

## Introduction

### Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

### Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English and Math My Way are reviewed annually, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean's comments/reflection/next steps

### 2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and returns documents to program review team by January 7, 2013.
- Program review documents are due to the Office of Instruction by January 18, 2013.

### Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

### Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

<b>Basic Program Information</b>
----------------------------------

Department Name: History

Program Mission(s): The history department challenges a diverse student body to achieve academic excellence by developing their critical thinking, and communicative skills along with a global understanding of the interaction of political, economic, social and cultural themes through the study of the world's past. Our emphasis is on appreciating and analyzing the historical multicultural contributions to our modern world, social and ethical responsibility, and community involvement.

Program Review team members:

Name	Department	Position
Steve Batham	History	Full time Faculty
Dolores Davison	History	Full time Faculty
Konnilyn Feig	History	Full time Faculty
Bill Ziegenhorn	History	Full time Faculty

<b>Total number of Full Time Faculty:</b>	<b>4</b>
<b>Total number of Part Time Faculty:</b>	<b>8</b>

<b>Existing Classified positions: n/a</b>
Example: Administrative Assistant I
Example: Program Coordinator

Programs\* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
History	A.A.	90

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

\*\*Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

<b>Section 1. Data and Trend Analysis</b>
---

## 1.1. Program Data:

Data will be posted on

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

<b>Transcriptable Programs</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>% Change</b>
AA Degree	3	4	33%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

<b>Non-Transcriptable Program</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>% Change</b>
Example: Career Certificate			

## 1.2 Department Data

<b>Dimension</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>% Change</b>
Enrollment	3,290	3,385	3%
Productivity (Goal: 546)	622	601	-3%
Success	1,867	2,081	1%
Full-time FTEF	3.0	1.9	-37%
Part-time FTEF	1.6	3.7	161%

Department Course Data (Attach data provided by IR or manually complete chart below)

<b>Course</b>	<b>2010-2011</b>			<b>2011-2012</b>		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1						

Ex. ART 2						
--------------	--	--	--	--	--	--

1.3 Using the data and prompts, provide a short, concise narrative analysis of the following indicators.

1. Enrollment trends over the last two years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends. Enrollment has remained steady over the past two years, despite the loss of a full time faculty member at the end of 2011. Unduplicated headcount is up 5%, and enrollment is up 3%. Retention rates in the honors courses remain at nearly 95% over the past five years. Honors program courses have comparatively low seat counts in the history department (30 students as opposed to the traditional 50 student seat count, and are often informally cross-listed), as they are taught as seminar courses, providing students with a rare opportunity to engage in active historical seminars prior to transfer. These courses, offered once a quarter, consistently fill and are among the most popular courses in the department.
2. Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years?)
  - a. AA, AS, AA-T, AS-T, Certificates of Achievement: Please comment on the data and analyze the trends. History saw a 33% increase in degrees (from 3 to 4); it is likely that, once the AA-T degree is approved, we will see a significant increase in the number of degrees granted. Completion rates in the honors courses remain at nearly 95% over the past five years.
  - b. Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached. n/a
3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546. Productivity in history remains strong; while there was a 3% decrease in 2011-12, the overall productivity for the department is at 601, far above the college productivity goal.
4. Course Offerings: (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?) All courses are consistently filling or nearly filling; the majority of classes offered remain the survey courses, with a few specialty courses offered each year. With the

approval of the AA-T, we expect to offer several of the specialty courses more often to meet demand.

- a. Please comment on the data from any online course offerings. Our online course offerings are among our most popular, and we offer both survey and specialty courses via distance education.
5. Curriculum and Student Learning Outcomes (SLOs)
  - a. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (CORs) reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? All CORs are in compliance with Title 5, and all advisories have been reviewed.
  - b. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum? The development of the AA-T degree will require us to look at course offerings and potentially develop new courses to align with the requirements of the degree, or to offer students additional opportunities to complete the degree.
  - c. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission. Students in history courses are expected to demonstrate critical thinking and analytical skills, as well as communication and community/global consciousness. All three of these core missions are integrated into the SLOs at the program and course level, and are regularly assessed by faculty.
  - d. As a division, how do you ensure that all faculty are teaching to the COR and SLOs? We regularly evaluate all full and part time faculty to ensure that the CORs and the SLOs are being adhered to. Failure to do so results in a negative evaluation and potential loss of reemployment privilege.
6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website:  
<http://foothill.edu/president/basicskills.php>
  - a. Please discuss current outcomes or initiatives related to this core mission.
7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website:  
<http://foothill.edu/president/transfer.php>
  - a. Please discuss current outcomes or initiatives related to this core mission. The introduction of the AA-T degree seeks to increase the number of students graduating with a degree in history and transferring to the CSU system. In addition, the history department plays an integral and critical role in the Foothill College Honors Program, which has received accolades throughout the state. Our continued participation in that program is supported by the collegial efforts of the history department faculty, both full time and adjunct,

- including the decision by the full time faculty to allow for additional students in their non-honors courses. This program leads directly to significant numbers of transfers to the UC system, private colleges, and out-of-state institutions.
8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://foothill.edu/president/workforce.php>
    - a. Please discuss current outcomes or initiatives related to this core mission.
    - b. Please attach minutes from your advisory board meeting(s).
  9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: <http://foothill.edu/staff/irs/ESMP/index.php>
    - a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program. We are planning to offer the History of Latin America for the first time in four years, in an effort to engage Latino/a students in history.

## Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

## Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

1. What findings can be gathered from the Course Level Assessments? Students continue to struggle with critical analysis in their writing and oral presentations. Every

class assessed has writing in the form of exams, research papers, essays, or a combination thereof, and the consistent comment throughout is that students are underprepared for those types of assessments. There is also a concern that students are increasingly underprepared for the discipline necessary to do historical research, and that they have no experience analyzing the authenticity of sources or their value.

2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program? More front end discussions and assignments that aid students in understanding how to study and prepare will benefit students in all of the survey classes.

