrity and controlling classroom behavior, and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct that violates the general rules and regulations of the institution for each class session during which the conduct occurs. Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further disciplinary action can be effected only through appropriate procedures of the institution.

Disruptive behavior in the classroom may be defined as, but not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), text messaging, and the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, lap-top computers, games, etc.).
Reporting Student Attendance

Because Instructors are often asked to provide attendance records for MSCC administrative purposes, it is extremely important that Instructors keep their own record of student attendance throughout the semester even if the student's grade will not be affected directly due to absence.

Since the majority of our students receive some form of Financial Aid, Instructors are also required to record student attendance in our Banner system for the first two weeks of the semester. Because verifying that students have attended class is a federal requirement, failure to record attendance will prevent students from receiving their Financial Aid checks. After the first two weeks of the semester, Instructors may keep their own attendance records without recording attendance in Banner.

To record attendance in Banner, select the MyMotlow icon from the MSCC homepage. After login, select “Faculty and Advisors” and then select “Attendance Reporting.” Mark each student's attendance using the pull-down menu in the student's record. Select “Y” if the student has attended at least once or “N” if the student has never attended.

Remember to change the student’s record to “Y” if she or he attends after your initial “N” record. However, once you have marked a student as attending (“Y”) during the first two calendar weeks of the semester, do not change the record to “Stopped Attending” (“S”) status if they miss a class, as this may complicate their Financial Aid status. Instead, wait until later in the semester when you are sure the student is no longer attending the course to change the student’s record to “S,” stopped attending.

Additionally, ONLINE courses should include a means of determining if a student is progressing in the course or "attending" electronically. The best way to track student activity is to click on “A-Z listing” from the top of the course home screen, and then, select “User Progress.” You will be able to monitor number of logins. If a student has at least one login, that student has demonstrated “attendance”. Be sure to keep track of this as the semester progresses in order to determine whether or not an “Early Alert” needs to be performed.

Student Early Alert System

Faculty are asked to initiate an Early Alert when a student misses two or more classes during the semester.

Once an Early Alert is initiated, Student Success will contact the student in hopes of providing the student additional help or guidance.
After the second absence of the semester, the Instructor will initiate Early Alert procedures with the Student Success Center by filling out the instructions provided here (this form is on the Intranet, so Instructors will need to login using their MyMotlow username and password in order to access it): Early Alert System

Instructors are strongly advised to initiate an Early Alert for students who miss the first scheduled class meeting despite this being only the first absence of the first six weeks of the course (SNAP SHOT instructions provided on the next page).
ATTENDANCE EARLY ALERT
INSTRUCTIONS

Enter your MyMotlow account and click on your Faculty Services Tab

Early Alert is a process that allows you to “flag” a student by indicating concerns regarding attendance and tardiness and to follow-up regarding that student.

Step 1: Click on Create an Early Alert for Student
How To “Flag” a student with an Academic Alert for Attendance

Step 2: Select the term and hit submit

Step 3: Click the dropdown box to choose the appropriate class and then hit submit.

All students within the class have an initial “Monitored” status. If you have a student that you wish to process an alert for in regard to attendance or tardiness, click the green plus sign next to the student that you wish to “flag”.

This system is set up currently to track poor attendance and habitual tardiness. You may mark one or both for any student needing notification.

To the right of the concerns you will see the recommendation for the student to make an appointment with the instructor. Please check this box when you indicate attendance concerns.

The comment box allows you to make additional comments if desired. PLEASE NOTE: These comments can be seen by the student.

Remember to click “submit” once you have completed your alert.

Students with an Academic Alert Status set to “flagged” will appear at the top of the student roster. It is important that you make personal contact to follow-up with the “flagged” students.

Reporting student follow-ups is described later in this document.
When an instructor submits an alert for a student, the student will be notified both within their MyMotlow Account as shown here and also by e-mail.

As described above, a student can see their alert by choosing the Academic Alert link under their student tab.

Below is the page that the student will see when viewing their alert notification.

The e-mail sent to the student will read similar to the notification shown above with all of the same information being provided.

Here is where the student will see the issues, recommendations and comments posted by the faculty member.

If a student has multiple notifications, each will show on this
How To “Follow Up” on an Academic Alert

Faculty and Advisors

Student Information Menu
Term Selection
CRN Selection
Class List with Student Detail
Midterm Grades
Final Grades
Class List Summary
Faculty Detail Schedule
Week at a Glance
Advisee Listing
Teaching Assignment History
Course Catalog
Class Schedule
Attendance Reporting
Learning Support Competencies
MyMoflow GPS Graduation Planning System
Create an Early Alert for a Student
Follow-up On an Early Alert Student

Click on the “Follow Up” tab to complete this academic alert.

For each student you are providing follow-up information, please select the follow-up method from the drop down box.

In addition, please enter detailed commentary on your interaction with the student during the follow-up.

Do not forget to click the submit button when complete.

PLEASE NOTE: Once you have completed a “follow up” on a student, they will return to “monitored”. You may continue to make notes regarding and notify students of attendance concerns throughout the semester. Just follow the same process each time.
*If you determine that an Early Alert is not needed, you are still required to login to MyMotlow/Banner and click on “Create an Early Alert” and check the box shown below:

**Click the box to the right if you have no early alerts to report today:**

☐

### Reporting Student Behavioral Incidents

If a Faculty member observes student behavior that interferes with a safe, productive learning environment, the Faculty member is encouraged to complete the Student Behavioral Report form by logging into MyMotlow and using the search engine at the top of the Faculty and Advisors page to search for “Behavioral Referral Form.”

The Student Behavioral Intervention Committee (SBIC) maintains a database and tracks behavioral issues regarding students who have been identified by faculty or staff; offers professional development for the college, as needed; recommends policies and procedures that encourage intervention, if needed, in order to maintain a safe learning environment; and establishes communication for all campuses while maintaining sensitivity to responses of troubled students.

Faculty and staff are encouraged to submit a Student Behavioral Report with specific concerns relative to certain behaviors, including those regarding the safety of Motlow students and/or unprofessional, excessively disruptive, or threatening behavior toward MSCC personnel or students. This form should be completed even if the Faculty member feels the incident is an “it may be nothing, but . . .” situation. Although the information may seem trivial by itself, it may help in understanding a broader range of the student’s behavior.

### Class Cancellation

Classes are expected to follow the appropriate MSCC academic calendar. Class should meet each scheduled day on that calendar and should begin and end on time. Class cancellation should occur only in the event of an emergency or illness.

If you find you cannot meet your class at the scheduled time, immediately contact your students (via D2L or MyMotlow email), your Department Chair, and the office at your teaching location. Please, ensure that your email to the students explains how your daily schedule of assignments will be affected and what they should do to prepare for the next class meeting. It is recommended that you provide an assignment the day of your absence to make up for the time missed.
**Submitting Final Grades**

A final grade must be recorded for each student on the roll. To submit final grades, choose the “Faculty and Advisors” link in your MyMotlow account and then click on “Final Grades.” Use the pull-down menu located within each student’s record to assign the final grade for the course. Instructors must give the last date of attendance for all assigned “F” grades regardless of the circumstance for the grade.

Please make sure students are aware that final grades will not be available to students immediately after instructors record them--only when released by Admissions.

If special circumstance arise that you feel may interfere with your ability to turn in grades on time (illness, family emergency, etc.), you should contact your Department Chair immediately so that steps can be taken to assist you to get grades turned in by the due date.

Be aware that if you do not submit your final grades by the administrative due date, a grade of NR (not reported) will be assigned to each of your students. In consultation with your Department Chair, you will then be required to manually complete a Grade Change form for every student on your class rolls. As this process will create serious inconveniences for students and administrators, failure to turn in grades by the assigned date, unless there are extreme and extenuating circumstances, could seriously jeopardize an adjunct’s future employment with Motlow.

**Grade Changes**

If an Instructor needs to change a course Final Grade, she or he must fill out a Change of Grade form and submit it to their Department Chair. The form is available via the A to Z Index by clicking on “Form Bank for Faculty and Staff” and then “Change of Grade form.”