3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program? The CL-SLOs clearly reflect the skills and abilities needed to succeed in the program: analytical skills, research, communication skills, and an understanding of the place of the individual in the world.

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program? Faculty have added more basic writing assignments in order to allow students to scaffold their projects; this has improved the critical thinking and analysis portion of the courses, as well as the communication abilities. Faculty continue to develop innovative projects and assessments to engage students and improve student learning.

5. If your program has other outcomes assessments at the course level, comment on the findings.

### 2.3.b Program-Level SLO

1. What summative findings can be gathered from the Program Level Assessments? Students continue to transfer with an emphasis in history, but are rarely taking degrees in the subject, in part because of the cumbersome GE package that they are required to take along with major courses.

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? The history department chose to develop an AA-T degree, which awaits approval from the state. Once the degree is approved, it is expected that the number of degrees awarded will increase.

3. If your program has other outcomes assessments at the program level, comment on the findings.



**Section 3: Program Goals and Rationale**

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 Increase retention and success among underrepresented students	Ongoing/long term	Plans in place to offer Latin American History	Ongoing
2 Integrate new faculty hire into the department	Ongoing/long term	Department hired Steve Batham as new full time, tenure track faculty member	Ongoing
3			

3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps

<b>1 Improve retention and success in online courses</b>	Ongoing	Students will be able to acquire a degree online and transfer	Continued improvement in weekly academically relevant assignments and faculty effective contact
<b>2 Re-introduce Latin American History and Asian History</b>	Short-term	Both courses are part of the proposed AA-T degree and will lead to an increase in degrees	Latin America is being revised for potential offering in spring 2013; Asia is being suggested for fall 2014.
<b>3</b>			

**Section 4: Program Resources and Support**

4.1 Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
<b>Full-Time Faculty Position</b>		

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

<b>Section 5: Program Strengths/Opportunities for Improvement</b>
---

5.1 Address the concerns or recommendations that were made in prior program review cycles. A new full time faculty member has been hired, which should address previous concerns about enrollment trends.

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability? None.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program? Faculty in the history program continue to participate extensively on committees and other assignments outside of the department, division, and college, including presenting and attending national conferences, serving as the faculty Senate president, serving on statewide organizations, involvement on college and district wide committees, and participation in the C-ID project to ensure transferability of our courses for our students. The collaborative nature of the history faculty has led to stronger student learning outcomes at both the course and the program level, and to the strengthening of collaboration of faculty outside the department for the benefit of students across the college. The Foothill history faculty also took the lead on ensuring the equivalency of history courses across the district.

**Section 6: Feedback and Follow Up**

This section is for the Dean to provide feedback.

**6.1 Strengths and successes of the program as evidenced by the data and analysis:**

The History Department is a strong and vibrant discipline within Foothill College and the addition of a new full-time faculty member in the past year is adding to the department's ability to serve students and expand curricular offerings. Faculty in the division are active in participating on college leadership groups. With approximately 300 FTES in 2011-2012, the program account for 10% of all FTES in the BSS division, and accounts for a significant portion of university transfer student enrollment within the division. The program faculty have done an excellent job in writing and assessing SLOs and they have submitted an AA-T degree for History this is currently in "secondary review" at the State Chancellor's Office and we expect approval by March of 2013. Because the program has many students but few degrees, the AA-T degree could have a significant impact on the number of students receiving degrees in the discipline. The department identified the growing issue of students being underprepared in the area of critical analysis, impacting their ability to do historical research, and to evaluate source material for authenticity. Basic writing competency continues to be an issue as well for some students. This issue has been voiced in other program reviews such as political science and ideas such as a one-unit course in critical analysis/research methods should be explored with other disciplines and the Learning Resource Center.

**6.2 Areas of concern, if any:**

Due to Dolores Davison's state leadership commitments involving full release by the Statewide Academic Senate in 2013-2014, the department will be short a full-time faculty member in the next year. To address this, new adjunct faculty hiring is needed and one new adjunct has been brought in for Spring 2013.

Even with Davison not being released, the program enrollment warrants a new full-time position. Given the program is currently serving students with 25 % full-time faculty teaching all classes, the demand exists. While this was not requested above, the Dean has requested this be included and the BSS division ranked the position as part of its resource allocation process.

**6.3 Recommendations for improvement:**

Evaluate new methods of helping student come more prepared for critical analysis and research. This is a college-wide issue but will require the ideas and support of key disciplines such as History, where the impact of students coming underprepared are more acute.

**6.4 Recommended next steps:**

Proceed as planned on program review schedule

\_\_\_ Further review/Out of cycle in-depth review

Upon completion of section 6, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