**Smarthinking**

Students may receive online tutorials for course writing assignments via Smarthinking. After submitting a completed essay to Smarthinking, students may have their work reviewed and critiqued by an “e-structor” who will provide a personalized-response to the student (typically, within 24 hours). Students may access Smarthinking here: [http://www.mscc.edu/smarthinking.aspx](http://www.mscc.edu/smarthinking.aspx)
Writing Centers

Writing Centers are located at the following locations:

Main Campus -- Eoff 128
Smyrna Campus -- SM 125
McMinnville Campus -- ???
Fayetteville Campus -- ????

Students may sign up for appoints via mssc.mywconline.com

Due to limited resources, please do not require all students to visit the Writing Center. However, Instructors may require any student who has received a grade lower than C to visit the Writing Center before being allowed to resubmit a paper.

When asked, Writing Center tutors will visit classes and will give students information on Writing Center services, describe how tutoring sessions work, and show students how to register and make an appointment using the WC online scheduler.

Student Success Centers

Student success has always been a primary objective of Motlow State Community College. The 2010 Complete College Act and state and system mandates resulting from that legislation only served to increase the college's focus on the success of its students.

Motlow's 2010-2015 Strategic Plan features goals and objectives specifically related to student success. The goals focus on improving student success by increasing the number of students progressing to the next semester, transferring to a 4-year institution, or receiving a certificate or associates degree. The achievement of these goals requires campus-wide participation. Department operational plans outline how faculty and staff will actively participate in improving student success at Motlow.

The following offers a sampling of our upcoming 2011 operational success plans from orientation to completion.

ORIENTATION

- In-person orientation better prepares first-time freshmen to begin their education at Motlow by providing students with the opportunity to become familiar with some of the individuals and resources they will need to know while working toward their academic goals.
- Welcome Week activities will offer a variety of informative and fun opportunities for students and staff to interact during the first week of fall semester classes.
• Workshops on adjusting to college life and college survival skills will be offered to incoming students.
• Improvements in academic advising will better prepare students.

INSPIRATION

• Stories of student success will be shared on the college website and other media outlets. These stories are to inspire other students to reach their academic goals.
• Secrets of student success gathered from faculty, staff and other resources will be shared with students on the college website and closed circuit internal monitor system.

MOTIVATION

• Students enrolled in beginning Humanities courses will have one cultural event (field trip) per semester to increase interest in the course and create a lifelong interest in arts.
• Natural Science student support and study groups will actively engage students with the material they are studying. They will develop relationships with others in the group while spending more time on course content.
• Social Sciences faculty will enhance faculty advisement and mentoring of students.
• Fayetteville Center will sponsor guest speakers so students may learn more about their program of student and other opportunities.
• McMinnville Center will send electronic birthday cards to McMinnville Center students and take other steps to improve communication with students.
• The Smyrna site will streamline and increase course and program offerings so Rutherford County students can complete degree requirements without traveling to other Motlow campuses.

GUIDANCE

• What do you want to be when you grow up? The Career Planning Department provides guidance through internet-based assessment tools which help students understand their career interests, skills and work values, and can be used to help students select college majors and occupations.
• Job postings and related job links are provided by Career Planning and maintained on their web page.
Career Planning also provides valuable resources to help students create resumes, hone interviewing skills, evaluate prospective employers and explore various career fields.

ANALYSIS

Students will be surveyed on the obstacles they have faced on the road to academic success and survey results will be shared with campus departments to find new ways to minimize obstacles or better prepare students to overcome obstacles.

In addition to these initiatives, an Ad-Hoc Student Success Committee was appointed by the president in 2010 to:

- Provide leadership that increases awareness of student retention issues
- Identify college-wide goals for student retention
- Create and assist with implementation of a campus-wide retention plan
- Determine key strategies for campus implementation
- Monitor outcomes for documentation of retention success

*Student Success Centers are located at the Moore County and Smyrna campuses. Student Success Coaches are available at all four campus locations. Instructors assume the responsibility of using professional judgment when referring students to the Student Success Centers.