# Unit Course Assessment Report - Four Column

## Foothill College

**Mission Statement:** A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - History (HIST) - HIST 10 - HISTORY OF CALIFORNIA: THE MULTICULTURAL STATE - SLO 1 - factual knowledge - A successful student will demonstrate factual knowledge of important public figures, social, economic, cultural, political and intellectual developments in California history. (Created By Department - History (HIST))	<b>Assessment Method:</b> Research paper <b>Assessment Method Type:</b> Research Paper	08/23/2012 - Of the 48 students enrolled, 39 successfully completed the research paper -- 81% <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.	
<b>Course-Level SLO Status:</b> Active			
Department - History (HIST) - HIST 10 - HISTORY OF CALIFORNIA: THE MULTICULTURAL STATE - SLO 2 - Historical analysis - Develop a historical analysis and support it using details and examples. (Created By Department - History (HIST))	<b>Assessment Method:</b> Students will present historical analysis on a topic in California history. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target:</b> 80% of students will successfully complete the assignment.	08/23/2012 - Of 48 students enrolled, 40 successfully complete the assignment --83% <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Critical Analysis.	
<b>Course-Level SLO Status:</b> Active			
Department - History (HIST) - HIST 10 - HISTORY OF CALIFORNIA: THE MULTICULTURAL STATE - SLO 3 - Events and Patterns - Relate important historical events and patterns to current events and patterns and identify significant similarities and differences (Created By Department - History (HIST))	<b>Assessment Method:</b> Students will complete an essay in class demonstrating ability to relate patterns and events. <b>Assessment Method Type:</b> Essay/Journal <b>Target:</b> 80% of students will successfully complete essay.	08/23/2012 - Out of 48 enrolled students, 39 successfully completed the assignment -- 81% <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.	
<b>Course-Level SLO Status:</b> Active			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - History (HIST) - HIST 16 - INTRODUCTION TO ANCIENT ROME - SLO 1 - Research and evaluation - The Student will be able to create and deliver to seminar participants a researched and evaluative examination of an assigned individual, group of individuals, or theme by lecture or shared paper. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - History (HIST) - HIST 16 - INTRODUCTION TO ANCIENT ROME - SLO 2 - Individual impact - The Student will be able to recognize and assess the impact of individuals on the course of history - in writing. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - History (HIST) - HIST 16 - INTRODUCTION TO ANCIENT ROME - SLO 3 - Events and Patterns - The Student will be able to synthesize and analyze the major themes and patterns of Ancient Rome - in writing. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - History (HIST) - HIST 16 - INTRODUCTION TO ANCIENT ROME - SLO 4 - Impact of Roman Empire - The Student will be able to critically assess the legacy, heritage, impact of the Roman Empire. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - History (HIST) - HIST 16H - HONORS INTRODUCTION TO ANCIENT ROME - SLO 1 - Research and evaluation - The Student will be able to create and deliver to seminar participants a researched and evaluative examination of an assigned individual, group of individuals, or theme by lecture or shared paper. (Created By Department - History (HIST))</p> <p><b>Start Date:</b> 04/04/2011</p> <p><b>End Date:</b> 05/27/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 30 minute research presentation with pre presentation outline to every seminar member clearly detailing sources, using Power Point or other means if desired, and responding to student questions. OR 8 page paper as above and electronically submitted to each seminar student. Both complete with analysis and student's critical conclusions.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 90% of students will receive a grade of A. 10% of a grade of B or B-</p>		
<p>Department - History (HIST) - HIST 16H - HONORS INTRODUCTION TO ANCIENT ROME - SLO 2 - Individual impact - The Student will be able to recognize and assess the impact of individuals on the course of history - in writing. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Comprehensive major essay exam at end of seminar. 15 pages with proper citings and inclusion of materials from the other participants. Such as: "#6. AUGUSTUS: Analyze him First, YOUR STRONG ANALYSIS OF HIS STRENGTHS AND WEAKNESSES THEN, CONSIDER EACH OF THE FOLLOWING ? Why did Augustus refuse the position of dictator? ? To what extent did Augustus restore power to the Senate? ? W hat general policy does Augustus boast of in Achievements, 15-18; 22-23 ? <a href="http://www.fordham.edu/halsall/ancient/14re sgestae.html">http://www.fordham.edu/halsall/ancient/14re sgestae.html</a> <a href="http://classics.mit.edu/Augustus/deeds.html">http://classics.mit.edu/Augustus/deeds.html</a> ? What self-image did Augustus wish to project in his new public buildings and monuments? ? What were Augustus' goals? At home with the behavior of the people. And then with the Senate? the Army ? ? How did Augustus administer the</p>		



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>provinces? Was it better than before  ? What major legacies did he leave?  ? What major legacies did he leave? How  does Virgil praise Augustus in his Aeneid?  ? How does Augustus portray his seizure of  power at the start and end of his  Achievements?  ? How did Augustus maintain the goodwill of  the lower classes after excluding them from  politics?  ? Finally, was he a great man?</p> <p><b>Assessment Method Type:</b>  Research Paper  <b>Target:</b>  80% A, 20% B.</p>		
<p>Department - History (HIST) - HIST 16H - HONORS INTRODUCTION TO ANCIENT ROME - SLO 3 - Events and Patterns - The Student will be able to synthesize and analyze the major themes and patterns of Ancient Rome - in writing. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b>  Active</p>			
<p>Department - History (HIST) - HIST 16H - HONORS INTRODUCTION TO ANCIENT ROME - SLO 4 - Impact of Roman Empire - The Student will be able to critically assess the legacy, heritage, impact of the Roman Empire. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b>  Active</p>			
<p>Department - History (HIST) - HIST 17A - HISTORY OF THE UNITED STATES TO 1816 - SLO 1 - factual knowledge - Demonstrate factual knowledge of important public figures, social, economic, cultural,</p>	<p><b>Assessment Method:</b>  Objective test at end of class to measure level of factual knowledge of significant people and developments  <b>Assessment Method Type:</b></p>	<p>08/23/2012 - Out of 30 students enrolled, 5 did not take the final. Of the 25 who did take the final, 17 passed the objective part of the exam -- 68%.  <b>Result:</b>  Target Not Met</p>	<p>10/15/2011 - Emphasize to students from beginning of course the importance of attendance, study skills and successful completion of</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>political and intellectual developments in early American history. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Exam - Course Test/Quiz</p> <p><b>Target:</b> 80% pass rate on objective part of exam</p>	<p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Increased staffing of tutorial center before and during finals week</p> <p><b>GE/IL-SLO Reflection:</b> Communication/critical thinking and analysis.</p>	<p>course.</p> <p>Increase effort to drop students who show no effort in class earlier in the quarter.</p>
<p>Department - History (HIST) - HIST 17A - HISTORY OF THE UNITED STATES TO 1816 - SLO 2 - Historical analysis - Develop a historical analysis and support it using details and examples. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Written essay measuring depth of historical analysis and assessed using following rubric:</p> <p>5 - essay presents clear thesis and adequately supports it with clearly related details and examples</p> <p>4 - essay presents clear thesis but includes minimal details and examples to support it or numerous details and examples that are not all clearly related to thesis</p> <p>3 - essay presents thesis that is not clear and supports it with details and examples which may not clearly relate to the thesis</p> <p>2 - essay presents thesis that is not clear and supports it with too few relevant details and examples</p> <p>1 -- essay does not present thesis or supports thesis with generalities rather than any details or examples</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 80% pass rate for students completing the project</p>	<p>08/23/2012 - Out of 30 students enrolled, 27 completed the project and 25 received a passing grade -- 83%.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Critical analysis.</p>	<p>10/15/2011 - Continue successful elements of project including early and regular feedback and first draft review.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - History (HIST) - HIST 17A - HISTORY OF THE UNITED STATES TO 1816 - SLO 3 - Events and Patterns - Relate important historical events and patterns to current events and patterns and identify significant similarities and differences (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Written essay measuring depth and detail of comparisons and assessed using the following rubric:</p> <p>5 - essay presents clear thesis and shows detailed understanding of historical and current patterns and events. Significant similarities and differences are identified and explained</p> <p>4 - essay presents clear thesis and shows understanding of historical and current patterns and events. Significant similarities and differences are identified but not adequately explained</p> <p>3 - essay presents thesis that is not clear and shows only some understanding of historical and/or current patterns and events. Or some specific similarities and differences are not clearly relevant.</p> <p>2 - essay presents thesis that is not clear and shows only some understanding of historical and/or current patterns and events. Specific similarities and differences are not clearly relevant, or only one but not the other are included.</p> <p>1 - essay presents thesis that is not clear and shows only some understanding of historical and/or current patterns and events. Only generalized similarities and differences are included without depth or relevance.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 80% pass rate on essay portion of final</p>	<p>10/15/2011 - Out of 25 students, 9 did not take the final, and 8 passed the essay portion of the test -- 50% pass rate for those attempting.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Reporting Year:</b> 2010-2011</p> <p><b>Resource Request:</b> Increased staffing of tutorial center before and during finals week</p>	<p>10/15/2011 - Emphasize to students from beginning of course the importance of attendance, study skills and successful completion of course. Increase effort to drop students who show no effort in class earlier in the quarter.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - History (HIST) - HIST 17B - HISTORY OF THE UNITED STATES FROM 1812 TO 1914 - SLO 1 - factual knowledge - Demonstrate factual knowledge of important public figures, social, economic, cultural, political and intellectual developments in 19th century United States history. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Objective test at end of class to measure level of factual knowledge of significant people and developments</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> High percentage of students receive passing grade on objective portion of test</p>	<p>07/25/2012 - 65% of students passed objective portion of test.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Reporting Year:</b> 2011-2012</p>	<p>07/25/2012 - Re-emphasize study plan for students. Focus student attention on important information throughout quarter</p>
<p>Department - History (HIST) - HIST 17B - HISTORY OF THE UNITED STATES FROM 1812 TO 1914 - SLO 2 - Historical analysis - Develop a historical analysis and support it using details and examples.</p> <p>GE- Developing a detailed historical analysis demonstrates analytical writing skills including evaluation, synthesis, and research. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Written essay measuring depth of historical analysis and assessed using following rubric:</p> <p>5 - essay presents clear thesis and adequately supports it with clearly related details and examples</p> <p>4 - essay presents clear thesis but includes minimal details and examples to support it or numerous details and examples that are not all clearly related to thesis</p> <p>3 - essay presents thesis that is not clear and supports it with details and examples which may not clearly relate to the thesis</p> <p>2 - essay presents thesis that is not clear and supports it with too few relevant details and examples</p> <p>1 -- essay does not present thesis or supports thesis with generalities rather than any details or examples</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> Majority of students score 3 or higher on</p>	<p>07/25/2012 - 77% of students scored 3 or higher on assessment rubric.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Majority of students demonstrate ability to communicate historical analysis effectively.</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	assessment rubric		