Best Practices

The history faculty at Motlow State Community College use a variety of pedagogical methodologies that promote student learning in the history discipline and fit the professors’ teaching styles. Currently, faculty use combinations of lecture, discussion, traditional academic research writing assignments, authentic writing assignments, video clips, images, sound bites, and historical artifacts to facilitate historical thought. Regardless of the methodology employed, the ultimate goal of history is to promote critical thinking, transcending the mere retelling of the past and promoting the dynamic application of historical phenomena. This is particularly significant as history relates to all disciplines of study, as all disciplines have a history. Lecture, discussion, and research facilitates student application that enables them to interpret the world around them, to understand the significance of the repetitiousness of history, and to recognize and adjust to the inevitability of change. In addition, the discipline of history relies on substantial interpretation of events. Writing in and out of the
classroom gives students opportunities to reflect and analyze events and to interpret sources and perspectives that weave the story of history.

**Curriculum Design**

HIST 2010 (Survey of American History I) and HIST 2020 (Survey of American History II) are taught every semester and by virtually every method offered by Motlow State Community College: ITV, ACE, Online, Dual Enrollment, and on-ground. The prerequisite is the same for both. Students must be exempt from or have completed ENGL 0810 and READ 0810. This was a departmental decision based on the history faculty’s consensus view that mastery of basic reading and writing skills was essential to classroom success. In addition, students are not required to take these classes in any particular order, although it is recommended that they take them sequentially. Students may even take them at the same time. This attitude parallels the approach taken traditionally across higher education. HIST 2010 begins with English settlement and ends with the events of Reconstruction. Along the way, students study the Revolution, Early National Period, disruption of the Union, and the Civil War. The starting and ending point for this course, as well as the topics covered in between, is the standard approach and the one that would be expected by colleges and universities that accept our students for admission. HIST 2020 covers the political, economic, diplomatic, and social development of the nation from Reconstruction to the present. Attention is given to contemporary problems and the place of the United States as a world power. Again, this is the standard method for teaching the second half of American history.

**Co-curricular Activities**

While Phi Alpha Theta, the national academic history honorary, does not extend membership to two-year programs, the faculty at Motlow College have instituted an option for its history majors. The History and Government club has been active for two years at the college. The purpose of the organization is to promote the study of history and political science, to provide networking for majors, to disseminate information about career paths in these majors, and to participate in history- and government-related events (such as inviting guest speakers to address the group). In addition, qualified history majors may also participate in Phi Theta Kappa—a two-year academic honorary that promotes scholarship, leadership, and service—and the Honors Program, an invitation-only academic program that provides an education of exceptional quality for highly motivated students. Currently, the American History I and II Honors sequence is offered at Moore County, Fayetteville, and McMinnville. Beginning spring 2015, the sequence will be offered in Smyrna, as well. Not only do history majors in the Honors Program have the opportunity to take the sequence for Honors credit, but
also they may elect to take trips, such as visiting the Rippavilla Plantation, taking a historic ghost walk, or touring the Shiloh National Military Park. The Tennessee Intercollegiate State Legislature provides an opportunity for a limited number history majors experience, first hand, the government institutions about which they student, and may some day teach.

**General Education Core Assessment Overview**

HIST 2010 and HIST 2020, both ground and online sections, undergoes general education assessment on a regularly scheduled rotating basis as conducted by the college’s Director of Institutional Research, Planning, and Effectiveness. HIST 2010 and HIST 2020 are assessed by imbedded print questions. The questions are developed collaboratively by full-time faculty, and each question is associated with a specific Student Learning Outcomes (SLO). The student responses to the questions are statistically analyzed and each SLO is achieved when the percentage of correct student responses is 70 or greater. Use of Assessment Results are provided in this handbook.
Standard Syllabus

HIST 2010 – Survey of American History I
CRN:
3 Semester Hours

Class Time
Prerequisite: N/A
Room:

Professor:
Name
Office:
Email:

Office Hours:

Course Description:
This course covers the history of the United States from the beginning of English settlement in North America through the Revolution, early national period, disruption of the Union, Civil War, and Reconstruction periods. This course ends with the events of 1877.