<p>Department - History (HIST) - HIST 17B - HISTORY OF THE UNITED STATES FROM 1812 TO 1914 - SLO 3 - Events and Patterns - Relate important historical events and patterns to current events and patterns and identify significant similarities and differences</p> <p>GE- Ability to relate historical patterns to current events and issues demonstrates both critical assessment ability and awareness of current social issues related to economics, politics and culture. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Written essay measuring depth and detail of comparisons and assessed using the following rubric:</p> <p>5 - essay presents clear thesis and shows detailed understanding of historical and current patterns and events. Significant similarities and differences are identified and explained</p> <p>4 - essay presents clear thesis and shows understanding of historical and current patterns and events. Significant similarities and differences are identified but not adequately explained</p> <p>3 - essay presents thesis that is not clear and shows only some understanding of historical and/or current patterns and events. Or some specific similarities and differences are not clearly relevant.</p> <p>2 - essay presents thesis that is not clear and shows only some understanding of historical and/or current patterns and events. Specific similarities and differences are not clearly relevant, or only one but not the other are included.</p> <p>1 - essay presents thesis that is not clear and shows only some understanding of historical and/or current patterns and events. Only generalized similarities and differences are included without depth or relevance.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> Majority of students will score a 3 or higher</p>	<p>07/25/2012 - 81% of students scored a 3 or higher on this assessment.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Majority of students are demonstrating ability to critically assess information and apply it to current social issues affecting the nation and the world.</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
on this assessment.			
Department - History (HIST) - HIST 17C - HISTORY OF THE UNITED STATES FROM 1900 TO THE PRESENT - Factual Knowledge - Demonstrate factual knowledge of important public figures, social, economic, cultural, political and intellectual developments in modern United States history. (Created By Department - History (HIST))	<b>Assessment Method:</b> Objective test at end of class to measure level of factual knowledge of significant people and developments <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> Majority of students achieve satisfactory score on portion of final related to this outcome.	08/23/2012 - Out of 39 enrolled students, 26 successfully completed objective portion of final -- 67% <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Critical Analysis.	09/07/2012 - Re-emphasize the importance of factual knowledge to the understanding of the core principles of the course. Revise final assessment to better gauge student knowledge.
<b>Start Date:</b> 04/09/2012 <b>End Date:</b> 06/29/2012 <b>Course-Level SLO Status:</b> Active			
Department - History (HIST) - HIST 17C - HISTORY OF THE UNITED STATES FROM 1900 TO THE PRESENT - Historical Analysis - Develop a historical analysis and support it using details and examples. (Created By Department - History (HIST))	<b>Assessment Method:</b> Written essay measuring depth of historical analysis and assessed using following rubric:  5 - essay presents clear thesis and adequately supports it with clearly related details and examples  4 - essay presents clear thesis but includes minimal details and examples to support it or numerous details and examples that are not all clearly related to thesis  3 - essay presents thesis that is not clear and supports it with details and examples which may not clearly relate to the thesis  2 - essay presents thesis that is not clear and supports it with too few relevant details and examples  1 -- essay does not present thesis or	08/23/2012 - Out of 39 enrolled students, 25 received a score of 4 or 5 -- 64% <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.	09/07/2012 - Continue to reinforce reading and writing skills specific to history to facilitate better student performance on written assessments.
<b>Start Date:</b> 04/09/2012 <b>End Date:</b> 06/29/2012 <b>Course-Level SLO Status:</b> Active			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>supports thesis with generalities rather than any details or examples</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> Majority of students are able to receive a score of 4 or 5 on this assessment.</p>		
<p>Department - History (HIST) - HIST 17C - HISTORY OF THE UNITED STATES FROM 1900 TO THE PRESENT - Events and Patterns - Relate important historical events and patterns to current events and patterns and identify significant similarities and differences</p> <p>GE - sophisticated critical comparison of past to present conditions requires considerable analytical thinking (Created By Department - History (HIST))</p> <p><b>Start Date:</b> 04/09/2012</p> <p><b>End Date:</b> 06/29/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Written essay measuring depth and detail of comparisons and assessed using the following rubric:</p> <p>5 - essay presents clear thesis and shows detailed understanding of historical and current patterns and events. Significant similarities and differences are identified and explained</p> <p>4 - essay presents clear thesis and shows understanding of historical and current patterns and events. Significant similarities and differences are identified but not adequately explained</p> <p>3 - essay presents thesis that is not clear and shows only some understanding of historical and/or current patterns and events. Or some specific similarities and differences are not clearly relevant.</p> <p>2 - essay presents thesis that is not clear and shows only some understanding of historical and/or current patterns and events. Specific similarities and differences are not clearly relevant, or only one but not the other are included.</p> <p>1 - essay presents thesis that is not clear and shows only some understanding of historical and/or current patterns and events.</p>	<p>08/23/2012 - Of 39 students, 25 were able to complete the assignment with a score of 4 or 5 -- 64%.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.</p>	<p>09/07/2012 - Continue to reinforce reading and writing skills specific to history to facilitate better student performance on written assessments.</p> <hr/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Only generalized similarities and differences are included without depth or relevance.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p>		
<p>Department - History (HIST) - HIST 18 - INTRODUCTION TO MIDDLE EASTERN CIVILIZATION - SLO 1 - Role of Islam - Analyze and explain the role of Islam in the development of culture and politics in the Middle East. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 7-10 page research paper on a significant figure in Islamic history from 700 to 1900.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 80% of students will complete the paper with a grade of C or higher.</p>	<p>07/05/2012 - Students generally did well on paper assignment; two (of 44) chose to do topics outside of the range given and did not receive credit. Paper allowed students to analyze the significance of Islam in a realm of time periods and areas of life. 89% (39/44) successfully completed assignment.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and critical/analytical thinking.</p> <hr/> <p>10/12/2011 - 90% of students successfully completed the paper with a grade of C or higher; students analyzed figures from all areas of Islamic life, from politics to religion to culture and the arts. Papers demonstrated critical thinking skills and solid research abilities.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2010-2011</p>	
<p>Department - History (HIST) - HIST 18 - INTRODUCTION TO MIDDLE EASTERN CIVILIZATION - SLO 2 - patterns and themes - Discuss and explain patterns and themes (general and discrete) within the Middle East. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 7-10 page research paper on the interaction of the West with the Middle East in one aspect of life (political, cultural, economic).</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 80% of students will complete the paper with a grade of C or higher.</p>	<p>07/05/2012 - Students wrote on Middle Eastern involvement with the United States or Western Europe between 1850-1990. Students analyzed reasons for interactions and impacts on both Middle Eastern states and the West. 34/36 students (94%) successfully completed paper with a grade of C or higher.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b></p>	



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2011-2012 <b>GE/IL-SLO Reflection:</b> Communication/critical thinking and analysis.  10/12/2011 - 83% of students successfully completed the paper within the allowed parameters; 2% of students failed the paper because of academic integrity violations. The successful students analyzed the impact of the west on the Middle East in a variety of areas: geographically, politically, militarily, etc. The most common paper, on the impact of creation of Israel, was also the most well analyzed and documented. <b>Result:</b> Target Met <b>Reporting Year:</b> 2010-2011	
Department - History (HIST) - HIST 19 - HISTORY OF ASIA: CHINA/JAPAN - Individual Impact - Evaluate the role of the individual in the history of Asia, particular in China and Japan. (Created By Department - History (HIST)) <b>Assessment Cycles:</b> End of Quarter  <b>Course-Level SLO Status:</b> Active			
Department - History (HIST) - HIST 19 - HISTORY OF ASIA: CHINA/JAPAN - Themes in Asian History - Identify and assess the most significant themes in Asian history, focusing on culture, politics, and religion. (Created By Department - History (HIST))  <b>Course-Level SLO Status:</b> Active			
Department - History (HIST) - HIST 20 - HISTORY OF RUSSIA & THE SOVIET	<b>Assessment Method:</b> Essay exam question regarding the rise of	04/01/2013 - Students were required to submit an essay exam on the rise of Russia to a European	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>UNION - SLO 1 - Rise of Russia - Analyze the rise of Russia from a tribal society to a world power. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Russia in the 17th and 18th centuries.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 80% of students will successfully complete the exam question.</p>	<p>power in the reigns of Peter and Catherine the Great. Of the 28 students who submitted the exam question, 25 (89%) successfully passed the question.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> This question reflects a level of critical analysis and thinking.</p>	
<p>Department - History (HIST) - HIST 20 - HISTORY OF RUSSIA &amp; THE SOVIET UNION - SLO 2 - Themes in Russian history - Identify and assess the most significant themes in Russian history, focusing on culture, politics, and religion. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will successfully complete a research paper on the impact of Russia on Western society and the reverse, specifically in the 18th and 19th centuries.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 80% of students will successfully complete the research paper.</p>	<p>04/01/2013 - Students were required to write on the impact of the West on Russian society in the 19th or 20th centuries; topics ranged from the impacts of the West on the oil production in Baku to the architecture of 19th century St. Petersburg. Of the 25 students who submitted the paper on time, 24 of them received a passing grade (96%)</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> This assignment speaks to both communication skills and critical analysis/thinking.</p>	
<p>Department - History (HIST) - HIST 20 - HISTORY OF RUSSIA &amp; THE SOVIET UNION - SLO 3 - Individual impact - Evaluate the role of the individual in the history of Russia. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will evaluate the significance of an individual in the Russian Revolution in an analytical research biography.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 80% of students will successfully complete the assignment.</p>	<p>04/01/2013 - Students were expected to answer the question "Which of the Russian Revolutionaries was most able to lead after Lenin". Of the 25 students who submitted the essay on time, 23 of them were successful (92%). Answers ranged from Bukharin and Trotsky to Rykov and others, including one on Kollontai.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>GE/IL-SLO Reflection:</b> This assignment requires a high level of critical thinking and analysis.</p>	
<p>Department - History (HIST) - HIST 4A - HISTORY OF WESTERN CIVILIZATION TO 800 AD - SLO 1 - Synthesis and analysis - The Student will be able to: Synthesize and analyze the major themes and patterns of the ancient world - in writing (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will assess the impact of Roman civilization and analyze its impact on world history.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 85% of students will successfully complete the research paper.</p>	<p>01/16/2013 - Research paper was assigned, focused on Roman civilization and its influence and impact on Europe and the Mediterranean World. Of 34 submissions, 31 were passing (C or above) grades; two were Ds or lower, and one was plagiarized. With the plagiarized paper included, the success rate was 91%; removing that paper raised the success rate to 94%. Papers were on a variety of geographic, political, and cultural topics, and covered the range from 200 BCE to the rule of Justinian over the Byzantine Empire in the 6th century CE.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Communication and critical/analytical thinking.</p> <hr/> <p>07/05/2012 - Students completed assignment on Roman influence through history. 28/32 students = 88% of students completed the assignment successfully.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Critical thinking/communication</p>	
<p>Department - History (HIST) - HIST 4A - HISTORY OF WESTERN CIVILIZATION TO 800 AD - SLO 2 - Individual impact - The Student will be able to: Recognize and assess the reach, significance and impact of individuals on the course of history - in</p>	<p><b>Assessment Method:</b> Students will write an analytical biography of one of the major figures in ancient world history.</p> <p><b>Assessment Method Type:</b></p>	<p>01/16/2013 - Students were required to write a paper analyzing the impact of a figure from Greek, Persian, or Egyptian life, and to demonstrate the individual's significance historically, both within their own time period and subsequently. Of the 37</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>writing (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Research Paper</p> <p><b>Target:</b> 85% of students will successfully complete the assignment.</p>	<p>students enrolled at the time of the assignment, 35 submitted papers, and 34 of those received a grade of C or higher. Topics included a diversity of ancient world figures, such as Socrates, Ramses II, and Darius. Success rate was 92%</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Students focused on areas within communication and analytical thinking in order to successfully complete this assignment.</p> <hr/> <p>07/05/2012 - Students were assigned an analytical biography of a figure from the ancient world prior to 200 CE. Topics ranged from Hammurabi to Ramses II to Xerxes and Pericles, in fields including art, literature, and politics. 33/38 (86%) of students successfully completed the assignment with a grade of C or better.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and critical/analytical thinking.</p>	<p>07/05/2012 - Several students were only able to pass this assignment because they were allowed to rewrite their first attempt; early intervention with students struggling with language skills might help improve these numbers.</p> <hr/>