Texts/Course Materials:

History Program Goals:

Goal 1: Knowledge Base in History (Pre-History to 1877)

Objectives:
1.1 To increase one’s knowledge of political and social events in the United States before 1877
1.2 To become more familiar with key figures and significant events in American history before 1877
1.3 To understand the role of the American military before 1877

Student Learning Outcomes (SLOs):
Students will:
1.1a Understand basic historical terminology and concepts
1.1b Identify types of questions that emerge from historical inquiry
1.2a Identify key characteristics of major historical events
1.2b Explain the significance of specific historical figures
1.3a Acknowledge the importance of key military events in American history

Goal 2: Critical Thinking and Communication

Objectives:
1.1 Enhance critical thinking skills
1.2 Improve one’s ability to make an academic argument
1.3 Demonstrate effective writing for different purposes

Student Learning Outcomes (SLOs):
Students will:
1.1a Use acquired knowledge base to interpret historical phenomena
1.1b Analyze and evaluate various historical issues
1.2a Learn to communicate an historical perspective with supporting evidence
1.3a Apply Standard American English to historical inquiry
1.3b Improve vocabulary in historical contexts
Topics to be covered:
1. European Colonization
2. Enlightenment Thought and the Revolutionary Period
3. The Constitution
4. The Bill of Rights
5. Jeffersonian Democracy
6. War of 1812
7. Jacksonian America and Indian Removal
8. Manifest Destiny
9. Slavery and Abolition
10. Civil War

Course Conduct:

Grades:

A=90 and above
B=80-89
C=70-79
D=60-69
F=59 or below

Examinations:

Quizzes:

Attendance/Participation:

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Use of Assessment Results

Motlow State Community College
Program Student Learning Outcomes
Use of Assessment Results
Fall Semester 2012

Program Title: General Education, University Parallel Major

Course: HIST 2010 U.S. History I

Expected Student Learning Outcomes:

Students will be able to demonstrate knowledge of the development of the distinctive features, events, and institutions in United States History I:

1. Revolutionary Period
2. Articles of Confederation
3. Constitution
4. Jacksonian America
5. Civil War

Performance Measure(s): Embedded Assessment

Effectiveness Standard: 70% pass rate for each SLO. If either or both questions tied to the SLO meets or exceeds 70% the standard is considered to have been met.

Assessment Results:

Using an embedded assessment methodology, 26 sections of HIST 2010 were assessed with the following results obtained. Each SLO was achieved at the specified effectiveness standard of 70%.

<table>
<thead>
<tr>
<th>SLO</th>
<th>Question</th>
<th>Percent Correct</th>
<th>Percent Incorrect</th>
<th>Effectiveness Standard Met</th>
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<td>9</td>
<td>72.08</td>
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<tr>
<td></td>
<td>10</td>
<td>77.50</td>
<td>22.50</td>
<td></td>
</tr>
</tbody>
</table>

Use of Assessment Results:
These results were shared with the full-time history faculty of the college for review and recommendations. The faculty was unanimous in their opinion that the results indicate that the specified SLOs are being satisfactorily achieved at the requisite standard. No recommendations for modification of the SLOs, course content, teaching methodologies, or embedded questions were made at this time.
Standard Syllabus

HIST 2020 – Survey of American History II
CRN: 
3 Semester Hours

Class Time
Prerequisite: N/A
Room:

Professor:
Name
Office:
Email:

Office Hours:

Course Description: This course traces the political, economic, diplomatic, military and social development of the United States from the Reconstruction period to the present. Attention is given to contemporary problems and the place of the United States as a world power.

Texts/Course Materials:

History Program Goals:

Goal 1: Knowledge Base in History (1877 to the present)

Objectives:
1.1 To increase one’s knowledge of political and social events in the United States since 1877
1.2 To become more familiar with key figures and significant events in American history since 1877
1.3 To understand the role of the American military in global affairs since 1877
Student Learning Outcomes (SLOs):
Students will:
1.1a Understand basic historical terminology and concepts
1.1b Identify types of questions that emerge from historical inquiry
1.2a Identify key characteristics of major historical events
1.2b Explain the significance of specific historical figures
1.3a Acknowledge the importance of key military events in American history and their global implications