<p>Department - History (HIST) - HIST 4B - HISTORY OF WESTERN CIVILIZATION: 700-1800 - SLO 1 - Written synthesis and analysis - Synthesize and analyze the major themes and patterns of the Middle Period of Western Civilization in writing (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 7-10 page research paper on a movement in Europe between 1300-1600.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 80% of students will complete the paper with a grade of C or higher.</p>	<p>04/01/2013 - Students completed a paper on the rise of Russia from an Eastern plenipotentiary to a Western focused entity, with an emphasis on the 16th and 17th centuries. Of the students who submitted the paper on time, 30/36 (83%) successfully completed the assignment.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b></p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>This paper allows students to develop critical analysis of the reasons for the change.</p> <p>07/05/2012 - Students completed analysis of the role of the Renaissance in European life in a research paper. 35/42 (83%) successfully completed the assignment.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and critical/analytical thinking.</p>	
		<p>04/12/2012 - Assigned topic on the Renaissance/Reformation period saw 86% of students complete assignment with a grade of C or higher. All papers receiving a passing grade demonstrated analysis of the major themes of the period.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> Analysis remains the core component of writing assignments.</p>	
		<p>10/12/2011 - Students who completed the paper generally did well, ranging from As to Cs, with 83% of the class completing the paper with a passing grade. Most demonstrated critical analysis and the ability to synthesize the events from the period with the movement they were discussing.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2010-2011</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - History (HIST) - HIST 4B - HISTORY OF WESTERN CIVILIZATION: 700-1800 - SLO 2 - Individual impact - Recognize and assess the impact of individuals on the course of history in writing (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 7-10 page research paper on a major figure in European history between 750-1300.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 80% of students will complete the paper with a grade of C or higher.</p>	<p>04/01/2013 - Students completed a paper on individuals within the Dark Ages through the early years of the Renaissance; topics included Genghis Khan, Alfred the Great, King Cnut, and others. Of the students who submitted the paper on time, 35 out of 40 (88%) successfully completed the assignment with a passing grade.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> The assignment demonstrates both communication and critical analysis skills.</p>	
		<p>07/05/2012 - Students were assigned a paper on an individual within the allowed time frame; topics ranged from King Alfred to Eleanor of Aquitaine, and included significant diversity in terms of nationalities, gender, and position in society. 41/50 (82%) of students successfully completed the assignment with a grade of C or higher; 3 of those that did not never submitted a paper, and 2 others rewrote the paper to subsequently receive a passing grade.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and critical/analytical thinking.</p>	
		<p>04/12/2012 - Students successfully completed this paper at an 80% pass rate; those who failed to pass generally did not follow directions or plagiarized. Analysis in successful papers as to the significance of the individual and his/her impact on society both contemporaneously and ongoing was strong.</p> <p><b>Result:</b> Target Met</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> Critical thinking and analysis remains central to the core of the history course.</p> <hr/> <p>10/12/2011 - Students successfully completed this paper at an 85% pass rate. Most demonstrated critical thinking skills in analyzing the impact of the individual that they had chosen on the society as a whole.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2010-2011</p>	
<p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 3 - Cause and Impact - The Student will be able to: Critically examine the necessary and sufficient causes of an historical event or development and its major impacts (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will research the topic of imperialism and its impacts in 19th and 20th century world history.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 85% of students will successfully complete the research paper with a grade of C or higher.</p>		
<p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 1 - Synthesis and analysis - The Student will be able to: Synthesize and analyze the major themes and/or patterns of a specific historical period in modern western civilization in writing (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 7-10 page research paper analyzing the Russian Revolution.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 80% of students will complete the paper with a grade of C or higher.</p>	<p>10/12/2011 - 85% of students completed the paper; of those, all but three completed the paper with a grade of C or higher. Two of the failing papers were due to plagiarism. Students analyzed an aspect of the Russian Revolution and critically analyzed the results of that impact.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2010-2011</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 4 - Causation and Individual Impact - The Student will be able to: Recognize and assess the impact of individuals on the course of history and the accompanying causation issues (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 7-10 page research paper on a significant European figure in the 19th century.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 80% of students will complete the paper with a grade of C or higher.</p>	<p>07/05/2012 - Students completed analytical biography on a figure (other than Queen Victoria or Napoleon) in 19th century Europe. Wide range of figures from politics, economics, the military, and culture. 39/46 (85%) of enrolled students successfully completed paper with a grade of C or higher.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and critical/analytical thinking.</p> <hr/> <p>10/12/2011 - 85% of students submitted a paper on a significant 19th century figure, with only 2% submitting a paper which did not meet the requirements as spelled out in the syllabus. Students did a strong job of assessing the significance of these individuals (from all areas of life and culture) and analyzing their influences over both their own countries and the entirety of Europe.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2010-2011</p>	
<p>Department - History (HIST) - HIST 4C - HISTORY OF WESTERN CIVILIZATION 1789-PRESENT - SLO 5 - Movements and Ideologies - The Student will be able to: Analyze the development of the major political, social, and economic movements and ideologies of the 19th and 20th centuries, including their positive and negative impacts (Created By Department - History (HIST))</p>	<p><b>Assessment Method:</b> Students will answer essay question analyzing the differences between fascism and communism and interpret the reasons that they were able to rise to power in the 20th century.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 85% of students will successfully complete essay question with a grade of C or higher.</p>	<p>07/05/2012 - Final exam question required students to analyze differences between fascism and communism and to interpret why men such as Mussolini and Hitler came to power. 90% of students who chose to answer that question (18/20) completed the question with a grade of C or higher.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p>	



Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p>		<p><b>GE/IL-SLO Reflection:</b> Communication and critical/analytical thinking.</p>	
<p>Department - History (HIST) - HIST 4CH - HONORS HISTORY OF WESTERN CIVILIZATION - SLO 1 - - The Student will be able to: Using developed research findings on an assigned country or theme, students analyze and synthesize background, challenges, impact, and educated judgments. (Created By Department - History (HIST))</p>	<p><b>Assessment Method:</b> Students will compose a research paper analyzing specific countries or themes as assigned. <b>Assessment Method Type:</b> Research Paper <b>Target:</b> 85% pass rate on submitted papers.</p>	<p>08/23/2012 - Out of 23 students in the class, 21 successfully submitted the paper as assigned. -- 91% <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Communication and critical analysis.</p>	
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - History (HIST) - HIST 4CH - HONORS HISTORY OF WESTERN CIVILIZATION - SLO 2 - Challenges, themes and problems - The Student will be able to: Focusing on major analysis areas, students will be able to identify and critically assess the major challenges, themes and new problems in a specified region during a designated time period ? in writing (Created By Department - History (HIST))</p>	<p><b>Assessment Method:</b> Students will assess the major challenges and themes of specific regions during specific time periods. <b>Assessment Method Type:</b> Research Paper <b>Target:</b> 85% of students will successfully complete assignment with a passing grade.</p>	<p>08/23/2012 - Of 23 enrolled students, 20 successfully presented themes and challenges through analysis -- 87% <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.</p>	
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - History (HIST) - HIST 4CH - HONORS HISTORY OF WESTERN CIVILIZATION - SLO 3 - Creating historical questions - The Student will be able to: Move from seeking answers to creating mature historical questions based on research and analysis ? in writing. (Created By Department - History (HIST))</p>	<p><b>Assessment Method:</b> Students will analyze historical questions and formulate questions of their own, in writing. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target:</b> 85% of students will successfully create historical questions.</p>	<p>08/23/2012 - Of 23 students enrolled, 22 were able to successfully create historical questions -- 96%. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.</p>	
<p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - History (HIST) - HIST 54H - HONORS INSTITUTE SEMINAR IN HISTORY - Critical Communication - Discuss the topic critically with instructor and other students (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student will present topic mutually agreed upon to other students in the class.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> 100% of students who participate will successfully present a topic.</p>	<p>08/23/2012 - Student successfully presented topic in Honors Seminar.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication.</p>	
<p>Department - History (HIST) - HIST 54H - HONORS INSTITUTE SEMINAR IN HISTORY - Historical Analysis - Explain the importance of the topic to the discipline (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will compose an analytical research paper on a mutually agreed upon topic.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 90% of students will successfully complete assignment.</p>	<p>08/23/2012 - Student completed excellent paper on Transcaucuses and impact on European history.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.</p>	<p>08/23/2012 - Department will need to consider the efficacy of offering this class, given that only one student took the course in the 2011-12 year.</p>
<p>Department - History (HIST) - HIST 54H - HONORS INSTITUTE SEMINAR IN HISTORY - Research Skills - Improve research skills (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will research a mutually agreed upon topic in history and present results in written form.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 90% of students will successfully complete assignment.</p>	<p>08/23/2012 - Student submitted well analyzed research paper.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.</p>	
<p>Department - History (HIST) - HIST 56 - SPECIAL PROJECTS IN HISTORY - SLO 1 - - A successful student will be able to form a critical thinking focus, assess complexities and patterns of issue/project covered with instructor and other students if appropriate. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - History (HIST) - HIST 56 - SPECIAL PROJECTS IN HISTORY - SLO 2 - Research - A successful student will be able to improve mature research and/or information gathering ability. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - History (HIST) - HIST 56 - SPECIAL PROJECTS IN HISTORY - SLO 2 - analytical skill - Achieve enhanced analytical abilities and include the importance of the topic to the discipline. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - History (HIST) - HIST 8 - HISTORY OF LATIN AMERICA - Religion - A successful student will be able to analyze and explain the role of religion, specifically Roman Catholicism, in the development of culture and politics in Latin America. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - History (HIST) - HIST 8 - HISTORY OF LATIN AMERICA - Patterns/Themes - A successful student will be able to discuss and analyze patterns and themes in religion, culture, and politics (general and discrete) within the Latin American and Caribbean world. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - History (HIST) - HIST 9 - HISTORY OF CONTEMPORARY EUROPE - SLO 1 - Research and evaluation - The Student will be able to: Create and deliver to</p>	<p><b>Assessment Method:</b> Students will examine and analyze the role of an assigned country through a research paper.</p>	<p>08/23/2012 - Of 21 students enrolled, 19 successfully completed the paper -- 90%. <b>Result:</b></p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>class a researched and evaluative examination of an assigned country or theme by lecture or shared paper. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Research Paper <b>Target:</b> 80% of students will successfully complete the paper.</p>	<p>Target Met <b>Reporting Year:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.</p>	
<p>Department - History (HIST) - HIST 9 - HISTORY OF CONTEMPORARY EUROPE - SLO 2 - Individual impact - The Student will be able to: Recognize and assess the impact of individuals on the course of history - in writing. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will compose an analytical biography of an individual in contemporary European history. <b>Assessment Method Type:</b> Essay/Journal <b>Target:</b> 80% of students will successfully complete the paper.</p>	<p>08/23/2012 - Of 21 students enrolled, 20 successfully completed the essay.-- 95%. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.</p>	
	<p><b>Assessment Method:</b> Students will compose an analytical biography of an individual in contemporary European history. <b>Assessment Method Type:</b> Essay/Journal <b>Target:</b> 80% of students will successfully complete the essay.</p>		
<p>Department - History (HIST) - HIST 9 - HISTORY OF CONTEMPORARY EUROPE - SLO 3 - Post-WWII challenges - The Student will be able to: Critically assess the challenges of Post WWII and the impact on contemporary Europe ? in writing (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will complete a research paper analyzing the impact of World War II on contemporary Europe. <b>Assessment Method Type:</b> Research Paper <b>Target:</b> 80% of students will successfully complete the research paper.</p>	<p>08/23/2012 - Of the 21 students enrolled, 17 completed the paper successfully.-- 81% <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.</p>	
<p>Department - History (HIST) - HIST 9H - HONORS HISTORY OF CONTEMPORARY EUROPE - SLO 1 - Research and evaluation - The Student will be able to: Create and</p>	<p><b>Assessment Method:</b> Students will write a research paper examining the assigned country or theme. <b>Assessment Method Type:</b></p>	<p>08/23/2012 - Of 21 students enrolled, 19 successfully completed the paper -- 90%. <b>Result:</b> Target Met</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>deliver to seminar participants a researched and evaluative examination of an assigned country or theme by lecture or shared paper. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Research Paper</p> <p><b>Target:</b> 80% of students will successfully complete the research paper.</p>	<p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.</p>	
<p>Department - History (HIST) - HIST 9H - HONORS HISTORY OF CONTEMPORARY EUROPE - SLO 2 - Challenges, themes and problems - The Student will be able to: Critically assess the challenges of 20th Century Europe and complimentary areas, and the impact on those areas today ? in writing (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will complete an essay assessing the challenges of 20th century European society.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target:</b> 80% of students will successfully complete the research paper.</p>	<p>08/23/2012 - Of 21 students enrolled, 18 successfully completed the paper -- 85%.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.</p>	
<p>Department - History (HIST) - HIST 9H - HONORS HISTORY OF CONTEMPORARY EUROPE - SLO 3 - Individual impact - The Student will be able to: Recognize and assess the impact of individuals on the course of history - in writing. (Created By Department - History (HIST))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will compose an analytical biography of an individual in contemporary European history.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 80% of students will successfully complete the research paper.</p>	<p>08/23/2012 - Of 21 students enrolled, 17 successfully completed the paper -- 81%.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> Communication and Critical Analysis.</p>	