Goal 2: Critical Thinking and Communication

Objectives:
1.1 Enhance critical thinking skills
1.2 Improve one’s ability to make an academic argument
1.3 Demonstrate effective writing for different purposes

Student Learning Outcomes (SLOs):
Students will:
1.1a Use acquired knowledge base to interpret historical phenomena
1.1b Analyze and evaluate various historical issues
1.2a Learn to communicate a historical perspective with supporting evidence
1.3a Apply Standard American English to historical inquiry
1.3b Improve vocabulary in historical contexts

Topics to be covered:
1. Gilded Age and Industrialization
2. Progressivism
3. World War I
4. Roaring Twenties and Nativism
5. Great Depression and New Deal
6. World War II
7. Cold War and Truman Doctrine
8. Cultural and Social Climate of the 1960s and 1970s
9. Nixon Administration and Watergate
10. War on Terror and the Bush Doctrine

Course Conduct:

Grades:

A=90 and above
B=80-89
C=70-79
D=60-69
F=59 or below

Examinations:

Quizzes:

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Motlow State Community College
Program Student Learning Outcomes
Use of Assessment Results
Spring Semester 2014

Program Title: General Education, University Parallel Major

Course: HIST 2020 Survey of American History II

Expected Student Learning Outcomes:

Students will be able to:

1. The student will demonstrate knowledge of the development of distinctive features, events, and institutions in United States History II pertaining to the transcontinental railroad.
2. The student will demonstrate knowledge of the development of distinctive features, events, and institutions in United States History II pertaining to Progressivism.
3. The student will demonstrate knowledge of the development of distinctive features, events, and institutions in United States History II pertaining to the Truman Doctrine.
4. The student will demonstrate knowledge of the development of distinctive features, events, and institutions in United States History II pertaining to the Tet Offensive
5. The student will demonstrate knowledge of the development of distinctive features, events, and institutions in United States History II pertaining to the Watergate Scandal

Performance Measure(s): Embedded Print Assessment

Effectiveness Standard: At least 70% of the students will answer the questions that pertain to the student learning outcome correctly.

Assessment Results:

<table>
<thead>
<tr>
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<th>SLO</th>
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</tr>
</thead>
<tbody>
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<td>1</td>
<td>61.35</td>
</tr>
<tr>
<td>2</td>
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<td>96.08</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>80.36</td>
</tr>
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Use of Assessment Results:

In Spring 2012 HIST 2020 was assessed using an online pre-test/post-test method. Only one of the five SLOs was achieved at the Effectiveness Standard of 70%. The history faculty discussed the possible reasons for this: 1) only one question assessed each SLO; 2) the time interval between pre-test and post-test (i.e., pre-test at the beginning of the semester and post-test at the end of the semester), and 3) difficulty in getting full compliance with all section instructors and students to complete both the pre-test and post-test. Teaching methodologies were not considered to be a contributory factor. As a result, the history faculty made the following recommendations: 1) switch to embedded assessment, 2) revision and expansion of the assessment questions so that each SLO is assessed by two questions, 3) retain the SLOs as written.

In Spring 2014, HIST 2020 was assessed using an embedded print method. Four of the five SLOs were achieved at the benchmark standard of 70%. The embedded method allows for faculty to teach SLO material at a distributed pace, assessing one SLO at a time, rather than teaching all SLOs over the course of the semester and assessing all SLOs at once. The embedded method usually results in higher participation rates because the assessment questions are embedded in exams, which directly impacts the students’ grades. The benchmark for SLO #1 (see previous page) was missed by a narrow margin. To address this concern, faculty will consider using more class time or different teaching/learning methods when covering the topic. In contrast to the Spring 2012 HIST 2020 assessment cycle, the recent embedded print format utilized 2 questions to assess each SLO in order to increase validity and reliability. Overall, the department is satisfied with the results and will continue monitoring the effectiveness of the general education assessment tools. It also has been suggested by the department chair and full/part-time faculty that an electronic format of data entry be used for the next cycle of embedded assessments. The current method requires the chair to rely on manual data compilation and calculations, which is more prone to produce errors.